Contents

7. Subjects

7.1. Mother tongue and literature (AI)

The task of the subject

The task of mother tongue and literature is to improve the students' language proficiency, interaction skills, and multiliteracy. The studies strengthen the students' interest in language, literature, and other forms of culture as well as increase their awareness of their skills as communicators and language users. The studies support the development of their language awareness, cultural knowledge and ability, and learning in all subjects. The objective is that the students learn knowledge and skills which support their further studies and active citizenship.

Mother tongue and literature is a multidisciplinary subject involving theoretical, practical and cultural dimensions. It combines phenomena explored by linguistics, literature, and communication studies as well as cultural studies. Studies in mother tongue and literature introduce the students to cultural heritage and its different forms, literary arts as well as the media and communication culture.

The instruction of mother tongue and literature guides the students to multifaceted self-expression, development of interaction skills, text interpretation, active acquisition of information as well as critical processing of and ethical reflection on information. The studies develop thinking and learning-to-learn skills, metalinguistic skills, and creativity. The objective is to support and develop language awareness and skills in interpreting and producing multimodal texts.

Linguistic knowledge is integrated in the other contents of the subject, and studying it develops the students' skills in interpreting and producing texts. The objectives of studying literature include understanding both fiction and non-fiction, experiential reading as well as improving the students' skills in analysing and interpreting texts. Studying literature supports the development of aesthetic and ethical reflection and provides the students with building blocks for developing their creativity, interaction skills, and personal ways of expression. Learning media literacy advances the students' skills in the critical reading, production, and interpretation of media texts and contents as well as understanding the media culture. It also helps the students adopt skills needed by an active and responsible citizen.

In the instruction of mother tongue and literature, the students familiarise themselves with the language, concepts, and ways of building knowledge used in the fields of science underlying the subject. The instruction is based on a broad conception of multimodal texts, for example written, spoken, visual or audiovisual texts, or combinations of these forms of expression. Typical texts studied in the subject are fiction and non-fiction, media texts as well as institutional and everyday discussions.

The instruction of mother tongue and literature is part of the language education of the general upper secondary school, which aims to recognise and make visible the role languages play in learning. Studying languages develops the students' plurilingual competence, which consists of mastering their mother tongue, other languages, and their dialects and registers at different levels. Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. Language education helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society. The instruction addresses the linguistic diversity in Finland, the status of Finnish and Swedish as national languages, and the Sámi languages as languages of an indigenous people in Finland.

The studies of mother tongue and literature are carried out in close collaboration with libraries. Moreover, key learning environments include theatres, museums, and archives as well as other cultural institutions. The students also draw on their own language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential for the students and that develop their creativity are utilised in the studying. Texts are produced and interpreted both independently and in interaction with others.

The studies of mother tongue and literature are implemented through integration of the general objectives of the subject. The studies also draw on collaboration of the different syllabi of the subject, and other subjects.

Transversal competences

In the subject of mother tongue and literature, transversal competences are studied as themes and competence areas within the subject and across the boundaries of subjects. The subject is part of the cultural, media, citizenship, and democracy education of the general upper secondary school.

*Of the transversal competence areas, **multidisciplinary and creative competence, interaction competence** as well as **societal competence** are emphasised in mother tongue and literature. The students learn about using the means of language, expression, texts, and interaction to build meanings and connections between people. Advancing the skills in involvement, argumentation, personal text production, and interaction supports active citizenship and working life skills. The development of critical and cultural literacy, text production skills, multiliteracy as well as language awareness and interaction skills supports studying and learning in all subjects and in the cooperation of subjects. Sustained, creative, inquiry-based, and process-oriented work as well as learning by doing are required to develop these skills.*

*Studying mother tongue and literature strengthens **ethical and environmental competence** as well as **global and cultural competence**, and these elements are taken into account in the selection of learning content. The studies improve the students' understanding of the topical environmental challenges of our time and impart capabilities for building a sustainable future. Studying media skills as well as information acquisition and management skills is linked to critical and cultural literacy and ethics. The students are guided to understand linguistic and cultural diversity and to reflect on and recognise identities. The objective is that they can understand their own identity in relation to the Finnish, European, and global culture.*

*The competence acquired when studying mother tongue and literature supports the development of the students' **well-being competence** in a variety of ways. The emerging language awareness, interaction competence, and multiliteracy support and strengthen the development of the students' identity. The students learn to evaluate constructively and reflect on their and other people's competence. Studying culture and especially literature advances the students' perception of life, humanity, and the world. The subject provides the students with tools for verbalising their thoughts, emotions, and experiences as well as understanding their personal life stories and strengths. The subject supports key life management skills: interaction skills and multiliteracy as well as skills in acting responsibly, ethically, and constructively in different situations.*

7.1.1.   Syllabus in Finnish language and literature (AI1)

The task of the subject

The specific task of the syllabus in Finnish language and literature is to advance the students' knowledge of the Finnish language, literature, and culture as well as their multiliteracy, interaction skills, and media skills. The studies enhance the students' understanding of the significance that language and cultural awareness, language proficiency, and interaction competence have

for building individuals' identities and communities. The Finnish language is both an object of learning and an instrument of studying other subjects. The studies build diversely the multiliteracy and interaction skills needed in further studies and the world of work. The students familiarise themselves with possibilities of continuing to study Finnish language and literature in higher education.

The studies of the syllabus in Finnish language and literature include reading complete works and writing extensive texts. In the course of the compulsory studies, the students read at least eight complete works, at minimum one of which is non-fiction.

Objectives

The general objectives of the instruction of Finnish language and literature are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing language and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

• *are capable of goal-oriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence*
• *know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and related ethical considerations.*

Interpreting texts

The objective is that the students

• *develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including non-fiction and media texts, literature, and spoken texts with awareness of their objectives and contexts as well as use appropriate concepts for analysing texts*
• *develop their skills in interpretative and experiential reading of fiction and non-fiction, advance their understanding of literary devices, and use appropriate concepts for analysing literature*
• *are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

• *develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts as well as express and justify their ideas, using language and ways of expression suitable for the situation*
• *master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts*
• *improve their mastery of standard language and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyright laws.*

Development of language and cultural awareness

The objective is that the students

• *understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural*

diversity for identities
• advance their knowledge of the structure and different registers of language, means and tones of expression as well as literature and other cultural products.

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. In studies of Finnish language and literature, provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, such as written, oral, and possibly other products as well as working actively during the study unit affect the assessment. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

In addition to, or to improve, the average of the grades awarded for study units, targets of assessment derived from the subject's general objectives can be used to support the final assessment. Divided into objective areas, these targets are the following.

Interaction competence
• mastering interaction skills in group and public speaking situations
• understanding interactive situations and phenomena

Interpreting texts
• analysing and interpreting multimodal texts, especially media texts
• understanding and interpreting fiction and non-fiction
• skills in evaluating information and texts

Producing texts
• producing different genres, mastering different means of expression and self-expression
• mastering the text production processes
• command of standard language
• information acquisition skills, evaluation, and use of sources and materials

Development of language and cultural awareness
• understanding linguistic and cultural diversity
• understanding the languages used in the fields of knowledge linked to the subject
• mastering linguistic knowledge and concepts used in the subject

In the final stage of the studies, a secondary level test of oral communication skills can be used to assess speech and interaction skills (the PUHVI test).

Study units

Interpreting and writing texts, 2 cr (ÄI01)

Modules in the study unit

- Interpreting and writing texts, 2 cr (ÄI1), Compulsory

Objectives

Interpreting and writing texts

The objective of the module is that the students

- *know how to produce, interpret, and evaluate different multimodal texts, their structures, and their ways of expression*
- *are emboldened as writers and master the different stages of the writing process*
- *are able to use other texts as a basis for their own*
- *develop their self-image as interpreters and producers of texts as well as providers and receivers of feedback.*

Core contents

Interpreting and writing texts

- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *construction of a textual entity: analysing the objective, target group, contexts, content, structure, ways of expression, and perspectives of a text*
- *the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts*
- *polyphony of texts and intertextuality*
- *editing the language and form of texts*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least eight complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Multidisciplinary and creative competence

The aim is for students to understand during the study unit what a diverse textual world they live in. This strengthens their multiliteracy in the digital age. The aim is for students to learn to examine media texts, fiction and other texts in the surrounding society with curiosity and criticism, to understand the aims of texts and the reasons behind those aims, and to broaden their knowledge of text genres. In Espoo, the study unit can involve collaboration with libraries or other cultural institutions, for example.

Well-being competence

During the first study unit, students learn the working methods and learning skills needed in general upper secondary school, as well as how to schedule their own work and take responsibility for their studies. During the study unit, students can also carry out creative writing exercises and discuss the books they have read in an experiential manner. Self-assessment and collaborative working methods are particularly important in the first study unit, as the aim during this unit is to promote students' attachment to the general upper secondary school community and build their understanding of themselves as learners.

Interpreting literature, 2 cr (ÄI04)

Modules in the study unit

- Literature 1, 2 cr (ÄI4), Compulsory

Objectives

Literature 1

The objective of the module is that the students

• advance and diversify their modes of reading
• are familiar with the genres and ways of expression of fiction and non-fiction
• broaden their skills in reading, analysing, and interpreting diverse literature, using an appropriate approach and terminology
• understand that literature lends itself to multiple interpretations.

Core contents

Literature 1

• tasks of literature and modes of reading, in particular experiential reading and writing
• key genres and ways of expression of literature, concepts used in literary analysis
• narratives and narrativity in fiction and non-fiction as well as in other texts, including theatrical performances, cinema, games or other media texts
• different approaches to interpreting literature

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least eight complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Multidisciplinary and creative competence

During the study unit, students develop their multiliteracy as they deepen their skills in the analysis and interpretation of fiction. The aim is also to enjoy fiction in an experiential way. The study unit can make use of the cultural offerings of the Helsinki Metropolitan Area, particularly Espoo, and include visits to the theatre or cinema, for example.

Interaction competence

The aim is to make reading a communal activity. Students discuss literary and cultural experiences with others, which allows them to discuss not only the works themselves, but also the themes they deal with. The works read can be presented to the entire general upper secondary school community through the publication of reading tips or book reviews, or at literary events, for example.

Well-being competence

Interpreting and discussing the themes of the works provides students with an opportunity to develop their empathy skills and also to cultivate their own perseverance in a world of change and surprises.

Critical reading and influencing, 2 cr (ÄI05)

Modules in the study unit

- Interpreting texts 1, 2 cr (ÄI5), Compulsory

Objectives

Interpreting texts 1

The objective of the module is that the students

• advance their critical literacy, particularly media literacy
• understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society
• learn to interpret multimodal texts, especially media texts, as well as to analyse their ways of expression and interaction
• familiarise themselves with means of involvement and argumentation and advance their knowledge and skills relating to them.

Core contents

Interpreting texts 1

• freedom of expression, media criticism, media ethics
• recognising ideological traits in texts, differences between opinion and scientific knowledge
• linguistic and audiovisual means of involvement as well as practices and rhetorical means of argumentation
• source criticism, information acquisition and management, copyright
• analysing and producing spoken and written texts that are argumentative and persuasive

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least eight complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Societal competence

Many aspects of societal competence are closely related to the key content of the study unit. These include reading with source criticism, influencing skills and recognising the values contained in

spoken or written texts, for example. During the study unit, students practise analysing the means of influence used in different texts and explaining and evaluating these means of influence based on the context, genre, target group and objective of the text. On the other hand, students practise producing effective spoken and written texts.

Opportunities for social influence can be made concrete by examining the ways in which young people in Espoo exert influence and texts related to this influence, such as the work of the student board or the Espoo Youth Council. The study unit may also include activities such as debate competitions, which are visible in the general upper secondary school beyond the group. Guest speakers, such as journalists or social influencers, can also be invited to participate in the lessons.

Ethical and environmental competence

During the study unit, students read a variety of media texts that influence in different ways and at least one complete work, which may be fiction or non-fiction. The topics and themes of the texts to be read take into account the areas of transversal competence. The texts may deal with issues such as societal influence, social or global justice, the state of the environment or sustainable development.

Global and cultural competence

Students examine the use of means of influence in both the domestic media environment and the global world of media and technology. At the same time, students reflect on ethical agency in the textual world of the digital age. Topics related to global and cultural competences can also be addressed through complete works and other texts read during the study unit (see ethical and environmental competence in the same study unit).

Literature and context, 2 cr (ÄI08)

Modules in the study unit

- Literature 2, 2 cr (ÄI8), Compulsory

Objectives

Literature 2

The objective of the module is that the students
• improve their knowledge of literature and learn to examine fiction also as a part of changing society
• understand the significance of different contexts in interpreting literature
• are familiar with key works and themes of Finnish and world literature and are able to analyse them as part of their cultural context.

Core contents

Literature 2

• Finnish literature as a diverse, polyphonic, and multilingual phenomenon in world literature
• examining literature in its different contexts: the context of the author and the genre, historical and cultural context, political and social context
• examining texts from different perspectives, including the conception of humanity, identities, perception of the world as well as changes in values and ideologies

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least eight complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Multidisciplinary and creative competence

During the study unit, students read works of fiction and other texts, interpreting them in particular in relation to their contexts. The aim is for students to use their knowledge of the world, acquired in different subjects and elsewhere in their lives, to interpret texts. The purpose of context-based reading is to fuel curiosity and encourage students to seek meaning and combine ideas in new ways as well.

Global and cultural competence

Studying key periods and works in literary history increases students' awareness of Finnish, European and global cultural heritage and their understanding of cultural diversity.

The study unit can make use of the cultural offerings of Espoo and the wider Helsinki Metropolitan Area, particularly theatre. For example, students can experience new dramatisations of classic works.

Deepening interaction skills, 2 cr (ÄI09)

Modules in the study unit

- Interaction 3, 2 cr (ÄI9), Optional

Objectives

Interaction 3

The objective of the module is that the students

• diversify their interaction skills, especially those needed in further studies and the world of work
• improve their capabilities for understanding and resolving interaction problems and acting constructively and ethically in different interactive situations, also challenging ones, as well as understanding the cultural features and contextuality of interaction
• advance their ability to analyse interaction from different perspectives.

Core contents

Interaction 3

• interaction skills needed in studies and the world of work, for example skills needed for meetings, negotiations, and job interviews
• presenting ideas or personal views convincingly, modes and rhetoric devices of argumentation
• analysing different interactive situations and relationships as well as the factors that influence them; conflicts and problem-solving in a group
• dialogical and constructive interaction, ethics in interaction
• possible participation in a secondary level final test of oral communication skills (the PUHVI test)

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Societal competence

The study unit particularly develops communication skills that enable participation in societal activities. The content encourages active citizenship and develops working life skills.

Interaction competence

The study unit focuses on interaction: both self-expression and listening to others.

Global and cultural competence

The core contents of the study unit include cultural and contextual understanding of interaction situations.

Multidisciplinary and creative competence

The study unit draws on the contents of several other subjects when students plan their own speeches and prepare for debates, for example. The study unit provides skills and encourages self-expression.

Deepening writing skills, 2 cr (ÄI10)

Modules in the study unit

- Writing 2, 2 cr (ÄI10), Optional

Objectives

Writing 2

The objective of the module is that the students

- *develop their ability to express themselves in writing and their skills in producing a factual, relatively long text using background materials*
- *improve their mastery of the writing process and skills in editing their text.*

Core contents

Writing 2

- *planning and producing argumentative and reflective texts*
- *information management skills, source evaluation and criticism, copyright*
- *practice in different stages of writing and mastering time management*
- *defining the topic, selecting a perspective and materials, ways of using materials in a text*
- *revising and finalising a text, personal voice in a text, editing the language and form of texts*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Societal competence

The main focus of the study unit is on producing argumentative and reflective texts. In the study unit, students study the practices of clear and descriptive standard language. The study unit also includes training in information retrieval and critical literacy.

Interaction competence

The study unit focuses on producing written texts and expressing one's own thoughts in standard written language. The aim is for the texts written during the study unit to be clear and easy to understand.

Multidisciplinary and creative competence

The texts produced during the study unit combine content from a wide range of fields and school subjects. The aim is for the texts written during the study unit to express the students' personal voice: their own experiences, thoughts and opinions.

Deepening literacy, 2 cr (ÄI11)

Modules in the study unit

- Interpreting texts 2, 2 cr (ÄI11), Optional

Objectives

Interpreting texts 2

The objective of the module is that the students
• advance their critical and cultural literacy
• are able to analyse, interpret, and evaluate different multimodal texts
• understand the significance of the intentions and context of texts when interpreting them
• are able to present and justify their interpretations of text using appropriate concepts.

Core contents

Interpreting texts 2

• analysing diverse non-fiction and media texts and fictive texts, constructing an interpretation as well as using concepts
• different ways of interpreting texts
• placing a text in its situational and cultural context
• ways of constructing meanings in multimodal texts, including ways and forms of expression, and structures

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific

to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Societal competence

The study unit focuses on developing critical and cultural literacy. The study unit involves analysing a wide range of texts and learning to understand different types of texts in their contexts, for example.

Interaction competence

In terms of interaction competence, the study unit focuses on developing students' critical and analytical reading skills. In the study unit, students analyse how and why texts aim to influence readers, for example.

Global and cultural competence

A very important part of the study unit is the contextualisation of the texts to be analysed and the related knowledge of culture, society and history.

Language and interaction, 2 cr (ÄI02ÄI03)

Modules in the study unit

- Language and textual awareness, 1 cr (ÄI2), Compulsory
- Interaction 1, 1 cr (ÄI3), Compulsory

Objectives

Language and textual awareness

The objective of the module is that the students

> *• improve their language and textual awareness*
> *• develop their understanding of language and texts as entities that construct meanings*
> *• understand the social nature of language and its importance for both individuals and communities.*

Interaction 1

The objective of the module is that the students

> *• are emboldened to communicate as well as develop their self-image as communicators and their perception of language and identity*
> *• improve their group communication skills and learn to analyse and evaluate the phenomena of group communication*
> *• learn to examine the significance and situation-specific variations of linguistic and non-verbal devices in different interactive situations.*

Core contents

Language and textual awareness

> *• different perceptions of language: language as a structure, constructor of meanings, social and communal phenomenon, and an instrument of power*
> *• the concept of multiliteracy, broad conception of text, the concept of genre*
> *• language policy, monolingualism and plurilingualism, language ideologies, principles of language planning*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least eight complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Global and cultural competence

An understanding of one's own language resources and the linguistic situation in Finland and around the world increases students' international competence and understanding of cultural diversity. Where possible, this section can be implemented by drawing on internationalisation at home in the students' living environment and at the general upper secondary school. In the study unit, students can also examine the mother tongues spoken in the general upper secondary school community.

Multidisciplinary and creative competence

Cultural diversity and Finnish, European and/or global cultural heritage are also addressed through books that students read for the study unit. The books may deal with topics such as cultural identity or the relationship with language.

Interaction competence

Getting to know the language stories of people in the local community develops emotional and empathy skills while also developing an understanding of multilingualism. If schedules allow, there can also be cooperation between the mother tongue and Finnish as a second language study units taught in separate teaching groups in Espoo. Interaction skills and linguistic knowledge can be studied as integrated entities by working in groups or preparing for and conducting goal-oriented group discussions, for example.

Well-being competence

Strengthening language awareness and practising interaction skills helps students recognise their own strengths and skills and build their own identity as language users and communicators. At the same time, students develop their cooperation and social skills.

Interaction and writing, 2 cr (ÄI06ÄI07)

Modules in the study unit

- Writing 1, 1 cr (ÄI6), Compulsory
- Interaction 2, 1 cr (ÄI7), Compulsory

Objectives

Writing 1

The objective of the module is that the students

> *• are emboldened as writers and advance their skills in mastering the writing process*
> *• advance their understanding of how the structure, language, and ways of expression of a text influence its meanings*
> *• improve their skills in using other texts as a basis for their writing and evaluating the reliability of texts.*

Interaction 2

The objective of the module is that the students

> *• become emboldened as public speakers and increase their understanding of nervousness related to public speaking*
> *• improve their public speaking skills and ability to produce different spoken texts, also in digital environments*
> *• advance their ability to analyse and evaluate spoken texts and audiovisual communication.*

Core contents

Writing 1

> *• writing as a process: coming up with ideas, defining the topic, and selecting the perspective; structuring, revising, and finalising texts; giving and receiving feedback*
> *• writing based on texts, editing the language and form of texts*
> *• exercises in literary art that support the students in expressing a personal voice*

Interaction 2

> *• nervousness related to public speaking and alertness, interactive nature of public speaking, and the audience's responsibility*
> *• constructing a speech and delivering it alone, in a group or as an audiovisual text; skills in targeting, maintaining contact, illustration, and expression*
> *• interaction skills and ethics on different communication channels, such as the social media*
> *• analysing and evaluating spoken and audiovisual texts*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least eight complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Multidisciplinary and creative competence

Concrete development of writing skills can be achieved through activities such as process writing, and interaction skills can be practised by preparing and delivering argumentative speeches, for example. Students can practise speaking and writing methods by writing and preparing a speech on the same topic.

Developing interaction and writing skills requires self-reflection and recognition of one's own competence, but also the ability to identify, analyse and interpret the techniques used in written or spoken text.

Interaction competence

The study unit teaches interaction, presentation and writing skills. In both written and spoken communication, the aim is to develop social skills and constructive communication skills by means such as considering how and to whom the message is directed and how the target group influences the methods used in speech or text. During the study unit, students read at least one complete work that may deal with well-being, regulation of one's own learning or interaction competence. These topics can also be the subject of presentations.

Well-being competence

By developing their interaction and writing skills, students also develop their own identity as writers and communicators. Developing demanding skills also requires learning perseverance, which can also be applied to other areas of life.

7.1.2. Syllabus in Finnish as a second language and literature (AI6)

The task of the subject

Students whose mother tongue is not Finnish, Swedish, or Sámi may be taught mother tongue and literature following the syllabus in Finnish as a second language and literature. The syllabus in Finnish as a second language and literature is appropriate for the students if there are deficiencies in some aspects of their basic Finnish language skills, in which case the students' Finnish language proficiency does not create sufficient preconditions for studying the syllabus in Finnish language and literature. The syllabus is based on the learning situation of a second-language learner; they learn Finnish in a Finnish-speaking environment and gradually develop a diverse Finnish language proficiency in addition to the languages they have learned previously. The objectives and contents of the syllabus are based on a command of the basics of the Finnish language acquired in primary and lower secondary education or elsewhere. The key objective of the instruction of Finnish as a second language and literature is to achieve a Finnish language proficiency and knowledge of Finnish culture which enable the students to cope with further studies and the world of work.

The specific objective of the syllabus in Finnish as a second language and literature is to promote the development of the students' plurilingualism, Finnish language multiliteracy and interaction skills as well as knowledge of literature and culture. In cooperation with the instruction of the students' mother tongue and other subjects, the teaching and learning of Finnish as a second language and literature helps the students in building their linguistic and cultural identity in a culturally diverse and multimedial society. The instruction enhances the students' understanding of the significance that language proficiency, language awareness, and their own languages and cultures have for their identity and communities.

The Finnish language is both an object of learning and a medium of studying other subjects. The instruction promotes language learning in all interactive situations. A good command of language and interaction skills is significant for coping with further studies, the world of work, and daily life.

All modules develop the students' command of written language, multiliteracy as well as speaking and interaction skills, and instruct them to analyse and evaluate texts and interactive situations critically, partly relying on conceptual competence and analysis skills obtained previously. These skills are advanced and expanded in each study unit, especially by reading long fiction and nonfiction texts and analysing them independently and together with others. At least four complete works are read in the course of the compulsory studies. In teaching and learning, the students are guided in reflecting on the significance of language and interaction skills for further studies and getting to know the opportunities for continuing their studies of the Finnish language at the university level.

Objectives

The general objectives of the instruction of Finnish as a second language and literature are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and development of linguistic awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

• are capable of goal-oriented, appropriate, and ethical interaction in public speaking and group communication situations
• know how to assess, analyse, and develop their interaction competence
• understand increasingly conceptual instructional discourse as well as situations involving formal speech, know how to act in them, and master suitable communication and interaction strategies for them
• are aware of the culture-bound nature of interactive situations and know how to examine and interpret different interactive situations and their ethical aspects.

Interpreting texts

The objective is that the students

• improve their skills related to conceptual language as well as their critical and cultural multiliteracy, allowing them to understand multimodal texts, including non-fiction and media texts, literature, and spoken texts, and use suitable strategies for reading and interpreting them
• improve their vocabulary and resource of phrases and concepts by reading as well as advance their understanding of the structures of written language and are able to evaluate texts with awareness of their intentions and contexts
• develop their skills in the interpretative and experiential reading of fiction and non-fiction, diversify their reading choices, and advance their understanding of literary devices as well as learn to read and interpret long informative texts and complete books of fiction and non-fiction
• are able to evaluate critically different information sources and their intentions, reliability, and usability.

Producing texts

The objective is that the students

• develop their skills related to conceptual language and their critical and cultural multiliteracy, enabling them to use and produce multimodal texts with awareness of their intentions and contexts, to express and justify their ideas, to select a language form suited to the situation and intention as well as to use structures, vocabulary, phrases, and concepts suitable for the topic
• master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts
• reinforce their mastery of standard language and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyright laws.

Development of language awareness

The objective is that the students

• understand the importance of language for learning and thinking as well as the significance of linguistic and cultural diversity for identities, and learn to develop their language proficiency in different environments and situations of language use and to draw on all of their language resources for learning
• advance their knowledge of the structures, different registers, stylistic features, and tones of language as well as the meanings these elements create, and of literature and other cultural products
• understand the process of language learning and learn to know and use the means and tools of developing their language proficiency that are the best suited for them.

Assessment

If the students' syllabus is Finnish as a second language and literature, they are assessed according to this syllabus regardless of whether separate teaching in accordance with the syllabus

in Finnish as a second language and literature has been arranged or not, or whether the general upper secondary school has only been able to offer part of the modules in this syllabus. Credits earned for modules completed according to the syllabus in Finnish language and literature will be transferred in full to modules in Finnish as a second language and literature, and the grade awarded for them will be transferred as a grade for the modules in Finnish as a second language and literature. Modules in Finnish as a second language and literature are considered comparable to Finnish language and literature modules in so far as their objectives and central contents correspond to each other. In this case, the students may be required to provide additional demonstrations of knowledge and skills regarding the compulsory modules, and their grades are reconsidered accordingly.

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. In studies of Finnish as a second language and literature, provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, such as written, oral, and possibly other products as well as working actively during the study unit affect the assessment.

Where applicable, the Language Proficiency Scale based on the Common European Framework of Reference may be used to support the assessment, as a tool for the teacher, and as an instrument for the students' self and peer assessment.

In addition to, or to improve, the average of the grades awarded for study units, targets of assessment derived from the subject's general objectives can be used to support the final assessment. Divided into objective areas, these targets are the following.

Interaction competence

• *developing the skills in listening comprehension and speaking*
• *mastering interaction skills in group and public speaking situations*
• *understanding interactive situations and phenomena*

Interpreting texts

• *understanding and interpreting multimodal texts*
• *understanding and interpreting fiction and non-fiction*
• *skills in evaluating information and texts*

Producing texts

• *producing different genres, mastering different means of expression and self-expression*
• *mastering the text production processes*

- *evaluation and use of sources and materials*
- *improving the level of abstraction in language use and command of standard language*

Development of language awareness

• understanding the languages of different fields of knowledge and linguistic diversity
• mastering linguistic knowledge and the concepts of the syllabus as well as observing and using language as indicated by the situation, purpose, and genre
In the final stage of the studies, a secondary level test of oral communication skills can be used to assess speech and interaction skills (the PUHVI test).

Study units

Interpreting and writing texts, 2 cr (S201)

Modules in the study unit

- Interpreting and writing texts, 2 cr (S21), Compulsory

Objectives

Interpreting and writing texts

The objective of the module is that the students

- *know how to produce, interpret, and evaluate different multimodal texts, their structures, and their ways of expression*
- *learn to observe the use of Finnish structures and expressions in different texts and to exploit them in their writing*
- *learn to use different texts as a basis for their writing*
- *advance their skills related to the different stages of the writing process*

Core contents

Interpreting and writing texts

- *reading long texts, possibly also in other languages the students know; understanding the objective and content of the text*
- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *strategies needed for understanding the texts the students read, abstract language skills, vocabulary, and resource of phrases and concepts*
- *editing the language and form of texts*
- *the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts*
- *a complete work of fiction, or non-fiction*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least six complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Transversal competences

Multidisciplinary and creative competence

The aim is for students to understand during the study unit what kinds of language, reading and writing skills are needed in general upper secondary school studies and to become aware of their own strengths and areas for development as learners of Finnish and as readers and producers of texts. During the study unit, students read various texts and strengthen their multiliteracy in the digital age. The aim is for students to learn to examine media texts, fiction and other texts in the surrounding society with curiosity and criticism, to understand the aims of texts and the reasons behind those aims, and to learn to produce different types of texts. At the same time, students learn to pay active attention to the vocabulary and language used in texts and to utilise the linguistic features they observe in their own writing. In Espoo, the study unit can involve collaboration with libraries or other cultural institutions, for example.

Well-being competence

During the first study unit, students learn the working methods and learning skills needed in general upper secondary school, as well as how to schedule their own work and take responsibility for their studies. During the study unit, students can also carry out creative writing exercises and discuss the books they have read in an experiential manner. Collaborative working methods and self-assessment are particularly important in the first study unit, as the aim during this unit is to promote students' attachment to the general upper secondary school community and build their understanding of themselves as learners.

Interpreting literature, 2 cr (S204)

Modules in the study unit

- Literature 1, 2 cr (S24), Compulsory

Objectives

Literature 1

The objective of the module is that the students

> • *learn to read, understand, and interpret literary texts*
> • *advance their understanding of literary genres, their typical features, and their means of expression*
> • *become interested in and learn to enjoy literature*
> • *learn to justify their interpretations of texts both orally and in writing*
> • *improve their command of linguistic structures and vocabulary by reading Finnish literature.*

Core contents

Literature 1

> • *learn to read, understand, and interpret literary texts*
> • *advance their understanding of literary genres, their typical features, and their means of expression*
> • *become interested in and learn to enjoy literature*
> • *learn to justify their interpretations of texts both orally and in writing*
> • *improve their command of linguistic structures and vocabulary by reading Finnish literature.*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least six complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Transversal competences

Multidisciplinary and creative competence

During the study unit, students develop their multiliteracy as they deepen their skills in the analysis and interpretation of fiction. The aim is also to enjoy fiction in an experiential way. The study unit can make use of the cultural offerings of the Helsinki Metropolitan Area and include visits to the theatre or cinema, for example.

Interaction competence

Students discuss literary and cultural experiences with others, which allows them to discuss the themes the works deal with. The texts read can be presented to the entire general upper secondary school community through the publication of reading tips or book reviews, or at literary events, for example.

Well-being competence

Interpreting and discussing the themes of the works provides students with an opportunity to develop their empathy skills and also to cultivate their own perseverance in a world of change and surprises.

Critical reading and influencing, 2 cr (S205)

Modules in the study unit

- Interpreting texts 1, 2 cr (S25), Compulsory

Objectives

Interpreting texts 1

The objective of the module is that the students

> • *advance their critical literacy, particularly media literacy*
> • *understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society*
> • *learn to examine the means of exerting influence and argumentation used in different texts*
> • *are able to examine literature also as a shaper of opinions and perceptions of the world*
> • *learn to justify their opinions with increasing diversity as writers and speakers.*

Core contents

Interpreting texts 1

> • *linguistic and audiovisual means of exerting influence as well as modes and rhetorical devices of argumentation*
> • *practice in providing justifications orally and in writing, source criticism, information acquisition and management, and copyright*
> • *familiarisation with the vocabulary and structures of argumentative language use: generic expressions, means of modal and affective expression*
> • *choosing linguistic means, genre and style*
> • *a complete work that is socially significant or topical*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least six complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Transversal competences

Societal competence

Many aspects of societal competence are closely related to the key content of the study unit. These include reading with source criticism, influencing skills and recognising the values contained in spoken or written texts, for example. During the study unit, students practise analysing the means of influence used in different texts and explaining and evaluating these means of influence based on the context, genre, target group and objective of the text. On the other hand, students practise producing effective spoken and written texts and the linguistic structures needed for argumentation.

Opportunities for social influence can be made concrete by examining the ways in which young people in Espoo exert influence and texts related to this influence, such as the work of the student board or the Espoo Youth Council. The study unit may also include activities such as debate competitions, which are visible in the general upper secondary school beyond the group. Guest speakers, such as journalists or social influencers, can also be invited to participate in the lessons.

Ethical and environmental competence

During the study unit, students read a variety of texts that exert influence in different ways. The topics and themes of the texts to be read take into account the areas of transversal competence. The texts may deal with issues such as societal influence, social or global justice, the state of the environment or sustainable development.

Global and cultural competence

Students examine the use of means of influence in both the domestic media environment and the global world of media and technology. At the same time, students reflect on ethical agency in the textual world of the digital age. Topics related to global and cultural competences can also be addressed through complete works and other texts read during the study unit (see ethical and environmental competence in the same study unit).

Literature and context, 2 cr (S208)

Modules in the study unit

- Literature 2, 2 cr (S28), Compulsory

Objectives

Literature 2

The objective of the module is that the students

> • *advance their knowledge of literature*
> • *improve their ability to examine literature in the cultural and historical context of its writing*
> • *understand the significance of different contexts in interpreting literature*
> • *familiarise themselves with key works of, and themes in, Finnish literature and are able to evaluate their significance.*

Core contents

Literature 2

> • *phases of Finnish literature as part of world literature*
> • *literature from different eras from the perspective of conception of humanity, identities, perception of the world as well as values and ideologies*
> • *examining literature in its different contexts: the context of the author and the genre, historical and cultural context, political and social context*
> • *a significant or topical complete fictional work*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least six complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Transversal competences

Multidisciplinary and creative competence

During the study unit, students read works of fiction and other texts, interpreting them in particular in relation to their contexts. The aim is for students to use their knowledge of the world, acquired in different subjects and elsewhere in their lives, to interpret texts. The purpose of context-based reading is to fuel curiosity and encourage students to seek meaning and combine ideas in new ways as well.

Global and cultural competence

Studying key periods and works in literary history increases students' awareness of Finnish, European and global cultural heritage and their understanding of cultural diversity.

The study unit can make use of the cultural offerings of Espoo and the wider Helsinki Metropolitan Area, particularly theatre. For example, students can experience new dramatisations of classic works.

Deepening interaction skills, 2 cr (S209)

Modules in the study unit

- Interaction 3, 2 cr (S29), Optional

Objectives

Interaction 3

The objective of the module is that the students

> • *improve their interaction skills and learn to evaluate interaction and the significance of interaction competence in interpersonal relationships, studying, the world of work, and society*
> • *improve their capabilities for understanding and resolving interaction problems and acting constructively and ethically in different interactive situations, also challenging ones, as well as understanding the cultural features and contextuality of interaction*
> • *advance their ability to examine and analyse interaction from different perspectives*

- *develop their understanding of situation-specific variations in language.*

Core contents

Interaction 3

- *diversifying of skills in listening and listening comprehension as well as in public speaking and performing, registers of language, and using language as required in each situation*
- *significance of interaction and interaction competence for further studies, the world of work, and society, including in different organisations and acting in other formal and informal communities*
- *dialogical and constructive interaction, ethics in interaction as well as conflicts and problem-solving in a group*
- *analysing the cultural features of interaction, different interactive situations and relationships as well as the factors that influence them*
- *possible participation in a secondary level final test of oral communication skills (the PUHVI test)*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Societal competence

The study unit particularly develops communication skills that enable participation in societal activities. The content encourages active citizenship and develops working life skills.

Interaction competence

The study unit focuses on interaction: both self-expression and listening to others.

Global and cultural competence

The core contents of the study unit include cultural and contextual understanding of interaction situations.

Multidisciplinary and creative competence

The study unit draws on the contents of several other subjects when students plan their own speeches and prepare for debates, for example. The study unit provides skills and encourages self-expression.

Deepening writing skills, 2 cr (S210)

Modules in the study unit

- Writing 2, 2 cr (S210), Optional

Objectives

Writing 2

The objective of the module is that the students

- *improve further their skills in expressing and justifying their ideas by writing, drawing on other texts*
- *develop a personal voice in writing*
- *improve their mastery of the writing process and skills in editing texts*
- *advance their knowledge of the structures and conventions of written language*
- *are able to choose a language form suitable for the situation and purpose.*

Core contents

Writing 2

- *producing long texts on the basis of materials and evaluating sources*
- *producing texts with a personal voice*
- *applying the practices of standard language to editing texts*
- *learning to use the structures, vocabulary, phrases, and concepts of language typical for texts intended for reading and writing*
- *a topical fiction or non-fiction work*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Societal competence

The main focus of the study unit is on producing argumentative and reflective texts. In the study unit, students study the practices of clear and descriptive standard language. The study unit also includes training in information retrieval and critical literacy.

Interaction competence

The study unit focuses on producing written texts and expressing one's own thoughts in standard written language. The aim is for the texts written during the study unit to be clear and easy to understand.

Multidisciplinary and creative competence

The texts produced during the study unit combine content from a wide range of fields and school subjects. The aim is for the texts written during the study unit to express the students' personal voice: their own experiences, thoughts and opinions.

Deepening literacy, 2 cr (S211)

Modules in the study unit

- Interpreting texts 2, 2 cr (S211), Optional

Objectives

Interpreting texts 2

The objective of the module is that the students

- *advance their critical and cultural literacy*
- *are able to interpret different multimodal texts*
- *understand the significance of the intentions and context of texts when interpreting them.*

Core contents

Interpreting texts 2

- *interpretation of multimodal non-fiction and media texts and fictive texts*
- *constructing analyses and interpretations, using concepts*
- *a collection of poems or a play*

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Societal competence

The study unit focuses on developing critical and cultural literacy. The study unit involves analysing a wide range of texts and learning to understand different types of texts in their contexts, for example.

Interaction competence

In terms of interaction competence, the study unit focuses on developing students' critical and analytical reading skills. In the study unit, students analyse how and why texts aim to influence readers, for example.

Global and cultural competence

A very important part of the study unit is the contextualisation of the texts to be analysed and the related knowledge of culture, society and history.

Language and interaction, 2 cr (S202S203)

Modules in the study unit

- Language and textual awareness, 1 cr (S22), Compulsory

- Interaction 1, 1 cr (S23), Compulsory

Objectives

Language and textual awareness

The objective of the module is that the students

- *develop their language awareness and multiliteracy*
- *understand the significance of language for thinking and learning*
- *learn to use different situations and environments of language use for developing their*

language proficiency and to make full use of their language resources in learning
• learn to assess their language proficiency.

Interaction 1

The objective of the module is that the students

• improve the communication skills they need in general upper secondary education as listeners, speakers, readers, and writers
• are emboldened to communicate and develop their self-image as communicators as well as their perceptions of language and identity
• learn to examine interaction and interaction skills from the viewpoint of different contexts, interdependencies, and oral cultures
• learn to observe and understand the phenomena of group communication.

Core contents

Language and textual awareness

• typical features of Finnish, comparison to languages the students have learned previously and learn at school, linguistic and cultural diversity in Finland, plurilingualism, linguistic repertoire, concept of multiliteracy, different texts and their established means of expression, including the structures of written language
• different language forms: differences between spoken and standard language as well as informal and formal communication, differences between abstract and concrete language use
• strategies needed for understanding instructional discourse and formal speech as well as for reading comprehension

Interaction 1

• reflecting on the students' personal interaction competence, being emboldened to communicate, and practising listening, goal-oriented, and diverse interaction
• strategies for understanding what the students hear and participating in conversations as well as the linguistic means of institutional interaction
• writing texts as part of oral interactive situations: for example, plans for shared projects, notes on multimedial texts
• verbal and non-verbal communication
• group communication phenomena, including roles, tensions, and cohesion

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least six complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Global and cultural competence

An understanding of one's own language resources and the linguistic situation in Finland and around the world increases students' international competence and understanding of cultural diversity. During the study unit, students can examine the home languages of their own teaching group and the general upper secondary school community, and also take advantage of internationalisation at home in their living environment and at the general upper secondary school.

Interaction competence

Getting to know the language stories of people in the local community develops emotional and empathy skills while also developing an understanding of multilingualism. It is important to strengthen the students' multilingual identity. If schedules allow, there can also be cooperation between the mother tongue and Finnish as a second language study units taught in separate teaching groups in Espoo.

During the study unit, students learn various strategies for participating in conversations and develop the listening comprehension skills needed in different situations. Students can practise these skills during the study unit in combination with their study of linguistic knowledge by working in groups or preparing for and conducting goal-oriented group discussions, for example.

Well-being competence

Strengthening language awareness and practising interaction skills help students recognise their own strengths and skills and build their own identity as multilingual language users and communicators. The aim is for students to take advantage of a variety of everyday situations to develop their language skills. At the same time, students develop their cooperation and social skills.

Multidisciplinary and creative competence

Cultural diversity and Finnish, European and/or global cultural heritage are also addressed through books that students read for the study unit. The books may deal with topics such as cultural identity or the relationship with language.

Interaction and writing, 2 cr (S206S207)

Modules in the study unit

- Writing 1, 1 cr (S26), Compulsory
- Interaction 2, 1 cr (S27), Compulsory

Objectives

Writing 1

The objective of the module is that the students

> • are emboldened as writers and advance their skills in mastering the writing process
> • advance their understanding of how the structure, language, and ways of expression of a text influence its meanings and learn to produce and edit relatively long non-fiction texts
> • also learn to write texts together with others.

Interaction 2

The objective of the module is that the students

> • improve their strategies and skills related to listening comprehension, listening, interaction, and oral communication
> • are emboldened as communicators and improve their public speaking skills to the point where they can draw on their personal strengths in different language use situations
> • understand speaking as an activity where each turn both interprets and constructs the situation
> • learn to examine the significance and variations of language in interactive situations.

Core contents

Writing 1

• writing as a process: selecting a topic and materials and coming up with ideas, defining the topic, and selecting a perspective; structuring, revising, and finalising texts; giving and receiving feedback
• sharing texts and peer assessment skills
• cohesion at different levels of a text, including the overall structure, paragraphs, sentences, word order
• mastering linguistic structures typical of formal style, including infinitive structures, complex sentences, references

Interaction 2

• listening comprehension and listening strategies and skills, observing interactive situations
• an individual's linguistic repertoire, variations of language use situations and language as well as different linguistic and rhetoric devices in oral expression
• public speaking skills: constructing and targeting a speech and using illustration

Local specification

Each general upper secondary school decides separately on the number of books to be read for the study units. During the study units formed by the national compulsory modules, students read at least six complete works.

Local specification

Transversal competences

The achievement of transversal competence objectives is assessed as part of the formative and summative assessment of each study unit. In addition to the areas of transversal competence specific to each study unit, all study units aim to train students in areas such as regulating their own learning, scheduling their work and sticking to schedules.

Multidisciplinary and creative competence

Developing interaction and writing skills requires self-reflection and recognition of one's own competence, but also the ability to identify, analyse and interpret the techniques used in written or spoken text.

Interaction competence

The study unit teaches interaction, presentation and writing skills. In both written and spoken communication, the aim is to develop social skills and constructive communication skills by means such as considering how and to whom the message is directed and how the target group influences the methods used in speech or text. During the study unit, students read at least one complete work that may deal with well-being, regulation of one's own learning or interaction competence. These topics can also be the subject of presentations.

Well-being competence

By developing their interaction and writing skills, students also develop their own identity as writers and communicators. Developing demanding skills also requires learning perseverance, which can also be applied to other areas of life.

7.2. Biology (BI)

Task of the subject

Biology is a natural science that studies life-related phenomena from molecular and cellular level to the biosphere. The task of the instruction of biology is to develcrinterest in life and environmental

sciences and to support the students in developing a way of thinking typical for natural sciences. The instruction reinforces the students' knowledge about the significance of biology for building a scientific worldview. The scientific worldview is based on scientific research and thus helps students to view the world from the perspective of knowledge. The instruction of biology helps the students understand the structure, function, and interrelationships of the natural world and the significance of evolution for the development of living organisms.

Biology provides the students with skills for their everyday life, world of work, and further studies. Through the study of biology, the students obtain a picture of life sciences as rapidly developing disciplines, the applications of which are utilised in many different ways in such fields as medical science, industry, agriculture, and forestry. The teaching and learning of biology help the students understand the opportunities offered by life sciences to advance the welfare of humankind, other living organisms, and living environments.

Information acquisition based on observations and experiments, research-based practises, and working methods that are both active and interactive are characteristic features of the instruction of biology. The teaching and learning involve laboratory work and also work in digital environments and learning environments outside school. As their studies progress, the students' skills in empirical work become more versatile and advanced. The teaching and learning of biology engage in versatile cooperation with other subjects. Phenomena included in the instruction of biology are examined in other subjects, especially in geography, chemistry, physics, psychology, and health education, in a way typical for each subject.

Transversal competences

The instruction of biology is based on understanding biodiversity and its development. The building of a sustainable future is a central theme in the instruction. The objectives of transversal competences are integrated with the objectives for biology.

*The instruction of biology reinforces the students' **well-being competence** in a natural way. The*

instruction increases the students' appreciation of how significant a clean and healthy environment with rich biodiversity is for the holistic well-being of people. Biology emphasises the differences between and diversity of individuals as well as explains the biological background for this, providing the students with tools to understand diversity. The students are guided in setting their personal goals, and they are supported and encouraged at different stages of the learning process, which promotes self-knowledge and perseverance.

*In biology, the students improve their **Interaction competence** by learning to present arguments*

and evaluate their and other people's views with the help of biological information. The teaching and learning take place in different learning environments and using diverse working methods, which develops the students' social and interaction skills.

*The instruction of biology steers the students towards a way of thinking typical for natural sciences, information acquisition, and analysing information critically, which supports their **multidisciplinary and creative competence.** The instruction introduces the students to the language and terminology of, and the ways of knowledge building in, biology and disciplines associated with it. Through the teaching and learning of biology, the students adopt skills to carry out inquiry-based and multidisciplinary activities as well as a creative way of working in various learning environments.*

Regarding students' Societal competence, the instruction of biology provides them with the skills needed to work in fields important to society, including healthcare, environmental fields, agriculture, and forestry. Life sciences are rapidly developing international disciplines, and their applications are utilised in society at a local, national, and international level. The instruction of biology gives the students a knowledge base that helps them take a stand on many topical social issues and helps them consume media critically. The students are steered towards a sustainable

way of living and assuming global responsibility as active members of society, which enforces their global and cultural competence.

The instruction of biology develops the students' environmental competence and willingness to preserve biodiversity. It emphasises an understanding of the uniqueness and intrinsic value of nature. The instruction deals with the opportunities provided by applications and ecosystem services in relation to a sustainable future. It helps students make sustainable choices in their daily lives and apply biological knowledge in deliberations that require ethics.

Objectives

The instruction of biology fosters the students' ability to observe phenomena from the perspective of life sciences and strengthens and deepens their biological knowledge, skills and competence in a comprehensive way. The objectives refer to a biological approach; biological phenomena and processes; and biological skills and their application. The general objectives of the instruction are desopibed in detail below.

Biological approach

The objective is that the students

• know how to use key concepts in biology accurately and in correct contexts
• are able to illustrate biological phenomena by giving examples of species
• understand that biological knowledge is based on research, and that important biological research is carried out in Finland
• understand the significance of biological knowledge and the applications based on this knowledge for innovations and for solving different problems
• gain experiences that inopease their interest in biology and the study of biology.

Biological phenomena and processes

The objective is that the students

• know the basic structures and functions of organisms
• understand biological causal relations ranging from the molecular level to the biosphere
• understand the importance of evolution
• know applications based on biological information.

Biological skills and their application

The objective is that the students

• plan and carry out, independently or in groups, experimental work in various learning environments such as in the field, in laboratories, and in virtual environments
• have opportunities to familiarise themselves with biological applications through visits or collaboration with higher education institutions or workplaces at a local or international level
• use and evaluate opitically sources of biological information, and express and justify different views in a way that is characteristic for biology
• understand the importance of maintaining the biodiversity of livings organisms, recognise the necessity of sustainable development, and find the initiative to act for positive solutions.

Assessment

Assessment in biology evaluates how well the objectives of the subject have been achieved, with emphasis on the objectives and contents of each module. Assessment and feedback given during the learning process help the students become aware of their personal ways of working and develcrtheir competences. Grades are awarded on the basis of diverse demonstrations of knowledge and skills

and observation of the students' conceptual and methodological competence.

The assessment framework focuses on the students' skills and knowledge, such as on their command of the basic concepts of biology and their reflection, justification, and research skills. The students' ability to understand, apply, analyse, evaluate, and present biological information in different situations is taken into account in the assessment. The assessment evaluates the students' understanding of the fundamental principles of natural sciences and causal relations, their grasp of the importance of interrelationships, and their ability to perceive the whole. The assessment also takes into account the students' ability to evaluate information opitically.

The students may also demonstrate the competence to be assessed through empirical work in the field or in laboratories, or with presentations, essays, and other products.

Study units

Life and evolution, 2 cr (BI01)

Modules in the study unit

• Life and evolution, 2 cr (BI1), Compulsory

Objectives

Life and evolution

The objective of the module is that the students

• *can explain the properties and basic conditions for life and recognise them in examples*
• *know the basic structure and function of cells to such an extent that they understand how evolution works and how ecosystems function*
• *are able to explain the mechanisms of genetic diversity, natural selection and speciation, and can explain their significance for evolution*
• *are able to classify the structure of current living organisms*
• *understand and can explain how biological information is produced.*

Core contents

Life and evolution

Biology as a science

• *properties and hierarchical levels of life*
• *biological disciplines and research methods*
• *biological observations, research questions and the developing of hypotheses*

Evolution

• *opeation and development of cells*
• *sexual and asexual reproduction*
• *variation and its genetic reasons*
• *natural selection*
• *speciation*
• *plant and animal evolution and key adaptations*
• *human evolution*
• *study of evolution*

Living organisms

• *principles of classification*
• *family tree of living organisms and key taxa*

Local specification

Transversal competences

Interaction competence

Understanding biological concepts.

Multidisciplinary and creative competence

Understanding how scientific knowledge is produced and what the difference is between scientifically produced knowledge and opinion.

A way of thinking typical of the natural sciences.

Understanding the uses of biological information.

Ethical and environmental competence

Understanding how diversity has emerged through evolution.

Local description of study unit

The cell and heredity, 2 cr (BI04)

Modules in the study unit

- The cell and heredity, 2 cr (BI4), Optional

Objectives

The cell and heredity

  The objective of the module is that the students

  • are able to name the basic structures of a cell
  • know how to explain the main functions of cells
  • master the basic mechanisms of heredity and can apply them with the help of examples
  • are able to examine different types of cells using a mioposcope and interpret the mioposcopic structures of cells
  • are able to carry out a small experimental work.

  Core contents

  The cell and heredity

  The structure and function of a eukaryotic cell

  • cell as an object of research
  • biomolecules
  • animal, plant, and fungal cell
  • gene expression and its regulation
  • photosynthesis
  • cell respiration, fermentation reactions

  Cell reproduction

  • mitosis and cell division
  • meiosis and the formation of gametes

  Basics of heredity

  • new alleles opeated by gene mutations
  • the Mendelian inheritance

• the Codominant inheritance, the polygenic inheritance, sex-linked inheritance, determining the type of inheritance on the basis of a family tree

Local specification

Transversal competences

Well-being competence

Understanding normal cell function.

Mutagens.

The basics of heredity and genetic diseases.

Interaction competence

Understanding biological concepts.

Working in a group when working with a mioposcope, for example.

Possibly writing an essay.

Multidisciplinary and creative competence

Understanding complex biological processes.

Local description of study unit

The BI04 study unit lays the foundation for the BI05 and BI06 study units. One of the objectives of the study unit is to learn about mioposcopy as a key research method in cell biology.

Human biology, 2 cr (BI05)

Modules in the study unit

*   Human biology, 2 cr (BI5), Optional

Objectives

The objective of the module is that the students

• are able to name and identify the structures of the most important organs and organisms, and explain the principles of how they work
• understand homeostasis, and can give examples of factors that influence it
• are able to desopibe the body's communication systems and explain how different parts communicate with each other
• are able to explain the body's ability to sense the environment and react to changes
• are able to explain and compare the body's different defence mechanisms against miopobes
• know how to explain and justify the main stages in reproduction from fertilisation to birth
• are able to carry out small-scale experimental work that measures the function of the human body and present the outcome.

Core contents

Cell, tissue, organ

• stem cell specialisation and cancer cells
• the generation of organs from different types of tissue

Body regulation

• structure and function of the nervous system

• endoopine glands and hormones

Metabolism

• digestive system
• circulatory system
• respiratory system
• seopetion of metabolic waste

Movement

• musculoskeletal system

Body's adaptation to the environment

• skin and thermoregulation
• senses
• the defence system

Reproduction

• sexual organs and sexual development
• fertilisation, pregnancy, and birth

Local specification

Transversal competences

Well-being competence

Combining biological information with health education.

The impact of the environment and personal lifestyle choices on health and well-being.

Interaction competence

Understanding biological concepts.

Listening to and knowing your own body.

Writing an essay response.

Multidisciplinary and creative competence

The interconnection of human organ systems.

Societal competence

This study unit may touch upon the prioritisation of treatments or euthanasia issues.

Public health.

Vaccinations – herd immunity.

Ethical and environmental competence

In particular, the legitimacy of any anatomical dissections should be debated.

Local description of study unit

The BI05 study unit requires the organs of slaughtered animals (such as heart, kidneys, lungs, liver, eyes) to give the instruction a conopete dimension. The torso, skeleton and organ models help visualise the human anatomy.

Biotechnology and its applications, 2 cr (BI6)

Modules in the study unit

Biotechnology and its applications, 2 cr (BI6)

Objectives

The objective of the module is that the students

• *know the structures of different miopobes and understand their basic functions*
• *are able to give examples of how miopobes can be utilised in biotechnology*
• *deepen their knowledge about nucleic acids and their properties, and know how they can be utilised in gene technology*
• *are able to explain, with the help of examples, the main biotechnological applications and innovations and justify their importance for breeding, medical sciences, industry, and environmental protection*
• *can identify and evaluate the opportunities and risks of biotechnology and give well-founded opinions on them*
• *are able to plan and carry out experimental work related to the application of biology.*

Core contents

Miopobes

• *classification of miopobes*
• *structure, variation and antibiotic resistance of bacteria*
• *structure and reproduction of viruses*
• *utilisation of miopobes in biotechnology*

DNA engineering and examination using gene technology

• *differences in the genome and the function of the genes in eukaryotic and prokaryotic cells*
• *copying, cutting up, and separating of the fragments of DNA*
• *determining the information contained in DNA*
• *gene transfer and modification techniques*

Main applications of biotechnology and their importance

• *traditional and gene technology-based plant and animal breeding*
• *medical sciences*
• *genomic information and its utilisation*
• *identification of individuals and species on the basis of DNA information*
• *environmental protection*
• *industry*

Local specification

Transversal competences

Well-being competence

The importance of genetic information in the future

Gene technology methods in medicine

Interaction competence

Understanding biological concepts.

Arguing one's own opinion when discussing issues such as genetically modified food or genetic information.

Possible preparation of a work report.

Possible presentation on applications of gene technology.

Writing an essay response.

Multidisciplinary and creative competence

Understanding the opportunities and risks of gene technology solutions. Potential applications of gene technology.

Societal competence

National legislation related to gene technology.

Ethical and environmental competence

The ethical dimension of gene technology. Ethical issues related to genome data.

The potential of biotechnology to solve environmental problems.

Global and cultural competence

The geography of diseases.

Differences in gene technology legislation around the world, such as in Europe and the United States.

Local description of study unit

The BI06 study unit is abstract in many places, and for this reason it would be good if the study unit also included opportunities to try out working methods related to gene technology.

If the work is carried out on the premises of the general upper secondary school, permission from the Board for Gene Technology is required.

Basics of ecology and environmental ecology, 2 cr (BI02BI03)

Modules in the study unit

• Basics of ecology, 1 cr (BI2), Compulsory
• Human impact on the ecosystem, 1 cr (BI3), Compulsory

Objectives

Basics of ecology

The objective of the module is that the students

- *are able to explain and evaluate the impact of abiotic and biotic environmental factors on the adaptation and distribution of organisms*
- *are able to explain the structure and function of populations, communities, and ecosystems and describe them using examples*
- *know how to describe biodiversity and justify its importance.*

Human impact on the ecosystem

The objective of the module is that the students

- *know methods for examining and following the state of the environment and for identifying environmental problems*
- *are able to compare, analyse, and evaluate the impacts of human activity on ecosystems*

- *know how to present, with justifications, solutions to environmental problems and recognise positive trends in the state of the environment*
- *are able to evaluate and justify their actions in relation to ecological sustainability*
- *are able to collect, analyse, interpret, and present ecological research data*

Core contents

Basics of ecology

- *structure and dynamism of ecosystems*
- *cycle of carbon, nitrogen, and phosphorus and the flow of energy in an ecosystem*
- *properties of populations*
- *adaptation, ecological niches, and distribution*
- *relationships between species*

Biodiversity

- *genetic diversity, species diversity, ecosystem diversity*
- *significance of diversityIhmisen vaikutukset ekosysteemeihin*

Changes in ecosystems caused by human activity and solutions to environmental problems

- *impact of climate change on ecosystems*
- *acidification*
- *eutrophication*
- *impacts of contaminants on the food chains*
- *impacts of humans on biodiversity*

Towards a sustainable future

- *significance of ecosystem services and ecological sustainability*
- *actions for encouraging a sustainable way of life and influencing the state of the environment*

Local specification

Transversal competences

Well-being competence

The studies focus on the well-being and disturbances of ecosystems and their impact on humans.

Planetary well-being.

Interaction competence

Understanding biological concepts.

This study unit may include going on field trips in the environment, planning research and working in groups, which will strengthen interaction skills.

Constructive interaction in collaborative projects. Emotional regulation when learning about environmental problems.

Multidisciplinary and creative competence

The basics of ecology and complex connections in ecosystems.

The importance of ecosystem services and ecologically sustainable development.

Societal competence

Current news. Influencing the state of the environment.

Ethical and environmental competence

Description of how an ecosystem works. Levels and importance of diversity.

Global and cultural competence

Current environmental problems and sustainable solutions to them.
Diversity and its importance.

Local description of study unit

7.3.   Culture, worldviews and ethics (ET)

The task of the subject

Culture, worldviews and ethics is a subject that supports the development of the students' worldviews and identity and pursuit of a good life. Personal worldview refers to the individual's conception of the world and his or her place in it.

Rather than ready-made dogmas, the starting point for the teaching and learning of culture, worldviews and ethics is the world the students live in and its phenomena. The subject encourages the students to actively structure their personal worldviews, to reflect on the foundations of these views, and to analyse the factors that influence them. At the same time, the subject examines different common worldviews, which may include political, scientific, philosophical, idealistic, or religious views, or ones that have their foundation in popular culture.

The background of the subject is multidisciplinary. The most important sciences applied in the instruction of culture, worldviews and ethics are anthropology; philosophy; cultural, art and religious studies; education science; and social sciences including media studies, political science, sociology, and gender studies. The instruction integrates and draws on knowledge acquired in other subjects, including history, psychology, biology, and geography, to support reflections on worldviews. Studying culture, worldviews and ethics develops insightfulness, broad critical thinking as well as the ability to understand large entities and links between phenomena.

Culture, worldviews and ethics promote the students' cultural and worldview-related general knowledge and ability, judgement, respect for others as well as discussion, listening, and self-expression
skills. The subject is firmly based on human rights ethics and the building of a
sustainable future. It draws on a conception of humanity which sees humans as social beings and stresses their possibilities of examining the reality around them critically and living as free and equal, active, and ethical members of society.

The nature of the subject requires interactive and discussion-based working methods.
Transversal competences

Culture, worldviews and ethics support the students in developing their identity, striving for a good life, and growing into open-minded humans and members of society who act ethically.

Culture, worldviews and ethics use comprehensible standard language to facilitate interaction and ensure that students from a wide variety of backgrounds can easily grasp worldview-related reflections. Where necessary, the subject uses the terminology of specialised fields, facilitating a conceptual approach to issues.

Culture, worldviews and ethics develop the students' ethical thinking, compassion, and capabilities for taking other people and their perspectives and needs into account. The subject supports the students in finding their identity, helps them structure their self-image as well as strengthens their self-esteem. This way, it contributes to developing the students' **well-being competence***.*

Culture, worldviews and ethics supports the attainment of the objectives related to **interaction competence***. Working methods typical of culture, worldviews and ethics are discussionbased, student-centred and interactive. A key aspect of the studies is learning to encounter, understand, and accept different ways of thinking. Listening to and understanding others and using argumentation in which other people's views are valued promote key social skills.*

Culture, worldviews and ethics draw extensively on different information sources and improve the students' ability to evaluate the reliability of sources. Learning critical, constructive, and ethical thinking is a key part of the objectives related to culture, worldviews and ethics. The subject is **multidisciplinary***, and it combines and applies* **creatively** *knowledge and competence acquired in different upper secondary school subjects as well as sciences and arts.*

The instruction of culture, worldviews and ethics is based on the principles of human rights, democracy, and a sustainable future. To promote these principles, the instruction encourages the students' active involvement in society. It inspires them to engage in self-examination, reflection on their personal ethical values as well as building of their identity and personal convictions. This way, culture, worldviews and ethics support the objectives of **Societal competence***, including active citizenship, making life choices, orientation to further studies and a meaningful career as well as finding your way to different fields in the world of work.*

In the teaching and learning of culture, worldviews and ethics, the students are given an opportunity to reflect on the significance of global and ecological justice in topical and everyday questions. The subject teaches a versatile range of ethics competence. It teaches the students to tell reasoned arguments from unjustified ones and encourages them to find scientific evidence to support beliefs. Culture, worldviews and ethics help the students understand the value of biodiversity and teach them to consider the means by which individuals and society could act in an ecologically sustainable manner in keeping with the objectives related to **environmental competence***. The subject both motivates the students to take action for climate change mitigation and encourages them to reflect on the attitudes and emotional skills that are essential for encountering climate change.*

The subject of culture, worldviews and ethics is based on the idea that encounters and dialogue between different cultures and worldviews are important. It introduces the students to worldviews, cultures, and cultural heritage sites that are significant for historical and contemporary reasons. The subject broadens the students' worldview and teaches them to understand the value of cultural diversity. It guides them to act ethically and respectfully among their own cultures as well as other cultures and communities. The subject reflects on the humankind's future and trends that are changing the world, including the new media environment, technological advancement, and climate change. Consequently, culture, worldviews and ethics strengthen the students' **global and cultural competence.**

Objectives

The objective of the instruction of culture, worldviews and ethics is that

the students

• receive support and obtain a basis for developing their identity and worldviews
• know how to use, combine, and apply knowledge they have learned in different sciences and upper secondary school subjects for building their personal worldviews
• are able to evaluate critically Societal and cultural factors that affect worldviews and their personal philosophy of life
• are able to work constructively in different interactive situations, even those that involve disagreements

• expand and advance their general knowledge and ability related to worldviews and culture
• develop their ability to reflect on their own and other people's thinking and actions
• respect and are able to justify principles and practices that promote human rights, positive intercultural encounters, social and global justice as well as the building of a sustainable future and climate responsibility

Assessment

In culture, worldviews and ethics, the target of assessment is how extensively, diversely, logically and insightfully the students are able to reflect on worldview-related issues and express their thoughts. The assessment supports and develops the students' ability to assess the building of their personal worldviews and identities. It also supports and develops their ability to justify choices related to their personal worldviews. The students' ability to justify their worldview-related ideas in writing, orally, and interactively is taken into consideration in the assessment.

Worldview-related questions are personal and arise from the students' lives. The assessment of the students' reflections on these questions is based on thinking skills, including a coherent, critical, congruous, and systematic approach. In the students' performances, the target of assessment is their skills in examining and analysing different worldview-related opinions diversely and producing justified evaluations of them.

General knowledge and ability related to worldviews and cultures, which include a dimension of knowledge as well as thinking and interaction skills, are also assessed in culture, worldviews and ethics. These aspects are taken into account in the assessment of study units. The assessment encourages the students in planning, assessing, and developing their studying.

Study units

A good life and I, 2 cr (ET01)

Modules in the study unit

- A good life and I, 2 cr (ET1), Compulsory

Objectives

A good life and I

The objective of the module is that the students

> *• understand key concepts related to reflecting on a good life and are able to use them to structure their personal worldviews*
> *• familiarise themselves with different conceptions of a good life and are able to evaluate them as well as examine them in relation to their personal goals in life*
> *• are able to evaluate different preconditions for a good life and identity choices, respecting equity*
> *• know different conceptions of humanity and are able analyse how they lead to different ideals of a good life*
> *• understand the constituent areas of their identities and are able to analyse the individual and communal factors that affect them*
> *• improve their abilities for discussing worldviews, participating in interaction, and expressing their views responsibly, consistently, and creatively.*

Core contents

A good life and I

> *• self, personal worldview, organised worldview, perception of the world*
> *• factors and dimensions of a good life: needs, happiness, meaningfulness of life, well-being, and capabilities for acting; different models of a good life*

• *conceptions and ideals of humanity manifested in natural and human sciences, philosophy, arts, and popular culture, as well as secular and religious conceptions and ideals*
• *individuality, life choices, and means of life control: individuals' possibilities of influencing their own lives, the role of nature and nurture*
• *an individual's identity and sociability: individuals in a community, the private and the public, social relationships, roles and norms, intersectional nature of an individual's status in a community*
• *fundamental questions of human existence: interpersonal relationships, diversity of gender and sexual orientation, studying and work, ageing and death*

Local specification

Transversal competences

Well-being competence

During the study unit, students learn above all about developing and building their identity and increasing their resilience as their sense of self and interpersonal relationships evolve. For example, how does a student studying in Espoo form their identity as a resident of Espoo? How does Espoo treat its students?

Interaction competence

During the study unit, students learn practical interaction skills in a diverse student group and various constructive ways of communicating. For example, how can students make a difference in Espoo?

Society and I, 2 cr (ET02)

Modules in the study unit

- Society and I, 2 cr (ET2), Compulsory

Objectives

Society and I

The objective of the module is that the students

> • *understand the significance of communality for humanity and their identity*
> • *understand that social phenomena and structures of society can be examined scientifically and that they have great importance for an individual's worldview and life choices*
> • *are able to evaluate critically their own and other people's arguments and views concerning society*
> • *are able to interpret and evaluate the information offered by different media and other institutions of society*
> • *are able to examine critically society and its areas, structures, ideological traits, and the prevailing Societal values*
> • *understand and are able to justify the principles of human rights, freedom of religion and conscience, equity, democracy, peace, social and global justice as well as the principles of building a sustainable future*
> • *are able to structure their personal status as individuals in communities, citizens in a state, and actors in the economic system*
> • *are able to evaluate an individual's possibilities of exerting influence and develop their capabilities for constructive and responsible involvement in society.*

Core contents

> • *critical thinking and justifying arguments rationally: structuring the reality surrounding the students and its different distortions*
> • *the operating logic of the media and other sources of information; the impact of school, politics, science, art, the entertainment industry as well as cultural communities, including religious ones, on perceptions of the world and worldviews as well as the students' personal worldview*
> • *contemporary criticism: ideas and values of society and different sub-cultures*
> • *knowledge base of Societal agency and active citizenship: structures of society, social facts, special features of modern Western society including individualism, and the difference between a community and a society; the impacts of these elements on an individual's life*
> • *economic and political power in Finland and the global market economy, the impacts of choices made by individuals as consumers and citizens*
> • *the value of a human being, human dignity, and human rights; human rights documents, including the UN's Universal Declaration of Human Rights, Convention on the Rights of the Child, and European Convention on Human Rights; human rights violations, including the Holocaust*
> • *global justice, sustainable future, climate change mitigation as well as the UN's Sustainable Development goals and Agenda 2030*

Local specification

Transversal competences

Societal competence

During the study unit, students learn to critically examine society and its different forms and to strive for a better society. Students understand the importance of community as part of human societies and interaction. For example, how divided is Espoo socioeconomically? Does it matter in terms of educational opportunities, for example?

Multidisciplinary and creative competence

During the study unit, students gain a clearer picture of the need for diversity and multiple perspectives in the functioning of societies, and of how multifaceted, complex and systemic human communities need to be. For example, how does urban planning work in Espoo? Does it take into account the multicultural nature of Espoo and gender-related issues?

Cultures, 2 cr (ET03)

Modules in the study unit

- Cultures, 2 cr (ET3), Optional

Objectives

Cultures

The objective of the module is that the students

> • *understand the significance of culture for humanity and their personal worldviews as well as obtain tools for building a positive cultural identity*
> • *are able to use the concepts of cultural studies and formulate personal reasoned opinions on cultural questions*
> • *understand that cultures interact and that no culture has developed without external influences on its core features, such as ways of living, language, technology, and beliefs*
> • *perceive the Finnish identity as a historically constructed and changing continuum which comprises external influences as well as internal diversity and minority cultures*
> • *are able to perceive different solutions and choices of identity related to worldviews as well as the world's cultural diversity as a richness and to justify their non-discriminating treatment*

• recognise hate speech and are able to tell it apart from responsible use of the freedom of expression.

Core contents

Cultures

• the concept and significance of culture as well as its different classifications and uses, culture as human activity based on meanings, different theories of the development of cultures and their relationships with one another, ethnocentrism and cultural relativism
• basis of cultural studies: the perspectives of the researcher and the subject, field work, ethnography, survey, interview
• cultural heritage: different forms of customs, cultural self-expression, impact of culture on the individual's perception of the world and philosophy of life, UNESCO's World Heritage Programme
• historical construction of Finnish culture and identity policy, diversity of the Finnish identity, and Finnish minority cultures
• interaction between cultures and civilisations as well as the impossibility of monoculturalism: multiculturalism and the global culture as well as their different worldview-based and Societal interpretations and impacts
• ethnicity, racism and other types of discrimination as well as mutual respect and equality in different cultures in the past and present

Local specification

Transversal competences

Global and cultural competence

During the study unit, students learn to examine different cultures, gain a better understanding of the concept of culture and reflect critically on their own culture. It is good for students to learn how to build a positive image of cultural diversity. For example, how is Espoo managing its increasingly diverse and global citizen identity? How are multinational services managed in Espoo?

Ethical and environmental competence

During the study unit, students learn how different cultures approach ethical and moral interpretations in different ways. Students gain an understanding of how cultural backgrounds influence a community's views on ethics and attitudes towards the environment. For example, how does Espoo deal with environmental issues, or how does Espoo participate in the global community's debate on values?

Worldviews, 2 cr (ET04)

Modules in the study unit

- Worldviews, 2 cr (ET4), Optional

Objectives

Worldviews

The objective of the module is that the students

• are able to analyse the concepts of perception of the world, personal worldviews and organised worldviews, evaluate the justifications associated with them, and separate worldview and value related issues from matters of opinion
• understand the continuous historical change of views, cultures, and forms of society as well as are able to analyse the traits and starting points of different worldviews on this basis
• are able to analyse and evaluate the significance of evolution, universal ethical systems, the transformation of Europe in the Modern Era, the Enlightenment, science, and the modern market economy on worldviews and the students' personal worldviews

• are able to evaluate the weight of different values, worldviews, and ways of knowing as well as individual, communal, political, and religious dimensions in different personal and organised worldviews
• are able to analyse the foundations and development of their personal worldviews and the beliefs associated with them and understand that the starting points of personal worldview could have been different.

Core contents

Worldviews

• concepts related to worldviews; worldviews as fundamental ways of perceiving the world and the nature of worldview-related questions
• development of humankind's capacity to formulate worldviews: significance of evolution, language, and flexible cooperation in the evolution of humans as a species; animism, theism, atheism
• history of worldviews: birth of universal worldviews and moral systems, birth of the modern subject and scientific worldview, belief in progression, and Societal differentiation as a source of new types of worldviews
• political worldviews, including liberalism, socialism, and nationalism; manifestations of worldviews in ways of living, arts, sports, and relationship with nature and the environment
• understanding worldviews from the perspective of the history of worldviews; random historical factors in the background of the students' personal worldviews

Local specification

Transversal competences

Global and cultural competence

During the study unit, students gain a deeper understanding of how different worldviews and cultures influence our worldview and shape us in our everyday lives. Students deepen their views from a historical perspective. The study unit aims to show how different cultures are given space in Espoo.

Religions and non-religion, 2 cr (ET05)

Modules in the study unit

- Religions and non-religion, 2 cr (ET5), Optional

Objectives

Religions and non-religion

The objective of the module is that the students

• develop their ability to read, interpret, and understand different religious and non-religious worldviews and to compare their premises and ways of living with their personal worldviews
• familiarise themselves with scientific research, definition, and explanation of religions, religiousness, and non-religion, as well as criticism of religion
• master concepts, knowledge, and skills which enable them to consider and analyse questions relevant to worldview-related systems, including secular humanism and religions, and to form their own, reasoned opinions on these matters
• familiarise themselves with the great religions of the world and understand their key features and internal diversity as well as their influence on culture and society
• familiarise themselves with the history of atheism, agnosticism, and humanism
• understand that non-religion and religiousness are historically constructed, diverse, and constantly changing phenomena with significant cultural and Societal meaning.

Core contents

Religions and non-religion

• examining, defining, and explaining religiousness and non-religion; views of the origins of religions; criticism of religion
• key concepts related to understanding religious phenomena, including myth, sacredness, rite, symbol, and god
• historical and geographic spread, division, and basic features of Christianity and Islam as well as Buddhism and Hinduism; common features of the worldview traditions in Eastern Asia
• atheism, agnosticism, non-religion, and the principles of secular humanism related to worldviews
• visibility of and impacts of religion and non-religion on daily life, politics, and administration of justice; liberal and fundamentalist religiousness, participation in religion as a custom, new religious movements, secularisation, and the principle of non-confessional public use of power

Local specification

Transversal competences

Societal competence

During the study unit, students learn about religious and non-religious worldviews at a deeper level. At the end of the study unit, students will be able to compare different worldviews with their own. The study unit aims to illustrate the kinds of worldviews that students in Espoo encounter.

Global and cultural competence

During the study unit, students learn about religious and non-religious worldviews at a deeper level. At the end of the study unit, students will be able to compare different worldviews with their own. The study unit aims to illustrate the kinds of worldviews that students in Espoo encounter.

Future, 2 cr (ET06)

Modules in the study unit

- Future, 2 cr (ET6), Optional

Objectives

Future

> *The objective of the module is that the students*
> *• familiarise themselves with the methods and tasks of future studies as well as understand that even if future is difficult to predict, we can influence it by our values, acts and choices*
> *• understand different attitudes to technological advancement and are able to assess how technical changes will affect society, culture, and the environment*
> *• adopt capabilities - attitudes, knowledge and emotional skills alike - for building a sustainable future and understand the impacts of climate change, means for mitigating it, and obstacles to using these means*
> *• are able to evaluate the impacts of the scientific and technological revolution on modern societies and worldviews as well as their personal worldview*
> *• understand the significance of utopias and dystopias in reflecting historical, topical, and future questions.*

Core contents

Future

> *• future studies, weak and strong signals, futures work; possible, probable, and desirable future scenarios*
> *• scientific and technological revolution and advancement of technology, especially*

digitalisation, machine learning, artificial intelligence and robotics, and their impacts on society and culture
• potential change in conceptions of humanity and ideals of a good life, including cyborgs, transhumanism, genetic engineering; different attitudes to technological advancement
• transformation in society, economic structures, and work, including robotics, increasing inequalities, changes in division of work and wealth
• ecological changes with global impacts: climate change, mass extinctions, biodiversity loss, migrations
• an individual's choices and cooperation for a better future; technical advancement as an enabler of a good life
• different fictive future narratives and their criticisms, dystopias and utopias

Local specification

Transversal competences

Well-being competence

During the study unit, students learn about future studies and its methods. Students gain tools for shaping their own future. The study unit aims to illustrate how Espoo is orienting itself towards the future.

Multidisciplinary and creative competence

During the study unit, students learn about future studies and its methods. Students gain tools for shaping their own future. The study unit aims to illustrate how Espoo is orienting itself towards the future.

7.4.   Philosophy (FI)

The task of the subject

Philosophy examines the reality as a whole and different ways of perceiving it. Knowledge of the questions it explores lays the foundation for the understanding and rational evaluation of views concerning the world, society, and humanity. Studying philosophical thinking develops the students' skills in weighing critically the justifications for different views.

Due to its nature as a discipline that asks questions and looks for justifications, philosophy helps students in structuring today's information overflow as well as separating factual statements from opinions. Studying philosophy thus promotes the students' overall capabilities for learning and thinking. Learning argumentation and valid reasoning develops their ability to understand and express thought processes, even complex ones.

Philosophy has traditionally been called the mother of all sciences. This is why integration of different fields of knowledge is part of its fundamental nature and supports the understanding of extensive conceptual entities and connections. Studying philosophy helps the students perceive how conceptions in different fields of science and intellectual traditions are constructed and differ from one another. This supports them in learning different sciences and facilitates their transition to further studies. Knowledge of philosophy strengthens the students' general knowledge and ability.

Studying philosophy strengthens the students' perception of their identity. It gives them practise in ethical reflection and helps them understand the meaning of different knowledge and skills for the individual and society. Philosophy develops the students' judgement and promotes the development of their creative and independent thinking. This supports the students in forming independent views and improves their ability to participate in rational discussion. As philosophical questions rarely have simple answers, students learn to formulate and justify their views and also to respect differing views when justified. Considering complex issues in a group builds the students' trust in their thinking skills. Discussionbased and dialogical working methods are well suited for the nature of this subject.

Transversal competences

*Studying philosophy supports diversely the students' **Interaction competence** and their growth into educated and responsible citizens who respect equality. The subject stresses a dialogical approach and good argumentation and thus promotes the students' commitment to sustainable ways of thinking and living as well as to fair practices in society. Philosophy combines different fields of knowledge and supports the learning of different sciences and continuous learning. Studying this subject develops linguistic expression, analytical thinking, and logical reasoning.*

Philosophical problems are analysed conceptually and dialogically. Consequently, precise language use that clarifies the meanings of concepts as well as language awareness are 130 emphasised in it. While the subject draws on the terminology of philosophical tradition and other fields of science, it aims for clear and comprehensible language. The argumentative nature of philosophy develops expression in which logical justifications and taking different viewpoints into account are stressed.

*Reflections on good life and society are traditionally at the core of philosophy. Studying philosophy supports **Well-being** competence by developing the students' understanding of themselves, their thinking, and their relationship with others. This growing understanding is associated with holistic growth as a human being and directs the students towards virtues and wellbeing. The emphasis on dialogue and good argumentation in the teaching and learning of philosophy supports the students' sense of community and interaction skills as well as teaches them to appreciate different views. It also encourages the students to commit to sustainable ways of thinking and living as well as to fair practices in society. Philosophy improves the students' ability to tolerate uncertainty and capabilities for taking action, also in situations where the available information is limited.*

*An approach that reinforces **multidisciplinary and creative competence** and integrates different fields of science is traditionally part of philosophy. Studying philosophy builds natural bridges between fields of science. Philosophy helps the students adopt different information acquisition methods as well as combine the findings of different sciences, promoting the understanding of large entities. The strong requirement of consistency in philosophical thinking develops the students' ability to understand the reasoning behind different arguments and to tell factual statements from opinions. As a subject which questions and looks for reasons, philosophy encourages creative and independent thinking.*

*For the part of **Societal competence**, the instruction of philosophy is committed to rational ethical thinking based on respecting democracy, human rights, and a sustainable future. The ideals of a fair society and active citizenship are not only objects that the students examine but also goals of the teaching and learning. Philosophy develops the students' ability for creative, critical, and independent thinking, strengthening their capabilities for further studies, meaningful career planning, and coping with changes in the world of work of the future.*

*Ethics is a traditional area of philosophy and thus plays a key role in studying this subject. Philosophy teaches the students about conceptual structuring of values, norms, and meanings. **Ethical** reflection covers questions concerning the individual, society, and the environment alike. The critical tradition of the subject guides the students to independent thinking and inspires them to commit to ethically sustainable action. Studying philosophy helps the students understand multidimensional problems and analyse them as a whole. Understanding the nature of global social and ecological problems encourages the students to take action in order to alleviate them and implements the objectives of environmental competence.*

*From the perspective of **global and cultural competence**, studying philosophy broadens the students' thinking and helps them understand that there are different ways of perceiving reality. It develops their sensitivity to finding similarities and differences in the phenomena of the world. Of the various areas of philosophy, particularly ethics and social philosophy help the students examine the diversity of people and cultures and encourage them to encounter different phenomena in life with an open mind. Philosophical thought experiments lead the students to perceive potential developments of the future.*

Objectives

The objective of the instruction of philosophy is that

the students

- *are able to perceive philosophical problems and their different potential solutions within the tradition of philosophy and applied to current issues*
- *are able to analyse, structure, and evaluate information, particularly different statements, their meanings, and their justifications*
- *master the basic skills of consistent argumentation, which helps them develop their thinking, evaluate it critically, and reflect on its limitations in different fields of science and in daily life*
- *are able to evaluate moral problems and their potential solutions as well as to commit to ethical principles*
- *learn to reflect on and structure conceptually large entities as well as to think and act judiciously in both ethical questions and in other areas of life, also when dealing with unreliable or conflicting information*
- *develop their ability to express their views with rational justifications.*

Assessment

The assessment focuses on the students' understanding of philosophical questions, command of thinking skills and concepts, and their ability to express and evaluate philosophical thinking. This means an ability to perceive and define information conceptually and to analyse and reflect on it critically. In addition, their skills in identifying philosophical problems in everyday life and science and formulating them conceptually are assessed.

The students' knowledge of solutions proposed for philosophical questions and their ability to present logical arguments in writing, orally, and interactively are taken into account in the assessment.

The assessment supports and develops the students' ability to reflect on their thinking and encourages them to plan, assess, and develop their studies. Versatile methods are used in the assessment of the study units, and the attainment of the general objectives of philosophy is assessed based on module-specific objectives and core contents.

Study units

Introduction to philosophical thinking, 2 cr (FI01)

Modules in the study unit

- Introduction to philosophical thinking, 2 cr (FI1), Compulsory

Objectives

Introduction to philosophical thinking

The objective of the module is that the students

- *form a conception of the nature and methods of philosophy by familiarising themselves with philosophical problems and possible solutions*
- *learn to evaluate the truthfulness of statements and develop skills in presenting and demanding justifications for different statements as well as understanding the structure of justifications and evaluating their validity*
- *through different interactive exercises and discussions, learn and develop their ability to*

- *apply the working approaches of philosophy, such as questioning assumptions, classifying and defining concepts, and using thought experiments and counterexamples*
- *familiarise themselves with some key philosophical questions and conceptual analyses related to them*
- *are able to analyse and evaluate critically different epistemic beliefs, and familiarise themselves with knowing in some general upper secondary school subjects.*

Core contents

Introduction to philosophical thinking

- *what philosophy is, questions posed by philosophy as well as thinking in the tradition and topical themes of philosophy*
- *learning the basics of consistent argumentation and valid reasoning as well as practising these skills orally and in writing, also in the context of topical Societal problems*
- *key fundamental questions and analyses of philosophy: spirit and matter, freedom and necessity, conceptual and empirical, objective and subjective*
- *difference between knowledge and information, practical and scientific knowledge, and science and pseudoscience*
- *nature of knowledge and argumentation in different fields of knowledge: forming, testing, and justifying statements in some general upper secondary school subjects*

Local specification

Transversal competences

Well-being competence

The study unit provides students with basic critical thinking skills. During the study unit, students receive the building blocks typical of worldview studies for building their identity, as well as a platform for discussion and a safe environment for practising them. The aim is to provide students in Espoo with the experience of a safe learning environment and support for the development of their identity.

Interaction competence

In each study unit, students improve their teamwork skills. The lessons use a variety of learning methods, teach constructive communication and introduce different ways of communicating. The aim is to provide students in Espoo with a sufficient number of social situations in which to develop their identity and improve their social skills.

Multidisciplinary and creative competence

Above all, philosophy is about learning to see things from multiple perspectives, rediscovering wonder and opening the students' eyes to the diversity of humanity. Students learn these skills during all philosophy study units. The aim is to give students in Espoo a sufficiently diverse picture of identity so that each individual can grow into their own unique self.

Ethics, 2 cr (FI02)

Modules in the study unit

- Ethics, 2 cr (FI2), Compulsory

Objectives

Ethics

The objective of the module is that the students

> *• familiarise themselves with the key concepts, questions, and theories of philosophical ethics*
> *• are able to justify views of what is good and right, as well as understand the difference between normative and descriptive statements*
> *• are able to make consistent ethical arguments orally and in writing and justify the obliging nature of morale*
> *• learn to structure the meaning of their lives and life choices with the help of philosophical concepts*

• are able to analyse and evaluate actions ethically as well as analyse their own moral solutions and assessments using the tools of philosophical ethics
• are able to apply ethics to issues related to society and the environment.

Core contents

Ethics

• the nature of morale as a system of norms: difference between morale, laws, and customs; moral objectivism, relativism, subjectivism
• normative and applied ethics in examining morale: virtues, consequences, rights, and obligations
• philosophical theories on the goodness and meaningfulness of life as well as a good way of living
• ethics and the individual's moral choices: interpersonal relationships and life choices
• ethical issues related to the environment and nature, including climate change and animal rights
• ethics and society: human and fundamental rights

Local specification

Transversal competences

Ethical and environmental competence

In this study unit, students learn to think ethically in different ways and from different perspectives about challenges related to themselves, society and the world. For example, how ethically does Espoo take care of human rights or fundamental rights? Is equality being achieved in Espoo?

Global and cultural competence

During the study unit, students learn to appreciate cultural diversity and gain a basic understanding of global value questions. The aim is to show how Espoo is involved in reflecting on global questions of values.

Social philosophy, 2 cr (FI03)

Modules in the study unit

- Social philosophy, 2 cr (FI3), Optional

Objectives

Social philosophy

The objective of the module is that the students

• familiarise themselves with certain key concepts and trends of social philosophy
• learn to analyse justice, freedom, equality, and exercise of power in the activities of individuals, communities, and institutions
• are able to evaluate the structure of society and its legitimacy on philosophical terms
• are able to apply what they have learned to current Societal questions
• understand the significance of rights as the foundation of society.

Core contents

Social philosophy

• legitimisation of social order, social contract theories
• different forms of power, freedom, equality, and justice
• human rights, citizens' freedoms, and rule of law; democracy and communality as Societal values
• political ideals: liberalism, socialism, anarchy, conservatism, nationalism; social utopias and

dystopias
• the relationship between welfare and the economy; legitimisation of income, wealth and well-being gaps; the welfare state
• topical questions of social philosophy: environmental problems, encounters between cultures, impacts of technology and artificial intelligence, gender and power, identification and criticism of structures that promote inequality

Local specification

Transversal competences

Societal competence

During the study unit, students learn about different forms of society and the differences between them. Students learn how to advocate for a more sustainable and safer future. The study unit aims to illustrate what democracy in Espoo is like.

Truth, 2 cr (FI04)

Modules in the study unit

- Truth, 2 cr (FI4), Optional

Objectives

Truth

The objective of the module is that the students

> *• are able to tell opinions from factual statements and understand the need to justify the latter*
> *• understand the role of language and meanings in perceiving reality*
> *• are able to analyse and evaluate philosophical theories on truth, knowledge, the nature of reality, and science*
> *• are able to structure and analyse the nature of scientific research, conclusions, and explanations*
> *• are able to assess the relationship of observation and knowledge as well as scientific theories with truth*
> *• learn to evaluate situations where different studies come up with dissimilar results and options for action.*

Core contents

Truth

> *• language, meaning and truth*
> *• the nature of truth and theories of truth; approaching truth; inevitable and contingent truth*
> *• the nature of reality and consciousness; realism and antirealism*
> *• the sources, possibilities, and limits of knowledge, justification of knowledge, relationship between knowledge and certainty*
> *• nature and methods of scientific research as well as scientific reasoning; the ethics of science*
> *• reliability of scientific methods and theories and their relationship with reality*
> *• explanation, prediction, understanding, and interpretation in different sciences*

Local specification

Transversal competences

Well-being competence

During the study unit, students learn about and become familiar with different conceptions of knowledge. Students receive an information package on how to protect themselves in a world of accelerating disinformation. The aim is to show how privileges are realised in terms of information

for students living in Espoo and, on the other hand, students living in many other parts of Finland.

7.5. Physics (FY)

The task of the subject

The instruction of physics supports the development of students' natural-scientific thinking and world view as part of a broad general education. Through the instruction, the students learn to understand the significance of physics for daily life, the environment, society, and technology. As the students' natural-scientific literacy improves, it helps the students evaluate critically various everyday choices and viewpoints in social debates. The teaching and learning of physics provide the students with skills needed to succeed in their further studies in natural sciences and other fields that apply natural sciences, as well as skills in applying their competence in physics in the world of work. Diverse learning situations and environments promote egalitarian and equal opportunities of learning.

The instruction of physics develops the students' understanding of the concepts of physics at qualitative and quantitative levels. The students' previous experiences, new observations and viewpoints combine into a coherent notion of the reality around them through the interaction between the students and teachers and using theories in physics.

The teaching and learning of physics are based on observations made about the environment. Experimentation in its different forms supports the students in attaining and understanding concepts, learning research skills, and perceiving the characteristics of natural sciences. As their studies progress, the students develop their overall research skills as well as the skills related to the core contents of each module. Experimental work is carried out in accordance with the occupational safety principles.

Transversal competences

*The instruction of physics steers the students towards a way of thinking, information gathering and use, innovation, interaction, and evaluation of the reliability and significance of information that are characteristic of natural sciences. The instruction develops the students' **societal competence** by giving them the skills to participate in social debates and to influence joint decisionmaking.*

*The students' own experimental work develops their work and collaboration skills and their creative and critical thinking, while inspiring them to study physics. The students develop their **interaction competence** and they learn perseverance as well as to take responsibility for their work with the help of diverse working methods, such as project learning and working in groups.*

*The instruction provides a picture of the importance of physics in building a sustainable future: physics is needed in developing new solutions and ensuring environmental and human welfare locally, nationally and globally. The instruction steers the students towards taking responsibility for their   own actions and the environment, using their competence in physics in the building of a sustainable future, and evaluating their own choices in relation to the sustainable use of natural resources, the environmental and health impacts of their choices, and the methods of energy production. Thus the instruction in physics supports the students' **ethical and environmental competence**,   **global and cultural competence** as well as **wellbeing competence**.*

*During their studies of physics, the students practise writing as well as critically interpreting and analysing different texts. Multiliteracy skills are developed by interpreting and producing written text, images, videos, tables, diagrams, and formulas, among other things. The study of physics also supports **multidisciplinary and creative competence** through the use of information and communication technology. Information and communication technology is used for such purposes as searching for information, collecting experimental observations, processing and interpreting measurement results, composing and presenting work as well as modelling and simulating.*

Objectives

The general objectives of the instruction of physics relate to the significance, values, and approaches of physics and to knowledge of physics and its use. The general objectives of the instruction are described in detail below.

Meaning, values and attitudes

The objective is that students

- *are able to evaluate the significance of physics for individuals and society*
- *recognise their competence in physics and can set their own goals, face their learning challenges, and apply learning strategies in physics*
- *study the applications of physics in diverse situations, such as in nature, industries, organisations, and scientific communities*
- *have the opportunity to become familiar with applications of physics through visits or collaboration with higher education institutions or workplaces at a local or international level*
- *gain sufficient knowledge for further studies in natural sciences and fields that use physics*
- *gain skills in participating in debates and decision-making about the environment and technology.*

Research skills

The objective is that students

- *understand the characteristics and development of natural-scientific knowledge as well as the scientific methods for **producing knowledge***
- *are able to formulate questions about the phenomena being observed and develop the questions further into starting points for research, problem-solving or other activity*
- *are able to plan and carry out **experimental research in collaboration with others***
- *recognise the impacts of error sources on measurements*
- *are able to process, interpret, and present research results and evaluate them and the entire research process.*

Knowledge of physics and its use

The objective is that students

- *are able to use key concepts in physics logically and in correct contexts*
- *organise their notions about the structure and phenomena in nature with the help of the concepts and principles of physics*
- *know how to express conclusions and viewpoints in ways characteristic of physics*
- *understand physical phenomena and the principles behind technological applications*
- *are able to formulate, interpret, and evaluate different models and use them, and simulations, to describe phenomena and make forecasts*
- *know how to use appropriate programs as tools for modelling and expressing numerical and graphical solutions and results*
- *know how to use diverse information sources and evaluate them critically with the help of their knowledge in physics.*

Assessment

The assessment framework focuses on the attainment of the general objectives of physics, with emphasis on modulespecific objectives and mastery of core contents. Assessment and feedback given during the learning process help the students understand and develop their competence in physics. At the same time, the students develop their selfassessment skills.

The assessment is based on a broad demonstration of competences and observation of the students' conceptual and methodological skills and knowledge. Knowledge of physics and its application can be demonstrated in many different ways, such as by explaining, graphical modelling, or using mathematical models. In addition to different outputs, the students' way of working, such as the formulation of questions, description of the problemsolving process, and the students' research skills, are assessed. The students' ability to work experimentally and collect

and use information is taken into account in the assessment.

Study units

Energy and heat, 2 cr (FY03)

Modules in the study unit

- Energy and heat, 2 cr (FY3), Optional

Objectives

Energy and heat

The objective of the module is that the students

> *• develop their understanding of energy as a key concept of physics*
> *• are able to examine phenomena related to the thermodynamic state and changes in the state of matter*
> *• know how to apply the concepts and models of thermodynamics to examining solutions for energy production and to building a sustainable future*
> *• recognise the significance of energy balance and thermal transfer for climate change.*

Core contents

Energy and heat

> *• force as a unit of the strength of interaction*
> *• mechanical work*
> *• thermodynamic system and state variables*
> *• temperature, pressure, and hydrostatic pressure*
> *• energy conservation, internal energy, energy transfer and quantity of heat*
> *• heating and cooling of matter and changes in the state of matter*
> *• thermal expansion*
> *• changes in the state of gases and equation of state of an ideal gas*

Local specification

Transversal competences

Societal competence

The study unit provides students with the capacity to participate in discussions and decision-making concerning the environment and technology. Particular emphasis is placed on the impact of energy production, climate change and construction on the environment and society.

Well-being competence

Completing national optional study units develops students' perseverance in a world of change and surprises.

Ethical and environmental competence

During the study unit, students learn about thermal transfer and energy production solutions from the perspective of a sustainable future. Through the concepts of thermal transfer and energy balance, students learn to understand climate change.

Interaction competence

The study unit offers opportunities for diverse student assignments that require interaction skills,

cooperation skills and social skills.

Global and cultural competence

Students learn to appreciate the impact of scientific developments on the course of history, such as the impact of the heat engine and steam engine on the Industrial Revolution.

Force and motion, 2 cr (FY04)

Modules in the study unit

- Force and motion, 2 cr (FY4), Optional

Objectives

Force and motion

The objective of the module is that the students

- *are able to experimentally examine phenomena related to force and motion*
- *know how to produce and analyse graphical presentations of measurement data*
- *understand the significance of conservation laws in physics*
- *know the safety aspects related to force and motion.*

Core contents

Force and motion

- *uniform and uniformly accelerated linear motion*
- *the interaction between, and the force of, physical objects; Newton's laws*
- *combined effect of forces, a force diagram and an equation of motion*
- *weight and friction*
- *kinetic energy, potential energy, and mechanical energy*
- *the conservation of mechanical energy and the mechanical energy principle*
- *momentum, impulse, the conservation of momentum, and one-dimensional collisions*

Local specification

Transversal competences

Interaction competence

Students' interaction skills develop as they work on student assignments.

Well-being competence

Students gain an understanding of factors affecting road safety through the laws of physics.

Societal competence

The study unit provides students with the skills to evaluate different transport solutions from various perspectives based on the laws of physics.

Periodic motion and waves, 2 cr (FY05)

Modules in the study unit

- Periodic motion and waves, 2 cr (FY5), Optional

Objectives

Periodic motion and waves

The objective of the module is that the students

- *can model planetary motion as circular motion*
- *study the basics of vibratory and wave motion by examining mechanical vibration and sound*
- *can describe periodic motion with physical and mathematical concepts*
- *can model mechanical vibration and sound as a periodic motion.*

Core contents

Periodic motion and waves

- *the moment and the rotation of an object*
- *balance in relation to rotation in simple situations*
- *uniform circular motion and normal acceleration*
- *the law of universal gravitation and planetary motion*
- *periodic motion, time period, frequency and amplitude*
- *harmonic force, vibratory motion and the potential energy of harmonic force*
- *creation, propagation and reflection of mechanical waves*
- *diffraction and interference of mechanical waves and standing waves*
- *sound as a wave motion, sound intensity level, sound properties and the propagation of sound*

Local specification

Transversal competences

Global and cultural competence

Students understand the impact of the scientific method on the development of worldviews by examining Newton's laws and planetary motion, for example.

Interaction competence

Students' interaction skills develop as they work on student assignments.

Multidisciplinary and creative competence

Applying previously learned concepts in a new context, such as the connection between acceleration and circular motion.

Well-being competence

During the study unit, students learn about the importance of hearing protection when exposed to prolonged and loud noise, for example.

Societal competence

Noise control and technological applications of sound give students the ability to participate in social debate and influence collective decision-making.

Electricity, 2 cr (FY06)

Modules in the study unit

- Electricity, 2 cr (FY6), Optional

Objectives

Electricity

The objective of the module is that the students

> • *are able to examine experimentally phenomena related to electricity and carry out basic electrical measurements*
> • *know how to use the concepts of field and potential when describing an electric field*
> • *know the safety aspects related to electrical devices and transmission of electrical energy*

Core contents

Electricity

> • *voltage and electrical current in direct current circuits*
> • *resistance and Ohm's law*
> • *electric power and Joule effect*
> • *resistor connections and Kirchhoff's laws*
> • *batteries and battery charging circuits*
> • *Coulomb's law and the homogeneous electric field*
> • *potential energy and potential in a homogeneous electric field*
> • *capacitor and capacitor energy*
> • *semiconductors, diode, and LED as components in a circuit*
> • *electrical safety: fuse, protection rating, and dielectric strength*

Local specification

Transversal competences

Well-being competence

Electrical safety and the correct and safe use and maintenance of electrical equipment.

Ethical and environmental competence

Circular economy and sufficiency of natural resources in battery technology, among other things. For example, students can watch recordings of expert lectures on the subject.

Interaction competence

Students' interaction skills develop as they work on student assignments.

Multidisciplinary and creative competence

Students become familiar with basic electronic components through electrical circuits, allowing them to understand how electrical devices work.

Electromagnetism and light, 2 cr (FY07)

Modules in the study unit

• Electromagnetism and light, 2 cr (FY7), Optional

Objectives

Electromagnetism and light

The objective of the module is that the students

> • *understand the central importance of induction in electromagnetism*
> • *understand the basics of the production and transmission of electrical energy and their importance for the functioning of society*
> • *recognise sources of electromagnetic radiation and their effects*
> • *understand light as an electromagnetic phenomenon*

Core contents

Electromagnetism and light

> • *ferromagnetism and the magnetic dipole*
> • *magnetic interaction and magnetic fields*
> • *motion of a charged particle in an electric and magnetic field*
> • *the magnetic field of a current-carrying conductor and the force between two currentcarrying conductors*
> • *electromagnetic induction, Lenz's law and eddy currents*
> • *generator, the generation of alternating current, transformers and the transfer of energy with the help of electric current*
> • *electromagnetic radiation and its spectrum and the spectrum of black body radiation*
> • *reflection, refraction, and total internal reflection*
> • *interference and diffraction of light*
> • *the polarisation of light on qualitative level*

Local specification

Transversal competences

Societal competence

The study unit provides students with the tools to understand how energy is produced and transferred to consumers in society, and how information transfer works. Thus, the study unit enables students to participate in public debate focusing on the impact of energy production, climate change and construction on the environment and society.

Interaction competence

Students' interaction skills develop as they work on student assignments. Students' language awareness develops as they learn physics concepts.

Societal competence

The study unit examines electricity generation and energy transmission, deepening students' ability to assess the environmental impacts and requirements of different energy solutions.

Multidisciplinary and creative competence

During the study unit, students gain an understanding of the phenomena on which technological applications used in communication are based.

Global and cultural competence

Students learn to appreciate the impact of scientific developments on the course of history in contexts such as electromagnetism and industrialisation.

Matter, radiation, and quantisation, 2 cr (FY08)

Modules in the study unit

• Matter, radiation, and quantisation, 2 cr (FY8), Optional

Objectives

Matter, radiation, and quantisation

The objective of the module is that the students

- *know the effects of ionising radiation and learn the safe use of radiation*
- *explore a worldview based on quantum physics, from the elementary particle physics to*
- *cosmology*
- *understand the significance of technology based on quantisation for modern society.*

Core contents

Matter, radiation, and quantisation

- *quantisation of energy in the interaction of matter and radiation*
- *the photon as a quantum of an electromagnetic radiation field*
- *the structure of an atom, the quantum states of the electrons in an atom, and the principle of the wave-mechanical model for an atom*
- *technology based on quantisation: laser and quantum structures*
- *the structure of an atomic nucleus and changes in an atomic nucleus, radioactive decay*
- *nuclear reactions, mass–energy equivalence, nuclear binding energy*
- *nuclear power, fission, and fusion*
- *the radioactive decay law*
- *the types and biological effects of ionising radiation and its application in medicine and technology*
- *standard model for particle physics*
- *the evolution of the universe*

Local specification

Transversal competences

Societal competence

The study unit provides students with the capacity to participate in discussions and decision-making concerning the environment and technology. In particular, the Societal impacts of quantum technology applications and future energy solutions.

Multidisciplinary and creative competence

Applications of quantum technology in a wide range of scientific fields. The history of modern physics is an example of a change in worldview. As examples, students can read works on cosmology or particle physics, in which they must distinguish between speculative material and proven facts. A critical approach to information from questionable sources.

Interaction competence

Students' language awareness develops as they learn physics concepts.

Global and cultural competence

Students learn to appreciate the historical nature of scientific development in the evolution of the atomic model, for example.

Students' international skills develop as a result of the international notation used and the international nature of physics.

Well-being competence

Students learn about the effects of ionising radiation and radiation protection, as well as the uses of radiation in healthcare and technology.

Physics as a natural science from the point of view of physics, the environment and society, 2 cr (FY01FY02)

Modules in the study unit

- Physics as a natural science, 1 cr (FY1), Compulsory
- Physics, the environment and society, 1 cr (FY2), Compulsory

Objectives

Physics as a natural science

The objective of the module is that the students

> • *explore physics as a systematic, experiment-based science*
> • *explore the proportions of the universe and the structure of matter*
> • *explore the information gathering methods used in physics*
> • *can plan and carry out simple experiments, characteristic of natural sciences*
> • *gain experiences that inspire and deepen their interest in physics and the study of physics.*

Physics, the environment and society

The objective of the module is that the students

> • *study energy as a key concept of physics*
> • *know different types of energy and methods of energy production*
> • *can compare the scale of different methods of energy production and their environmental impacts*
> • *obtain skills in participating in debates and decision-making about the environment and technology from the perspective of a sustainable energy economy.*

Core contents

Physics as a natural science

> • *quantity and unit, the SI system*
> • *measuring, collecting results, graphical presentation of results, and evaluation of their reliability*
> • *graphical models and linear models*
> • *planning and carrying out a simple experimental study*

Physics, the environment and society

> • *types of energy, energy conservation and energy transformation*
> • *energy production, power, efficiency, and energy transfer*
> • *impact of energy production on the environment and climate change*

Local specification

Transversal competences

Interaction competence

Measurements carried out as group work help students develop their interaction competence. Emotional and empathy skills develop through successes and failures in assignments. Social skills, cooperation skills and collaborative learning skills improve during the exercises.

Global and cultural competence

The instruction guides students to take responsibility for their own actions and the environment, use their physics competence in building a sustainable future and evaluate their own choices in

terms of the sustainable use of natural resources, environmental and health impacts and energy production methods.

Ethical and environmental competence

Physics phenomena related to climate change and sustainable development.

Multidisciplinary and creative competence

Students practise source criticism, particularly during the FY02 study unit, when they learn about topics such as energy production and climate change.

7.6. Geography (GE)

The task of the subject

Geography examines natural, human and social phenomena and their interactions. The task of the teaching and learning of geography is to broaden the students' geographical worldview; to develop capabilities to understand global, regional, and local phenomena and changes in them over time as well as regional problems and their possible solutions.

Through the instruction of geography, the students learn to notice factors that influence changes in the world; to form well-founded views; to take a stance on changes in their own environment, in the neighbouring areas, and in the whole world; and to take an active role in improving human welfare and preserving the natural world. The teaching and learning give the students opportunities to practise their skills in participation and involvement and support the students in building a sustainable future. Through the instruction of geography, the students become aware of the interaction between nature and human activity, and learn to view the world as a changing and culturally diverse living environment.

The instruction of geography integrates the topics of natural sciences with those of human and social sciences. The teaching and learning provide the students with the ability to scrutinise environmental and human rights questions as well as support their development into educated and responsible citizens.

The instruction is based on young people's living environment and the students' everyday experiences and observations. It utilises different learning environments in a variety of ways. Inquiry-based activities and the use of geomedia help the students develop their geographical thinking and understand the changes taking place in their everyday environment at a local, regional, and global level. Geomedia refers to the ways geographical information is collected and presented, such as maps, geospatial information, diagrams, images, videos, written sources, media, and verbal presentations. The versatile use of geomedia supports the students in the acquisition, analysis, interpretation, and visual presentation of geographical information. Current news is discussed in the instruction of geography, helping the students build their worldviews and develop their critical thinking. It also helps them understand the changes taking place in their surroundings and elsewhere in the world.

Transversal competences

The objectives of transversal competences are integrated with the objectives of geography.

*The instruction of geography supports the development of the students' **well-being and interaction** competence. The instruction of geography typically employs student-centred and interactive working methods in varying learning environments. Social and collaboration skills as well as taking responsibility for your own and other people's work are emphasised in the teaching and learning of geography. The students are guided in setting their goals as well as supported and encouraged at different stages of the learning process, which promotes their self-knowledge*

and perseverance.

*Through the instruction of geography, the students develop skills to carry out inquiry-based and **multidisciplinary** activities as well as a **creative** way of working. The instruction introduces the students to the language and terminology of, and the ways knowledge is developed in, geography and disciplines associated with it. Geomedia skills strengthen the students' multiliteracy skills. The instruction of geography inspires the students to think and to collect and analyse information critically in a way that is typical for natural sciences as well as human and social sciences.*

*The instruction of geography gives the students a knowledge base that helps them take a stand on many topical social issues and consume media critically. The instruction increases the students' understanding of the importance of sustainable development as a starting point for regional planning, and provides them with skills for participatory planning. The students are steered towards a sustainable future and an understanding of their global responsibility as active members of society, which reinforces their **Societal competence**.*

*The study of geography strengthens the students' **ethical and environmental competence** in a comprehensive way. The instruction increases the students' understanding of cultural diversity and the importance of the natural environment. Through the instruction of geography, students learn the necessity of a sustainable way of life. The instruction helps the students apply their geographical skills and knowledge in their everyday lives, in ethical considerations, and in making sustainable consumer choices.*

*The instruction deepens the students' understanding of the importance of human rights, the diversity of society, and the formation of a regional identity, thereby supporting the development of the students' **global and cultural competence**. The examination of current worldwide phenomena and their interrelationships is a characteristic feature of geography. Geography supports the building of the students' internationalisation skills and their skills for the future as well as helps them grow into educated and broad-minded citizens.*

Objectives

The instruction of geography strengthens the students' geographical thinking, advances their understanding of phenomena and processes, and develops the command and application of versatile skills. The general objectives of the instruction are described in detail below.

Geographical thinking

The objective is that students

> *• gain experiences which advance their interest in geography and the way geography views and examines the world*
> *• know the properties of geography as a scientific discipline, and understand why geographical competence is needed in daily life, studying, and the world of work*
> *• know how to use geographical concepts accurately and express well-founded views in correct contexts and in a way that is characteristic of geography*
> *• deepen their command of the world map and toponomy*
> *• are able to study the world from different starting points, such as from the individual, Societal,*
> *and environmental perspective*
> *• understand the necessity for a sustainable way of living and the importance of a circular economy that saves natural resources.*

Geographical phenomena and processes

The objective is that students

> *• understand phenomena and processes of physical geography*
> *• understand phenomena and processes of human geography*

* understand the interaction between the phenomena and processes of physical and human geography

Geographical skills and their application

The objective is that students

  * can observe everyday environments and interpret the landscape
  * know how to compare and analyse regional phenomena, structures and interrelationships of nature and human actions and their changes at different regional levels
  * are able to observe, describe, and analyse human well-being locally, regionally, and globally
  * can reflect on and evaluate possible solutions to environmental changes and changes caused by human actions
  * understand, apply, and analyse geographical information and utilise geomedia in a comprehensive way for collecting, evaluating, and presenting information
  * follow current world events and can critically evaluate factors affecting them and their possible consequences
  * know ways to develop regions and means of participation and civic engagement
  * gain the ability to operate as active global citizens who speak out and promote a sustainable future.

Assessment

The attainment of the general objectives of geography is assessed through the objectives of each module and the core contents. Assessment and feedback given during the learning process help students become aware of their personal ways of working and develop their competences. Grades are awarded on the basis of diverse demonstrations of competence and observation of the students' conceptual and methodological skills and knowledge.

The assessment framework in geography focuses on geographical thinking; understanding of geographical phenomena and processes; and knowledge of and application of geographical skills. The students can demonstrate their geographical thinking and knowledge using many different methods. The students' ability to understand, apply, analyse, evaluate, illustrate, and present geographical information in different situations is taken into account in the assessment. The key competences assessed in geography are the skills in reading and interpreting maps, graphical presentation skills, and other geomedia skills. The students may also demonstrate the competence to be assessed through field work and presentations, essays, and other products.

Study units

The world in change, 2 cr (GE01)

Modules in the study unit

  * The world in change, 2 cr (GE1), Compulsory

Objectives

The world in change

The objective of the module is that the students

  * develop their geographical worldview and learn to use toponomy with ease in appropriate contexts
  * are able to analyse the reasons for environmental changes and evaluate the consequences of environmental changes in different regions
  * know methods for containing environmental changes or mitigating their effects in different regions and can explain what types of solutions help achieve this
  * are able to analyse the causes for changes in humankind and evaluate the consequences of the changes in different regions
  * know methods for influencing the changes caused by human activity in different regions and are able to evaluate them

• know about commitments related to sustainable development and can use them as a basis for ethical justifications
• are able to collect, analyse, and present relevant and reliable information about regional questions using geomedia
• know how to critically evaluate current regional news in different media about environmental changes or changes in humankind.

Core contents

The world in change

Geography as a scientific discipline
    • observing the environment and the world from a geographical perspective
    • utilising geography in the world of work and everyday life
    • current regional news

Environmental changes and their solutions

    • mechanisms of climate changes
    • reasons for, and consequences of, the current climate change
    • drought, desertification, storms, and floods
    • adaptation to environmental changes and containment of the changes

Changes in humankind

    • global environmental impacts caused by population growth and increase in wealth
    • lack of clean water, hunger
    • wealth distribution, poverty
    • refugees
    • commitments of sustainable development

Local specification

Transversal competences

Well-being competence

The effects of climate change on well-being. Awareness of changes in humankind and the opportunity to influence them.

Interaction competence

Understanding geographical concepts. Emotional regulation when studying climate change, for example (emotional assignments), compassion. Interpreting diagrams. Reading comprehension of news language. Multiliteracy and linking information from multiple subjects.

Multidisciplinary and creative competence

Understanding the importance of geographical information. Changes in the environment and ways to address them. Understanding the consequences of climate change, water, poverty, displacement.

Societal competence

Analysis of current affairs – environmental disasters.

Ethical and environmental competence

Reflected throughout the topics of the study unit, learning information and skills related to sustainability.

Reflecting on attitudes and values based on knowledge.

Global and cultural competence

Almost all of the themes of the study unit are related to this. Commitments to sustainable development.

Local description of study unit

Although the study unit deals with global environmental problems, the approach must be solution-oriented.

The blue planet, 2 cr (GE02)

Modules in the study unit

*   The blue planet, 2 cr (GE2), Optional

Objectives

The blue planet

The objective of the module is that the students

> • *know how to use the basic concepts of physical geography and toponomy appropriately*
> • *are able to collect, analyse, interpret, evaluate, and present physical geographical information using geomedia*
> • *are able to explain phenomena arising from planet Earth's shape and movements and give reasons for the effects these phenomena have on natural systems*
> • *know how to describe and analyse the regional distribution of abiotic and biotic features of Earth's nature*
> • *are able to interpret the structure, formation, and development of natural landscapes in pictures and maps, and explain by giving reasons how and why natural landscapes change*
> • *are able to analyse the causes of natural risks and assess their consequences in different regions*
> • *know how to explain and compare with the help of examples how the consequences of natural risks can be anticipated and their effects mitigated in different regions*
> • *understand the importance of physical geography information in society and in people's everyday life*

Core contents

The blue planet

The way of thinking in physical geography

> • *formulating questions of physical geography and collecting, analysing, evaluating, and presenting physical geography information*
> • *information sources and research methods of physical geography*
> *Earth's planetary movements and phenomena caused by them*

Atmosphere and hydrosphere

> • *structure of the atmosphere and winds, changes in the ozone layer*
> • *water cycle, rain, and seawater movements, ENSO and NAO*
> • *weather, forecasting weather*
> • *climate regions*

Lithosphere

- *structure of the Earth, the rock cycle*
- *endogenous and exogenous events shaping the surface of the Earth*
- *endogenous and exogenous phenomena as risks, main risk areas, anticipation, and preparation for the risks*

Soils and vegetation regions

Local specification

Transversal competences

Interaction competence

Understanding geographical concepts. Interpreting diagrams. Presentation of physical geography information through geomedia.

Multidisciplinary and creative competence

Physical geography thinking and information gathering, analysis and evaluation. The interconnection of geosystems.

Global and cultural competence

The diversity in the physical geography of different regions of the world and how people adapt to different conditions.

Local description of study unit

The common world, 2 cr (GE03)

Modules in the study unit

- The common world, 2 cr (GE3), Optional

Objectives

The common world

The objective of the module is that the students

> - *are able to use the concepts of human geography and toponomy appropriately*
> - *identify cultural traits and their differences, value their diversity, and take human rights into account in their actions*
> - *are able to collect, analyse, evaluate, and present human geography information using geomedia*
> - *know how to describe and analyse regional traits of human activity and interdependencies between humans and nature at different regional levels*
> - *are able to analyse the way in which the opportunities offered by natural resources and the environment influence human activity and compare different regions*
> - *know how to analyse, with the help of examples, the causes of environmental risks and risks to the humankind, evaluate their consequences, and identify ways to contain the consequences of the risks or mitigate their effects in different regions*
> - *understand the importance of human geography information in society, people's everyday life, and their own actions.*

Core contents

The common world

The way of thinking in human geography

• formulating questions of human geography and collecting, analysing, evaluating, and presenting human geography information
• information sources and research methods in human geography
• experiencing places and mind maps

Population, human settlement, and cultures

• population structure and demographic changes
• location of settlements, migration
• diversity of cultures, the regional identity, and upholding of human rights, such as the status of indigenous peoples

Towns and urbanisation

• land use and the built environment
• changes in urban environments and ecocities

Regional properties of production and sustainable use of natural resources

• agriculture, forestry, and fishery
• minerals, energy sources
• industry
• the circular economy

Travel, services, and interaction

• accessibility, transport networks, and tourism
• globalisation
• regional spread of innovations

Local specification

Transversal competences

Well-being competence

Migration. Pandemics.

Interaction competence

Understanding geographical concepts. Constructive interaction. Emotional skills. For example, debates as a teaching method. Disputes and conflicts. Geomedia. Possible project work.

Multidisciplinary and creative competence

Geographical thinking and research skills. The distribution of people across the globe in relation to physical geography. Comparison of regions from many perspectives. Natural resources.

Societal competence

Indicators of social development.

Ethical and environmental competence

Sustainable use of natural resources. Displacement. Circular economy. Learning facts about human activity and its impact on the environment. Reflecting on values and attitudes based on knowledge.

Global and cultural competence

Almost the entire study unit consists of these themes. Cultural spheres – human rights. Globalisation.

Local description of study unit

The human geography study unit GE03 is heavily based on the GE02 study unit.

Geomedia – research, participation, and involvement, 2 cr (GE04)

Modules in the study unit

- Geomedia – research, participation, and involvement, 2 cr (GE4), Optional

Objectives

Geomedia – research, participation, and involvement

The objective of the module is that the students

> • are able to formulate geographical questions and carry out research or a project on participation and civic engagement with a local, regional, or global reach
> • understand and can explain how geomedia are applied to geographical research, their daily lives, and different areas of society
> • know how to utilise geographical information system (GIS) applications and know the principles of how they work
> • are able to observe everyday environments; interpret landscape and maps; and describe and explain regional phenomena, structures and interrelationships of nature and human activity
> • know and can describe the objectives for and different levels of regional planning and the possibilities for citizens to influence the planning and development of their own environment.

Core contents

Geomedia – research, participation, and involvement

Geographical research

> • use of geomedia in research: the basics of cartography and geospatial information, images, videos, diagrams, and tables as well as other sources of regional information
> • formulating problems and the collection, processing, analysing, interpreting, evaluating, illustrating, and presenting of research data
> • interpretation of natural and cultural landscapes with the help of maps, images, and other geomedia
> • use of geomedia in everyday life and the world of work as well as in promoting a sustainable future

Regional planning and the principles of participatory planning

> • town and country planning at different regional levels
> • ways of participation

Geographical essay or a project on participation and involvement (as chosen by each student)

> *• the viewpoint of the essay or project can be based on regional geography or a phenomenon. In the handling of the subject, the regional dimension and the understanding of the interaction of human and nature is in key role*
> *• the essay or other project is completed independently or in a group.*

Local specification

Transversal competences

Interaction competence

Using geographical concepts. Writing a study. Presentation.

Multidisciplinary and creative competence

Conducting research.

Societal competence

Understanding the significance of geographical information. Cartographic presentation of information. Project work. Regional planning – Understanding town planning as a means of social influence.

Ethical and environmental competence

Understanding environmental problems related to one's own research area.

Local description of study unit

The GE04 study unit uses tools typical of geography, such as special computer programs (e.g. geographical information systems).

7.7.   History (HI)

The task of the subject

The instruction of history improves the students' general knowledge and ability and capabilities for understanding the world of their time and its processes of change. The subject provides tools for understanding the present and opens up perspectives for reflecting on future development. As a subject promoting cultural awareness, history reinforces the students' individual, national, European, and global identity as well as supports their growth into active members of society who understand diversity.

The teaching and learning of this subject are based on the scientific nature of history. Attention is paid to the basics of constructing historical knowledge, critical evaluation of the reliability of information, and explaining phenomena from multiple perspectives. Studying history develops the students' ability to acquire information, distinguish between essential and inessential information, and process large entities of knowledge. Interdependencies between the past, the present, and the future as well as the interpretative nature of historical knowledge and its use in society are explored in the teaching and learning. The task of the teaching and learning is to strengthen the students' historical thinking. Historical thinking consists of understanding that historical information is open to interpretations. Mastering the basic concepts of history and understanding change and continuity as well as cause and effect are an essential part of historical thinking. Historical thinking also includes command of textual skills, including an ability to analyse sources produced by actors in the past and to assess the intentions of those who produced them. The way of reading and

interpreting sources typical of history also provides the students with capabilities for evaluating the reliability of information in today's world.

The students learn about development that has led to the present, the relationship between humans and the environment as well as interactions between culture, exercise of power, and the economy. They familiarise themselves with the significance and possibilities of the individual as an actor now and in the future and reflect on the motives and factors underlying the actions of individuals and population groups in their historical contexts. In the teaching and learning of history, the students also practise historical empathy, or putting themselves in the position of people of the past in each context. This way, the students strive to understand the decisions made by those people. The significance of human rights, equality, and equity as well as the possibilities democracy and international cooperation have of solving the challenges of our time and the future are emphasised in the teaching and learning. The history of Finland is examined against the background of world history.

Transversal competences

History supports the students in developing their identity and their growth towards ethical agency. It helps the students grow into educated members of society with broad horizons. The objectives of the teaching and learning of history are integrated with the transversal competence objectives.

*History strengthens the students' **well-being competence** by developing ethical thinking, empathy, and capabilities for taking other people and their perspectives and needs into account. The subject supports the students in finding their identity, helps them analyse their self-image as well as promotes the recognition and use of their personal strengths. It also develops their understanding of how welfare societies develop.*

***Interaction competence** is made visible in the objectives of the subject and the working methods used in the teaching and learning of history. Working methods typical of history are discussion-based, student-centred, and interactive. A key aspect of the studies is learning to encounter, understand, and accept different ways of thinking and working. Listening to and understanding others as well as argumentation in which other people's views are appreciated promote not only learning but also social and team skills, develop empathy skills, and strengthen everyone's participation and a positive learning atmosphere.*

*The starting point of history as a subject is learning to use and evaluate critically different information sources and their reliability as well to as understand and appreciate the importance of research-based knowledge. The students learn to produce, combine, and apply information in multidisciplinary networks boldly, creatively, and looking to the future. History supports the development of the students' **multidisciplinary and creative competence** as well as multiliteracy in many ways. Cooperation with higher education institutions is utilised in the teaching and learning as far as possible.*

*The instruction of history stresses the importance of human rights, equality, and equity, thus supporting **Societal competence**. The diverse possibilities of democracy, active citizenship, and international cooperation are examined on the basis of the sustainable future principles. Reinforcing source criticism and media literacy plays a key role in the subject. Studying history helps the students become aware of, interpret, and evaluate the use of history in society and politics. Awareness of history lays the foundation for the students' democratic participation and improves their possibilities for involvement.*

*The subject examines the change in interdependencies between the individual, nature, and society over the long term. They are discussed as part of a sustainable future in line with the objectives of **ethical and environmental competence**. History develops the students' understanding of how the current underlying values of society were shaped and provides them with capabilities for understanding and solving multidimensional phenomena from a humanistic perspective. Historical empathy reinforces the students' ability for versatile ethical reflection.*

As a subject that advances the students' knowledge of cultures and cultural heritage, history

*reinforces their individual, national, European, and global identity and builds their **global and cultural competence**. The teaching and learning of history support the students' growth into responsible members of society who understand diversity and are internationally oriented. The subject stresses everyone's right to their cultural roots.*

Objectives

The general objectives of the instruction of history are related to historical thinking: values, understanding of historical phenomena as well as acquiring and applying historical knowledge. The general objectives of the teaching and learning can be divided into the following areas:

Values

The objective is that the students

• are familiar with the extensive scope of history and understand different manifestations of cultures and their diversity
• acquire capabilities for forming a worldview in which human rights, equality, democracy, and a sustainable way of living are valued, and are able to act as responsible citizens who promote these values
• gather experiences that deepen their interest in history and develop their understanding of its significance.

Understanding historical phenomena

The objective is that the students

• know some of the main processes of Finnish and world history as well as their backgrounds and outcomes, and are able to evaluate their significance and interactive relationships
• understand how history lends itself to multiple interpretations and know the principles of constructing historical knowledge
• understand the present as an outcome of historical development and the starting point for future
• are able to analyse historical phenomena and assess human actions in different times from the specific premises of each era
• are able to perceive their era and themselves as part of a historical continuum as well as to advance their awareness of history.

Acquiring and applying historical knowledge

The objective is that the students

• are able to find, interpret, and evaluate with source criticism different written, statistical, and visual sources
• know how to build knowledge about the past by using different information sources critically
• are able to draw on historical knowledge to form a reasoned opinion and to evaluate critically the use of history as a means of involvement in society as well as in other contexts
• are able to apply their competence in history to evaluating Societal and economic challenges and to perceive alternative solutions related to them also in the future.

Assessment

The assessment of the students' knowledge and skills in history focuses on the attainment of the general objectives of history, with emphasis on module-specific objectives and core contents. Assessment feedback provided during the learning process helps students in gaining awareness of their learning and working methods as well as developing their competence. Grades are awarded on the basis of diverse demonstrations of knowledge and skills and the students' ability to apply their competence.

Key targets of assessment in history are mastering knowledge and skills typical of history as a field of knowledge: the ability to understand temporal development, causes and effects as well as skills in acquiring information from different sources, separating essential from inessential information as well as evaluating critically the phenomena and interpretations of history and uses of historical knowledge.

The students' ability to understand, apply, analyse, and combine historical knowledge in different situations, including their skills in using historical knowledge as an instrument for formulating justified opinions and collating their knowledge into logical wholes, are taken into account in the assessment.

Study units

Humans, the environment and history, 2 cr (HI01)

Modules in the study unit

- Humans, the environment and history, 2 cr (HI1), Compulsory

Objectives

Humans, the environment and history

The objective of the module is that the students

• understand and produce non-fiction text typical of history as a field of knowledge and master the skill of reading statistics
• understand the nature of historical knowledge and are able to use and evaluate critically historical sources
• are familiar with the key processes that led to the formation of European societies and the global economic system
• understand the development that has led to today's economic, Societal, and demographic phenomena and are able to analyse the factors that influenced it
• are able to analyse development of population, the economy and social structures and their dependence on the environment
• are able to evaluate critically the role the transformation of technology and information in shaping people's living conditions

Core contents

Humans, the environment and history

History as a field of science

• understanding the general timeline of historical developments
• historical research methods and use of sources

Agriculture as the foundation for Societal development

• human environmental impact in different periods
• agriculture, division of work, and the origins of culture
• population growth, development of societies and states
• development of the monetary system and trade

Origins of world trade and increasing interaction

• Europeans' world explorations and conquests
• diversification of international trade and its impacts on society and the environment

Role of industrialisation in changing the relationship between humans and nature

• preconditions for industrialisation and its impact on society and the environment
• demographic development and migrations
• post-industrial society and the global economy

Local specification

Transversal competences

Societal competence

Studying history helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future, for example social change and continuity.

Interaction competence

The study of history emphasises diverse methods of information production and expression and trains students in fact-based argumentation. Historical empathy strengthens students' ability to empathise with others.

Well-being competence

Studying history helps students put the uncertainties of a changing world and today's events and phenomena into a broader perspective. Historically speaking, change is always present in the world and is not in itself a good or bad thing. The study unit explores the historical well-being of societies and ecosystems and their means of adaptation at different times. For example, population and climate change, diseases. Rebound after crises: solutions to problems, such as innovations and working conditions.

Global and cultural competence

History is strongly linked to the area of international competence. History instruction examines how attitudes towards and perceptions of other cultures have changed over time and how they have been justified in different eras. For example, expeditions, colonialism. A historical perspective on globalisation, the emergence of global citizenship, the interconnectedness of the world and interdependencies helps the students understand the present and look to the future. For example, the interconnectedness of the world, economic interdependencies, population growth and population movements.

Ethical and environmental competence

A historical examination of environmental changes and climate change provides a basis for examining the principles underlying the activities of today's communities and the consequences of decisions that have been made. For example, environmental history. Putting oneself in the shoes of people from the past strengthens one's ability to empathise with others and understand their decisions based on the circumstances of their time.

Multidisciplinary and creative competence

The study of history is based on an appreciation and understanding of research-based knowledge, based on which it is possible to formulate reasoned interpretations and conclusions. Historical knowledge is not a matter of opinion; interpretations must be based on the available evidence and the ways in which the discipline constructs knowledge. Language awareness means that every teacher is a teacher of the language and concepts of their subject.

Assessing the reliability of information is essential in the study of history. The historical approach to reading texts as subjects of interpretation, rather than as neutral information, strengthens students' ability to function in a changing information environment. Strengthening textual skills related to history

enhances students' multiliteracy.

Local description of study unit

International relations, 2 cr (HI02)

Modules in the study unit

- International relations, 2 cr (HI2), Compulsory

Objectives

International relations

The objective of the module is that the students

- *are familiar with the basic concepts, operating methods, and key developments of international politics*
- *are able to utilise diverse sources of information and recognise propaganda associated with communication in different times*
- *are able to analyse the significance of ideologies and economic conflicts of interests in the history of international relations, and are capable of evaluating their impact on the present day and the future*
- *are able to analyse the causes and impact of international cooperation structures and confrontations as well as possibilities of resolving them*
- *follow the media actively and are able to examine international questions critically*
- *are able to analyse and evaluate the use of history as an instrument for politics.*

Core contents

The basics of international politics

- *international politics as a research topic and its key concepts*
- *political ideologies and their impact on societies and international relations*

Eurocentric international system

- *imperialism as a political, economic, and cultural phenomenon*
- *causes and effects of the world wars*
- *confrontation between democracy and totalitarianism*
- *human rights issues, the Holocaust, and other genocides*

From a bipolar to a multipolar world

- *arms race between the superpowers during the Cold War and its conclusion*
- *the significance and effects of decolonisation*
- *world politics and the changing power balance*

Local specification

Transversal competences

Societal competence

Studying history helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future, for example social change and continuity.

Interaction competence

The study of history emphasises diverse methods of information production and expression and trains students in fact-based argumentation. Historical empathy strengthens students' ability to empathise with others. The significance of freedom of expression is highlighted by comparing different historical and modern societies.

Well-being competence

Studying history helps students put the uncertainties of a changing world and today's events and phenomena into a broader perspective. Historically speaking, change is always present in the world and is not in itself a good or bad thing. For example, following and understanding international relations.

Global and cultural competence

The study unit deals with international relations. History instruction examines how attitudes towards and perceptions of other cultures have changed over time and how they have been justified in different eras. For example, expeditions, colonialism. A historical perspective on globalisation, the emergence of global citizenship, the interconnectedness of the world and interdependencies helps the students understand the present and look to the future. For example, the world of interdependence, international agreements and diplomacy.

Ethical and environmental competence

Putting oneself in the shoes of people from the past strengthens one's ability to empathise with others and understand their decisions based on the circumstances of their time (historical empathy). For example, persecution, genocide, war crimes, dictatorships and human rights.

Multidisciplinary and creative competence

The study of history is based on an appreciation and understanding of research-based knowledge, based on which it is possible to formulate reasoned interpretations and conclusions. Historical knowledge is not a matter of opinion; interpretations must be based on the available evidence and the ways in which the discipline constructs knowledge. Language awareness means that every teacher is a teacher of the language and concepts of their subject.

Assessing the reliability of information is essential in the study of history. The historical approach to reading texts as subjects of interpretation, rather than as neutral information, strengthens students' ability to function in a changing information environment. Strengthening textual skills related to history enhances students' multiliteracy.

Local description of study unit

Finnish history in the era of independence, 2 cr (HI03)

Modules in the study unit

- Finnish history in the era of independence, 2 cr (HI3), Compulsory

Objectives

Finnish history in the era of independence

The objective of the module is that the students

> *• understand how Finland's government, international status, and society took shape as part of European and international development*
> *• are familiar with key changes in Finnish culture, society, and economy, understand their significance between the 1860s and the present, and are able to evaluate the possibilities of future*

• *understand interdependencies between the phenomena of economic, social, cultural, ideological, and political life in the past and the present*
• *are capable of evaluating various interpretations of Finnish history and their underlying motivations in their historical contexts*
• *are able to analyse the traits, images, and ideals associated with Finnish identity and culture in different times as well as their influence on modern-day Finland.*

Core contents

Finnish history in the era of independence

Roots of Finnish society

> *• legacy of the Swedish age and the significance of autonomy for building Finland and the Finnish identity*
> *• changes and diversity in demography*
> *• modernisation of Finnish society*

The emerging independent Finland as part of Europe

> *• process that led to Finland's independence, the civil war, and its international contex*
> *• period of unification and crisis of democracy*
> *• Finland as part of international cultural trends*

Finland in international conflicts

> *• Finland in the Second World War*
> *• effects of the Cold War on Finnish society and politics*

Towards present-day Finland

> *• structural changes in society and the economy, the welfare state*
> *• culture, science, and competence*
> *• culturally diversifying Finland as a member of the international community*

Local specification

Transversal competences

Societal competence

Studying history helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future, for example social change and continuity.

Interaction competence

Study of history emphasises diverse methods of information production and expression and trains students in fact-based argumentation. Historical empathy strengthens students' ability to empathise with others.

Well-being competence

The study of history supports the formation of students' own identities and highlights the diversity and changeability of identities in different temporal and geographical contexts. Studying history helps students put the uncertainties of a changing world and today's events and phenomena into a broader perspective. Historically speaking, change is always present in the world and is not in itself a good or bad thing. For example, the development of a worldview, the formation of one's own identity, the use of history, the development of a welfare society.

Global and cultural competence

Finland's history reflects international events. History as a subject encourages respect for cultural heritage, but also critical reflection on cultural heritage and a multi-perspective approach. For example, the development of the Finnish identity and the welfare state, as well as myths in Finnish history.

Ethical and environmental competence

Putting oneself in the shoes of people from the past strengthens one's ability to empathise with others and understand their decisions based on the circumstances of their time (historical empathy).

Multidisciplinary and creative competence

The study of history is based on an appreciation and understanding of research-based knowledge, based on which it is possible to formulate reasoned interpretations and conclusions. Historical knowledge is not a matter of opinion; interpretations must be based on the available evidence and the ways in which the discipline constructs knowledge. Language awareness means that every teacher is a teacher of the language and concepts of their subject.

Assessing the reliability of information is essential in the study of history. The historical approach to reading texts as subjects of interpretation, rather than as neutral information, strengthens students' ability to function in a changing information environment. Strengthening textual skills related to history enhances students' multiliteracy.

Local description of study unit

The study unit offers an opportunity to consider aspects of Espoo's local history or the students' own family history.

The European, 2 cr (HI04)

Modules in the study unit

- The European, 2 cr (HI4), Optional

Objectives

The European

The objective of the module is that the students

> *• are familiar with the cultural heritage of the West, and are able to analyse how it took shape in interaction with other cultures*
> *• understand changes in science, arts, the conception of humanity, and gender roles in relation to Societal development*
> *• understand the significance of arts and popular culture in creating the perception of history*
> *• are able to analyse the significance of scientific innovations and worldviews in different eras*
> *• are able to evaluate the development of different ideologies and their impact on the surrounding world*
> *• are capable of analysing culture in its historical context as well as understanding the interdependency between culture and politics*
> *• are able to examine European culture as part of cultural globalisation.*

Core contents

The European

> *European culture and the shaping of the perception of the world*

> *• the role of science, art, religion, and the media in shaping and conveying the perception of the world*

Roots of European culture

- *general traits of classical cultures*
- *origins of democracy and scientific thinking*
- *Medieval culture and interaction between cultural spheres*

Evolution of individual thinking and a scientific view of the world

- *development of science and art in the beginning of the Modern Era*
- *reformation and the revolution of information*
- *the Enlightenment, emergence of human rights, and the idea of equality*
- *19th-century ideologies as well as cultural and Societal changes*

Towards modernity

- *art, popular culture, and cultural globalisation*
- *the challenge of science to the religious view of the world; faith in progress, and risks*
- *spread of democracy and the idea of equality and their counterforces*
- *increase in information and cultural fragmentation*
- *transformation of gender roles*

Local specification

Transversal competences

Societal competence

Studying history helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future, for example social change and continuity. For example, the transformation of a worldview into a scientific worldview.

Interaction competence

Study of history emphasises diverse methods of information production and expression and trains students in fact-based argumentation. Historical empathy strengthens students' ability to empathise with others.

Well-being competence

The study of history supports the formation of students' own identities and highlights the diversity and changeability of identities in different temporal and geographical contexts. For example, the development of a worldview, use of history.

Global and cultural competence

The study unit covers the development of European cultural heritage and the history of ideologies. Students recognise their place in the continuum of Western culture and the interaction of Western culture with other cultures, and understand the significance of different eras for the present day.

Ethical and environmental competence

Putting oneself in the shoes of people from the past strengthens one's ability to empathise with others and understand their decisions based on the circumstances of their time (historical empathy).

Multidisciplinary and creative competence

The study of history is based on an appreciation and understanding of research-based knowledge, based on which it is possible to formulate reasoned interpretations and conclusions. Historical

knowledge is not a matter of opinion; interpretations must be based on the available evidence and the ways in which the discipline constructs knowledge. Language awareness means that every teacher is a teacher of the language and concepts of their subject.

Assessing the reliability of information is essential in the study of history. The historical approach to reading texts as subjects of interpretation, rather than as neutral information, strengthens students' ability to function in a changing information environment. Strengthening textual skills related to history enhances students' multiliteracy.

Local description of study unit

From the eastern part of Sweden to Finland, 2 cr (HI05)

Modules in the study unit

- From the eastern part of Sweden to Finland, 2 cr (HI5), Optional

Objectives

From the eastern part of Sweden to Finland

The objective of the module is that the students

> *• are familiar with historical sources from the Finnish region and are able to evaluate them critically*
> *• are familiar with the cultural heritage and everyday history of the Finns as well as the Sámi and other minority groups*
> *• master the developments in Finnish history and their links to developments in the Nordic countries and the Baltic Sea region*
> *• are able to connect historical development with the history of their local region and also perceive development from the perspective of the individual*
> *• are able to analyse developments in the demographic, social, and economic history of Finland*
> *• are able to evaluate the connections between Finnish culture and Western culture*
> *• know how to examine the way Finnish history is used in politics and the shaping of identities*

Core contents

From the eastern part of Sweden to Finland

> *The territory of Finland in prehistoric times*

> *• research methods and sources*

> *• conceptions of the origins of the population groups in Finland*

> *The Middle Ages*

> *• development of the Baltic region states*

> *• establishment of ecclesiastic and secular authority*

> *• society, livelihoods, way of life, and culture*

> *The Modern Era*

> *• reformation and strengthening of governmental authority*

> *• the effect on Finland of Sweden's great power aspirations*

> *• the way of living in the estate society and agricultural society*

> *• change in Finland's status and reforms towards the end of the Swedish rule*

Finland as part of Russia

• Finland's annexation to Russia and the origins of autonomy

• shaping of the Finnish identity, culture, science, and arts

Local specification

Transversal competences

Societal competence

Studying history helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future, for example social change and continuity.

Interaction competence

Study of history emphasises diverse methods of information production and expression and trains students in fact-based argumentation. Historical empathy strengthens students' ability to empathise with others.

Well-being competence

The study of history supports the formation of students' own identities and highlights the diversity and changeability of identities in different temporal and geographical contexts. For example, the development of a worldview, the birth of the Finnish identity, the formation of one's own identity, the use of history.

Global and cultural competence

The study unit examines the roots and development of Finnish culture as part of the history of the Baltic Sea region. For example, the cultural heritage of Finns, Finland's position between East and West.

Ethical and environmental competence

Putting oneself in the shoes of people from the past strengthens one's ability to empathise with others and understand their decisions based on the circumstances of their time (historical empathy).

Multidisciplinary and creative competence

The study of history is based on an appreciation and understanding of research-based knowledge, based on which it is possible to formulate reasoned interpretations and conclusions. Historical knowledge is not a matter of opinion; interpretations must be based on the available evidence and the ways in which the discipline constructs knowledge. Language awareness means that every teacher is a teacher of the language and concepts of their subject.

Assessing the reliability of information is essential in the study of history. The historical approach to reading texts as subjects of interpretation, rather than as neutral information, strengthens students' ability to function in a changing information environment. Strengthening textual skills related to history enhances students' multiliteracy.

Local description of study unit

The study unit offers an opportunity to consider aspects of Espoo's local history or the students' own family history. During the study unit, it is worth taking advantage of the region's museums and cultural sites, for example.

Encouters between world cultures, 2 cr (HI06)

Modules in the study unit

*   Encouters between world cultures, 2 cr (HI6), Optional

Objectives

Encouters between world cultures

The objective of the module is that the students

> • *understand theories and practices concerning cultural interaction*
> • *recognise manifestations of cultural values and worldviews in daily life and social relationships*
> • *are able to analyse cultural interaction in both the historical and present-day context*
> • *analyse cultural values and practises, for example as manifested in arts, religion, and social structures*
> • *are able to analyse cultural diversity as a historical part of European culture and evaluate the meanings attributed to it*
> • *are able to analyse and evaluate critically statements on cultural differences, stereotypes related to different cultures as well as the way cultures influence individuals*
> • *alone or in a group, produce historical non-fiction text using diverse source material critically.*

Core contents

Encouters between world cultures

The basics and concepts of cultural studies

• cultures and their interaction

In this module, two or more cultures from the following areas are selected for closer scrutiny:

• Asian cultures

• African cultures

• Arctic cultures

• indigenous Australian and Oceanic cultures

• Latin American cultures

• Middle Eastern cultures

• indigenous North American cultures

Local specification

Transversal competences

Societal competence

Studying history helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future, for example social change and continuity.

Interaction competence

Study of history emphasises diverse methods of information production and expression and trains students in fact-based argumentation. Historical empathy strengthens students' ability to empathise

with others.

Well-being competence

The study of history supports the formation of students' own identities and highlights the diversity and changeability of identities in different temporal and geographical contexts. For example, the development of a worldview, the formation of one's own identity, the use of history.

Global and cultural competence

The study unit examines cultures outside of Europe and how attitudes towards and perceptions of them have changed over time and how they have been justified in different eras. History instruction encourages respect for cultural heritage, but also critical reflection on cultural heritage and a multi-perspective approach. For example, ethnocentrism and Eurocentrism, colonialism, imperialism.

A historical perspective on globalisation, the emergence of global citizenship, the interconnectedness of the world and interdependencies helps the students understand the present and look to the future. For example, a globalising culture.

Ethical and environmental competence

Putting oneself in the shoes of people from the past strengthens one's ability to empathise with others and understand their decisions based on the circumstances of their time (historical empathy).

Multidisciplinary and creative competence

The study of history is based on an appreciation and understanding of research-based knowledge, based on which it is possible to formulate reasoned interpretations and conclusions. Historical knowledge is not a matter of opinion; interpretations must be based on the available evidence and the ways in which the discipline constructs knowledge. Language awareness means that every teacher is a teacher of the language and concepts of their subject.

Assessing the reliability of information is essential in the study of history. The historical approach to reading texts as subjects of interpretation, rather than as neutral information, strengthens students' ability to function in a changing information environment. Strengthening textual skills related to history enhances students' multiliteracy.

Local description of study unit

The course provides an opportunity to practise scientific research. The module may also include the history of the indigenous Sámi people.

7.8.   Chemistry (KE)

The task of the subject

The instruction of chemistry supports the development of students' natural-scientific thinking and modern world view as part of a broad general education. The students learn to understand the significance of chemistry for everyday life and society, and for solving environmental challenges. The instruction introduces the students to the language and terminology of, and the ways of developing knowledge in the subject and disciplines associated with it. As the students' natural-scientific literacy improves, it helps the students evaluate critically various everyday choices and viewpoints in social debates. The instruction develops the students' curiosity about the study of chemistry; introduces them to the professions in the field of chemistry; and provides them with the skills needed to succeed in further studies in natural science fields and in fields applying natural sciences. Diverse learning situations and environments promote egalitarian and equal opportunities for learning.

The instruction of chemistry supports the understanding of concepts and phenomena in such a way that their macroscopic, microscopic, and symbolic levels integrate into a logical whole. Using students' previous experiences and observations as a starting point, the instruction proceeds to describing and explaining phenomena as well as modelling the structure of matter and chemical reactions mathematically and by using chemical notation.

The instruction in chemistry employs varied and versatile teaching and learning methods, which develop the students' conceptual and methodological competence. Observation and examination are key aspects in the instruction. Experimentation in its different forms supports the adopting and understanding of concepts, the learning of research skills, and the understanding of the character of natural sciences. Experimental work is carried out in accordance with the legislation related to chemical, waste, and occupational safety. Students learn to take joint responsibility for safety, which also develops safety competence required in the world of work.

As their studies progress, the students develop their overall research skills as well as the skills related to the core contents of each study module. Asking questions and making observations is the basis of research skills. The skills in measuring and classification and other research skills are improved by practising different methods. The students' skills in processing and presenting information are also improved. The students develop their skills in experimental work towards the planning of their own research. At the same time, the students learn to draw conclusions, evaluate and present arguments about research results.

Transversal competences

The instruction of chemistry provides the students with skills and knowledge that help them understand the importance of chemistry in their daily lives, health, and the environment, which supports the objectives of well-being competence. The students gain the ability to make choices in their daily lives which are beneficial for their personal health, the environment, and society. The learning methods in chemistry support a way of working in which the students identify their personal strengths and set their own goals. Methodological study is an important everyday skill which strengthens the students' ability to cope and work, also in changing circumstances.

The experimental nature of the instruction of chemistry and the students' own experimental work develop their working and collaboration skills and their critical thinking as well as inspire students to study chemistry.

The instruction of chemistry makes the students aware of the difference between accurate usage of the language of chemistry and everyday language. The universal language of chemistry is explored using the students' observations and the everyday language as starting points. In chemistry, the importance of language awareness and language knowledge is illustrated, in particular, through learning the terminology as well as through clear and logical reasoning of one's own conclusions.

In the course of their studies of chemistry, the students practise writing, interpreting critically, presenting arguments about, and analysing different texts. Interpretation and production are used to develop multiliteracy skills, including written text, images, videos, models, simulations, tables, diagrams, and chemical notation. In chemistry, the skill to interpret and present symbolic models and sub-microscopic pictorial models for the same phenomena is a specific form of multiliteracy. Information and communication technology is also part of the current instruction of chemistry, which supports students' multidisciplinary competence. It is used, among other things, for searching for information, collecting experimental observations, processing and interpreting measurement results, composing and presenting work as well as modelling and simulating. Computer-aided measuring systems can replace traditional tools and offer the possibility of saving research data as images and videos.

In the working methods of natural sciences, creative competence is demonstrated through the ability to formulate questions about the phenomena being observed and to apply, evaluate, combine, and analyse the collected data. Experimental working and problem-solving require a creative approach, and they develop creative thinking.

The instruction of chemistry supports the students' Societal competence and their global and cultural competence. The instruction develops the students' ability to participate in social debates and joint decision-making by deepening their natural-scientific thinking and their understanding of the reliability, importance, and use of information. The historic development of information related to natural sciences provides the students with a perspective to the development of a scientific worldview and the significance of chemistry for social changes. Through innovations in chemistry and its modern applications, the students learn to understand the importance of chemistry for modern society, technology, and the world of work. Chemistry is required for developing new solutions and ensuring environmental and human well-being locally, nationally, and globally.

The instruction of chemistry reinforces the students' ethical and environmental competence by deepening their understanding of various environmental problems and their reasons. The instruction steers the students towards taking responsibility for their own actions and the environment, using their competence in chemistry in the building of a sustainable future, and evaluating their own choices in relation to the sustainable use of natural resources and the circular economy. The students identify solutions provided by chemistry for various environmental challenges, such as climate change and safeguarding natural resources.

Objectives

The general objectives of the instruction of chemistry relate to the significance, values, and approaches of chemistry and to knowledge of chemistry and its use. The general objectives of the instruction are described in detail below.

Meaning, values and attitudes

The objective is that students

• are guided in identifying their competence in chemistry, setting their personal goals, meeting learning challenges, and applying learning strategies in chemistry
• are able to evaluate the solutions provided by chemistry and the technologies related to it as well as their significance for the individual, the environment and society
• have opportunities to become familiar with the applications of chemistry through visits or collaboration with higher education institutions or workplaces at a local or international level
• obtain sufficient knowledge for further studies in natural sciences and in fields that apply chemistry

Research skills

The objective is that students

• understand the properties and development of natural-scientific knowledge and the scientific methods for producing knowledge collaboratively
• are familiar with safe working methods in chemistry and can deal in an appropriate manner with the chemical waste that is produced
• are able to formulate questions about the phenomena being observed and develop the questions further into starting points for research and problem-solving
• are able to carry out experimental research using working methods typical of chemistry
• know how to process, interpret, and present research results and analyse and evaluate them and the whole research process.

Knowledge of chemistry and its use

The objective is that students

• are able to use and employ key concepts in chemistry
• know how to use different models to describe and explain phenomena and make forecasts
• know how to make versatile use of appropriate programs as tools for modelling and expressing numerical and graphical solutions and results

• are able to use diverse information sources and critically evaluate information presented in different contexts by applying their knowledge in chemistry.

Assessment

The assessment framework focuses on the attainment of the general objectives of chemistry, with the emphasis on module-specific objectives and mastery of core contents. Assessment and feedback given during the learning process and self-assessment help the students become aware of and develop their competence in chemistry.

The students' ability to understand, illustrate, and present chemical information is taken into account in the assessment. The assessment also evaluates the students' ability to apply chemical information, understand the fundamental principles of natural sciences and causal relations, and their overarching view of the whole. The assessment takes into account the students' ability to evaluate information critically.

The assessment is based on a broad demonstration of competences and observation of the students' conceptual and methodological skills and knowledge. The understanding and application of chemical information can be demonstrated in various ways. In addition to different outputs, the students' working skills, such as formulation of questions and their research skills, are also assessed. The students' ability to work experimentally and collect and use information is taken into account in the assessment.

Study units

Molecules and models, 2 cr (KE03)

Modules in the study unit

- Molecules and models, 2 cr (KE3), Optional

Objectives

Molecules and models

The objective of the module is that the students

• are able to use and apply their knowledge of carbon compounds to everyday phenomena
• know how to apply the concepts of the amount of a substance and the concentration
• are able to examine carbon compounds experimentally by using different models
• understand how knowledge of carbon compounds is developed through experimental activities and related modelling
• know how to use information and communication technology as a tool for modelling.

Core contents

Molecules and models

• preparing and diluting a solution and adapting a standard curve to determine concentration
• the functional groups of hydrocarbons, carbon-oxygen, and carbon-nitrogen compounds, and the basics of naming
• oxidation and reduction in the carbon-oxygen compounds
• modelling the structures of carbon compounds and explaining the properties with the help of the structure
• determining the empirical formula and molecular formula by a numerical method and structural isomerism
• quantum mechanical atomic model, hybridisation, and stereoisomerism in carbon compounds
• exploring the information from spectra about the structure of matter

The core contents of the module can be investigated, for example, in the following contexts: simple molecules in everyday life and the living environment, cosmetics as well as medicine and other substances with physiological effects.

The core contents can be explored, for example, with the following experimental investigations: examining the properties of carbon compounds; identifying carbon compounds with the help of detection reactions of functional groups; preparing and diluting a solution; and determining the concentration of a solution with a standard curve and a linear model.

Local specification

Transversal competences

Societal competence

In Espoo, Societal competence and global and cultural competence are promoted by local companies in the chemical industry, universities and the general upper secondary schools' own alumni networks, with which the schools strive to collaborate. These collaborations bring new perspectives to the studies. Societal competence can be examined through examples such as chemical applications and, in particular, Finnish innovations. Societal, global, and cultural competences are supported through teaching organised for students, study visits to laboratories (such as Aalto Junior and LUMAlab Gadolin) and cooperation with other upper secondary level institutions (such as Metropolia and Laurea). Global and cultural competences are supported by the City of Espoo's international projects (such as CERN and Shanghai), general upper secondary schools' own international projects (such as Erasmus and Nordplus) and general upper secondary schools' partner school visits.

Interaction competence

Interaction competence is an integral part of chemistry studies, as chemistry is a research-based subject. Experimental work naturally involves interaction with a partner or in small groups. Peer feedback or group discussions on a given topic, for example based on a video or other material, also help develop interaction competence. The instruction highlights the precise language specific to chemistry, which forms the basis for the correct construction of scientific knowledge. There can be cooperation with other upper secondary level institutions, higher education institutions and companies (for example joint projects, various visits or guest speakers during lessons).

Well-being competence

Well-being competence includes safety, which is reflected in the planning and implementation of experimental work, taking occupational safety aspects into account. Students familiarise themselves with the safety data sheet for a specific substance as an example. All chemistry study units can use examples that support Well-being competence, such as choices related to well-being, health and nutrition. In particular, discussing Finnish innovations highlights Well-being competence. Well-being competence goals can also be supported by collaborating with local businesses and operators (such as pharmacies, pharmaceutical and cosmetics companies, laboratories in various fields and wastewater treatment plants).

Global and cultural competence

In Espoo, societal competence and global and cultural competence are promoted by local companies in the chemical industry, universities and the general upper secondary schools' own alumni networks, with which the schools strive to collaborate. These collaborations bring new perspectives to the studies. Societal competence can be examined through examples such as chemical applications and, in particular, Finnish innovations. Societal, global, and cultural competences are supported through teaching organised for students, study visits to laboratories (such as Aalto Junior and LUMAlab Gadolin) and cooperation with other upper secondary level institutions (such as Metropolia and Laurea). Global and cultural competences are supported by the City of Espoo's international projects (such as CERN and Shanghai), general upper secondary schools' own international projects (such as

Erasmus and Nordplus) and general upper secondary schools' partner school visits.

Ethical and environmental competence

Ethical and environmental competence can be addressed in study units through topics such as sustainable choices, recycling and material selection. Ethical and environmental competence can be addressed in cooperation with other subjects (such as biology, philosophy, social studies, geography), through visits (such as wastewater treatment plants, Ämmässuo, the Museum of Technology) and by participating in events and campaigns (such as the Science Forum, LUMA events). For several years now, Espoo has organised a joint chemical waste collection campaign to encourage and promote the safe use of chemicals and proper waste disposal.

Multidisciplinary and creative competence

Multidisciplinary and creative competence in Espoo is ensured by teaching students appropriate working practices and using diverse research methods. The school-specific elective study modules offered on the joint platform for general upper secondary schools in Espoo support multidisciplinarity. Students are encouraged to participate in competitions such as the Millennium Youth Prize (MYP) and Tutki-Kokeile-Kehitä (Tukoke). Multidisciplinary competence is also supported by the fact that information and communication technology is integrated into chemistry studies throughout general upper secondary school. Information and communication technology is used in tasks such as performing calculations, drawing the structures of organic compounds and computer-assisted measurement. Students practise computer-assisted collection and processing of measurement results in the KE03 study unit when determining the concentration of a solution, for example.

Chemical reaction, 2 cr (KE04)

Modules in the study unit

- Chemical reaction, 2 cr (KE4), Optional

Objectives

Chemical reaction

The objective of the module is that the students

> *• obtain an overall picture of the diversity of chemical reactions and their significance for our living environment*
> *• know how to use and employ the concepts of chemical reactions in everyday, environmental, and social phenomena and in the applications of modern technology*
> *• are able to examine chemical reactions experimentally and using different models*
> *• understand the significance of the conservation of matter in chemistry.*

Core contents

Chemical reaction

• experimentally examining reactions and processing, interpreting, and presenting research results
• symbolic representation and balancing of a chemical reaction, the formulas, and names of reaction products
• yield and limiting reagent in a chemical reaction
• equation of the state of an ideal gas and the amount of a substance
• precipitation and decomposition reaction, combustion reaction

• protolysis, neutralisation, and titration as methods for analysis
• addition, elimination, substitution, condensation, and hydrolysis in carbon compounds and
the formation of the most common biomolecules
• polymerisation reactions and the properties, use, and lifecycle of polymers
The core contents of the module can be investigated, for example, in the following contexts:
the significance of yield for green chemistry; combustion products and air quality; biomolecules
in nutrition; polymer materials in clothing and everyday utensils; bioproduction technology and
modern materials.

The core contents can be explored, for example, with the following experimental investigations:
determining the yield of a reaction; observing a gas generating reaction and detection reactions;
synthesis and hydrolysis of ester; production of biomaterial; and examining the properties of
plastics.

Local specification

Transversal competences

Societal competence

In Espoo, Societal competence and global and cultural competence are promoted by local companies in the chemical industry, universities and the general upper secondary schools' own alumni networks, with which the schools strive to collaborate. These collaborations bring new perspectives to the studies. Societal competence can be examined through examples such as chemical applications and, in particular, Finnish innovations. Societal, global, and cultural competences are supported through teaching organised for students, study visits to laboratories (such as Aalto Junior and LUMAlab Gadolin) and cooperation with other upper secondary level institutions (such as Metropolia and Laurea). Global and cultural competences are supported by the City of Espoo's international projects (such as CERN and Shanghai), general upper secondary schools' own international projects (such as Erasmus and Nordplus) and general upper secondary schools' partner school visits.

Interaction competence

Interaction competence is an integral part of chemistry studies, as chemistry is a research-based subject. Experimental work naturally involves interaction with a partner or in small groups. Peer feedback or group discussions on a given topic, for example based on a video or other material, also help develop interaction competence. The instruction highlights the precise language specific to chemistry, which forms the basis for the correct construction of scientific knowledge. There can be cooperation with other upper secondary level institutions, higher education institutions and companies (for example joint projects, various visits or guest speakers during lessons).

Well-being competence

Well-being competence includes safety, which is reflected in the planning and implementation of experimental work, taking occupational safety aspects into account. Students familiarise themselves with the safety data sheet for a specific substance as an example. All chemistry study units can use examples that support Well-being competence, such as choices related to well-being, health and nutrition. In particular, discussing Finnish innovations highlights Well-being competence. Well-being competence goals can also be supported by collaborating with local businesses and operators (such as pharmacies, pharmaceutical and cosmetics companies, laboratories in various fields and wastewater treatment plants).

Global and cultural competence

In Espoo, Societal competence and global and cultural competence are promoted by local companies in the chemical industry, universities and the general upper secondary schools' own alumni networks, with which the schools strive to collaborate. These collaborations bring new perspectives to the

studies. Societal competence can be examined through examples such as chemical applications and, in particular, Finnish innovations. Societal, global, and cultural competences are supported through teaching organised for students, study visits to laboratories (such as Aalto Junior and LUMAlab Gadolin) and cooperation with other upper secondary level institutions (such as Metropolia and Laurea). Global and cultural competences are supported by the City of Espoo's international projects (such as CERN and Shanghai), general upper secondary schools' own international projects (such as Erasmus and Nordplus) and general upper secondary schools' partner school visits.

Ethical and environmental competence

Ethical and environmental competence can be addressed in study units through topics such as sustainable choices, recycling and material selection. Ethical and environmental competence can be addressed in cooperation with other subjects (such as biology, philosophy, social studies, geography), through visits (such as wastewater treatment plants, Ämmässuo, the Museum of Technology) and by participating in events and campaigns (such as the Science Forum, LUMA events). For several years now, Espoo has organised a joint chemical waste collection campaign to encourage and promote the safe use of chemicals and proper waste disposal.

Multidisciplinary and creative competence

Multidisciplinary and creative competence in Espoo is ensured by teaching students appropriate working practices and using diverse research methods. The school-specific elective study modules offered on the joint platform for general upper secondary schools in Espoo support multidisciplinarity. Students are encouraged to participate in competitions such as the Millennium Youth Prize (MYP) and Tutki-Kokeile-Kehitä (Tukoke). Multidisciplinary competence is also supported by the fact that information and communication technology is integrated into chemistry studies throughout general upper secondary school. Information and communication technology is used in tasks such as performing calculations, drawing the structures of organic compounds and computer-assisted measurement.

Chemical energy and the circular economy, 2 cr (KE05)

Modules in the study unit

- Chemical energy and the circular economy, 2 cr (KE5), Optional

Objectives

Chemical energy and the circular economy

The objective of the module is that the students

> *• understand the principles of storage and recovery of chemical energy, and can justify their opinions in a debate about energy solutions*
> *• understand the conservation of energy and the energy changes in chemical reactions*
> *• know the properties of significant metals and the production and refining processes and their environmental impacts*
> *• are able to experimentally examine phenomena associated with electrochemistry and describe them using models*
> *• know the principles of recycling metals which are important to society and of the circular economy as well as the related solutions*

Core contents

Chemical energy and the circular economy

> *• energy absorbed or released in a reaction with the help of enthalpy of formation, binding energies and Hess's law*
> *• the principles of calculations of reaction series and mixtures*
> *• oxidation numbers and oxidation-reduction reactions*

• properties and uses of metals, production and refining processes, sufficiency of supply and recyclability
• the core principles of electrochemistry: voltage series, standard potential, chemical pair, electrolysis, and storage of chemical energy
• exploring the natural-scientific research or the conception and planning of research and problem-solving
The core contents of the module can be investigated, for example, in the following contexts: reaction series in industrial processes; the significance of extractive industries for society; the production, storage and use of energy in a renewable energy economy; and hybrid energy.
The core contents can be explored, for example, with the following experimental investigations:
determining dissolution or reaction enthalpy in calorimeters; oxidation-reduction titration; measuring voltage of an electrochemical pair; electroplating an object; electrolysis of water; and
exploring the operation of a fuel cell.

Local specification

Transversal competences

Societal competence

In Espoo, Societal competence and global and cultural competence are promoted by local companies in the chemical industry, universities and the general upper secondary schools' own alumni networks, with which the schools strive to collaborate. These collaborations bring new perspectives to the studies. Societal competence can be examined through examples such as chemical applications and, in particular, Finnish innovations. Societal, global, and cultural competences are supported through teaching organised for students, study visits to laboratories (such as Aalto Junior and LUMAlab Gadolin) and cooperation with other upper secondary level institutions (such as Metropolia and Laurea). Global and cultural competences are supported by the City of Espoo's international projects (such as CERN and Shanghai), general upper secondary schools' own international projects (such as Erasmus and Nordplus) and general upper secondary schools' partner school visits.

Interaction competence

Interaction competence is an integral part of chemistry studies, as chemistry is a research-based subject. Experimental work naturally involves interaction with a partner or in small groups. Peer feedback or group discussions on a given topic, for example based on a video or other material, also help develop interaction competence. The instruction highlights the precise language specific to chemistry, which forms the basis for the correct construction of scientific knowledge. There can be cooperation with other upper secondary level institutions, higher education institutions and companies (for example joint projects, various visits or guest speakers during lessons).

Well-being competence

Well-being competence includes safety, which is reflected in the planning and implementation of experimental work, taking occupational safety aspects into account. Students familiarise themselves with the safety data sheet for a specific substance as an example. All chemistry study units can use examples that support Well-being competence, such as choices related to well-being, health and nutrition. In particular, discussing Finnish innovations highlights Well-being competence. Well-being competence goals can also be supported by collaborating with local businesses and operators (such as pharmacies, pharmaceutical and cosmetics companies, laboratories in various fields and wastewater treatment plants).

Global and cultural competence

In Espoo, Societal competence and global and cultural competence are promoted by local companies in the chemical industry, universities and the general upper secondary schools' own alumni networks, with which the schools strive to collaborate. These collaborations bring new perspectives to the

studies. Societal competence can be examined through examples such as chemical applications and, in particular, Finnish innovations. Societal, global, and cultural competences are supported through teaching organised for students, study visits to laboratories (such as Aalto Junior and LUMAlab Gadolin) and cooperation with other upper secondary level institutions (such as Metropolia and Laurea). Global and cultural competences are supported by the City of Espoo's international projects (such as CERN and Shanghai), general upper secondary schools' own international projects (such as Erasmus and Nordplus) and general upper secondary schools' partner school visits.

Ethical and environmental competence

Ethical and environmental competence can be addressed in study units through topics such as sustainable choices, recycling and material selection. Ethical and environmental competence can be addressed in cooperation with other subjects (such as biology, philosophy, social studies, geography), through visits (such as wastewater treatment plants, Ämmässuo, the Museum of Technology) and by participating in events and campaigns (such as the Science Forum, LUMA events). For several years now, Espoo has organised a joint chemical waste collection campaign to encourage and promote the safe use of chemicals and proper waste disposal.

Multidisciplinary and creative competence

Multidisciplinary and creative competence in Espoo is ensured by teaching students appropriate working practices and using diverse research methods. The school-specific elective study modules offered on the joint platform for general upper secondary schools in Espoo support multidisciplinarity. Students are encouraged to participate in competitions such as the Millennium Youth Prize (MYP) and Tutki-Kokeile-Kehitä (Tukoke). Multidisciplinary competence is also supported by the fact that information and communication technology is integrated into chemistry studies throughout general upper secondary school. Information and communication technology is used in tasks such as performing calculations, drawing the structures of organic compounds and computer-assisted measurement.

Chemical equilibrium, 2 cr (KE06)

Modules in the study unit

- Chemical equilibrium, 2 cr (KE6), Optional

Objectives

Chemical equilibrium

The objective of the module is that the students

> • *recognise the significance of chemistry for solving health and environmental problems*
> • *can experimentally examine phenomena related to reaction rate and chemical balance*
> • *can use numerical and graphical models in describing, explaining, and predicting reaction rate and chemical balance*
> • *can present research results graphically and evaluate the research results and the research process*
> • *learn about equilibrium reactions in industrial processes and in nature and their significance.*

Core contents

Chemical equilibrium

> • *rate of chemical reaction and factors influencing it*
> • *qualitative and quantitative treatment of homogeneous equilibrium with concentrations, influencing the state of equilibrium*
> • *acids and bases and the associated concepts, the reactions of combustion products in water*
> • *numerical treatment of acid-base-equilibrium*
> • *the functional principle of buffer solutions, and the buffer systems in the body and in nature*

at a qualitative level
• experimentally examining phenomena associated with reaction rate and equilibrium reactions, and modelling and analysing phenomena graphically with a computer application
• exploring the opportunities offered by chemistry for solving a health or an environmental problem

The core contents of the module can be investigated, for example, in the following contexts: water and water purification; prevention of acidification and climate change; cleaning of combustion gases; the efficiency of the production method of a medication or a basic chemical; and the evaluation of the environmental impacts.

The core contents can be explored, for example, with the following experimental investigations: determining the reaction rate by observing the change in mass; drawing titration curves for strong and weak protolytes; influencing the state of equilibrium, such as the formation of a complex ion; producing a buffer solution and examining the buffering capacity.

Local specification

Transversal competences

Multidisciplinary and creative competence

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Societal competence

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Well-being competence

Well-being competence includes safety, which is reflected in the planning and implementation of experimental work, taking occupational safety aspects into account. Students familiarise themselves with the safety data sheet for a specific substance as an example. All chemistry study units can use examples that support Well-being competence, such as choices related to well-being, health and nutrition. In particular, discussing Finnish innovations highlights Well-being competence. Well-being competence goals can also be supported by collaborating with local businesses and operators (such as pharmacies, pharmaceutical and cosmetics companies, laboratories in various fields and wastewater treatment plants).

Ethical and environmental competence

Ethical and environmental competence can be addressed in study units through topics such as sustainable choices, recycling and material selection. Ethical and environmental competence can be addressed in cooperation with other subjects (such as biology, philosophy, social studies, geography), through visits (such as wastewater treatment plants, Ämmässuo, the Museum of Technology) and by participating in events and campaigns (such as the Science Forum, LUMA events). For several years now, Espoo has organised a joint chemical waste collection campaign to encourage and promote the safe use of chemicals and proper waste disposal.

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Interaction competence

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Chemistry and I and a sustainable future, 2 cr (KE01KE02)

Modules in the study unit

- Chemistry and I, 1 cr (KE1), Compulsory
- Chemistry and a sustainable future, 1 cr (KE2), Compulsory

Objectives

Chemistry and I

The objective of the module is that the students

> • *gain experiences that inspire and deepen their interest in chemistry and the study of chemistry, and learn about the professions and opportunities for further studies in the field of chemistry*
> • *gain the ability to participate in a social debate related to chemistry and can evaluate the reliability of information sources*
> • *learn to use the periodic table as a tool for chemical reasoning*
> • *are able to use and apply information about the properties of substances and their safety in everyday choices*
> • *are able to experimentally examine the chemical composition and concentration of a mixture and observe the occupational safety aspects.*

Chemistry and a sustainable future

The objective of the module is that the students

> • *gain experiences that inspire and deepen their interest in chemistry and the study of chemistry, and learn about the importance of chemistry in promoting a sustainable lifestyle*
> • *learn about the properties and development of natural-scientific knowledge and scientific methods for producing knowledge*
> • *are able to experimentally examine the properties of a substance*
> • *know how to apply the models for the chemical structure of a substance when comparing the properties of the substance*
> • *understand the significance of chemistry to the environment and society as a way of providing solutions together with other natural sciences.*

Core contents

Chemistry and I

> • *evaluating the safety of everyday substances and the significance of chemistry for the students' own lives*
> • *the importance of chemistry in the world of work and further studies*
> • *the periodic table and the structure of an atom with the electron shell model*
> • *pure substances, mixtures, and separation techniques*
> • *amount of substance and concentration*

The core contents of the module can be investigated, for example, in the following contexts: food and food additives, trace elements, health, and consumer choices.

The core contents can be explored, for example, with the following experimental investigations: determining the chemical composition or concentration using separation techniques and flame tests.

Chemistry and a sustainable future

> • *exploring examples of promoting a sustainable lifestyle in natural sciences*
> • *presenting models for the chemical structure of a substance and the formula for a compound*
> • *weak and strong bonds and polarity of elements and compounds*
> • *examining experimentally the properties of substances and explaining them with the help of the chemical structure of a substance*

The core contents of the module can be investigated, for example, in the following contexts: water and air, cycle of chemical elements and sufficiency of chemical elements, life cycle thinking and the circular economy, green chemistry and the historic development of atomic and bond models. The core contents can be explored, for example, with the following experimental investigations: examining the properties of substances and explaining them with the help of bonds, examining the properties of water.

Local specification

Transversal competences

Societal competence

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Well-being competence

Well-being competence includes safety, which is reflected in the planning and implementation of experimental work, taking occupational safety aspects into account. Students familiarise themselves with the safety data sheet for a specific substance as an example. All chemistry study units can use examples that support Well-being competence, such as choices related to well-being, health and nutrition. In particular, discussing Finnish innovations highlights Well-being competence. Well-being competence goals can also be supported by collaborating with local businesses and operators (such as pharmacies, pharmaceutical and cosmetics companies, laboratories in various fields and wastewater treatment plants).

Global and cultural competence

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Ethical and environmental competence

Ethical and environmental competence can be addressed in study units through topics such as sustainable choices, recycling and material selection. Ethical and environmental competence can be addressed in cooperation with other subjects (such as biology, philosophy, social studies, geography), through visits (such as wastewater treatment plants, Ämmässuo, the Museum of Technology) and by participating in events and campaigns (such as the Science Forum, LUMA events). For several years now, Espoo has organised a joint chemical waste collection campaign to encourage and promote the safe use of chemicals and proper waste disposal.

Multidisciplinary and creative competence

Multidisciplinary and creative competence in Espoo is ensured by teaching students appropriate working practices and using diverse research methods. The school-specific elective study modules offered on the joint platform for general upper secondary schools in Espoo support multidisciplinarity. Students are encouraged to participate in competitions such as the Millennium Youth Prize (MYP) and Tutki-Kokeile-Kehitä (Tukoke). Multidisciplinary competence is also supported by the fact that information and communication technology is integrated into chemistry studies throughout general upper secondary school. Information and communication technology is used in tasks such as performing calculations, drawing the structures of organic compounds and computer-assisted measurement.

7.9. Religion (KT)

The task of the subject

The task of the instruction of religion is to support the students in building transversal general knowledge and ability related to religions and worldviews. In the teaching and learning of religion, the students familiarise themselves with religions, manifestations of religiousness, and non-religion. The students learn about religions and worldviews as part of culture, cultural heritage, and society as well as the life of the individual and the community.

The instruction provides students with diverse knowledge about religions and develops their multiliteracy related to religions and worldviews. The students are guided to examine phenomena related to religion analytically from different perspectives and to apply and evaluate information about religions with source criticism. The instruction of religion supports the students' ability to build their personal worldviews and to participate in the dialogue within and between religions and worldviews. The instruction takes into account different views, respects individual beliefs, and promotes the realisation of human rights. The subject supports the students in growing into active and responsible members of society.

The instruction draws on research evidence, the specific sources of each religion, and topical media materials. The students familiarise themselves with the language, concepts, and ways of building knowledge in the fields of research underlying this subject. In particular, the academic foundation of the subject is found in theology and religious studies. The teaching and learning also draw diversely on research associated with religions in cultural studies, social sciences and art studies.

Taking the task of the subject and the objectives of the modules into consideration, instruction can be delivered in cooperation with different syllabi in religion and other subjects. Versatile use is made of interactive working methods as well as digital learning environments, learning environments outside of the school, and experts. As far as possible, cooperation with higher education institutions is used in the teaching and learning.

Transversal competences

The transversal competence objectives are integrated with the objectives of religion.

*The instruction of religion promotes the students' **wellbeing competence** by supporting their selfknowledge and appreciation for themselves and others. The instruction provides the students with building blocks and tools for developing and evaluating their identity as well as their personal worldviews and philosophies of life.*

*Methods which promote the students' social skills and ability for cooperation and empathy are used in the instruction in keeping with the objectives related to **interaction competence**. The instructionof religion is based on linguistic, cultural and worldview awareness, and it provides the students with capabilities for participating in dialogue on questions related to religion, worldviews, ethics, and society.*

*The instruction of religion builds diverse **multidisciplinary and creative competence**. The students are familiarised with the concepts, language and symbolism typical of religions as well as the perspectives on religion in different academic fields. The teaching and learning provide the students with capabilities for evaluating information about religions and worldviews with source criticism. The instruction improves the students' multiliteracy and encourages them in applying their knowledge and skills in diverse operating environments.*

*The teaching and learning of religion supports the students' **Societal competence** by reinforcing participation and involvement. The instruction encourages the students to act as responsible members of different communities and a democratic society where human rights are respected. The subject provides the students with capabilities for acting in workplaces with diverse worldviews and cultures. By developing the students' understanding related to religions and worldviews and their dialogical skills, the subject provides them with capabilities for promoting social peace and building an ecologically, economically, socially, and culturally sustainable future.*

*The subject examines the ethical dimensions of religions and encourages the students to reflect on their personal values and ethical questions, taking the objectives of **ethical competence** into*

*account. The instruction supports the students' **environmental competence** by advancing their understanding of the vital importance and role of religions and worldviews as ethical value systems in building an ecologically sustainable future.*

*Developing **global and cultural competence** has strong links with key objectives of the subject. Religion examines diversely the interaction between   religions, cultures, and societies and thus promotes the students' understanding of the Finnish, European, and global cultural heritage and their diversity. The instruction of religion offers a safe space for discussing the relations between the individual, the community, and Finnish society as well as the students' thoughts and feelings   about them. As a subject that reflects on values and worldviews, religion builds capabilities for   acting in pluralistic global operating environments and in changing media and technology   environments.*

Objectives

The objective of the instruction of religion is that the students

  • *are able to acquire, apply, analyse, evaluate, and present information about religions and worldviews*
  • *develop their cultural literacy related to religions and worldviews*
  • *master thinking and interaction skills related to religious and ethical questions*
  • *are familiar with key concepts, perspectives and methods of religion research*
  • *familiarise themselves with the historical and current significance of religions and interactions between society, culture, and religion in different parts of the world*
  • *familiarise themselves with the specific features, in Finland and elsewhere in the world, of the religion they study*
  • *recognise and understand internal diversity within religions*
  • *understand the special nature of religion, for example the particular features of religious language and symbolism, as well as*
  • *improve their capabilities for building and structuring their personal worldviews and cultural identity*
  • *develop their ability to understand people with different beliefs and to operate in pluralistic, multi-religious, and international environments*
  • *understand and respect human rights and are able to examine religions and worldviews from a human rights viewpoint*
  • *develop their capability to build an ecologically, economically, socially, and culturally sustainable future as well as to act as active and responsible members of society.*

Assessment

In the subject of religion, the task of assessment is to encourage the students to study and learn and to provide feedback on their learning processes, knowledge, and skills. The assessment guides and supports the students towards persistent planning and assessment of their learning processes. Assessment is versatile and includes both feedback provided during the learning process and assessment of what the students have learned and what they know. The assessment focuses on the attainment of transversal competences and the general objectives of the subject, however emphasising the module specific objectives and command of key contents. Grades are awarded on the basis of versatile demonstrations of knowledge and skills as well as observation   of the students' general knowledge and ability related to religions and worldviews.   In the assessment, attention is paid to the students' command of concepts and large entities, application, analysis, evaluation, and presentation of knowledge as well as information acquisition skills and work in different learning situations.

7.9.1.   Evangelic-Lutheran religion (KT1)

Study units

Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UE01)

Modules in the study unit

- Religion as a phenomenon - investigating Judaism, Christianity and Islam, 2 cr (UE1), Compulsory

Objectives

Religion as a phenomenon - investigating Judaism, Christianity and Islam

The objective of the module is that the students

- *perceive and are able to analyse the situation of religions in the world, the factors influencing it, and the internal diversity of religions*
- *are able to analyse religion and non-religion as phenomena*
- *perceive and are able to analyse the common roots, key features, cultural heritage, and impacts on society of Judaism, Christianity, and Islam as well as to develop their cultural literacy related to these aspects*
- *develop their capabilities for operating in religiously and culturally diverse environments and workplaces as well as discussing topical questions related to religions.*

Core contents

Religion as a phenomenon - investigating Judaism, Christianity and Islam

- *religion as a phenomenon, the definition of a religion, and the relationship between religion and science*
- *the situation of religions in the world, features of religion and non-religion in present times as well as the freedom of religion as a human right*
- *the significance of religions in building a sustainable future as well as other topical questions related to religions and secular worldviews*
- *the cultural background, origin, and key and shared features of Judaism, Christianity, and Islam*
- *origins, status, use, and interpretations of holy books in Judaism, Christianity, and Islam*
- *dogmas, ethics, and way of living in Judaism and Islam*
- *internal diversity, relationship with society, and the significance to the Western culture of Judaism and Islam*

Local specification

Transversal competences

Ethical and environmental competence

In examining the significance of religions in building a sustainable future, students learn to identify structures that enable or hinder the sustainable functioning of different communities. Students gain a better understanding of the role of worldviews in an individual's life and reflect on their own actions as part of communities and the environment.

Well-being competence

The module supports students in expressing their own worldview by providing them with conceptual tools to do so. When discussing freedom of religion as a human right, students learn to understand their rights, responsibilities and position in society. The content of the module supports the ability to understand and value oneself and others.

Global Christianity, 2 cr (UE02)

Modules in the study unit

- Global Christianity, 2 cr (UE2), Compulsory

Objectives

Global Christianity

The objective of the module is that the students

> *• perceive and are able to analyse the significance of Christianity from the perspectives of culture, society, and the individual as well as to improve their cultural literacy related to Christianity*
> *• are familiar with the central Christian denominations and their origins as well as are able to compare their key characteristics*
> *• familiarise themselves with different interpretations and manifestations of Christianity around the world*
> *• are able to analyse and assess topical media contents and discussions related to Christianity*
> *• develop their capabilities for operating in pluralistic environments.*

Core contents

Global Christianity

> *• status of Christianity and its interaction with the surrounding culture around the world*
> *• status of religion as well as relationships between religion and the state in Europe*
> *• origins, specific features, ethical thinking, and Societal impacts of the Catholic, Orthodox, and Protestant, particularly Lutheran, Christianity*
> *• Charismatic Christianity as a phenomenon*
> *• main features of religions with Christian origins*
> *• ecumenism and interfaith dialogue*
> *• Christianity and environmental issues as well as other current questions related to Christianity and their backgrounds.*

Local specification

Transversal competences

Global and cultural competence

Through examining the content covered in the module, such as Catholic, Orthodox, Protestant and Charismatic Christianity, as well as religions with Christian origins, students learn to recognise and reflect on cultural heritage, values, different operating environments and other elements that form the basis of cultural identities and lifestyles in their own everyday lives and in Finnish society, Europe and globally. At the same time, they learn to appreciate the right of people and communities to cultural identity and to work for cultural diversity. Visits and guest speakers, virtual or otherwise, help students grasp scientific concepts and concretise phenomena, bringing them closer to the students.

Ethical and environmental competence

The teaching also encourages students to reflect on their personal values and ethical issues and introduces them to the environmental activities of churches around the world.

Religions and religious movements of the world, 2 cr (UE03)

Modules in the study unit

* Religions and religious movements of the world, 2 cr (UE3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

> *• familiarise themselves with the religions originating in India, China, and Andpan as part of the life of the individual and the community, and their influence on culture and society*
> *• recognise and are able to analyse the manifestations and influence of religions originating in India, China, and Andpan in Western countries*

• perceive and are able to analyse the current situation and key features of animistic religions
• perceive and are able to analyse the backgrounds and key features of new religious movements
• develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.

Core contents

Religions and religious movements of the world

> *• the Hindu perception of the world, way of living, and ethics, the diversity of Hinduism, and the influence of Hinduism on the culture and society in India as well as the situation of religions in contemporary India*
> *• key features of Andinism and Sikhism and their ethical principles*
> *• the Buddhist way of living and ethics as well as the Buddhist teachings, movements, and central impacts of Buddhism on Asian cultures*
> *• key features of old Chinese folk religion, Confucianism, and Taoism and their influence on the Chinese way of thinking and society as well as the situation of religions in contemporary China*
> *• key features of Shintoism as well as the influence of religions on the culture and society in Andpan*
> *• influence of religions originating in India, China, and Andpan in Western countries*
> *• key features and spread of animistic religions and Vodou-related religions*
> *• backgrounds and key features of new religious movements*

Local specification

Transversal competences

Global and cultural competence

By learning about the main features of different religions and their role in the lives of individuals and communities, students build an understanding of the diversity of the world and society, where different identities, languages, religions and worldviews coexist and interact with one another. The content covered in the module provides students with the skills to reflect on the role of religions and worldviews in the cultural heritage of communities, the lives of individuals and the global world, thereby empowering them to take action in support of diversity in terms of culture and worldviews.

Interaction competence

When learning about different religions and their significance in the lives of individuals and communities, students gain the tools to take factors related to worldviews into account in their own interactions. This prepares students to act in an informed, empathetic and respectful manner in international study and work environments with diverse worldviews. Good teaching tools include visits and guest speakers, and documentaries and other current media content.

Religion, culture, and society in Finland, 2 cr (UE04)

Modules in the study unit

- Religion, culture, and society in Finland, 2 cr (UE4), Optional

Objectives

Religion, culture, and society in Finland

The objective of the module is that the students

> *• familiarise themselves diversely with the interaction between religion and society in contemporary Finland as well as the influence and significance of religions in the public, private, third, and fourth sector*
> *• understand that knowledge of religions and worldviews is needed in different fields of society*

• *recognise and are able to analyse the influence of indigenous Finnish religious traditions and Christianity on Finnish cultural heritage*
• *are able to analyse and evaluate current discussions related to the freedom of religion, interaction between religion and society, non-religion, and criticism of religion*
• *develop their capabilities for participating in dialogue on religious, worldview-related, and Societal issues as well as know how to operate as active members of society with awareness of cultures and worldviews.*

Core contents

Religion, culture, and society in Finland

• *the situation of religions in Finland, Finnish religiousness and secularisation*
• *religion and religious communities in Finnish and general European legislation, freedom of religion and belief, and questions related to equity and discrimination*
• *the significance and visibility of religion in the public sector, politics, world of work, and the economy, religious communities as third sector actors, and religion in the lives and customs of individuals and families, taking into account the role of religion in the lives of ethnic and linguistic minorities in Finland*
• *indigenous Finnish religious traditions and their significance in Finnish cultural heritage as well as the role of Christianity in shaping society and culture in Finland during different periods*
• *non-religion, criticism of religion, and non-religious customs in contemporary Finland*
• *dialogue between religions and secular worldviews in contemporary Finland*
As a part of this module, the students may carry out a social project related to voluntary work or get acquainted with activities of a religious community.

Local specification

Transversal competences

Societal competence

While studying the contents of the module, students deepen their understanding of their own role, responsibility and opportunities to support the realisation of human rights and democracy in the surrounding society and in cooperation with others. At the same time, the study unit strengthens students' prerequisites for inclusion and participation and encourages them to act as responsible members of various communities and a democratic society that respects human rights. These objectives can also be promoted by learning about the social activities of a religious community or by visiting a church, mosque or synagogue, for example.

Religion in art and popular culture, 2 cr (UE05)

Modules in the study unit

• Religion in art and popular culture, 2 cr (UE5), Optional

Objectives

Religion in art and popular culture

The objective of the module is that the students

• *understand and are able to analyse the relationship between religion and art: the significance of art and architecture in religions and the impact of religions on the development of art*
• *familiarise themselves with how key doctrines and narratives of religion, particularly Christianity, are expressed through religious art*
• *recognise religious symbolism and familiarise themselves with how religious themes are dealt with in art and popular culture*
• *practise their skills in interpreting religious dimensions in different forms of art and popular culture.*

Core contents

Religion in art and popular culture

> • *interaction between religions and art, significance of religions in the development of art*
> • *religious art and manifestations of religion in different art forms*
> • *architecture of religious spaces as a reflection of religion and its special features*
> • *religious themes, symbolism, and myths in different forms of art and popular culture*
> • *examination of different interpretations of biblical stories and Christian dogma through various art forms*

Local specification

Transversal competences

Multidisciplinary and creative competence

The module makes extensive use of images and videos in teaching and provides training in visual literacy. The teaching content also covers other art forms, such as theatre, music and literature.

Global and cultural competence

By learning about religious art and symbolism, students learn to recognise and reflect on cultural heritage, values, different operating environments and other elements on which cultural identities and lifestyles are based in different cultures. At the same time, students gain skills to understand the significance of cultural and worldview-based identity for individuals and communities. Experiential learning is supported by activities such as field trips, guest speakers and visits to art exhibitions that are relevant to the module content.

Religion, science, and the media, 2 cr (UE06)

Modules in the study unit

• Religion, science, and the media, 2 cr (UE6), Optional

Objectives

Religion, science, and the media

The objective of the module is that the students

> • *perceive the perspectives and methods of research of religion in different academic fields and familiarise themselves with current research*
> • *recognise and are able to analyse topical themes and contents related to religion in the media*
> • *are able to analyse the relationship between religion and the media as well as to evaluate critically information and its sources related to religion*
> • *develop their capabilities for producing and presenting information related to religion.*

Core contents

Religion, science, and the media

> • *topical viewpoints and methods of research of religion in different academic fields: different fields of research in religious studies and theology as well as art studies, cultural studies, and social sciences*
> • *religious media and use of media in religions*
> • *use of religious language and imagery in different media*
> • *media publicity of religions*

• the phenomena of religion in the media, including attitudes and images related to religions, the role of religions in conflicts and peacebuilding, religions and environmental questions, religions and ethical questions, criticism of religion

As part of this module, the students may produce media content related to religion or carry out a media analysis or a small-scale study concerning religion.

Local specification

Transversal competences

Multidisciplinary and creative competence

In this module, students deepen their understanding of religious studies and the relationship between science and religion. General upper secondary schools in the Helsinki Metropolitan Area can arrange a visit to the Faculty of Theology or request a remote visit from a religious studies scholar.

By learning how different media treat religious topics, students learn to examine information and language use related to religion with source criticism. Working methods include media analysis and other exercises that develop critical literacy.

Interaction competence

In terms of religion and media, an essential part of the module is learning about interaction issues related to religions. Tasks that involve interpreting media discussions or social media phenomena also help students develop their emotional and empathy skills and practise constructive communication skills. A visit to Merkki (formerly the Päivälehti Museum) is one possible working method.

7.9.2.   Orthodox religion (KT2)

Study units

Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UO01)

Modules in the study unit

- Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UO1), Compulsory

Objectives

Religion as a phenomenon – investigating Judaism, Christianity and Islam

The objective of the module is that the students

> *• perceive and are able to analyse the situation of religions in the world, the factors influencing it, and the diversity of religions*
> *• are able to analyse religion and non-religion as phenomena*
> *• are familiar with the origins of the Orthodox Church's dogma as well as the significance of the Bible and Tradition in this church and its conception of humanity*
> *• perceive and are able to analyse the reasons that led to the diversity of Christendom*
> *• perceive and are able to analyse the common roots, key features, historical encounters, and impacts on cultural heritage and society of Judaism, Christianity, and Islam, and develop their cultural literacy related to them*
> *• develop their capabilities for operating in religiously and culturally diverse environments and workplaces as well as for discussing topical questions related to religions.*

Local specification

- become familiar with the study of religions from the perspective of both religious studies and theology.

Core contents

Religion as a phenomenon – investigating Judaism, Christianity and Islam

- *religiousness and religions as a universal human phenomenon*
- *the situation of religions in the world, features of religion and non-religion in present times as well as the freedom of religion as a human right*
- *the significance of religions in building a sustainable future as well as other topical questions related to religions and secular worldviews*
- *origin and spread of Christianity; church councils as the foundation that shaped the Orthodox Church's dogma, ethics, and concept of human being*
- *division of Christendom and its impacts*
- *dogmas, ethics, and way of living in Judaism and Islam*
- *internal diversity, relationship with society, and the significance to the Western culture of Judaism and Islam*
- *origins, status, use, and interpretations of holy books in Judaism, Christianity, and Islam*
- *encounters between the Orthodox Church, Judaism and Islam*

Local specification

- learn about the definition and study of religions.

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Orthodox Christianity in the world, 2 cr (UO02)

Modules in the study unit

- Orthodox Christianity in the world, 2 cr (UO2), Compulsory

Objectives

Orthodox Christianity in the world

The objective of the module is that the students

- *perceive the Orthodox Christianity as a continuum of the apostolic church and the tradition of the Early Fathers as well as the significance of monasticism for the spiritual life of the Orthodox Church*
- *perceive and are able to analyse the historical development of Christianity from the perspective of the Orthodox Church, culture, society, and the individual as well as improve their cultural literacy related to the Orthodox Church and other forms of Christianity*
- *familiarise themselves with local Orthodox Churches in the world and know about their historical development and internal diversity*
- *are familiar with central Christian denominations as well as their backgrounds and key features, and are able to compare them*
- *familiarise themselves with global cooperation between churches*
- *develop their capabilities for operating in pluralistic environments.*

Core contents

Orthodox Christianity in the world

- *impacts of the Orthodox Church's dogma and spiritual life on culture and daily life*
- *development of the local Orthodox Church concept*
- *the Byzantine Church and monastic system as a source of eastern Christianity and its impacts on society*
- *Orthodox Churches in Europe and on other continents as well as their local special features*
- *Oriental Orthodox Churches*
- *Western Christianity, the Catholic Church, Protestant churches, and Charismatic Christianity as well as their specific features, ethical thinking, and influence on society*
- *current questions related to Orthodox and other Christianity and their backgrounds*
- *Orthodox churches and the ecumenic movement as well as interfaith dialogue*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religions and religious movements of the world, 2 cr (UO03)

Modules in the study unit

- Religions and religious movements of the world, 2 cr (UO3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

- *are familiar with religions of the world as part of the individual's and community's lives, their local impacts on culture and society as well as their relationship with the Orthodox Church*
- *familiarise themselves with the religions originating in India, China, and Andpan as part of the life of the individual and the community, and their influence on culture and society*
- *recognise and are able to analyse the manifestations and influence of religions originating in India, China, and Andpan in Western countries*
- *perceive and are able to analyse the current situation and key features of animistic religions*
- *perceive and are able to analyse the backgrounds and key features of new religious movements*
- *develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.*

Core contents

Religions and religious movements of the world

- *the Hindu perception of the world, way of living, and ethics, the diversity of Hinduism and its influence on the culture and society in India as well as the situation of religions in contemporary India*
- *key features of Andinism and Sikhism and their ethical principles*
- *the Buddhist way of living and ethics as well as the teachings, movements, and central impacts on Asian cultures of Buddhism*
- *key features of old Chinese folk religion, Confucianism, and Taoism and their influence on the Chinese way of thinking and society as well as the situation of religions in contemporary China*
- *Shintoism as well as the influence of religions on the culture and society in Andpan*
- *influence of religions originating in India, China, and Andpan in Western countries*
- *key features and spread of animistic religions and Vodou-related religions*
- *backgrounds and key features of new religious movements*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religion, culture, and society in Finland, 2 cr (UO04)

Modules in the study unit

* Religion, culture, and society in Finland, 2 cr (UO4), Optional

Objectives

Religion, culture, and society in Finland

> *The objective of the module is that the students*
> *• are familiar with the indigenous Finnish religious traditions and recognise their manifestations in Finnish cultural heritage*
> *• know the historical phases of the Orthodox Church in Finland from the arrival of Christianity to present day*
> *• familiarise themselves diversely with the interaction between religion and society in Finland as part of political and national development*
> *• familiarise themselves diversely with the interaction between religion and society in contemporary Finland as well as the influence and significance of religions in the public, private, third, and fourth sector*
> *• understand that knowledge of religions and worldviews is needed in different fields of society*
> *• are able to analyse and evaluate current discussions related to the freedom of religion as well as the interaction between religion and society*
> *• develop their capabilities in operating as active citizens and members of society*
> *• develop their capabilities for participating in dialogue between religions and worldviews as well as know how to operate as active members of society with awareness of cultures and worldviews.*

Core contents

Religion, culture, and society in Finland

> *• indigenous Finnish religious traditions and their manifestations in Finnish cultural heritage*
> *• introduction of Christianity to Finland and the impact of monasteries on the Orthodox religion in Karelia*
> *• Orthodox Church members between the west and east, the autonomous Orthodox Church in Finland and its orientation towards Finnish society*
> *• linguistic and national Orthodox minorities in Finland*
> *• the Lutheran and the Catholic Church and other religious communities in Finland*
> *• the role of Christianity in shaping society and culture in Finland during different eras*
> *• the significance and visibility of religion in the public sector, politics, world of work, and the economy, religious communities as third sector actors, and religion in the lives and customs of individuals and families*
> *• the role of religion in the lives of ethnic and linguistic minorities in Finland*
> *• dialogue between religions and secular worldviews in contemporary Finland*
> *As a part of this module, the students may carry out a social project related to voluntary work or get acquainted with activities of some Orthodox organisation.*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Interaction between Orthodox Christianity and arts, 2 cr (UO05)

Modules in the study unit

- Interaction between Orthodox Christianity and arts, 2 cr (UO5), Optional

Objectives

Interaction between Orthodox Christianity and arts The objective of the module is that the students

> *• perceive and are able to analyse the relationship between religions and art in general*
> *• develop their skills in interpreting different forms of religious art*
> *• familiarise themselves with the ways to express used in different art forms and the manner in which they present the key doctrines of religions, especially those of Christianity and the Orthodox Church*
> *• recognise and know about different forms of expression in Orthodox and other Christian art*
> *• understand the difference between sacral and religious art*
> *• familiarise themselves with religious symbolism and recognise the impacts of religion on contemporary art and culture.*

Core contents

Interaction between Orthodox Christianity and arts

> *• interaction between religions and art and the significance of religions in the development of art*
> *• religious themes, symbolism, and myths in different forms of art*
> *• forms of Orthodox art: church music, icon art, architecture, hymnography*
> *• examination of biblical stories and Christian dogma through different art forms*
> *• manifestations of religion and especially the Orthodox religion in contemporary art*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Orthodox Christianity, science, and the media, 2 cr (UO06)

Modules in the study unit

- Orthodox Christianity, science, and the media, 2 cr (UO6), Optional

Objectives

Orthodox Christianity, science, and the media

The objective of the module is that the students

> *• are able to analyse and evaluate the relationship between religion and the media*
> *• are able to evaluate critically information related to religion and its sources*
> *• familiarise themselves with the media image of Orthodox Christianity and different religions, both at the national and the international level*
> *• familiarise themselves with ethical questions brought up by science and the media from the*

perspective of the Orthodox Church's tradition and ethics
*• familiarise themselves with the concept of human being adopted by science and the
Orthodox Church*
*• perceive perspectives and methods of research of religion in different academic fields and
familiarise themselves with current research related to the Orthodox Church.*

Core contents

Orthodox Christianity, science, and the media

> *• religious media and use of media in religions*
> *• use of religious language and symbols in different media*
> *• media publicity of religions and the media world of the Orthodox Church*
> *• the phenomenon of religion in the media, including attitudes and images related to religions,
> the role of religions in conflicts and peacebuilding, religions and environmental questions,
> religions and ethical questions, criticism of religion*
> *• science, the media, and the ethical teachings of the Orthodox Church*
>
> *As part of this module, the students may produce media content related to religion, or carry
> out a media analysis or a small-scale study concerning religion and the media.*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

7.9.3. Catholic religion (KT3)

Study units

Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UK01)

Modules in the study unit

- Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UK1), Compulsory

Objectives

Religion as a phenomenon – investigating Judaism, Christianity and Islam

The objective of the module is that the students

> *• perceive and are able to analyse the situation of religions in the world, the factors influencing
> it as well as the internal diversity within religions and particularly within the Catholic Church*
> *• are able to analyse religion and non-religion as phenomena*
> *• perceive and are able to analyse the common roots, historical encounters, and influence
> on cultural heritage and society of Judaism, Christianity and Islam*
> *• develop their capabilities for operating in religiously and culturally diverse environments and
> workplaces as well as for discussing topical questions related to religions.*

Local specification

- learn about the definition and study of religions.
- understand the key features of Judaism, Christianity and Islam.

Core contents

Religion as a phenomenon – investigating Judaism, Christianity and Islam

> • *religions as a universal human phenomenon, defining the Catholic culture*
> • *the situation of religions in the world, present-day features of religiousness and nonreligiousness freedom of religion as a human right as well as the significance of religions in building a sustainable future*
> • *relationship between religion and science, particularly from Catholic perspective*
> • *origin of Christianity, doctrines and dogmata, ethics, practice and internal diversity of Christianity in the light of Catholic research*
> • *doctrines, dogmata and cultures of Judaism and Islam, significance thereof to Western culture*
> • *relationships of the Catholic Church with Judaism and Islam*
> • *origins, status, use, and interpretations of holy texts in Judaism, Christianity, and Islam; the Catholic Bible*
> • *historical and current questions related to encounters of worldviews*

Local specification

- become familiar with the definiton and study of religions

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Global Christianity, 2 cr (UK02)

Modules in the study unit

- Global Christianity, 2 cr (UK2), Compulsory

Objectives

Global Christianity

The objective of the module is that the students

> • *understand the significance of Christianity from the perspectives of the Catholic Church, culture, society, and the individual*
> • *are familiar with the central Christian denominations and their origins as well as are able to compare their key characteristics*
> • *familiarise themselves with different manifestations of Catholicism around the world and are able to perceive their relationship with the official dogma of the Catholic Church*
> • *are able to analyse and evaluate topical media contents and discussions related to Christianity.*

Core contents

Global Christianity

> • *origin and development of the Catholic Church as well as its specific features, relationship with the Bible, ethical thinking, and historical impacts on society*
> • *origins, specific features, ethical thinking, and Societal impacts of Orthodox and Protestant Christianity*
> • *significance of Catholic orders in the church and society*
> • *status of religion around Europe and its backgrounds*
> • *status of the church and its interaction with the surrounding culture around the world*

• ecumenism and interfaith dialogue
• Christianity and environmental issues as well as other current questions related to
Christianity and Catholicism and their backgrounds

Local specification

- As regards Catholic communities, students may explore, where possible, St. Mary's Parish in Espoo, the Monastery of Our Lady of Mount Carmel in Myllyjärvi or the history of Espoo Cathedral prior to the Reformation.

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religions and religious movements of the world, 2 cr (UK03)

Modules in the study unit

- Religions and religious movements of the world, 2 cr (UK3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

> *• are familiar with religions of the world as part of the individual's and community's lives as well as their local impacts on culture and society and their relationship with the Catholic Church*
> *• are familiar with manifestations and influence of Asian religions in the Western countries*
> *• perceive and are able to analyse the key features and spread of animistic religions*
> *• perceive and are able to analyse the backgrounds and key features of new religious movements*
> *• develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.*

Core contents

Religions and religious movements of the world

> *• interreligious relations of the Catholic Church*
> *• religions originating in India and their influence on culture and society*
> *• influence of religions and worldviews originating in China on the Chinese way of thinking and society*
> *• Shintoism and other religions in Andpan*
> *• the influence of religions originating in India, China, and Andpan in Western countries as well as the backgrounds and key features of new religious movements*
> *• key features and spread of animistic religions*
> *• the Catholic Church and interfaith dialogue*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religion, culture, and society in Finland, 2 cr (UK04)

Modules in the study unit

- Religion, culture, and society in Finland, 2 cr (UK4), Optional

Objectives

Religion, culture, and society in Finland

The objective of the module is that the students

> *• are familiar with indigenous Finnish religious traditions and recognise its influence in Finnish cultural heritage*
> *• familiarise themselves with Christian history of Finland through the Catholic era of Swedish rule to present day, with particular attention to the phases of the Catholic Church in relation to other religious movements in Finland*
> *• familiarise themselves diversely with the interaction of religion and society in contemporary Finland*
> *• familiarise themselves with the impacts and significance of religions in the public, private, third, and fourth sector*
> *• understand that knowledge of religions is needed in different fields of society*
> *• are able to analyse current discussions related to the freedom of religion and the interaction between religion and society*
> *• are able to operate as active citizens and members of society*
> *• develop their capabilities for participating in the dialogue between religions and secular worldviews*

Core contents

Religion, culture, and society in Finland

> *• indigenous Finnish and Scandinavian religious traditions in Finnish cultural heritage*
> *• Catholicism in Finnish cultural heritage*
> *• Christian denominations in Finland*
> *• Catholic communities in Finland and their relationship with society*
> *• other religious communities in Finland*
> *• dialogue between religions and secular worldviews in contemporary Finland*
> *• significance and visibility of religion in the public sector, politics, world of work, and the economy from the perspective of the Catholic Church*
> *• religion in the lives and customs of individuals and families in Finland, the Catholic conception of family*

As a part of this module, the students may carry out a social project related to voluntary work or

get acquainted with activities of a religious community.

Local specification

- As regards Catholic communities, students may explore, where possible, St. Mary's Parish in Espoo, the Monastery of Our Lady of Mount Carmel in Myllyjärvi or the history of Espoo Cathedral prior to the Reformation.

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered

as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religion in art and culture, 2 cr (UK05)

Modules in the study unit

- Religion in art and culture, 2 cr (UK5), Optional

Objectives

Religion in art and culture

The objective of the module is that the students

> *• perceive the relationship between religions and art in general*
> *• understand the significance of religious art and creative expression in formation of a culture, particularly the historical and on-going influence of the Catholic Church on the development of Western art*
> *• familiarise themselves with how the key doctrines of a religion, particularly Christianity, can be expressed through arts*
> *• familiarise themselves with religious symbolism in their surroundings.*

Core contents

Religion in art and culture

> *• interaction between religions and art*
> *• the Catholic Church's relationship with arts*
> *• architecture of religious spaces as a reflection of religion and its special features*
> *• religious themes, symbolism, and myths in different forms of art*
> *• examining different interpretations of Bible stories and the Catholic dogma through different art forms: historical and contemporary examples in visual arts, music, literature as well as cinema, television, and digital media*
>
> *The module can be implemented in cooperation with a theology course or art project of a university, a higher education institution, or a Catholic community.*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religion, science, and the media, 2 cr (UK06)

Modules in the study unit

- Religion, science, and the media, 2 cr (UK6), Optional

Objectives

Religion, science, and the media

The objective of the module is that the students

> *• are familiar with perspectives and methods of international research of religion in different academic fields, particularly from the Catholic perspective*
> *• understand the historical and contemporary relationship of the Catholic Church with sciences*
> *• familiarise themselves with topical themes related to religion in the media in general, and especially in the international news produced by the Catholic Church and Catholic media*

- *are able to analyse and evaluate the relationship between religion and the media*
- *are able to evaluate critically information and its sources related to religion.*

Core contents

Religion, science, and the media

- *topical perspectives and methods of research of religion in different academic fields*
- *the relationship between the Catholic Church and science*
- *the role and impacts on science of Catholic higher education institutions historically and today*
- *religious media and the use of media in religions, historical and contemporary examples*
- *Catholic media in Finland and in the international context*
- *use of religious language and imagery in different media*
Cooperation with a higher education institution and/or producing media content or carrying out a
media analysis can be part of the module

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

7.9.4.   Islam religion (KT4)

Study units

Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UI01)

Modules in the study unit

- Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UI1), Compulsory

Objectives

Religion as a phenomenon – investigating Judaism, Christianity and Islam

The objective of the module is that the students

- *perceive and are able to analyse the situation of religions in the world, the factors influencing it, and the internal diversity of religions*
- *are able to analyse religion and non-religion as phenomena*
- *perceive and are able to analyse the common roots, key features, cultural heritage, and impacts on society of Judaism, Christianity, and Islam as well as to develop their cultural literacy related to these aspects*
- *develop their capabilities for operating in religiously and culturally diverse environments and workplaces as well as for discussing topical questions related to religions.*

Local specification

- become familiar with the study of religions from the perspective of both religious studies and theology.

Core contents

Religion as a phenomenon – investigating Judaism, Christianity and Islam

• religion as a phenomenon, the definition of a religion, and the relationship between religion and science
• the situation of religions in the world, features of religion and non-religion in present times as well as the freedom of religion as a human right
• the significance of religions in building a sustainable future as well as other topical questions related to religions and secular worldviews
• cultural background, origin, and key and shared features of Judaism, Christianity, and Islam from the perspective of Islam
• formulation, significance, use, and interpretation of holy books in Judaism, Christianity, and Islam
• internal diversity, dogmas, ethics, way of living, relationship with society, and significance to the Western culture of Judaism and Christianity

Local specification

- learn about the definition and study of religions.

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Global Islam, 2 cr (UI02)

Modules in the study unit

- Global Islam, 2 cr (UI2), Compulsory

Objectives

Global Islam

The objective of the module is that the students

• perceive and are able to analyse the significance of Islam from the perspective of culture, society, and the individual as well as improve their cultural and religious literacy related to Islam
• have knowledge of some influential branches in Islam, their backgrounds, and issues related to their internal diversity as well as are able to compare key features of different branches
• familiarise themselves with different interpretations and manifestations of Islam around the world
• are able to analyse and assess topical media content and discussions related to Islam
• develop their capabilities for operating in pluralistic environments.

Core contents

Global Islam

• the dogmatic foundation of Islam as well as the development and key features of Sunni, Shia and Sufi Islam
• internal diversity of Islam
• political Islam and influential present-day Islamic movements
• Islamic ethics, ethical thinking, and its impacts on society
• significance of Islam in Europe and impact of Islam in European interfaith dialogue
• reactions towards Islamic minorities in the Western countries
• the status of religion, relationships between religion and the state as well as the impacts of Islam on society and culture around the world

• current questions and their backgrounds related to Islam

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religions and religious movements of the world, 2 cr (UI03)

Modules in the study unit

- Religions and religious movements of the world, 2 cr (UI3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

> *• familiarise themselves with the religions originating in India, China, and Andpan as part of the life of the individual and the community, and their influence on culture and society*
> *• recognise and are able to analyse the manifestations and influence of religions originating in India, China, and Andpan in Western countries*
> *• understand Islam's relationship with Hinduism and Buddhism*
> *• perceive and are able to analyse the current situation and key features of animistic religions*
> *• perceive and are able to analyse the backgrounds and key features of new religious movements*
> *• develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.*

Core contents

Religions and religious movements of the world

> *• the Hindu perception of the world, way of living, and ethics, the diversity of Hinduism, and the influence of Hinduism on the culture and society in India as well as the situation of religions in contemporary India*
> *• key features of Andinism and Sikhism and their ethical principles*
> *• the Buddhist way of living and ethics as well as the teachings, movements, and central impacts on Asian cultures of Buddhism*
> *• Islam's relationship with Hinduism and Buddhism in the past and today*
> *• key features of old Chinese folk religion, Confucianism, and Taoism and their influence on the Chinese way of thinking and society as well as the situation of religions in contemporary China*
> *• key features of Shintoism as well as the influence of religions on the culture and society in Andpan*
> *• influence of religions originating in India, China, and Andpan in Western countries*
> *• key features and spread of animistic religions and Vodou-related religions*
> *• backgrounds and key features of new religious movements*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religion, culture, and society in Finland, 2 cr (UI04)

Modules in the study unit

- Religion, culture, and society in Finland, 2 cr (UI4), Optional

Objectives

Religion, culture, and society in Finland

The objective of the module is that the students

> *• familiarise themselves diversely with the interaction between religion and society in contemporary Finland as well as the influence and significance of religions in the public, private, third, and fourth sector*
> *• understand that knowledge of religions is needed in different fields of society*
> *• recognise and are able to analyse the history and contemporary life in a pluralistic Finland in relation to minorities, in particular Muslims*
> *• understand and are able to analyse the significance of indigenous Finnish religious traditions for Finnish cultural heritage, the role of Christianity in shaping society in Finland in the past and present as well as the impact of these elements on Islam in Finland*
> *• are able to analyse and evaluate current discussions related to the freedom of religion, interaction between religion and society, non-religion, and criticism of religion*
> *• develop their capabilities for participating in dialogue on religious, worldview-related, and Societal issues as well as know how to operate as active members of society with awareness of cultures and worldviews.*

Core contents

Religion, culture, and society in Finland

> *• the situation of religions in Finland, Finnish religiousness and secularisation*
> *• religion and religious communities in Finnish and general European legislation, freedom of religion and belief, and questions related to equity and discrimination*
> *• the significance and visibility of religion in the public sector, politics, world of work, and the economy; religious communities as third sector actors; religion in the lives and customs of individuals and families*
> *• the history and current lives of Muslims in Finland as well as the role of religion in the lives of ethnic and linguistic minorities in Finland*
> *• indigenous Finnish religious traditions and their significance for Finnish cultural heritage as well as the role of Christianity in shaping society in Finland during different periods*
> *• non-religion, criticism of religion, and non-religious customs in contemporary Finland*
> *• dialogue between religions and secular worldviews in contemporary Finland*
> *As a part of this module, the students may carry out a social project related to voluntary work or*
> *get acquainted with the Societal activities of a religious community.*

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religion in art and popular culture, 2 cr (UI05)

Modules in the study unit

- Religion in art and popular culture, 2 cr (UI5), Optional

Objectives

Religion in art and popular culture The objective of the module is that the students

> • perceive and are able to analyse the relationship between religion and art: the significance of art and architecture in religions and the impact of religions on the development of art
> • familiarise themselves with the ways in which the Islamic way of thinking and key doctrines of this religion are expressed through art
> • recognise religious symbolism and familiarise themselves with how religious themes are dealt with in art and popular culture
> • practise their skills in interpreting religious dimensions in different forms of art and popular culture.

Core contents

Religion in art and popular culture

> • practise their skills in interpreting religious dimensions in different forms of art and popular culture.
> • Islamic art and manifestations of key traits and dogmas of Islam in different art forms
> • architecture of religious spaces as a reflection of special features of Islam
> • religious themes, symbolism, and myths in different forms of art and popular culture
> • art as minorities' means of expression in Muslim communities
> • internal diversity of Islam in different art forms

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

Religion, science, and the media, 2 cr (UI06)

Modules in the study unit

- Religion, science, and the media, 2 cr (UI6), Optional

Objectives

Religion, science, and the media

The objective of the module is that the students

> • understand the perspectives and methods of research of religion in different academic fields and familiarise themselves with current research
> • recognise and are able to analyse topical themes and contents related to religion in the media
> • are able to analyse the relationship between religion and the media as well as to evaluate critically information and its sources related to religion
> • develop their capabilities for producing and presenting information related to religion.

Core contents

Religion, science, and the media

> • topical perspectives and methods of research of religion in different research areas: fields of science and theology in classical Islam, religious studies, and social sciences as fields of research
> • Islamic media and the use of media in religions

- *use of religious language and imagery in different media*
- *media publicity of religions*
- *the phenomena of religion in the media, including attitudes and images related to religions, the role of religions in conflicts and peacebuilding, religions and environmental questions, religions and ethical questions, criticism of religion*

As part of this module, the students may produce media content related to religion or carry out a

media analysis or a small-scale study concerning religion.

Local description of study unit

The teacher will use the most appropriate learning methods and study unit format to organise the study unit. Dialogue methods and communal learning support appreciative interaction. Research-based methods and scientific theories on religion as a phenomenon help students develop a critical understanding of the diverse field of religions and improve their multiliteracy. Study units can be offered as blended learning, distance learning or contact teaching, depending on the situation and needs.

7.10. Visual arts (KU)

The task of the subject

In visual arts education, the students explore reality through the means of arts. The key objective of the subject is that the students understand the significance of visual arts and other forms of visual culture in their lives. Experiences, imagination, and goaloriented work lay the foundation for multi-sensory learning. The instruction examines the aesthetic, ecological, and ethical values that are manifested in visual arts and other forms of visual culture. The students improve their knowledge of intangible and tangible cultural heritage, which supports the passing on and renewal of traditions. The instruction supports the development of extensive general knowledge and ability as well as growing into active local and global agency. The students are offered diverse opportunities for developing their capabilities for further studies, world of work, and internationalisation in the future. The studies provide the students with preconditions for developing creative and critical thinking, influencing their living environment, and promoting a sustainable way of living.

The teaching and learning of visual arts advance the students' multiliteracy of visual culture and language awareness. The students observe, produce, interpret, and value images by using visual means of expression and other modes of producing and presenting knowledge. The languages of different fields of knowledge open up new perspectives on the phenomenon to be learned. The instruction encourages the students to advance their cultural competence, drawing on the interdisciplinary relationship arts and sciences. The students familiarise themselves with different conceptions of art. They examine the significance of visual culture for the individual, community, and society from historical and cultural viewpoints. The students are guided to justify their opinions and views of visual arts and other forms of visual culture.

In the teaching and learning of visual arts, the students examine works, products, and phenomena of visual culture, both familiar and unfamiliar ones. The term 'image' refers to twodimensional and threedimensional works and products as well as their reproductions. The field of visual culture includes images produced by the students independently, nature, the built environment, artefacts, media images, and works defined as art. The students participate in selecting contents and means of expression. The instruction offers preconditions for versatile use of working methods and learning environments. The students are encouraged to try out tools, materials, and ways to express as well as to apply them creatively. New technologies, media environments, and forms of audiovisual culture are both phenomena to be explored and tools for visual production. The students familiarise themselves with topical phenomena and practices of visual culture as well as different forms of participation and involvement. Possibilities provided by museums and other cultural actors are also utilised diversely in teaching and learning. General upper secondary school studies of visual arts lay a solid foundation for building a personal and lifelong relationship with visual culture.

Transversal competences

*Studies of visual arts support the students' **wellbeing competence** through the sensory pleasures, emotions, and personal meanings conveyed by visual production. Understanding visual culture that is significant for the students supports their construction of identity, growth as human beings, wellbeing, and continuous learning. The studies offer the students means for respecting and appreciating the culturally diverse individuals and communities. The students are encouraged to look for visual cultures and means of visual expression that interest them.*

*Studies of visual arts develop the students' **interaction competence** by building dialogue and understanding between people through exploring, sharing, and discussing different visual cultures. The studies improve team skills through holistic working methods characteristic of the art. The students improve their interaction skills, for example by familiarising themselves with the visual and verbal concepts, image types, and imagery of visual culture. Applying different means of visual interpretation to analysing, evaluating, and producing images create capabilities for sharing and discussing meanings.*

*Visual arts advance the students' cultural multiliteracy, which also helps develop their **multidisciplinary and creative competence**. The work approach characteristic of art promotes different ways of exploring, expressing, presenting, and acting. In the studies, cultural phenomena are examined using visuality and other means of producing information. As part of interpreting images, the students also explore the intertextual references of an image, for example to a song, play or another image. The students draw on the perspectives of different fields of arts and sciences as they produce and interpret visual culture.*

 ***Societal competence** is advanced in visual arts by examining the values and meanings conveyed by visual arts, for example in the built environment, objects, the media, and art. The students are encouraged to take a stand and participate in Societal discussion as well as to exert influence for a sustainable future. The subject offers opportunities for examining the state, realisation, and development of democracy and fundamental rights by the means of arts. The students also familiarise themselves with legally protected interests, including copyrights, the freedom of expression, and privacy. The studies introduce them to opportunities offered by the world of work, civic engagement, and further studies from the perspective of visual arts and other forms of visual culture.*

*Studies of visual arts advance the students' **ethical and cultural competence** by exploring ethical and ecological questions related to the environment, society, and global world by the means of visual expression. The students are guided to reflect on their individual choices, decisions, and actions from the perspective of a sustainable way of living. The studies advance the students' competence related to sustainable use of different materials and technologies. The students are encouraged in local and global agency in issues related to culturally, socially, and ecologically sustainable development. Views of alternative futures are opened through artistic working approaches.*

***Global and cultural competence** are advanced in visual arts by exploring the culturally diverse reality. The students are encouraged to build their identities and to value their living environment and its cultural heritage. In visual arts, the students examine and reflect on their personal relationship with the prevailing culture in society. The students are guided to explore how visual culture reflects, affects and shapes individuals, communities, and the world. Cultural heritage is explored from the global and national perspective and the viewpoint of the students' own cultural heritages. The students are encouraged to deal with phenomena related to cultural diversity and globalisation in their visual work.*

Objectives

The general objectives of the instruction of visual arts have been structured as three areas: Meanings of images, Participation and agency, and Expression and interpretation skills.

Meanings of images

The objective is that students

• understand the significance of visual arts, the environment, and other forms of visual culture in their lives, in society, and in a global world
• build their cultural identity by producing and interpreting different images
• improve their capabilities and strengths related to receiving, understanding, and producing tangible and intangible cultural heritage
• interpret the aesthetic, ecological, and ethical values connected with visual arts and other forms of visual culture
• explore the meaning of visual arts and other forms of visual culture for the individual, the community, and society during different times and in different cultures
• understand the significance of sensory pleasures, mental images, emotions, and creative thinking for their learning and well-being.

Participation and agency

The objective is that students

• take a stand on the values manifested in visual arts and other forms of visual culture
• are able to apply the means of visual production, communication, and technology in order to present their views, participate, and get involved
• develop their critical thinking related to observing their surroundings and their own activities
• draw on mental images in their visual thinking, creative processes, and envisioning alternative operating methods
• are able to use an exploratory approach to planning, working, and visual expression
• take perspectives of cultural diversity and sustainable development into account in their activities

Visual production and interpretation

The objective is that students

• are able to set goals for exploratory, sustained, and phenomenon-based work and learning characteristic for art
• advance their multiliteracy of visual culture by drawing on different ways of knowing when producing and interpreting images
• improve their visual literacy, media literacy, and environmental literacy in producing and interpreting visual culture
• advance their visual expression skills by using different materials, techniques, and practices appropriately
• are able to produce and interpret images by connecting them to different conceptions of art
• examine visual arts and other visual culture from the perspectives of the work, the maker, the receiver, and society

Assessment

In visual arts, assessment is encouraging, interactive, and carried out over a long term, and it seeks to develop the student's competence in visual arts. Assessment supports the students' personal relationship with visual arts and other forms of visual culture.

The target of assessment is the achievement of the general and module-specific objectives as well as the implementation of transversal competences in visual arts. Versatile assessment promotes the achievement of the goals set for studying in all stages of the learning process. The assessment thus supports the students in advancing their learning-to-learn skills. The assessment also includes self and peer assessment.

The development of the students' competence in visual arts, different working processes, and the

outcomes of these processes are taken into account in the assessment. The assessment guides the student in appropriate use of working methods and learning environments independently and in a group.

Study units

My images, shared cultures, 2 cr (KU01)

Modules in the study unit

- My images, shared cultures, 2 cr (KU1), Compulsory

Objectives

My images, shared cultures

The objective of the module is that the students

> *• observe images that are meaningful for them and others and share their thoughts visually and using other means of producing knowledge*
> *• use different tools, materials, technologies, and approaches of visual expression independently and as group members*
> *• apply the means of visual communication and technology to presenting their views, participation, and involvement*
> *• explore and interpret art from the perspectives of the individual, community, and society*
> *• explore and interpret the visual cultures of different times, cultures, and communities*
> *• explore and interpret topical phenomena of visual arts and other forms of visual culture*
> *• understand the significance of visual cultures in their own lives, in society, and in a global world*
> *• understand the significance of visual culture as a manifestation of cultural diversity as well as its role in renewing cultural heritage and in terms of sustainable future.*

Core contents

My images, shared cultures

My images

> *• the students' images and visual cultures in which they participate independently*
> *• using the students' images as a starting point for visual expression*
> *• examining the students' images in relation to images of art and other forms of visual culture*
> *• using the students' images as the starting point for exploratory, sustained, and phenomenon-based work*

Images of visual arts and the environment

> *• means of producing, modifying, and presenting images in visual arts, the environment, and the media*
> *• introduction to the concepts and imagery of visual arts and other forms of visual culture*
> *• introduction to different views concerning the task of art and other forms of visual culture*
> *• using visual, verbal, and other means of interpreting images*
> *• exploring topical phenomena in visual arts and other forms of visual culture through visual expression*
> *• engagement and participation by the means of visual arts and other forms of visual culture*

Local specification

Transversal competences

Societal competence

Societal competence develops when students

- are encouraged to take a stand, participate in social debate and work towards a sustainable future
- are guided to explore the opportunities offered by working life, civic activities and further studies from the perspective of visual arts and other visual culture
- are guided to explore the values and meanings expressed by visual culture in the built environment, objects, media and art.

Interaction competence

Studying different visual cultures and current phenomena in visual culture promotes students' understanding of the world.

Interaction skills are developed by
- developing emotional and empathy skills
- practising constructive communication skills.

Well-being competence

Identity building, personal growth, well-being and lifelong learning are supported by
- sensory pleasures, emotional processing
- understanding personal meanings related to visual expression
- appreciating cultural diversity
- searching for and discovering personally appealing visual cultures
- searching for and discovering personally appealing methods of visual expression.

Global and cultural competence

Global and cultural competences are developed when students
- are familiar with Finnish, European and global cultural heritage and cultural diversity
- value their living environment and its cultural heritage
- are aware of their own relationship with the prevailing culture in society
- address phenomena related to globalisation in visual work.

Ethical and environmental competence

The studies deepen students' competence in the sustainable use of different materials and technologies. Students develop their ethical and environmental competence as they explore ethical and ecological issues through visual expression.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are developed when students
- share their thinking through images and other ways of producing information
- practise the use of visual expression tools, materials and technologies
- explore and interpret art from the perspectives of the individual, the community and society.

Spaces, places, and phenomena in the environment, 2 cr (KU02)

Modules in the study unit

- Spaces, places, and phenomena in the environment, 2 cr (KU2), Compulsory

Objectives

Spaces, places, and phenomena in the environment

The objective of the module is that the students

> • observe works, products, and services as well as digital, built, and natural environments that are meaningful for them and others
> • justify their observations related to environments, products, and services and their thinking visually and using other means of producing knowledge
> • explore the connections that images of the environment have to their own images, visual arts, and cultural heritage
> • apply the processes, technologies, and practices of architecture, design, and production in their visual expression independently and as group members
> • explore and interpret the built environment, products, and services from the perspectives of Societal development, rights, and sustainable future
> • develop their competence as makers of images of the environment and as interpreters, evaluators, and actors
> • understand the meanings of visuality in sustainable planning and design of products, services, and architecture as well as in communication about them and in their use
> • understand the possibilities of involvement and participation through images in their lives in terms of an aesthetically, ethically, and ecologically sustainable future.

Core contents

Spaces, places, and phenomena in the environment

My images

> • the students' images and visual cultures in which they participate independently
> • using the students' images as a starting point for visual expression
> • examining the students' images in relation to the images of the surroundings and other forms of visual culture
> • using the students' images as the starting point for exploratory, sustained, and phenomenon-based work

Images of the environment

> • means of producing, modifying, and presenting images in the environment, the media, and visual arts
> • introduction to the concepts and imagery of architecture, design, and the media
> • linking visual culture to different views concerning the task of art and other forms of visual culture
> • using visual, verbal, and other means of interpreting images
> • exploring the topical phenomena of the environment through visual expression
> • engagement and participation by the means of visual arts and other forms of visual culture

 Local specification

Transversal competences

Societal competence

develops when students:

- explore the values and meanings expressed by visual culture in the built environment, objects, media and art, for example

• are encouraged to take a stand, participate in social debate and work towards a sustainable future

- use art to examine the state, implementation and development of democracy and fundamental rights

- learn about legally protected interests, such as copyright, freedom of expression and privacy

- are introduced to working life, civic activities and further studies.

Interaction competence

develops when students

- build dialogue and understanding by exploring, sharing and discussing different visual cultures

- familiarise themselves with the visual and verbal concepts, image types and imagery of visual cultures through the use of cooperative skills and the comprehensive working methods characteristic of art

- apply different methods of image interpretation in analysing, evaluating and producing images.

Well-being competence
Identity building, personal growth, well-being and lifelong learning take place when students

• form experiential knowledge through sensory pleasures, emotions and personal meaning

• seek out, understand and express visual cultures that are meaningful to them

• learn about respecting and valuing the cultural diversity of individuals and communities

explore visual cultures and forms of visual expression that interest them.

Global and cultural competence

develop when students

- explore alternative futures and examine the cultural diversity of reality

- learn to appreciate their living environment and its cultural heritage by reflecting on their own relationship with the prevailing culture in society and thereby build their own identity

- explore visual culture's ability to reflect and shape individuals, communities and the world

- examine their own cultural identity from a global and national perspective.

Ethical and environmental competence

develop when students

- explore ethical and ecological issues related to the environment, society and the global world through visual expression

- reflect on their own choices, decisions and actions from the perspective of a sustainable way of life

- increase their competence in the sustainable use of different materials and technologies

- are active in issues related to culturally, socially and ecologically sustainable development, both locally and globally.

Multidisciplinary and creative competence

develop when students make use of different methods of exploration, expression, presentation, action and knowledge production

- intertextual references to songs, plays or other images, for example

- the utilisation of perspectives from different fields of art and science.

Communicating through images, 2 cr (KU03)

Modules in the study unit

- Communicating through images, 2 cr (KU3), Optional

Objectives

Communicating through images

The objective of the module is that the students

> *• advance their personal relationship with the digital image, media, art, and technology by improving their thinking and expression skills*
> *• expand their knowledge of the media, art, technology, and audiovisual culture by familiarising themselves with different modes of expression, production, and presentation*
> *• explore the media culture when producing and interpreting works, products, and services*
> *• are able to draw on the techniques, working methods, and processes of media technology in planning, interaction, and participation independently and as group members*
> *• interpret visual culture products that combine different modes of knowledge production and their intertextual relations*
> *• interpret media products and art from the perspectives of the work, the maker, the audience, and society*
> *• through their images, express their opinions on the values manifested in visual arts and other forms of visual culture*
> *• explore media and art images from the perspectives of identity building, passing on and renewing cultural heritage as well as a sustainable future.*

Core contents

Communicating through images

My images

> *• images meaningful for the students and visual cultures in which they participate independently*
> *• using the students' images as a starting point for visual expression*
> *• examining the students' images in relation to media images and other forms of visual culture*
> *• using the students' images as the starting point for inquiry-based, sustained, and phenomenon-based work*

Media images

> *• producing, editing, and presenting an image digitally and by other means*
> *• introduction to the concepts and imagery of the media, communication, and art*
> *• linking media performances to different views concerning the task of art and other forms of visual culture*
> *• applying visual, verbal, and other means of interpreting images*
> *• exploring cultural, Societal, and global phenomena meaningful for the students*
> *• the students' agency in the media and other forms of visual culture*

Local specification

Transversal competences

Societal competence

Societal competence develops when students

- explore cultural, social and global phenomena that are relevant to them
- express their views on values expressed in the media, visual arts and other visual culture
- learn about copyright, freedom of expression and privacy.

Interaction competence

Interaction skills are developed by

- becoming familiar with the concepts and imagery of media, communications and art
- applying different methods of image interpretation.

Well-being competence

Identity building, personal growth, well-being and lifelong learning are supported by

- searching for and discovering personally appealing media cultures
- searching for and discovering personally appealing methods of visual expression.

Global and cultural competence

Global and cultural competences are developed when students

- explore media and art images from the perspectives of passing on and renewing cultural heritage
- examine their own relationship with the prevailing culture in society
- address phenomena related to globalisation in visual work.

Ethical and environmental competence

The studies deepen students' competence in the sustainable use of different technologies. Students develop their ethical and environmental competence as they

- explore and produce media and art images from the perspective of a sustainable future.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are developed when students

- interpret visual culture products that combine different modes of knowledge production and their intertextual relations.

Multiple worlds of visual arts, 2 cr (KU04)

Modules in the study unit

- Multiple worlds of visual arts, 2 cr (KU4), Optional

Objectives

Multiple worlds of visual arts

The objective of the module is that the students

- *explore, interpret, and evaluate personal and Societal meanings of works of visual arts*
- *develop their personal relationship with the visual production of different times and cultures*
- *advance their skills in visual production in line with their personal goals independently and*

as group members
• apply the means of expression, presentation, and action typical of contemporary art when producing images
• interpret visual arts from the perspectives of the work, maker, receiver, art institutions, and society
• explore topical phenomena of visual arts and other forms of visual culture in their visual production
• through their images, express their views on the values manifested in visual arts and other forms of visual culture
• explore visual arts and other forms of visual culture from the perspectives of construction of identity, passing on and renewing cultural heritage as well as a sustainable future

Core contents

Multiple worlds of visual arts

My images

> *• images meaningful for the students and art worlds in which they participate independently*
> *• using the students' images as a starting point for visual expression*
> *• examining the students' images in relation to works of visual arts and other forms of visual culture*
> *• using the students' images as the starting point for exploratory, sustained, and phenomenon-based work*

Images of visual arts

> *• traditional and contemporary ways of producing, modifying, and presenting images*
> *• introduction to the concepts and imagery of visual arts*
> *• visual arts produced during of different times and cultures as the object of study*
> *• linking works to different views concerning the task of visual arts and other forms of visual culture*
> *• applying visual, verbal, and other means of interpreting images*
> *• exploring cultural, Societal, and global phenomena meaningful for the students*
> *• the students' agency in visual arts and other forms of visual culture*

Local specification

Transversal competences

Interaction competence

develops when students

- study different visual cultures, image types and imagery, thereby building dialogue and understanding between people.

Well-being competence

develops when students

• acquire the tools to respect and appreciate cultural diversity

• explore visual cultures and forms of visual expression that interest them

• study identity building, personal growth, well-being and lifelong learning.

Global and cultural competence

develop when students

- examine cultural diversity and their own relationship with the prevailing culture in society

- learn to value their living environment and its cultural heritage from a global and national perspective and from the perspective of their own cultural background

- explore how visual culture reflects and shapes individuals, communities and the world

- address phenomena related to cultural diversity and globalisation in their visual work.

Ethical and environmental competence

develop when students:

- are active in issues related to culturally, socially and ecologically sustainable development, both locally and globally

- opens up a wide range of perspectives on alternative futures through artistic practice

Multidisciplinary and creative competence

develop when students:

• practise working methods typical of the arts

• familiarise themselves with different perspectives on image creation and interpretation in various fields of art and science

• develop their multiliteracy in visual culture.

Societal competence

develops when students:

- explore the values and meanings expressed by visual culture

- are encouraged to take a stand, participate in social debate and work towards a sustainable future

- examine the state, implementation and development of democracy and fundamental rights

- learn about legally protected interests, such as copyright, freedom of expression and privacy

- explore the opportunities offered by working life, civic activities and further studies from the perspective of visual arts and other visual culture.

7.11. General upper secondary school diplomas (LD)

The task of the subject

The study units specified in the local curriculum may include general upper secondary school diplomas in different subject groups or subjects. The task of the general upper secondary school diplomas is to provide the students with an opportunity to give a long-term demonstration of particular competence and interest. The diploma comprises a versatile description of the students' goal-oriented work, advanced skills, and in-depth knowledge. The students explore and express culturally diverse reality using means characteristic of each subject. When completing a general upper secondary school diploma, the students draw on and advance their transversal competences which develop during the general upper secondary studies. The general upper secondary school diploma is a manifestation of the students' thinking, production, interpretation, and evaluation skills and their personal interests. The general upper secondary school diploma creates preconditions for reinforcing the participation, agency, and holistic well-being of the students in question as well as the wider school community.

General upper secondary school diplomas can be completed in home economics, visual arts, crafts, physical education, media studies, music, dance, and theatre. The scope of the diploma is two credits. The diplomas give students an opportunity to assess such competence and strengths

that they have accumulated during general upper secondary school studies from the perspective of further studies. The general upper secondary school diplomas complement the knowledge and skills shown on the general upper secondary school certificate and the matriculation examination certificate.

By the education provider's decision, general upper secondary school diplomas may be taken in one or several subject groups or subjects. The diploma may be included in optional studies of the syllabus in the relevant subject as determined in the local curriculum. Separate instructions on the completion of general upper secondary school diplomas in each subject are issued by the Finnish National Agency for Education.

The local curriculum describes the task, general objectives, and assessment as well as the objectives and key contents of each general upper secondary school diploma offered by the education provider in study units whose scope is two credits.

Objectives

General objectives of instruction related to general upper secondary school diplomas

The objectives common to all general upper secondary school diplomas are that the students

• set their personal starting points and goals for completing the diploma
• work with a goal-oriented approach independently and in interaction with others
• explore and express cultural reality in ways characteristic of different fields of knowledge
• apply the special knowledge and skills they have accumulated while studying at the general upper secondary school as well as by their independent interest
• draw on and advance the transversal competences they have developed during the upper secondary school studies
• select appropriate learning environments, working methods, and means of expression
• assess the attainment of the set goals, their working skills, the end result, and the process as a whole
• reinforce their and other students' participation, agency, and holistic well-being in the school community.

Assessment

The assessment of the general upper secondary school diplomas is based on a demonstration of particular competence and interest independently given by a student or a student group during their time in general upper secondary education. A general upper secondary school diploma completed by a student is assessed as a whole. In the assessment of a general upper secondary school diploma, the students are given feedback on the attainment of the goals set for the diploma. The assessment of a general upper secondary school diploma is versatile and reliable, and it corresponds with the attainment level demonstrated by the student in a relevant subject or subject group. The student's self-assessment is part of completing the diploma.

Optional modules

General upper secondary school diploma in home economics, 2 cr

(KOLD1)

Objectives

The objective of the module is that the students

• give a particular demonstration of their competence and independent interest in home

economics during general upper secondary school

• are able to describe and convey the goals and starting points they have set for their diploma

• give a demonstration of their competence in home economics, which includes inquiry-based and applied studies, interactive work, communal knowledge building, information-sharing, and critical evaluation of information and work

• are able to produce an entity where the selection of contents, the idea for the assignment as well as the planning and implementation process support each other.

Core contents

• are based on the goals set for the general upper secondary school diploma and the theme selected by the student, the idea for the assignment, and the planning and implementation process

• consist of a diploma work, an essay, and a portfolio describing the student's selfassessment and knowledge of home economics, which are assessed based on the given criteria

General upper secondary school diploma in visual arts, 2 cr (KULD2)

Objectives

The objective of the module is that the students

• give a particular demonstration of their competence and independent interest in visual arts during general upper secondary school

• demonstrate their competence in visual arts and other forms of visual culture by diversely producing, interpreting, and valuing different images

• are able to describe and convey the goals and starting points they have set for their diploma

• are able to produce an artistic and visual entity in which the ways of producing and presenting the content support each other

• demonstrate knowledge of visual arts and other forms of visual culture

• are able to assess their work process and the work from the perspective of learning.

Core contents

• are based on the goals set for the general upper secondary school diploma and the selected assignment, perspective, and implementation method

• consist of an artwork as well as a portfolio presenting the student's working process, selfassessment, and knowledge of visual arts and other forms of visual culture

General upper secondary school diploma in crafts, 2 cr (KÄLD3)

Objectives

The objective of the module is that the students

• give a particular demonstration of their competence and independent interest in crafts during general upper secondary school

• demonstrate their competence related to independent planning and production of quality craft products as well as in assessing their learning

• demonstrate command of the stages and requirements of the crafts process, including goalsetting, presenting ideas, and planning

• manage, monitor, and assess the resources they have used, their work, and their learning

process

• are able to take into consideration the perspectives of aesthetics, ethics, independent work, and environmental friendliness in their product or work

• are able to resolve the requirements of functionality, cost-efficiency, ergonomics, innovativeness, and technical implementation of the product or work in the environment in which it is used.

Core contents

• are based on an assignment selected by the student, an idea, the planning and production process as well as self-assessment

• consist of a craft product or artwork as well as a portfolio that describes its planning and production process and the student's self-assessment

General upper secondary school diploma in physical education, 2 cr
(LILD4)

Objectives

The objective of the module is that the students

• give a particular demonstration of their competence and independent interest in physical education during general upper secondary school

• reflect diversely on the significance of exercise in their lives while developing their physical functional capacity, special competence in exercise, independent interest, and team skills.

Core contents

• comprise the student's ability to exercise, knowledge related to physical education, special competence, independent interest, and team skills as well as self-assessment in the form of a portfolio

General upper secondary school diploma in media, 2 cr (MELD5)

Objectives

The objective of the module is that the students

• give a particular demonstration of their competence and independent interest related to the media

• demonstrate command of versatile media and interaction skills as well as creative use of the tools, means of expression, and possibilities of media

• demonstrate command of critical selection, interpretation, evaluation, and structuring of information

• are able to analyse their personal relationship with the media and recognise the operating environment of the media.

Core contents

• are based on the goals set for the general upper secondary school diploma and the selected

assignment, perspective, and implementation technique

• comprise a portfolio and a media performance

General upper secondary school diploma in music, 2 cr (MULD6)

Objectives

The objective of the module is that the students

• give a particular demonstration of their competence and independent interest in music during general upper secondary school

• demonstrate their musical competence and interest by completing a project that demonstrates their skills in and knowledge of music, or by putting together a portfolio of their musical studies and activities during general upper secondary school.

Core contents

• the student's musical life history, a music project or a musical portfolio, a summary, and the assessors' judgment

• different methods and areas of implementation

General upper secondary school diploma in dance, 2 cr (TALD7)

Objectives

The objective of the module is that the students

• give a particular demonstration of their competence and independent interest in dance during general upper secondary school

• through a relevant assignment, improve their competence related to dance

• provide a written description of their study path and development related to dance.

Core contents

• a dance-related assignment, either a solo or group work, in which the student either performs as a dancer or designs the choreography

• a written work associated with the dance-related assignment

• a study contained in the general upper secondary school diploma in dance

General upper secondary school diploma in theatre, 2 cr (TELD8)

Objectives

The objective of the module is that the students

• give a particular demonstration of their competence and independent interest in theatre during general upper secondary school

• strengthen their dramatic and theatrical expression skills and improve their interaction and self-assessment skills.

Core contents

• a theme selected by the student in some area of theatre and a performance related to it

• mastering the work process

• skills in assessing the artistic process

• understanding the artistic entity

• devices of theatre

• cooperation and interaction skills

• the entity comprised by the performance and the portfolio

7.12. Physical education (LI)

The task of the subject

The task of physical education is to support the students' well- being, development, and learning. Physical education teaches knowledge and skills that allow the students to evaluate, maintain, and develop their physical, social, and psychological functional capacity. The purpose of the instruction is to guide the students to take responsibility for their physical activity, functional capacity, and ability to study. The teaching and learning emphasise the importance of physical activity in promoting holistic wellbeing as part of an active way of living. The students build a positive body image and selfimage through physical activity. Physical education allows the students to experience joy, success, and physical capability as well as to learn techniques for maintaining and developing their coping. In upper secondary school, physical education promotes the equality and equity of all students.

The task and objectives of physical education are fulfilled by means of versatile and safe instruction, drawing on the possibilities offered by different learning environments and seasons. In teaching and learning, different working methods and techniques are used, the students are involved in planning and evaluating the activities, and they are guided to take responsibility for their and the group's activities and safety.

The students' right to physical, psychological, and social safety is taken into consideration when forming teaching groups. Learning is supported by means of differentiation of instruction, taking into account the students' individual starting points and development needs (sections 28 and 29 of the Act on General Upper Secondary Education 714/2018).

Transversal competences

The instruction of physical education strengthens the students' motivation, selfconfidence, and selfefficacy in physical activity as well as their understanding of the significance of lifelong physical activity.

Physical education supports the students' perseverance, tenacity and coping, reinforcing their **wellbeing competence** *as well as a school culture that promotes health and wellbeing in broader terms. In physical education, functional capacity refers to physical, social, and psychological capabilities for coping with different daily activities. In this subject, the students learn to look after their functional capacity and to understand how functional capacity affects their physical and cognitive performance and wellbeing.*

Interaction competence is developed through the diverse working methods and techniques of physical education. From the perspective of interaction competence, it is essential to strengthen the students' positive selfimage, ensuring that they learn to value themselves. Good interaction requires of the students skills in selfregulation, including recognising and understanding their feelings and regulating the way the feelings are expressed. Consequently, the subject also promotes the sense of community and responsibility as well as physical, social, and psychological safety in the school community in more general terms.

Physical education in upper secondary school is a multidisciplinary subject which offers opportunities for understanding different fields of science and subjects, including health education, biology, physics, and music. **Multidisciplinary and creative competence** *are developed in the learning situations of physical education which comprise problem solving. Physical education*

develops the brain and promotes its wellbeing diversely, supporting general alertness at school and the preconditions for learning.

Good functional capacity improves the students' capabilities for both studying and entering the world of work. **Societal competence** is developed in physical education by teaching the students to take responsibility for their actions, shared activity and its safety as well as through helping and assisting others during physical education lessons. Trying your best, making efforts, and sustained action in order to achieve goals are at the everyday core of physical education studies as well as further studies and the world of work. In physical education, the students experience sense of community through doing things together, encouraging each other, participation, and striving for a common goal.

Longterm selfdevelopment, using your muscles, and showing respect for others are manifestations of **ethical and environmental competence**, which in physical education are realised as acting for the common good. Physical education supports the students' positive social values and action in line with them, including honesty, responsibility, and fairness. The students learn to recognise forms of physical activity that either save or stress the environment; for example, they learn about sustainable consumption in physical activity by exercising in nature.

Wellbeing and physical activity technologies are used in the instruction of physical education as far as possible, and the students learn about interpreting information critically and safety in media use, including when publishing geographical information and describing performances. Physical activity as a global, shared, and bodily language unites different people and cultures, reinforcing the students' **global and cultural competence**.

Objectives

The objective of the instruction of physical education is that

students

> • learn to apply their physical activity related knowledge and skills in different physical education assignments and forms of sports and exercise, during different seasons, and in different conditions (including indoors, outdoors, and in water)
> • learn to assess and improve their physical fitness (strength, endurance, flexibility, and speed) based on information they have acquired
> • are able to make justified choices aiming to improve their physical, social, and psychological functional capacity and to increase their physical activity
> • develop their self-assessment skills (goal-setting, planning, and implementation in line with the goals as well as assessment of progress)
> • try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently
> • respect others in interactive situations, learn to help and assist others during physical education lessons, promote the sense of community by encouraging others as well as give constructive feedback and participate in peer assessment

Assessment

The task of assessment in physical education is to support the students' work, learning, and competence development. The assessment of physical education is based on the objectives of physical, social, and psychological functional capacity specified for the study units. Assessment consists of feedback that promotes learning and working as well as assessment describing the attainment of objectives. Assessment is based on continuous and versatile demonstrations of knowledge and skills, and it uses diversely different forms of assessment carried out by the teacher as well as self and peer assessment. The assessment does not focus on the students' values, attitudes, or personal characteristics. The students' level in aspects of physical fitness is not used as the basis for assessment. The students' state of health and special needs should be taken into account in the assessment of physical education, ensuring that the students have the possibility of demonstrating their best possible competence using alternative methods and special arrangements if necessary (sections 28 and 29 of the Act on General Upper Secondary Education 714/2018).

Learning by physical activity, 2 cr (LI01)

Modules in the study unit

- Learning by physical activity, 2 cr (LI1), Compulsory

Objectives

Learning by physical activity

The objective of the module is that the students

• apply their physical activity related knowledge and skills in different physical education assignments and forms of physical activities and exercise, during different seasons, and in different conditions (including indoors, outdoors, and in water)

• know how to show respect for others in interactive situations, help and assist others during physical education lessons as well as give constructive feedback and participate in peer assessment

• try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently

Core contents

Learning by physical activity

• applying physical exercise skills in different common exercise assignments of the teaching

group and in different physical activities and forms of exercise, drawing on the possibilities

of the learning environment (summer, winter, nature, and aquatic exercise) as well as indoor

and outdoor exercise diversely

• physical education assignments and games that develop the teaching group's team work

skills and team spirit

Local specification

Transversal competences

Well-being competence

Well-being competence is promoted through physical activity that promotes health and well-being and by encouraging students to take care of their own functional capacity.

Interaction competence

Interaction competence is developed through joint physical education assignments and working methods. By acting responsibly and safely, respecting and helping others. By encouraging others in a spirit of fair play, providing constructive feedback and engaging in peer review.

Societal competence

Societal competence is strengthened by taking responsibility for one's own and shared activities and their safety, as well as by assisting others.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are developed in physical education learning situations that involve problem solving, such as various games and pair and group work.

Ethical and environmental competence

Ethical and environmental competences include consideration for different kinds of people who engage in physical activity, respectful behaviour, environmentally friendly forms of physical activity and ethically sustainable consumption related to sports and exercise.

An active life, 2 cr (LI02)

Modules in the study unit

- An active life, 2 cr (LI2), Compulsory

Objectives

An active life

The objective of the module is that the students

> *• assess and set goals for improving their physical fitness (strength, endurance, flexibility, and speed) based on information they have acquired*
> *• are able to make choices that are justified in terms of their functional capacity and the environment in order to improve their physical functional capacity and increase their physical activity*
> *• show respect for others in interactive situations, help and assist others during physical education lessons as well as give constructive feedback and participate in peer assessment*
> *• try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently.*

Core contents

An active life

Core contents

> *• self-assessment, maintenance and development of physical fitness (strength, speed, endurance, and flexibility) by versatile physical activity*
> *• flexibility and recovery exercises*
> *• ergonomics in movements and techniques*
> *• exercise-related assignments for pairs and groups that develop team work skills and team spirit*

Local specification

Transversal competences

Well-being competence

Well-being competence is promoted through physical activity that promotes health and well-being. By guiding students to take care of their functional capacity and physical activity and to understand how functional capacity affects their physical and cognitive performance and well-being. Students are guided to take ergonomics into account in their movements and techniques.

Interaction competence

Interaction competence is developed through joint physical education assignments and working methods. By acting responsibly and safely, respecting and helping others. By encouraging others in a spirit of fair play, providing constructive feedback and engaging in peer review.

Societal competence

Societal competence is strengthened by taking responsibility for one's own and shared activities and

their safety, as well as by assisting others.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are developed in physical education learning situations, and the module can make use of sports and wellness technology and cooperate with different subjects, such as health education and biology.

Ethical and environmental competence

Ethical and environmental competence are strengthened by identifying forms of physical activity that either conserve or place demands on the environment. Students are guided to examine their everyday practices and choices from the perspectives of sustainable futures, physical activity, and health. Instruction utilises both built and natural environments to the extent that circumstances allow.

New opportunities, 2 cr (LI03)

Modules in the study unit

- New opportunities, 2 cr (LI3), Optional

Objectives

New opportunities

The objective of the module is that the students

> *• practise and apply their knowledge and skills related to physical activity diversely and in new ways*
> *• improve their body control*
> *• recognise their emotions, show respect for others in interactive situations as well as support sense of community by helping and encouraging others*
> *• try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently.*

Core contents

New opportunities

> *• familiarisation with new forms of exercise and physical activities*
>
> *• diverse maintenance and development of exercise skills and physical fitness*

Local specification

Transversal competences

Well-being competence

Well-being competence is promoted through diverse maintenance and development of physical attributes and by applying exercise skills and knowledge in new and diverse ways.

Interaction competence

Interaction competence is developed through working together, identifying one's own feelings, acting respectfully in interactive situations and supporting communality by helping and encouraging others.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are developed in the planning of the module and through becoming acquainted with new sports, as well as in team-based exercise challenges and problem-solving activities. The implementation of the instruction offers many opportunities for cooperation with local operators, such as sports clubs and other physical activity providers, when introducing new sports and other forms of physical activity.

Global and cultural competence

Global and cultural competences are strengthened by participating in locally and globally known sports and physical activities where possible. Sport as a common, physical language connects different people and cultures and strengthens students' global and cultural competences.

Exercising together, 2 cr (LI04)

Modules in the study unit

- Exercising together, 2 cr (LI4), Optional

Objectives

Exercising together

The objective of the module is that the students

> • *work to achieve a goal related to physical activity set together*
> • *show respect for others in interactive situations, help and assist others during physical education lessons as well as give constructive feedback and participate in peer assessment*
> • *try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently*

Core contents

Exercising together

- *a physical activity organised together, including a second-year students' ballroom dance, exercise in nature or other projects*

Local specification

> Collaborative physical activity, such as the planning and rehearsal of a student-designed dance for a second-year students' ballroom dance event, or another project-based module implemented and adapted according to the school's curriculum.

Local specification

Transversal competences

Well-being competence

Well-being competence is promoted through jointly implemented physical activity or a physical activity project that promotes health, social functioning and well-being, such as Students on the Move activities or other projects carried out within the school or in cooperation with external partners.

Interaction competence

Interaction competence and communality are developed in active involvement, through a sense of belonging, mutual encouragement and striving towards a common goal.

Societal competence

Societal competence is strengthened by taking responsibility for one's own and the group's joint activities and their safety, as well as by participating in the planning of a joint project or the study unit.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are developed through cooperation in planning the module.

Ethical and environmental competence

Ethical and environmental competences can be implemented through outdoor activities or excursions, for example.

Recreation through exercise, 2 cr (LI05)

Modules in the study unit

- Recreation through exercise, 2 cr (LI5), Optional

Objectives

Recreation through exercise

The objective of the module is that the students

> *• evaluate their coping and alertness and are able to make justified choices related to physical activity to improve their functional capacity and ability to study*
> *• understand how physical activity can promote their coping and alertness at school*
> *• participate appropriately, actively, and promoting sense of community*

Core contents

Recreation through exercise

> *• forms of physical activity that promote recreation*
> *• relaxation and recovery exercises*

Local specification

Transversal competences

Well-being competence

Well-being competence is promoted by supporting a positive self-image, resources, coping and alertness at school through diverse physical activities that promote mental functioning, such as relaxation and recovery exercises. The module focuses on supporting functional capacity and ability to study, as well as the joy and recreational value of physical activity.

Interaction competence

Interaction competence is developed through different types of physical activities and working methods, as well as by acting responsibly and helping others.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are developed in physical education learning situations, and the module can make use of sports and wellness technology and cooperate with different subjects, such as health education and biology.

7.13. Mathematics (MA)

The task of the subject

The study of mathematics provides the students with the ability to understand, apply, communicate, and evaluate mathematical information. The students learn to understand the significance of mathematics for modern cultures and recognise its necessity for different fields such as technology, medical science, economics, social sciences, natural sciences, and the arts. The task of the instruction in mathematics is to introduce the students to the basic concepts, ideas, and structures of mathematics and to encourage them to use the language of mathematics in spoken, written, and other forms. The instruction of mathematics develops the students' skills in calculation, creative thinking, modelling phenomena, making predictions, and problemsolving.

Through the study of mathematics, the students learn to utilise computer software and digital information sources in learning, research, and problemsolving. The students also learn to evaluate the usefulness of information technology tools and the limitations of their use.

Transversal competences

The instruction of mathematics examines the connections between everyday life and mathematics; makes use of opportunities to strengthen the students' interest, selfbelief, and informationseeking processes; and encourages the students to experiment and work with perseverance. The students apply the skills they learn in mathematics to the setting of their personal goals and to decisionmaking. The students reflect on how mathematical skills can be employed to solve problems related to sustainable development and humankind. This reinforces the students' **Societal competence, ethical and environmental competence** *as well as their* **wellbeing competence***.*

The instruction is based on the idea of choosing topics, phenomena, and related problems that the students are interested in and that can be investigated through mathematics. Diverse methods are employed in teaching and learning, with students working both independently and together with others. This strengthens, among other things, their **interaction competence***. Teaching methods are selected together with the students. Teaching situations are arranged so that they inspire the students, based on their observations, to raise questions, make assumptions, and draw and justify conclusions.*

The study of mathematics supports the transversal competence objectives related to **global and cultural competence** *and* **multidisciplinary and creative competence***. The students learn to appreciate the significance of mathematics for different cultures and in the development of history, and to understand its nature as a universal language. The students learn to understand the meanings of mathematical concepts and to recognise how they are connected to larger entities both in mathematics and in other subjects. The students are encouraged to use mathematical language and notation as well as pictures, drawings, and tools that support reflective thinking. The instruction supports the students' skills in moving between different representations of mathematical information when modelling phenomena, understanding and solving problems, and discussing results.*

Objectives

The general objectives of the instruction of mathematics are that students

> • *have positive learning experiences, become accustomed to working with perseverance, and learn to trust their mathematical abilities, skills, and thinking*
> • *recognise mathematics both as a unique, independent discipline and as a useful tool when modelling, controlling, and predicting social, economic or natural phenomena*
> • *build a mathematical foundation for their further studies*
> • *learn to process data in a mathematical way and become accustomed to making*

assumptions, investigating their correctness, constructing arguments, and evaluating their soundness and the extent to which the results can be generalised
• have the ability to follow a mathematical presentation, read a mathematical text, discuss mathematics, substantiate arguments, and evaluate information provided in different forms
• learn to model practical problem situations and employ different response strategies
• become more confident in using experimental and investigative actions, finding solutions, and presenting them clearly
• can use appropriate mathematical methods, software, and information sources, and understand that a solution produced by software is not enough on its own to prove, substantiate, or justify an argument.

Assessment

A diverse assessment framework and encouraging feedback support the development of the students' mathematical thinking and selfconfidence and maintain and strengthen their motivation to study. Assessment helps the students develop mathematical competence and their skills in working with perseverance. It also guides the students towards improving their presentation of mathematical solutions, supports them in the concept creation process, and helps them assess their work. Successful feedback helps students recognise their personal strengths as well as identify which skills and knowledge require further development and how to develop them.

In the assessment framework, attention is focused on numeracy, selection of methods, mathematical thinking and problemsolving skills, justification and analysis of conclusions, and selection and use of software.

Moving between syllabi

If a student moves from the advanced mathematical syllabus to the basic mathematical syllabus, any completed studies are recognised as follows:

Module of the advanced syllabus	Module of the basic syllabus
MAA2	MAB2
MAA3	MAB3
MAA6	MAB8
MAA8	MAB5
MAA9	MAB7

Other advanced syllabus studies successfully completed or partially completed at the time the student moves from one syllabus to another which count as extra credits from modules can consist of other optional or thematic studies in the basic syllabus, as determined in the local curriculum.

When a student moves from the advanced syllabus to the basic syllabus, the student shall be provided with an opportunity to give additional demonstrations of knowledge and skills in order to determine their competence level, if they so wish.

When a student moves from the basic syllabus to the advanced syllabus, the student may be required to complete additional studies, in which case the grade will also be reassessed. When moving between syllabi, any credits missing in the modules shall be completed as determined in the local curriculum.

The student can also study modules belonging to the other syllabus without moving from one syllabus to another. In this case, the relevant modules can be counted towards the other optional or thematic studies in the student's actual syllabus as determined in the local curriculum.

7.13.1. Advanced syllabus in mathematics (MAA)

Study units

Functions and equations 1, 3 cr (MAA02)

Modules in the study unit

- Functions and equations 1, 3 cr (MAA2), Compulsory

Objectives

Functions and equations 1

The objective of the module is that the students

> • *explore the mathematical modelling of phenomena with the help of polynomial, rational, and root functions; know the properties of polynomial, rational, and root functions; can solve equations relating to these functions; and understand the connection between the zero points in the polynomial functions and polynomial factors*
> • *know how to solve simple polynomial inequalities*
> • *know how to use software in mathematical modelling; in examining polynomial, rational, and root functions; and in solving polynomial, rational, and root equations and polynomial inequalities in mathematical applications.*

Core contents

Functions and equations 1

> • *polynomial functions and polynomial equations, polynomial inequalities*
> • *formulas for solving second order equation*
> • *polynomial products and binomial formulas (square of sum, product of sum and difference)*
> • *polynomial factors*
> • *power functions and power equations (where exponent is a positive integer)*
> • *rational functions and rational equations*
> • *root functions and root equations*

Local specification

Transversal competences

Well-being competence

- Care for oneself and others

- Identification and utilisation of one's own strengths and formation of one's own identity

- Perseverance in a world of change and surprises

The study unit continues to focus on learning skills, working methods, identifying one's own strength, and practising tolerance of uncertainty. The aim of the study unit is for students to learn to trust their own mathematical abilities. This goal can be supported through formative assessment or self-assessment, for example.

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical

discussions and help each other.

Geometry, 2 cr (MAA03)

Modules in the study unit

- Geometry, 2 cr (MAA3), Compulsory

Objectives

Geometry

The objective of the module is that the students

> • *learn to illustrate and describe information about space and form in both two dimensions (2D) and three dimensions (3D)*
> • *can apply similarity, Pythagoras's theorem, and trigonometry of right-angled and oblique triangles*
> • *learn to formulate, justify, and use theorems containing geometrical information*
> • *can use software when investigating shapes and solids and the geometry related to them.*

Core contents

Geometry

> • *similarity of shapes and solids*
> • *law of sines and cosines*
> • *calculating lengths, angles, and areas related to polygons*
> • *geometry of the circle, its parts, and the related lines*
> • *calculating lengths, areas, and volumes related to right cylinder, right cone and sphere*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit involves practising spatial perception.

Global and cultural competence

- International skills and global citizenship

- Knowledge of Finnish, European and global cultural heritage, as well as an understanding of cultural diversity

- Ethical agency in the global world of media and technology

The study unit may cover the history of geometry.

Analytical geometry and vectors, 3 cr (MAA04)

Modules in the study unit

- Analytical geometry and vectors, 3 cr (MAA4), Compulsory

Objectives

Analytical geometry and vectors

The objective of the module is that the students

- *understand how analytical geometry creates relationships between geometrical and algebraic concepts*
- *understand the geometrical meaning of an equation*
- *can solve absolute value equations of the form $| f(x) | = a$ or $| f(x) | = | g(x) |$*
- *understand the concept of a vector and learn the basics of vector calculation*
- *can investigate points, distances and angles of a two-dimensional coordinate system using vectors*
- *can solve plane geometry problems using vectors*
- *can use software in examining curves and vectors and in applications related to them.*

Core contents

Analytical geometry and vectors

- *equations of curve*
- *equations of lines, circles, and parabolas*
- *system of equations*
- *parallelism and orthogonality of lines*
- *absolute value equation*
- *distance from a point to a line*
- *basic properties of vectors*
- *addition and subtraction of vectors in the plane and multiplication of vectors in the plane by a real number*
- *dot product of vectors in the plane, angle between vectors in the plane*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit draws connections between geometric and algebraic concepts, thereby broadening students' understanding of different areas of mathematics and developing their mathematical multiliteracy. The course also looks at topics such as vectors, which are also an important part of physics studies.

Functions and equations 2, 2 cr (MAA05)

Modules in the study unit

- Functions and equations 2, 2 cr (MAA5), Compulsory

Objectives

Functions and equations 2

The objective of the module is that the students

> • *explore the mathematical modelling of phenomena with the help of sine and cosine functions and exponential and logarithmic functions*
> • *examine sine and cosine functions with the help of symmetries of a unit circle*
> • *can solve trigonometric equations of the type sin f(x) = a or sin f(x) = sin g(x)*
> • *can apply the relationship between sine and cosine functions sin2 x + cos2 x = 1*
> • *know the properties of exponential and logarithmic functions and can solve equations related to them*
> • *can use software in examining functions and solving equations and in mathematical applications.*

Core contents

Functions and equations 2

> • *directed angle and radian*
> • *unit circle*
> • *sine and cosine functions and their symmetry and periodicity*
> • *solving sine and cosine equations*
> • *fractional exponent and its relationship with a root*
> • *exponential functions and exponential equations*
> • *logarithms and laws of logarithm*
> • *logarithmic functions and logarithmic equations*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

  During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

  The course introduces various functions that can be used to model phenomena examined in

other sciences.

Ethical and environmental competence

- Value-based and ethical action for the common good

- Appreciation of biodiversity and climate competence based on research data

- Understanding the circular economy and sustainable consumption

During the study unit, students can examine topics such as trends in emissions or environmental toxins by using various mathematical models.

Derivative, 3 cr (MAA06)

Modules in the study unit

- Derivative, 3 cr (MAA6), Compulsory

Objectives

Derivative

The objective of the module is that the students

> • *explore with the help of a derivative how mathematical models for phenomena behave*
> • *obtain an illustrative understanding of the limit value and continuity of function*
> • *understand the interpretation of derivative as a rate of change of function*
> • *can determine derivatives of simple functions*
> • *can differentiate composite functions*
> • *can explore the course of functions with the help of derivatives and examine how their extrema can be found on a closed interval*
> • *can use software in investigating the limit value, continuity, and derivative in mathematical applications.*

Core contents

Derivative

> • *limit value, continuity, and derivative of function*
> • *derivatives of polynomial, rational, and root functions*
> • *derivatives of sine and cosine functions and of exponential and logarithmic functions*
> • *derivative of the product and quotient of functions*
> • *composite function and its differentiation*
> • *examining the course of a function and determining the extrema*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

Subjects

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit introduces students to a new area of mathematics that involves various symbolic, pictorial, verbal and numerical ways of expressing mathematics, thereby developing students' mathematical multiliteracy.

Ethical and environmental competence

- Value-based and ethical action for the common good

- Appreciation of biodiversity and climate competence based on research data

- Understanding the circular economy and sustainable consumption

During this study unit, students learn to determine the minimum and maximum values of a function. The method teaches students how mathematics can be used to minimise the use of resources.

Integral calculus, 2 cr (MAA07)

Modules in the study unit

- Integral calculus, 2 cr (MAA7), Compulsory

Objectives

Integral calculus

The objective of the module is that the students

> *• understand the concept of primitive and learn to determine primitives of simple functions*
> *• understand the concept of a definite integral and its relationship to area and explore the numerical method for determining a definite integral*
> *• can determine areas and volumes with the help of a definite integral*
> *• learn the applications of integral calculus*
> *• can use software for examining the properties of a function, determining a primitive, and calculating a definite integral in mathematical applications as well as for numerical integration.*

Core contents

Integral calculus

> *• primitive and the integration of the most important elementary functions*
> *• definite integral*
> *• rectangle rule*
> *• calculating area and volume*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit introduces students to a new area of mathematics that involves various symbolic, pictorial, verbal and numerical ways of expressing mathematics, thereby developing students' mathematical multiliteracy. The study unit also introduces students to applications of integral calculus that are used in different fields of science.

Statistics and probability, 2 cr (MAA08)

Modules in the study unit

- Statistics and probability, 2 cr (MAA8), Compulsory

Objectives

Statistics and probability

The objective of the module is that the students

> *• learn to illustrate discrete statistical distributions and to determine and interpret statistics*
> *• are able to illustrate the common distribution of two variables and determine the correlation coefficient and regression curve*
> *• learn combinatorial methods*
> *• learn the concept of probability and calculation rules*
> *• understand the concept of discrete probability distribution and learn to determine the expected value of a distribution and interpret it*
> *• know how to use software in retrieving, processing, and examining digital data and for presenting statistical data*
> *• are able to utilise software in illustrating distributions, determining statistics, and calculating probabilities.*

Core contents

Statistics and probability

> *• central tendency and standard deviation*
> *• correlation and linear regression*
> *• odds and statistical probability*
> *• permutations and combinations*
> *• probability calculation rules*
> *• binomial distribution*
> *• discrete probability distribution*
> *• expected value of a discrete distribution*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit includes practice in using spreadsheet software and interpreting and presenting statistics, among other things. Mastering different notation methods develops students' mathematical multiliteracy, but these skills are also widely used in other subjects during general upper secondary school, such as social studies and geography.

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future

- Use of one's skills for both personal and Societal benefit

- Resilience, working life skills and an entrepreneurial attitude

The study unit covers mathematical statistics. Statistics can be used to draw conclusions about the world around us, so understanding them develops students' Societal competence.

Mathematical economics, 1 cr (MAA09)

Modules in the study unit

- Mathematical economics, 1 cr (MAA9), Compulsory

Objectives

Mathematical economics

The objective of the module is that the students

> *• learn to apply their mathematical skills to the sufficiency of resources, budgetary planning, entrepreneurship, and calculation of profitability*
> *• apply the formulas of sequences to mathematical problems related to economy*
> *• learn to adapt mathematical models to economic situations and understand their limits*
> *• know how to utilise software in making calculations and in mathematical applications.*

Core contents

Mathematical economics

> *• arithmetic and geometric sequence and their sums*
> *• interest calculations: compound interest, present value, and discounting*
> *• savings and loans*
> *• mathematical models which apply to economic situations and which utilise sequences and sums*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future

- Use of one's skills for both personal and Societal benefit

- Resilience, working life skills and an entrepreneurial attitude

The study unit covers mathematical economics, which develops students' Societal competence.

Ethical and environmental competence

- Value-based and ethical action for the common good

- Appreciation of biodiversity and climate competence based on research data

- Understanding the circular economy and sustainable consumption

The study unit examines the sufficiency of resources by means of sequences, for example.

Local description of study unit

In the study unit, it is advisable to take advantage of opportunities for cooperation with local companies, advocacy groups and universities, for example.

Cooperation between school subjects can be carried out on topics such as savings, loans, interest rates, investing and business profitability.

3D-Geometry, 2 cr (MAA10)

Modules in the study unit

- 3D-Geometry, 2 cr (MAA10), Optional

Objectives

3D-Geometry

The objective of the module is that the students

> *• deepen their knowledge of vector calculation and learn to use vectors in three-dimensional space*
> *• learn to examine points, lines, and planes of an xyz-coordinate system with the help of vectors*
> *• strengthen their competence in solid geometry in connection with the applications of extrema*
> *• explore the function of two variables*
> *• know how to use software in illustrating vectors, lines, planes, and surfaces and in vector calculation.*

Core contents

3D-Geometry

> *• vector format in a three-dimensional coordinate system*
> *• dot and cross product*
> *• dot, line, and plane in space*
> *• angle in space*
> *• applications of differential and integral calculus with one variable in solid geometry*

• *function with two variables and surface in space*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit involves practising spatial perception. It also introduces students to various real-world situations that can be modelled with three-dimensional vectors. The study unit may also cover topics such as the use of three-dimensional vectors in graphics and artificial intelligence applications.

Algorithm and number theory, 2 cr (MAA11)

Modules in the study unit

- Algorithm and number theory, 2 cr (MAA11), Optional

Objectives

Algorithm and number theory

The objective of the module is that the students

- *know what an algorithm is and learn to examine how algorithms work*
- *learn to program simple algorithms*
- *study the concepts of logic*
- *master the basic concepts of the number theory and study the properties of prime numbers*
- *know how to examine integer divisibilitity.*

Core contents

Algorithm and number theory

- *basic concepts in algorithmic thinking: sequencing, selection, and repetition*
- *flowchart*
- *the programming of simple mathematical algorithms, sorting algorithms or algorithms for solving equations numerically*
- *logical operators and truth values*
- *the divisibility of integers, division equation and congruence*
- *Euclidean algorithm*
- *the fundamental theorem of arithmetic*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit introduces students to new areas of mathematics that involve various symbolic, pictorial, verbal and numerical ways of expressing mathematics, thereby developing students' mathematical multiliteracy.

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future

- Use of one's skills for both personal and Societal benefit

- Resilience, working life skills and an entrepreneurial attitude

The study unit teaches students to understand the basics of programming.

Analysis and continuous distribution, 2 cr (MAA12)

Modules in the study unit

- Analysis and continuous distribution, 2 cr (MAA12), Optional

Objectives

Analysis and continuous distribution

The objective of the module is that the students

- *deepen their understanding of the basic concepts of analysis*
- *are able to formulate and examine inverse functions of strictly monotonic functions*
- *complement their skills in integral calculus*
- *explore the concept of continuous probability distribution and learn to use normal distribution*
- *know how to use software when examining the properties of a function and calculating improper integrals in mathematical applications.*

Core contents

Analysis and continuous distribution

- *piecewise-defined function*
- *examining continuity and differentiability of a function*
- *general properties of continuous and differentiable functions*
- *inverse function*
- *limits of functions in infinity*
- *improper integrals*
- *continuous distributions, normal distribution, and standardisation*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit introduces students to continuous distribution and related symbolic, pictorial, verbal and numerical expressions, which develop students' mathematical multiliteracy.

Global and cultural competence

- International skills and global citizenship

- Knowledge of Finnish, European and global cultural heritage, as well as an understanding of cultural diversity

- Ethical agency in the global world of media and technology

The study unit may cover the history of limits.

7.13.2. Basic syllabus in mathematics (MAB)

Study units

Expressions and equations, 2 cr (MAB02)

Modules in the study unit

- Expressions and equations, 2 cr (MAB2), Compulsory

Objectives

Expressions and equations

The objective of the module is that the students

> *• learn to use mathematics in solving problems and to trust their mathematical skills*
> *• learn to formulate expressions and equations for given problems, to solve equations, and to interpret the result obtained*
> *• are able to apply sequences and the sums formed from them to solving mathematical problems*
> *• know how to use software in mathematical modelling, examining polynomial function, and in mathematical applications related to polynomial equations and polynomial functions.*

Core contents

Expressions and equations

- *formulating problems as equations*
- *solving equations*
- *interpreting and assessing solutions*

- *solving a second order polynomial function and a second order equation*
- *arithmetic sequence and sum*
- *geometric sequence and sum*

Local specification

Transversal competences

Well-being competence

- Care for oneself and others

- Identification and utilisation of one's own strengths and formation of one's own identity

- Perseverance in a world of change and surprises

The study unit continues to focus on learning skills, working methods, identifying one's own strength, and practising tolerance of uncertainty. The aim of the study unit is for students to learn to trust their own mathematical abilities. This goal can be supported through formative assessment or self-assessment, for example.

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Geometry, 2 cr (MAB03)

Modules in the study unit

- Geometry, 2 cr (MAB3), Compulsory

Objectives

Geometry

The objective of the module is that the students

- *learn to make observations and deductions about the geometric properties of shapes and solids*
- *strengthen their skills in drawing planar shapes and pictures of three-dimensional solids*
- *are able to solve practical problems using geometry*
- *know how to use software in examining shapes and solids and in mathematical applications related to geometry.*

Core contents

Geometry

- *similarity of shapes*
- *trigonometry of a right triangle*
- *Pythagorean theorem and inverse of Pythagorean theorem*
- *determining area and volume of shapes and solids*
- *applying geometric methods in a coordinate system*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit involves practising spatial perception.

Global and cultural competence

- International skills and global citizenship

- Knowledge of Finnish, European and global cultural heritage, as well as an understanding of cultural diversity

- Ethical agency in the global world of media and technology

The study unit may cover the history of geometry.

Mathematical models, 2 cr (MAB04)

Modules in the study unit

- Mathematical models, 2 cr (MAB4), Compulsory

Objectives

Mathematical models

The objective of the module is that the students

> *• recognise regularities and dependencies in real life events and represent them with mathematical models*
> *• evaluate models for linear and exponential growth with, among others, a spreadsheet program and make predictions based on the models*
> *• become used to evaluating the goodness-of-fit and usability of models*
> *• know how to use software in examining the properties of polynomial and exponential functions and solving polynomial and exponential equations in mathematical applications.*

Core contents

Mathematical models

> *• applying linear and exponential models*
> *• solving an exponential equation*
> *• predictions and comparison of models*

Local specification

Transversal competences Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways
- Regulation of learning, source criticism and continuous development of learning skills
- Multiliteracy in the digital age

During the study unit, students practise critical thinking by evaluating the applicability of mathematical models in different situations, among other things.

Ethical and environmental competence

- Value-based and ethical action for the common good
- Appreciation of biodiversity and climate competence based on research data
- Understanding the circular economy and sustainable consumption

During the study unit, students can examine topics such as trends in emissions or environmental toxins by using various mathematical models.

Global and cultural competence

- International skills and global citizenship
- Knowledge of Finnish, European and global cultural heritage, as well as an understanding of cultural diversity
- Ethical agency in the global world of media and technology.

During the study unit, students can examine topics such as population development by using mathematical models.

Statistics and probability, 2 cr (MAB05)

Modules in the study unit

- Statistics and probability, 2 cr (MAB5), Compulsory

Objectives

Statistics and probability

The objective of the module is that the students

> • *learn to process, illustrate, and interpret statistical data*
> • *study the principles of probability calculation and models that represent probability calculation*
> • *know how to use software in retrieving, processing, and examining digital data; in determining the statistics for a data set; and in probability calculation.*

Core contents

Statistics and probability

> • *representing a data set and determining the statistics*
> • *the concepts of regression and correlation*
> • *observations and outlier*

- *making predictions*
- *the concept of probability*
- *addition and multiplication rule*
- *combinations and rule of product*
- *models for probability calculation*

Local specification

Transversal competences Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit includes practice in using spreadsheet software and interpreting and presenting statistics, among other things. Mastering different notation methods develops students' mathematical multiliteracy, but these skills are also widely used in other subjects during general upper secondary school, such as social studies and geography.

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future

- Use of one's skills for both personal and Societal benefit

- Resilience, working life skills and an entrepreneurial attitude

The study unit covers mathematical statistics. Statistics can be used to draw conclusions about the world around us, so understanding them develops students' Societal competence.

Elements of mathematical economics, 1 cr (MAB06)

Modules in the study unit

- Elements of mathematical economics, 1 cr (MAB6), Compulsory

Objectives

Elements of mathematical economics

The objective of the module is that the students

> *• master the basic concepts and skills in mathematical economics*
> *• deepen their skills in percentage calculation*
> *• learn to describe the development of various issues in economics*
> *• are able to use information sources and software for making calculations in mathematical applications.*

Core contents

Elements of mathematical economics

> *• proportional share, comparison, change calculation*

- *index*
- *the concept of interest, simple interest*
- *taxation*
- *currencies*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future

- Use of one's skills for both personal and Societal benefit

- Resilience, working life skills and an entrepreneurial attitude

The study unit covers mathematical statistics. Statistics can be used to draw conclusions about the world around us, so understanding them develops students' Societal competence.

Mathematical economics, 1 cr (MAB07)

Modules in the study unit

- Mathematical economics, 1 cr (MAB7), Compulsory

Objectives

Mathematical economics

The objective of the module is that the students

- *learn to apply their mathematical skills to the sufficiency of resources, budgetary planning, entrepreneurship, and calculation of profitability*
- *apply the formulas of sequences to mathematical problems related to economy*
- *learn to adapt mathematical models to economic situations and understand their limits*
- *know how to utilise software in making calculations and in mathematical applications*

Core contents

Mathematical economics

- *arithmetic and geometric sequence and their sums*
- *interest calculations: compound interest, present value, and discounting*
- *savings and loans*
- *mathematical models which apply to economic situations and which utilise sequences and sums*

Local specification

Transversal competences

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future

- Use of one's skills for both personal and Societal benefit

- Resilience, working life skills and an entrepreneurial attitude

The study unit covers mathematical statistics. Statistics can be used to draw conclusions about the world around us, so understanding them develops students' Societal competence.

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Ethical and environmental competence

- Value-based and ethical action for the common good

- Appreciation of biodiversity and climate competence based on research data

- Understanding the circular economy and sustainable consumption

The study unit examines the sufficiency of resources by means of sequences, for example.

Local description of study unit

In the study unit, it is advisable to take advantage of opportunities for cooperation with local companies, advocacy groups and universities, for example.

Cooperation between school subjects can be carried out on topics such as savings, loans, interest rates, investing and business profitability.

Mathematical analysis, 2 cr (MAB08)

Modules in the study unit

- Mathematical analysis, 2 cr (MAB8), Optional

Objectives

Mathematical analysis

The objective of the module is that the students

- *explore the rate of change of a function with graphical and numerical methods*
- *understand the interpretation of derivative as a rate of change of function*
- *know how to examine the course of a polynomial function using derivatives*
- *are able to determine the maximum and minimum of a polynomial function in mathematical applications*
- *know how to use software in examining the course of a function and in determining the derivative of a function and extrema on a closed interval in mathematical applications.*

Core contents

Mathematical analysis

- *graphical and numerical methods*

*   *derivative of a polynomial function*
*   *examining the sign and the course of a polynomial function*
*   *determining the maximum and minimum of a polynomial function on a closed interval*
*   *determining the rate of change of a function with software*

Local specification

Transversal competences Interaction competence

*   Emotional and empathy skills
*   Social skills, cooperation skills and collaborative learning skills
*   Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

*   Curiosity and motivation to learn, seek meaning and combine things in new ways
*   Regulation of learning, source criticism and continuous development of learning skills
*   Multiliteracy in the digital age

The course may examine various phenomena in chemistry, physics, or economics through the methods of mathematical analysis.

Ethical and environmental competence

*   Value-based and ethical action for the common good
*   Appreciation of biodiversity and climate competence based on research data
*   Understanding the circular economy and sustainable consumption

During this study unit, students learn to determine the minimum and maximum values of a function. The method teaches students how mathematics can be used to minimise the use of resources.

Statistical and probability distributions, 2 cr (MAB09)

Modules in the study unit

*   Statistical and probability distributions, 2 cr (MAB9), Optional

Objectives

Statistical and probability distributions

The objective of the module is that the students

*   *explore normal distribution as a mathematical model*
*   *explore binomial distribution as a mathematical model*
*   *strengthen and broaden their skills in processing and examining statistics with the help of software*
*   *know how to calculate statistics and probabilities based on statistical distributions and determine them with software*
*   *understand the concepts of confidence interval and margin of error and know how to determine them with software.*

Core contents

Statistical and probability distributions

- *the concepts of normal distribution and standardisation of distribution (expected value and standard deviation)*
- *repeated trial*
- *binomial distribution*
- *the concepts of confidence interval and margin of error*

Local specification

Transversal competences

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

  During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future

- Use of one's skills for both personal and Societal benefit

- Resilience, working life skills and an entrepreneurial attitude

The study unit examines confidence intervals, which helps students understand the reliability of poll results, for example.

7.13.3. Common study module in mathematics (MAY)

Study units

Numbers and equations, 2 cr (MAY01)

Modules in the study unit

- Numbers and equations, 2 cr (MAY1), Compulsory

Objectives

Numbers and equations

The objective of the module is that the students

- *revise the principles of percentage calculation*
- *can employ proportionality in problem-solving*
- *deepen their competence in calculating with fractions*
- *revise the rules for power calculations*
- *strengthen their understanding of the concept of a function*
- *understand the principles of solving an equation and a pair of equations*
- *learn to use software in drawing a function graph, making observations, and solving equations.*

Core contents

Numbers and equations

- *sets of numbers and basic calculations*
- *opposite number, reciprocal number and absolute value*
- *percentage calculation*

- *rules for power calculations (where exponent is an integer)*
- *direct and inverse proportionality*
- *functions, drawing a function graph and interpreting a function graph*
- *solving a first order equation*
- *pair of equations*
- *square root and cubic root*
- *power function and power equation (second and third order)*

Local specification

Transversal competences

Well-being competence

Care for oneself and others

- Identification and utilisation of one's own strengths and formation of one's own identity

- Perseverance in a world of change and surprises

The study unit continues to focus on learning skills, working methods, identifying one's own strength, and practising tolerance of uncertainty. The aim of the study unit is for students to learn to trust their own mathematical abilities. This goal can be supported through formative assessment or self-assessment, for example.

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

During the study unit, students can work in groups, allowing them to engage in mathematical discussions and help each other.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

The study unit includes exercises such as interpreting function graphs, which develops students' mathematical multiliteracy.

7.14. Music (MU)

The task of the subject

In general upper secondary education, the task of the teaching and learning of music is to promote the students' active musical agency and participation. The instruction of music includes multi-sensory familiarisation with and exploration of the world, especially relying on hearing. The students develop their positive relationship with music and artistic expression as well as reflect on the significance of these elements in life.

The teaching and learning of music in upper secondary school offers opportunities for experimenting with musical ways to express, use of imagination, and cross-disciplinary work in artistic subjects. Creative production and the search for new musical solutions are processes that require time and opportunities for thinking. They develop the students' perseverance and ability to apply what they have learned in new situations.

The starting point for the instruction of music is the students' experiences and the meanings they

attribute to music. A personal relationship with music reinforces their self-knowledge and holistic well-being as well as supports the development of their musical identity. Music instruction also advances the students' understanding of music as a Societal phenomenon. Musical and other artistic work provides the students with capabilities for musical civic engagement, cultural and Societal involvement as well as critical evaluation of the media and the aural environment.

Music studies support learning and the sense of community in many ways. Playing music together is a unique form of group activity which reinforces interaction and communication skills. Constructive interaction and coordination broaden the students' horizons concerning music and other arts as well as cultural valuations and hierarchies while developing such skills as creative and critical thinking. These are skills that the students will need in building a good life as well as in studies and work duties in different fields.

The students study the meanings of musical concepts through physical learning as auditive, visual, and motor experiences. In addition to musical audio material, methods used in the instruction include speech, movement, and images as well as different written texts, including sheets of music and tablature.

Transversal competences

Studying music is a holistic musical learning process, which is about developing bodily, motor, cognitive, and expression skills in social interaction. Additionally, music as a subject is naturally linked to all areas of transversal competences in upper secondary school.

Music is essentially about team work and doing things together. As a subject, music lays a foundation for developing well-being competence and interaction competence as well as ethical competence. It offers the students opportunities for understanding themselves and other people as well as the meanings of music in life. When studying music, the students learn to recognise their strengths and also those skills they need to practise further. Through musical and other artistic activity, the students learn to understand other people's thoughts and feelings, which is a precondition for developing empathy and the ability to put yourself in another person's position.

Versatile instruction of music develops the students' creative and multidisciplinary competence. Musical activity guides them to understand that imagination and an ability to use it are important human traits which support them in seeing things differently, thinking outside the box, and solving practical problems. The ability to use imagination is also important in terms of environmental competence. Ecological imagination helps the students see possibilities for alternative choices and weigh the consequences of actions from the perspective of a sustainable way of living. The teaching and learning of music strengthen the students' aesthetic judgement and help them see interfaces between music and other fields of knowledge. However, the essential aspect of arts and creative production is that they help the students see other people in their full humanity, including their skills, knowledge, experiences, and emotions.

Global and cultural competence as well as the development of Societal competence are naturally linked to the objectives of music instruction. Music opens windows to the human condition and society. Music and other arts broaden and expand thinking, the inner eye, which helps the students see behind different barriers and encounter conflicts. Musical activity develops the students' skills in evaluating critically the meanings attributed to things and produced as part of expression. This enables the students to, if necessary, oppose thinking that relies on undemocratic values, denigrating human dignity or, for example, other cultures. Music teaches the students to act responsibly and together for a common goal, also with those whose starting points are different from their own. The means of music and other arts make it possible to deal with even difficult themes in life.

Music is a cultural phenomenon, and the ways of making music are also culturally determined. This is why studying music advances the students' understanding of cultures and cultural heritage, not only in their own but also in other countries. Studying music can thus reinforce respect for cultural diversity and dialogue between groups.

Objectives

The general objectives of music instruction are associated with musical versatility, musical creative thinking, the meanings of music, and musical interaction as well as learning about music and democracy. The general objectives of the teaching and learning can be divided into the following areas:

Musical versatility

The objective is that the students

• develop their musical competence further, including their singing, playing, and listening skills
• advance their competence related to different styles and categories as well as the history of music
• use the possibilities of music technology in making music.

Musical creative thinking

The objective is that the students

• have an interested and inquisitive attitude towards music and other artistic expression
• boldly experiment with new and even unusual musical ideas, also together with others
• understand the nature of the creative process and tolerate incompleteness.

Meaning of music and musical interaction

The objective is that the students

• have an open-minded and appreciative attitude towards different cultures and engage in dialogue about musical experiences
• through music, learn to have empathy for many types of experiences and life situations
• are able to use music to maintain and promote well-being
• see to the safety of the aural and music-making environment and protect their hearing.

Musical learning and democracy

The objective is that the students

• recognise their musical strengths and are emboldened to use and develop them
• set goals for their musical activity and develop their operating methods
• are able to use musical and other artistic ways to express for involvement in society
• understand and know their responsibility in questions concerning the freedom of expression, protection of privacy, and copyrights.

Assessment

In the teaching and learning of music, the assessment supports positively the development of each student's musical competence and develops his or her relationship with music. The students give and receive diverse feedback during the learning process, which guides them in assessing and promoting their learning.

Assessment is carried out in a safe and trusting atmosphere, and it focuses on the whole process of music studies, developing working methods typical of music, and achieving the objectives set for the studies. Each student's starting level is taken into account in the assessment, together with the fact that the students' abilities may be demonstrated in any area of music. The assessment focuses on the students' musical activities at school and particularly during the study units, not on their musical ability.

Study units

Intro – music for all, 2 cr (MU01)

Modules in the study unit

- Intro – music for all, 2 cr (MU1), Compulsory

Objectives

Intro – music for all

The objective of the module is that the students

- *develop their voice control and skills in making music*
- *are encouraged to use music as a means of their expression and produce musical ideas*
- *learn to understand the elements of music by experience*
- *examine and advance their personal relationship with listening*
- *understand and are able to apply the possibilities of using technology in music*
- *understand the meanings of music and its meaningfulness in life and society*
- *promote the creation of a safe aural environment.*

Local specification

- *perceive music as part of historical development*
- *approach music as a profession with openness and respect, and understand its demands and realities*
- *recognise the value and significance of engaging in music in their own life and gain tools for lifelong practice of music*
- *understand the principles of ergonomics in playing instruments and other forms of musical activities.*

Core contents

Intro – music for all

- *versatile assignments and repertoire that develop voice control as well as skills in singing and playing music together*
- *assignments that encourage the students' creative production and artistic expression*
- *repertoire for listening and making music that inspires the students to reflect on the meanings of music*
- *possibilities for diverse use of music technology*
- *as far as possible, visits to concerts and introduction to other art and cultural services*

Local specification

Transversal competences

Well-being competence

Students learn to appreciate their own and others' work, which is a prerequisite for developing compassion and the ability to put themselves in someone else's shoes. Students understand the importance of a safe aural environment for themselves and others.

Interaction competence

Through musical and other artistic activities, students learn to understand and appreciate their own

thoughts and feelings as well as those of others.

Multidisciplinary and creative competence

Music studies teach students to be part of the artistic process and its creation. Students develop their own creativity and expression as part of a group. Students learn to perceive their own role as part of the artistic process. Students recognise the significance of music and its possible connections to other art forms. Students respect the creative solutions and expression of others.

Societal competence

Through different musical genres and the lyrics, phenomena and cultural contexts associated with them, students learn to understand and recognise the social impact of music.

Ethical and environmental competence

Deeper insights into copyright and the safety of the aural environment help students understand the wider implications of their own choices. Students examine their own behaviour as consumers of music and practise acting responsibly in different learning environments.

Global and cultural competence

Global and cultural competences are developed as students perceive the meanings of music as part of communities and societies.

Beat - rhythm and resonance, 2 cr (MU02)

Modules in the study unit

- Beat - rhythm and resonance, 2 cr (MU2), Compulsory

Objectives

Beat - rhythm and resonance

The objective of the module is that the students

> *• understand music as a culturally determined art form and interconnections between cultures*
> *• have an inquisitive attitude towards and familiarise themselves through experience with music genres and musical cultures unfamiliar for them*
> *• see themselves as part of the global world of music*
> *• recognise their personal starting points as well as the challenges and opportunities of reciprocity between cultures.*

Local specification

Learn to recognise and understand their own musical culture and musical heritage.

Core contents

Beat - rhythm and resonance

> *• different music genres and styles and musical cultures as well as the meanings and appreciations associated with them*
> *• music cultures as part of culture*
> *• diverse work with different types of music*

Local specification

Transversal competences

Well-being competence

Gaining new skills brings a sense of achievement and increases well-being.

Interaction competence

Playing music together develops interaction skills.

Multidisciplinary and creative competence

Students develop their creative thinking and artistic expression through tasks that require musical invention, including the use of technology.

Societal competence

Students learn about social influence through art.

Ethical and environmental competence

Ethical and environmental competences are developed through song lyrics related to the topic and the relationship with nature that is often an important theme in Finnish art.

Global and cultural competence

Music is a cultural phenomenon, and the ways of making music are also cultural. Studying music deepens students' understanding of the cultures and cultural heritage of their own country and other countries.

Genre – global curiosity, 2 cr (MU03)

Modules in the study unit

- Genre - global curiosity, 2 cr (MU3), Optional

Objectives

Genre - global curiosity

The objective of the module is that the students

> • *understand music as a culturally determined art form and interconnections between cultures*
> • *have an inquisitive attitude towards and familiarise themselves through experience with music genres and musical cultures unfamiliar for them*
> • *see themselves as part of the global world of music*
> • *recognise their personal starting points as well as the challenges and opportunities of reciprocity between cultures.*

Core contents

Genre - global curiosity

> • *different music genres and styles and musical cultures as well as the meanings and appreciations associated with them*
> • *music cultures as part of culture*
> • *diverse work with different types of music*

Local specification

Visits, excursions, or guest visitors whenever possible.

Local specification

Transversal competences

Well-being competence

Verbalising the emotions aroused by musical activities helps students perceive the impact of music on their own lives and give meaning to their musical experiences.

Interaction competence

Singing, playing music and engaging in other musical activities develop students' social interaction skills. Encouraging students to play music together and expressing one's own views and opinions are a natural part of the study unit.

Societal competence

Music, like other arts, is linked to historical events and society. Students learn about the meaning of music for people in different eras. The study unit introduces students to different musical cultures of the world.

Ethical and environmental competence

The study of musical cultures aims to increase students' ethical competence and understanding of other cultures. Students practise respecting the musical ideas of others in the group when playing music. Students learn to raise and discuss potentially challenging topics related to different musical cultures. It is also possible to highlight the influence of the environment on the development of music and culture.

Global and cultural competence

The study unit provides an opportunity to view music as part of culture and society. Through different musical cultures, students can learn tolerance and broaden their perspectives. By learning about musical cultures, students learn to reflect on their own musical culture in relation to other cultures. Diverse musical activities deepen the students' experience of different musical cultures.

Demo – the art of creating, 2 cr (MU04)

Modules in the study unit

- Demo - the art of creating, 2 cr (MU4), Optional

Objectives

Demo - the art of creating

The objective of the module is that the students

- *develop their competence in a musical or interdisciplinary process between art forms*
- *take responsibility for the group's musical activity*
- *develop their understanding of ways of musical involvement and interaction*
- *understand the relationship between music and other art forms and the media.*

Core contents

Demo - the art of creating

- *student-centred planning of the implementation method for the module's objectives and the repertoire*
- *a musical or interdisciplinary process as allowed by the group's resources*
- *effectiveness of music, for example in interaction, lyrics and other arts, the media or society*

Local specification

- Within the limits of available resources, the study unit can be implemented in the form of a production, such as a concert, recording, musical, music video or collaborative project (with working life, universities, early childhood education or primary and lower secondary education, for example), musical production performed inside or outside the school, or an artistic project based on a theme

Local specification

Transversal competences

Well-being competence

By taking responsibility for the group's musical activities, students develop their empathy skills.

Interaction competence

Students learn communication skills and how to express their own creative ideas in interaction with other group members. Students learn to give and receive constructive and encouraging feedback. Students see the importance of different creative solutions in achieving a common goal.

Multidisciplinary and creative competence

Students learn to be part of the artistic process and understand the importance of their own activity at different stages of the process. Students learn to work in a group to come up with artistic solutions and develop them together. Where possible, students explore the significance of music through different art forms.

Societal competence

Students learn to understand the many ways in which music is used to influence people and how music is an important part of various forms of art and communication. Students also become more aware of careers related to music.

7.15. Study and careers education (OP)

The task of the subject

The task of study and careers education is to offer the students opportunities for acquiring knowledge and skills they will need in life, studies, and the world of work. Study and careers education refers to actions through which the students reinforce their agency, functional capacity, learningtolearn skills, and career planning skills. In this context, agency means the students' ability to build their future and make decisions related to their studies and careers. Study and careers education reinforces the students' confidence in their possibilities of achieving the goals they set and trust in their ability to cope with change.

Study and careers education builds bridges from general upper secondary school to society and the world of work. It promotes fairness, equity, equality, and participation as well as prevents exclusion from education and the world of work. Genderaware guidance strives to dismantle segregation in choices of fields of education and the labour market. The knowledge and skills that the students develop in study and careers education promote the availability of skilled workforce and coordination of the supply and demand of skills in the working life of the future.

Transversal competences

In study and careers education, the students acquire knowledge and skills for acting as responsible citizens and participating actively in society. They adopt continuous learning skills, career planning

*skills, and capabilities needed in working life. The students reflect on their actions and work constructively with others. Study and careers education helps the students develop their **Societal competence** and **interaction competence**.*

*Supported by study and careers education, the students know how to look for information actively, examine it critically, and apply it. They learn to develop their **well-being competence**. The students learn to recognise their personal strengths and to encounter uncertainty as well as to seek guidance and advice if necessary.*

*Through study and careers education, the students develop perseverance, problem-solving skills, and curiosity towards new learning opportunities in keeping with the objectives of **multidisciplinary and creative competence**. They develop the willingness set out in the objectives of **ethical and environmental competence** as well as **global and cultural competence** to develop in different aspects of these competence areas and life.*

Objectives

Study and careers education supports the students' belief in future and provides them with courage to influence it.

The objectives of study and careers education are that the students

- *find their personal ways of learning that support their continuous learning*
- *receive support in their life planning and management as well as their decisions related to education, training, and career choices*
- *plan and manage their time use*
- *are able to assess their agency and resources, need for guidance and support as well as their team work and interaction skills*
- *recognise the influence of values, beliefs, and people who are important for them on their decisions and choices*
- *learn self-assessment skills and are able to map and verbalise their competence and strengths*
- *are familiar with key information sources, guidance services, and application systems related to further studies, world of work, and career planning and know how to utilise the information found in them in career planning and applying for a place in further studies*
- *learn to assess the development of their study and career planning skills*
- *practise assessing their information acquisition skills and information and communication technology competence related to seeking information on education and the world of work*
- *pay attention to their skills in recognising the reliability and appropriateness for their career planning of different information sources*
- *act and assess their activity in digital and other environments where discussions related to career planning are conducted.*

Assessment

Instead of awarding a grade as in other subjects, a pass mark is given for the study and careers education study units. The assessment in study and careers education is based on the students' selfassessment as well as interactive, instructive, and encouraging feedback given in connection with different   study and   careers education actions. All   student   set their personal goals, whose attainment study and careers education monitors.

Study units

I as a student, 2 cr (OP01)

Modules in the study unit

- I as a student, 2 cr (OP1), Compulsory

Objectives

I as a student

The objective of the module is that the students

> *• identify and are able to verbalise their strengths, competence, and interests*
> *• are familiar with the practices and structure of general upper secondary school studies*
> *• prioritise their choices according to their plans*
> *• master the study skills and techniques as well as working methods needed in upper secondary school*
> *• acknowledge the significance of the personal study plan in terms of career planning*
> *• are able to plan their studies in proportion to the requirements associated with taking the matriculation examination*
> *• understand how their choices affect their possibilities for further studies*
> *• are able to plan their time use, enabling them to cope with the requirements of studying and other areas of life*
> *• identify ways of promoting their well-being and functional capacity.*

Core contents

I as a student

> *• personal study plan: plans for studies, matriculation examination, and further studies as well as a career plan*
> *• self-knowledge and personal strengths as well as versatile identification, development, and documentation of the students' competence*
> *• agency, life control and life management skills, self-efficacy, and functional capacity*
> *• well-being, ability to study, a balanced life*
> *• study and information acquisition skills, learning to learn*
> *• information sources, digital guidance services, and application systems related to further studies and planning the future*
> *• getting acquainted with the world of work as well as secondary and higher education institutions*
> *• issues currently topical for general upper secondary school studies*

Local specification

Transversal competences

Well-being competence

- Care for oneself and others

- Identification and utilisation of one's own strengths and formation of one's own identity

- Perseverance in a world of change and surprises

Personal strengths as a student, self-knowledge, study plan, matriculation examination plan.

Interaction competence

- Emotional and empathy skills

- Social skills, cooperation skills and collaborative learning skills

- Language awareness and constructive communication skills

Group bonding, multiliteracy, setting goals for one's studies.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways

- Regulation of learning, source criticism and continuous development of learning skills

- Multiliteracy in the digital age

Information acquisition skills, study skills, text production and problem-solving skills (making choices).

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future
- Use of one's skills for both personal and Societal benefit
- Resilience, working life skills and an entrepreneurial attitude

Digital learning, tolerance of uncertainty.

Further studies, the world of work, and future, 2 cr (OP02)

Modules in the study unit

- Further studies, the world of work, and future, 2 cr (OP2), Compulsory

Objectives

Further studies, the world of work, and future

The objective of the module is that the students

> • are able to plan their future as well as are familiar with education and training options and opportunities offered by the world of work in a changing world
> • advance their competence regarding self-knowledge as well as life planning and management skills
> • recognise and are able to verbalise and document their competence
> • are familiar with key working life skills and able to assess their competence related to them
> • know different forms of working life and employment as well as understand the significance of changes in society and the economy from the perspective of employment
> • know about different forms of entrepreneurship and are able to assess their personal relationship with entrepreneurship
> • are familiar with education and employment options abroad
> • are able to operate in culturally diverse environments
> • know the further education options relevant to them as well as the admission requirements and processes of these options
> • are able to look for jobs and identify different employment opportunities.

Core contents

Further studies, the world of work, and future

> • updating the personal study plan, updating the plans for studying, matriculation examination, and further studies as well as the career plan
> • planning of further studies and the future, application procedures in Finland and abroad
> • knowledge and skills needed in working life, entrepreneurship in a changing and diverse world
> • introduction to the world of work as well as further studies and acquiring experience
> • management of personal finance, student financial aid, and housing
> • promoting the students' personal well-being
> • skills in anticipating the future as well as ability to recognise learning needs related to future competence requirements
> • issues currently topical for general upper secondary school studies

Local specification

Transversal competences

Well-being competence

- Care for oneself and others
- Identification and utilisation of one's own strengths and formation of one's own identity
- Perseverance in a world of change and surprises

Development of self-awareness, areas of interest, study workload / personal well-being, study plan, matriculation examination plan, post-secondary study plan

Interaction competence

- Emotional and empathy skills
- Social skills, cooperation skills and collaborative learning skills
- Language awareness and constructive communication skills

Future working life skills, visits to trade fairs and universities.

Multidisciplinary and creative competence

- Curiosity and motivation to learn, seek meaning and combine things in new ways
- Regulation of learning, source criticism and continuous development of learning skills
- Multiliteracy in the digital age

Different career paths, plans for further studies, information retrieval skills.

Societal competence

- Democracy skills, advocacy for a safe, fair and sustainable future
- Use of one's skills for both personal and Societal benefit
- Resilience, working life skills and an entrepreneurial attitude

Future working life skills, basic knowledge of entrepreneurship, different career paths, structuring options, plans for further studies.

Ethical and environmental competence

- Value-based and ethical action for the common good
- Appreciation of biodiversity and climate competence based on research data
- Understanding the circular economy and sustainable consumption

Personal values behind choices, future studies, different educational options.

Global and cultural competence

- International skills and global citizenship
- Knowledge of Finnish, European and global cultural heritage, as well as an understanding of cultural diversity
- Ethical agency in the global world of media and technology

Future studies, studying abroad, different education options, plan for further studies.

7.16.   Psychology (PS)

The task of the subject

The objective of psychology is to provide the students with capabilities for observing, understanding, and evaluating psychological functions in humans and the social, cultural, and biological factors that influence them. The instruction familiarises the students with the language, concepts and ways of building knowledge used in psychology as a field of science. The contents of the subject are based on scientific knowledge, which is made relevant to the students by linking it to understanding human behaviour and phenomena of daily life. The multiple perspectives as well as the empirical and reflective approach of psychology develop the students' thinking skills extensively. The students are guided to understand the interactions and interdependencies of psychological, biological, social, and cultural factors as well as to improve their ability to evaluate and apply what they have learned.

Diverse methods that activate the students are used in the instruction of psychology, and the possibilities offered by digitality and different learning environments are utilised. Cooperation with other subjects is natural part of the teaching and learning of psychology. Phenomena included in the subject of psychology are examined especially in biology, health education, study and careers education, philosophy, religion, and culture, worldviews and ethics in the ways typical for each of these subjects. As far as possible, cooperation with universities and higher education is used in the teaching and learning.

Transversal competences

The objectives of transversal competences are integrated in the objectives of the subject.

*From the perspective of **wellbeing competence**, the skills in and knowledge of psychology support selfknowledge, selfdevelopment, understanding of others as well as maintenance of mental wellbeing. The instruction of psychology supports students in building their identity and provides them with capabilities for examining their personal psychological wellbeing as well as making decisions that support it. Knowledge of psychology gives the students tools for understanding the significance of social relationships, skills in regulating emotions, and resilience for maintaining and recovering holistic wellbeing.*

*The instruction of psychology uses dialogical and reflective methods, which improve the students' **interaction competence**. Studying psychology develops the students' skills of recognising emotions important for social interaction, both in themselves and others. The instruction of psychology develops the students' capabilities for constructive communication and their understanding of the importance of empathy in social relationships.*

*Studying psychology supports extensively the students' **multidisciplinary and creative competence**. Familiarisation with the psychology of learning provides the students with capabilities for becoming aware of, assessing, and developing their learningtolearn skills. In psychology, human behaviour is examined diversely from the perspectives of natural sciences, social science and behavioural science. Learning about the limitations and potential of human information processing supports the development of critical thinking and multiliteracy. The applied nature of the subject lays a foundation for creative information processing.*

*Studying psychology develops the students' selfknowledge, which supports their career planning, working life skills, and other **Societal competence**. Studying psychology provides the students with capabilities for understanding the significance of such elements as selfefficacy, selfdevelopment, and goalsetting in the background of an enterprising attitude.*

*Studying psychology provides the students with tools for understanding the differences between people's values, attitudes, and behaviour in **ethical** questions. The contents of psychology enhance the students' understanding of how important perception of the world is for people's thinking and behaviour, supporting the development of **environmental competence**.*

*Psychology opens up for the students scientific perspectives on which aspects of humanity are universal and which are culturebound. Studying psychology develops the students' capabilities for understanding differences between individuals and cultural diversity, thus building **global and cultural competence**.*

Objectives

The general objective of the instruction of psychology is that

students

• based on scientific knowledge, perceive human behaviour as an integrated whole that relies on interaction between mental, biological, social, and cultural factors
• master key concepts and questions of psychology as well as are able to justify statements on the basis of psychological knowledge and perspectives
• are able to acquire psychological information from different sources and know how to evaluate its reliability and validity
• are able to evaluate the potential, restrictions, and ethical perspectives of psychological research as well as master skills in applying scientific knowledge and critical thinking
• understand psychological information to the point that they can apply their knowledge to promoting their personal well-being, strengthening their interpersonal relationships and interaction skills, and developing their studying and thinking skills
• are able to draw on and apply their knowledge of psychology to analyse complex phenomena and to understand cultural diversity.

Assessment

In the subject of psychology, the task of assessment is to support the students' learning and to provide feedback on their learning processes and competence. Assessment encourages the students to develop their thinking skills diversely. Assessment includes both feedback provided during the learning process and assessment of what the students have learned and what they know. The assessment focuses on the attainment of transversal competences and the general objectives of psychology, however emphasising the modulespecific targets and command of key contents. Grades are awarded on the basis of diverse demonstrations of knowledge and skills, and attention is paid to the students' competence in terms of both knowledge and information processing. In the area of knowledge attention is paid to the students' command of psychological knowledge and concepts. For the part of information processing, the skills in analysing, applying and evaluating psychological knowledge and research are emphasised. The assessment also takes into consideration the students' skills in information acquisition and presentation.

Study units

Human behaviour and learning, 2 cr (PS01)

Modules in the study unit

* Human behaviour and learning, 2 cr (PS1), Compulsory

Objectives

Human behaviour and learning

The objective of the module is that the students

• understand the nature of psychology as a science and the fact that psychological knowledge is based on research
• are able to describe the basic characteristics of scientific thinking from the perspective of psychology
• are able to explain the nature of and differences between conscious and nonconscious action
• are able to analyse the psychological, biological, social, and cultural factors associated with human behaviour
• familiarise themselves with some phenomenon related to well-being from the psychical, biological, social, and cultural perspective
• are able to analyse the psychological, biological, social, and cultural factors associated with learning and, on this basis, develop their learning and studying.

Core contents

Human behaviour and learning

Examining human behaviour from the perspectives of psychology
• psychological perspective: basic knowledge of information processing, motives, and emotions
• biological perspective: basic knowledge of nervous system function and the approach of evolutionary psychology
• social perspective: basic knowledge of socialisation and situational factors
• cultural perspective: examples of differences and similarities between cultures
• conscious and nonconscious actions
Learning and studying from the perspectives of psychology
• psychological perspective: conditioning, basic knowledge of working memory and long-term memory function, schemas, learning strategies, metacognition, goal orientations, and selfefficacy
• biological perspective: plasticity of the brain and the impact of sleep on learning
• social and cultural perspective: examples of the social nature of learning and different learning cultures
Psychological research
• scientific knowledge and everyday information
• the process of scientific research
• the significance of the sample and population in evaluating research
• ethical principles of psychological research
• examples of qualitative and quantitative psychological studies

Local specification

Transversal competences

Well-being competence

The module supports students' Well-being competence by providing information on individual learning and group dynamics phenomena underlying well-being. In particular, students develop the ability to regulate their own learning, other study skills and source criticism during the module. Students become aware of the resource limitations of cognitive functions and the prerequisites for the development of critical thinking.

Multidisciplinary and creative competence

The study of psychology as a science introduces students to the world of scientific thinking and scientific research in general.

The developing human, 2 cr (PS02)

Modules in the study unit

- The developing human, 2 cr (PS2), Optional

Objectives

The developing human

The objective of the module is that the students

• are able to analyse the factors, and their interactions, affecting individual development in humans
• are able to explain how the maturation and development of the nervous system are reflected on psychological development from the foetal period on through the individual's life course
• are able to describe socio-emotional and cognitive development in childhood and adolescence as well as to apply theoretical knowledge and research evidence relevant to them
• are able to give examples of how socialisation and culture influence human development

• understand the individual nature and continuity of development comprehensively
• familiarise themselves with adolescent psychology and reflect on factors related to the transition to adulthood
• are able to apply their knowledge of developmental psychology to understanding themselves and other people and to improving their interaction skills
• are able to describe how research in human development is done.

Core contents

The developing human

Nervous system development from the perspective of psychological functions throughout the

individual's life course
• significance of genotype
• maturation and learning
• sensitive periods
• the significance of plasticity in development

Development of emotions and interaction in childhood and adolescence
• early interaction and attachment
• temperament
• self and self-concept
• emotions, emotional skills, and regulation of emotions
• peer relationships and social skills

Cognitive development in childhood and adolescence
• language and thinking
• executive functions

Development of identity during the life course
• personal identity
• social identity
• cultural and ethnic identity
• gender and sexual identity, diversity of gender, and sexual orientation

Individual and continuous nature of development
• different developmental paths from early childhood to adulthood
• significance of parenting and the growth environment

Psychological research
• twin and adoption studies
• longitudinal and cross-sectional studies
• examples of observational studies

Local specification

Transversal competences

Well-being competence

The module supports students' Well-being competence by providing information on individual development underlying well-being.

Interaction competence

Scientific knowledge about topics such as language development enables students to develop their linguistic awareness and constructive communication skills.

Information processing in humans, 2 cr (PS03)

Modules in the study unit

- Information processing in humans, 2 cr (PS3), Optional

Objectives

Information processing in humans

The objective of the module is that the students

> *• recognise general principles that guide cognitive function and are able to apply them in examining cognitive phenomena*
> *• are able to explain how perception, attention, and memory are connected to other information processing in humans*
> *• understand the significance of language for human behaviour*
> *• understand the cognitive functions that underlie decision-making*
> *• recognise some of the most common cognitive impairment*
> *• understand the significance of plasticity and the main principles of neural network function as the foundation of psychological function*
> *• are able to describe brain functions related to perception, attention, memory, and linguistic functions*
> *• are able to plan and present a simple experimental study and to evaluate the strengths and limitations of the method used.*

Core contents

Information processing in humans

General principles of information processing
• stimulus-based and schema-based information processing
• conscious and nonconscious information processing

Perception and attention
• schemas and the perceptual cycle
• perception, basic knowledge, especially of visual perception and its neural basis
• voluntary and involuntary attention
• basic knowledge of the neural basis of attention
• examples of attention disorders

Memory
• working memory and long-term memory function
• reconstructive memory and forgetting
• basic knowledge of the neural basis of memory
• examples of amnesia

Language
• significance of linguistic functions for information processing
• basic knowledge of the neural basis of linguistic functions
• examples of cerebral language disorders

Decision-making
• fast and slow thinking
• examples of cognitive biases and heuristics

Brain structure and neural function
• main structures of the nervous system and brain
• functioning of the neuron and the synapse
• information transmission in neural networks
• plasticity
• examples of neuropsychological rehabilitation

Research methods of cognitive psychology and neuropsychology
• principles of experimental research
• examples of case studies
• examples of studies drawing on brain research methods
• planning of experimental research

Local specification

Transversal competences

Well-being competence

The module supports students' Well-being competence by providing information on individual development underlying well-being.

Global and cultural competence

Understanding of cultural diversity increases when the module deals with cultural schemata and what is common in activities and what is culture-specific.

Emotions and mental health, 2 cr (PS04)

Modules in the study unit

• Emotions and mental health, 2 cr (PS4), Optional

Objectives

Emotions and mental health

The objective of the module is that the students

• are able to explain how emotions are created and how they are affected by culture
• understand the significance of emotions for human cognitive function, interaction, and psychological well-being as well as develop skills for applying this knowledge as an instrument of self-understanding and interaction
• are able to explain factors that influence mental health and psychological well-being as well as apply this knowledge to promoting their and other people's well-being
• recognise some of the most common mental health problems and disorders
• are able to reflect on the social dimensions of mental health and mental health disorders, and on how their definitions are open to interpretations
• are able to describe the biological, psychological, social, and cultural factors in the background and in the treatment of mental health disorders
• focus on the causes, symptoms, and treatment of a mental disorder of choice

Core contents

Emotions and mental health

The psychology of emotions
• creation of emotions: emotional reaction and emotion experience
• basic knowledge of the neural basis of emotions and their regulation
• the universal and culture-bound nature of emotions
• the significance of emotions as factors that direct cognitive function and social interaction
• regulation of emotions as an element of well-being

Psychological well-being and maintaining a psychological balance
• significance of coping mechanisms and defences
• significance of resilience for well-being
• significance of sleep and circadian rhythms for psychological function

• *key factors affecting sleep quality*
• *causes, effects, and regulation mechanisms of stress*
• *crises as a threat to psychological balance; crisis management*

Mental health
   • *mental health as a concept*
   • *classification of the most common mental health disorders and information about their typical symptoms*
   • *examples of biological, psychological, social, and cultural background factors that explain the causation of mental health problems and disorders*
   • *examples of biological and psychosocial treatments of mental health problems and disorders and different implementation methods of psychotherapy*
   • *examples of topical Societal discussion on mental health disorders*

Psychological research
   • *non-experimental research: correlative and descriptive research*
   • *examples of studies drawing on physiological measurement methods*

Local specification

Transversal competences

Well-being competence

The module supports students' Well-being competence by providing information on mental health and emotions underlying well-being.

Global and cultural competence

Learning about how emotions are linked to culture gives students tools for interacting with people from different cultures.

Ethical and environmental competence

In this module, students consider issues related to the treatment of mental health problems and reflect on how a good society could guarantee high-quality treatment for mental health problems and access to treatment for those who need it.

The individual and communal human, 2 cr (PS05)

Modules in the study unit

   • The individual and communal human, 2 cr (PS5), Optional

Objectives

The individual and communal human

The objective of the module is that the students

   • *are able to describe the differences between individual characteristics and their genetic foundation*
   • *are able to examine personality as a whole from different perspectives and apply this knowledge to identifying their personal strengths and development areas*
   • *are able to describe individual differences in intelligence and creativity*
   • *are able to examine the significance of social environment and culture for an individual's behaviour*
   • *understand human behaviour from the perspective of interaction between personality, social environment, and culture*
   • *are able to apply their knowledge of psychology to understanding diversity and building a sustainable future*

• are able to describe and evaluate psychological assessment methods used in research on individual differences.

Core contents

The individual and communal human

Significance of the genotype, culture, and social environment for personality development

    • stability and changeability of personality
    • basic knowledge of behavioural genetics

    Personality from different perspectives
    • temperament
    • trait theory perspective
    • motivation
    • individual behavioural and cognitive strategies
    • narrative examination of identity and personality

    Intelligence and creativity as part of human behaviour
    • definitions of intelligence
    • measurement of intelligence and the challenges associated with it
    • interaction between genotype and the environment in intelligence
    • definitions of creativity and factors associated with it

    Influence of culture and social environment on human behaviour
    • information processing in social situations: creation of stereotypes, attributions, attitudes, and prejudices
    • examples of the neural basis of social interaction
    • importance of the group for individuals and relationships between groups
    • impacts of situational factors on the individual and the group
    • different dimensions of cultures
    • examples of how culture affects thinking and behaviour
    • examples of individuals' and communities' actions in building sustainable future

    Psychological research
    • examination of individual differences
    • methods of assessing personality and intelligence
    • reliability and validity
    • examples of studies using surveys, interviews and tests
    • examples of social psychology research

Local specification

Transversal competences

Well-being competence

The module supports students' Well-being competence by providing information on various factors related to individual psychology and group dynamics underlying well-being.

Societal competence

Students understand the significance of various factors related to individual and group psychology in career planning and working life skills.

Ethical and environmental competence

The module helps students understand differences and similarities and increases tolerance.

7.17. Health education (TE)

The task of the subject

Health education is a multidisciplinary subject whose task is to develop the students' health literacy. Health literacy comprises mastering facts and concepts, health-related skills, an ability for independent critical thinking, advancing self-awareness as well as citizenship competencies. It enables the students to understand the broad scope of health and to recognise and modify factors that support them to appreciate, promote, and maintain their personal health as well as the health of other people and the environment. Health is understood in terms of physical, mental, and social well-being and functional capacity. The underlying values of the subject are based on respect for life, a life of human dignity with full human rights, equality, equity, responsibility, and active citizenship.

The teaching and learning challenge the students to examine health, safety, health promotion, and prevention of illnesses as well as the related phenomena as multidimensional entities and from the perspective of the individual, the community, and society as well as the global world. An essential objective is guiding the students to understand health as a resource which underpins many other daily activities. The students familiarise themselves with the language, concepts, and ways of building knowledge in the fields of various sciences underlying this subject. The purpose of the instruction is to support the students' capabilities for individual and communal acquisition, building and use of knowledge as well as skills in evaluating critically health-related information and communication. The tasks of the subject also include developing the students' capabilities for analysing and evaluating the background factors and consequences of their healthrelated choices and habits as well as identifying ways of learning that are suitable for them. The teaching and learning develop the students' ability to explore diversely ethical and legal questions related to health and illness. Regarding health, the instruction additionally promotes the students' capabilities for making appropriate and reasoned choices as well as building their personal resources and a sustainable future.

Transversal competences

Transversal competences are diversely integrated in the instruction of health education and thus help the students grow into balanced and educated individuals.

*The teaching and learning of health education produce **well-being competence** by developing the students' understanding of key individual, communal, and Societal preconditions for well-being and improving their capabilities for promoting their and other people's health and well-being. Health education develops the students' self-awareness, helping them recognise their personal strengths and supporting their identity building.*

***Interaction competence** is developed in health education with the help of both the subject contents and the teaching methods used in it. The instruction deals with factors relevant to mental well-being, including emotional and interaction skills. Communal knowledge building promotes social and team skills.*

*As a subject underpinned by different fields of science, health education naturally develops the students' **multidisciplinary and creative competence**. In health education, the students are guided to combine information produced in different fields of science and to build new knowledge for themselves. Health education contains objectives which guide the students to apply information and interpret it critically. The objectives of health education also support the regulation of learning by guiding the students to find ways of learning that suit them and to reflect on the personal significance for them of the themes covered in this subject.*

*The objectives and underlying values of the subject guide the students to reflect on such topics as the preconditions for a safe environment, inequalities in health, and the consequences of choices related to ways of living. The exploration of these themes lays a foundation for understanding a safe, fair, and sustainable future and thus develops **Societal competence**.*

Ethical and environmental competence come up in the instruction of health education as the students analyse their consumption habits associated with different environmental health impacts, evaluate the consequences of these habits, and resolve ethical questions.

Health education seeks to explain the causation of different health culture phenomena and evaluates their significance. The subject also examines global health issues and ways in which they can be influenced. Dealing with such themes contributes to strengthening the students' **global and cultural competence.**

Objectives

The objective of the instruction of health education is that

students

• *are able to build a holistic picture of health and its individual, communal, Societal, and global preconditions, are able to make justified suggestions for how their, other people's, and the environment's health and safety can be maintained or promoted, as well as know how to use health education concepts appropriately*
• *are able to search for health-related information in different sources, apply and analyse it, and evaluate its reliability and validity; understand the difference between scientific and everyday information in explaining the risks, causes, mechanisms, and consequences of health and illnesses; and are able to justify their views by research evidence*
• *are able to analyse and evaluate the guiding influence of their personal needs, perceptions, experiences, attitudes, and values on their health-related choices as well as the impacts of their ways of living and consumption habits on health and the environment*
• *are able to analyse ethical questions related to health and illnesses as well as the preconditions for sustainable development and its health impacts*
• *are able to select ways of learning suitable for them and appropriate for the situation, set goals for their learning, and assess the attainment of these goals realistically.*

Assessment

The task of assessment is to support learning and provide the students with information about their progress and learning outcomes. Assessment is based on criteria derived from the objectives of the subject, and it consists of diverse assessment during the learning process and summative assessment of competence, also including self and peer assessment. Explaining the criteria to the students at the beginning of a study unit as well as assessment and feedback provided during it help the students steer their learning.

The targets of assessment are mastering facts included in the syllabus and using concepts accurately, the students' information acquisition skills, and their ability to apply, analyse, evaluate, and combine information on health and illnesses and to construct justifications for it. The students' ability to examine ethical questions related to health and illnesses diversely as well as their ability to set and assess the attainment of learning goals are also taken into account in the assessment. Assessment focuses on the students' capabilities for analysing, evaluating, and justifying their views and different health habits, not on the students' values, attitudes, health behaviour or other personal traits as such.

Study units

Health as a resource, 2 cr (TE01)

Modules in the study unit

- Health as a resource, 2 cr (TE1), Compulsory

Objectives

Health as a resource

The objective of the module is that the students

Health as a resource

The objective of the module is that the students

• are able to describe and structure key human resources and determinants of health as well as analyse their connections with health and their mechanisms of action
• are able to explain how different health culture phenomena develop and evaluate their significance for health as well as apply key social psychology models and theories to explaining why people adopt certain ways of living
• identify factors affecting their personal ways of living and are able to evaluate the significance of choices concerning ways of living for their health and the health of their close surroundings as well as make justified suggestions for how health-enhancing ways of living can be promoted and harmful ones prevented.

Core contents

Health as a resource

Holistic nature of health

> *• key determinants of health and their mechanisms of action*
> *• key social psychology theories and models explaining health and ways of living: the theory of planned behaviour, social-cognitive theory, health belief model, transtheoretical model*
> *• health culture phenomena: inconsistency between behaviour and appreciation of health; medicalisation and pursuit of health as a new illness; intervention in ways of living; alternative treatments*

Key foundations of physical and mental well-being

> *• health-promoting nutrition, physical activity, rest, sleep, and weight management*
> *• sexuality, sexual health, sexual rights*
> *• individual, communal, and Societal factors that protect mental health; stress and crises as factors which put mental health under pressure; ways of controlling stress*
> *• wellbeing of the students*

Local specification

Transversal competences

Well-being competence

Well-being competence is developed through lifestyles that affect student well-being, support physical and mental well-being and promote health; individual, communal and Societal factors that protect mental health; individual resources and stress management in different life situations.

Interaction competence

Interaction competence is strengthened by developing emotional and interaction skills and pair and group work skills, deepening cooperation skills and practising peer assessment.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are promoted by learning about key social psychology theories and models explaining health and lifestyles and applying these models and theories to explain why people adopt certain ways of living, as well as by developing skills in applying and critically interpreting information.

Societal competence

Societal competence is developed by understanding how social factors determine health, becoming familiar with ways of promoting health and preventing illness in society, becoming familiar with the ways of promoting sexual rights in society and evaluating health culture phenomena in society.

Ethical and environmental competence

Ethical and environmental competences are promoted by identifying conflicts between health values and behaviour, assessing the significance of lifestyle choices for environmental health and understanding the importance of sexual rights as part of human rights.

Health and the environment, 2 cr (TE02)

Modules in the study unit

- Health and the environment, 2 cr (TE2), Optional

Objectives

Health and the environment

The objective of the module is that the students

> • *have knowledge of the principles of acquiring scientific evidence and the stages of the research process as well as are able to apply this knowledge and describe with justifications how reliable and versatile research evidence can be obtained on topics related to health, health behaviour, and functional capacity*
> • *are able to find information and compare the reliability of different sources*
> • *are able to describe the forms of health communication and the means of exerting influence used in it as well as analyse the significance of health communication for people's health and perceptions of health*
> • *are able to present and analyse the links to and impacts on health of the physical and psychosocial environment as well as evaluate the significance of their own ways of living and consumption habits for environmental health and the way the environment affects health*
> • *are able to describe forms of addiction and the factors that influence their development as well as analyse the health and other harms associated with addiction.*

Core contents

Health and the environment

Acquiring, evaluating, and interpreting health-related information

- *scientific knowledge and everyday information, cognitive biases, stages of the research*
- *process, evaluating the reliability of research evidence*
- *forms of health communication and the means of influence used in it, evaluation of the*
- *significance and reliability of health communication*

Health and safety of the environment

- *links to and impacts on health of the built, natural, and psychosocial environment*
- *sustainable development and health*
- *safety of environments and prevention of violence*
- *well-being at work*

Pleasure and addiction

- *biological, psychological, and social mechanisms affecting addiction*
- *key substance and behavioural addictions, causes and prevention methods of addiction, harms caused by addiction*

Transversal competences

Well-being competence

Well-being competence is promoted by understanding the individual, communal and Societal factors that support well-being at work, identifying forms of dependency and understanding the factors that contribute to their emergence.

Interaction competence

Interaction competence is strengthened by developing emotional and interaction skills and pair and group work skills.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are promoted by developing skills in the application and critical interpretation of information.

Societal competence

Societal competence is strengthened by understanding how social factors determine health, identifying the prerequisites for a safe environment and analysing the harmful effects of addiction on health and other areas.

Ethical and environmental competence

Ethical and environmental competences are developed by analysing the connections between the physical and psychosocial environment and their effects on health, and by assessing the significance of one's own lifestyle and consumption habits for environmental health and healthiness.

Health and society, 2 cr (TE03)

Modules in the study unit

- Health and society, 2 cr (TE3), Optional

Objectives

Health and society

The objective of the module is that the students

> *• are able to describe and analyse the changes, development, and links to public health of Societal conditions, social and health policy and other Societal policies, science as well as technology*
> *• are able to analyse the risk factors of key noncommunicable and communicable diseases, suggest justified solutions for preventing them, and evaluate the significance of illnesses and diseases for individuals and society as well as the impacts of ways of living from the perspective of noncommunicable and communicable diseases*
> *• are able explain with justifications which social and health services are available for an individual in different situations, evaluate critically the organisation and provision of the services as well as assess the significance of social and health services, self-care, and self-management for health*
> *• are able to evaluate ethical questions related to health and illnesses, describe and assess factors influencing health and health inequalities in Finland and globally, and analyse factors that reduce health inequalities.*

Core contents

Health and society

Health promotion and prevention of illnesses in different eras

• perceptions of health and models for explaining illnesses
• key factors related to society, science and technology that have affected the health of populations
• future health challenges and opportunities

Illnesses and treatment

• epidemiological transition, key noncommunicable and communicable diseases
• organisation, provision, and use of social and health services
• self-care and self-management

Ethical questions

• perspectives of ethical analysis: virtues, consequences, rights, responsibilities, motives, values, and norms
• key ethical and legal questions related to health and illnesses, including fertility treatments, abortion, freedom and responsibility related to ways of living, screenings, genetic technology, euthanasia
• ethical principles of health care, patient rights, prioritisation
• health and health inequalities in Finland and globally as well as ways in which they can be influenced

Local specification

Transversal competences

Well-being competence

Well-being competence is strengthened by identifying the prevention of risk factors for diseases, understanding the significance of self-care and self-management and making proper use of health and social services to promote well-being.

Interaction competence

Interaction competence is strengthened by deepening cooperation skills and practising peer assessment and argumentation.

Multidisciplinary and creative competence

Multidisciplinary and creative competences are promoted by applying knowledge from different subjects to health science issues and by understanding the factors that influence health promotion, disease prevention and the reduction of health inequalities.

Societal competence

Societal competence is developed by understanding the key social factors affecting the health of the population, as well as how health and social services and social policy relate to the health of the population and health inequalities.

Ethical and environmental competence

Ethical and environmental competences are promoted through the analysis of ethical and legal issues

related to health and disease, understanding the ethical principles of healthcare, patient

rights and prioritisation, and identifying issues related to health inequalities and sustainable development goals.

Global and cultural competence

Global and cultural competences are developed by identifying perceptions of health and models for explaining illnesses in different eras, understanding the variation in factors affecting health, issues related to health inequalities and the effects of epidemiological transition globally.

7.18.　Swedish (TKRU)

The task of the subject

Language subjects teach the students skills, provide them with tools, and comprise a specific field of knowledge. The instruction of languages advances the students' proficiency in different languages obtained in primary and lower secondary education, language education as well as the development of students' language awareness.

Swedish as a second national language is part of the language education of the general upper secondary school, which strives to recognise and make visible objectives common to all language subjects in general upper secondary school and, on the other hand, the general role of languages in teaching and learning. The instruction of languages in general upper secondary school develops the students' multilingual competence, which consists of mastering their mother tongue, national and foreign languages, and dialects and registers of these languages at different levels. Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and skills in acting in different language communities. The students are encouraged to use different languages diversely, taking the various elements of language proficiency into account and valuing all language skills.

The teaching and learning of Swedish are based on a broad conception of text, according to which texts are multifaceted, and can be for example written, spoken, visual or audiovisual texts, or combinations of these forms of expression. The texts typical of the subject may be narrative, descriptive, reflective, instructive, or argumentative, fiction or non-fiction, as well as everyday or institutional requiring different conversation skills. The task of the instruction of Swedish is to develop the students' Swedish language proficiency diversely. Diverse language proficiency develops through interpreting and producing different texts and genres. The students progress from basic to extensive skills and from everyday language towards more academic language proficiency. The students are guided to develop their proficiency in different languages, expand their plurilingual competence, and develop their metalinguistic skills, which refer to an ability to understand and use linguistic knowledge, knowledge of the structures and functions of language, as well as connections between languages. The students practise using the language extensively in varying contexts. They learn to acquire, edit, produce, and share as well as assess and evaluate information.

Transversal competences

The instruction of Swedish as a second national language deals with themes through which learning is integrated with mastering the large entities addressed in upper secondary studies and interdisciplinary work. The different second national language syllabi work together both with each other and the different foreign language syllabi and subjects. At the same time, students develop their understanding of and make connections with life outside of the school as well as the life stages following school, studies, and the world of work.

As subjects that provide the students with skills and instruments, languages offer tools for recognising, practising, developing, and adopting transversal competences and reflecting on values and attitudes. The teaching and learning of languages are also underpinned by specific fields of knowledge and science, whose dimensions, such as sociolinguistics, cognitive linguistics or textual research, can be used to examine extensive themes.

Transversal competences offer content to be dealt with in instruction, objectives for activities as well as justifications for selecting different learning environments, working methods or techniques. In the instruction of the second national language, transversal competences are visible, among other things, in asking 'why' and considering causal relationships. Languages offer an opportunity to develop creative activities and experiment with different methods of study while also enjoying an intellectual pursuit and the aesthetics of language.

*Through studies of a second national language, the students examine the construction of individuals' and the community's identities and acting in a group. All language proficiency the students may have is valued and an effort is made to draw on it, thus improving the students' Well-being competence and **Interaction competence** and promoting their self-efficacy. Empathy, good manners, and elements of constructive interaction (mediation) come up in all language subjects as part of transversal competences. By exploring the elements of constructive interaction and adopting skills related to it, the students advance their understanding of otherness and learn to build understanding in situations where linguistic or cultural barriers hamper it.*

The students improve their language learning skills by identifying strategies for learning a second national language suitable for them and assessing the progress they make with their learning. They are guided to understand the importance of versatile language proficiency in further studies and the world of work as well as in building a linguistic identity.

*As a subject that integrates different fields of science and knowledge as well as arts, languages create interfaces with other subjects as well as **multidisciplinary and creative competence**. Thematic studies and interdisciplinary study modules encourage the students to make use of their proficiency in different languages, even when their skills are limited, and their plurilingual competence. The key component is working on issues, questions, and solutions in interaction with others. Instruction aims at providing situations where the students can safely challenge the limits of their competence. The studies of and proficiency in a second national language enable access to many types of discourse, information, sources, and forms of art. At the same time, the students can question established practices and seek for new, creative perspectives as well as recognise and understand diversity. In the instruction of languages, the objective is developing the students' thinking and analysis skills by using diverse and student-centred methods and offering meaningful, open-ended, and sufficiently challenging assignments.*

*Studying a second national language strengthens the students' **Societal competence**. Instruction provides the students with linguistic and cultural competences and tools for participation and active agency in society and the global world. At the same time, instruction builds connections to democracy education and equality perspectives as well as reflections on languages, such as issues of majorities and minorities, language policy or loss of linguistic diversity. The skills and contacts that studying Swedish as a second national language make possible facilitate the students' transition to further studies, the world of work, and roles requiring civic engagement.*

*The studies of a second national language strengthen **ethical and environmental competence** by enabling the students to sympathize with and understand problems beyond the limitations set by their mother tongue. Global environmental issues, including climate change, loss of biodiversity and unsustainable consumption habits, are problems with an impact on the individual and the community. In the course of their studies, the students strengthen their skills and seek contacts with the aim of finding and working on common solutions. In addition to seeking and producing information, the students are guided to reflect on the significance of attitudes and values as well as to develop their sense of responsibility and skills in acting constructively in different contexts.*

*For the part of **global and cultural competence**, studies of Swedish as a second national language enhance the students' curiosity, motivation, and skills required to act in culturally and linguistically diverse environments and contexts. Versatile language proficiency and understanding the usefulness of the second national language in national, Nordic, and international cooperation as well as in the examination of global issues improve the students' global citizenship skills and offer opportunities for multilateral, creative cooperation. Language studies strengthen the students' knowledge of cultural heritage and inherently provide different perspectives for exploring issues.*

Objectives

The general objectives of the instruction of Swedish refer to cultural and linguistic diversity, study

skills as well as interaction skills and skills in interpreting and producing text. The general objectives can be divided into the following areas:

Cultural and linguistic diversity

The objective is that the students

> *• are encouraged as users of Swedish and agents in a linguistically and culturally diverse world in national, Nordic, European, and global encounters where using Swedish is possible and where the aim is, rather than at native-like language proficiency, at constructive interaction and building mutual understanding*
> *• understand the significance of Swedish as the second national language in Finland*
> *• demonstrate the skills, knowledge, and willingness needed to act constructively and creatively in Swedish*
> *• find increasing their linguistic repertoire meaningful.*

Study skills

The objective is that the students

> *• are able to set goals and assess their development as part of a continuous learning process*
> *• recognise their strengths and development areas as language learners*
> *• are able to use different language learning strategies and tools efficiently*
> *• form an idea of the continuous development of their language proficiency, also after they have finished their general upper secondary studies.*

Interaction skills, skills in interpreting and producing text

The objective is that the students

> *• gain practice in and are encouraged to use Swedish extensively and diversely*
> *• gain experiences of diverse environments for studying and using Swedish*
> *• are able to relate their competence to the proficiency levels of the Evolving Language*
>
> *Proficiency Scale (Appendix 2) as set out in the table below as well as set personal goals, assess the development of their skills, and develop their proficiency further.*

Language and syllabus	Interaction skills *(in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)*	Text interpretation skills *(in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)*	Text production skills *(in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)*
A syllabus	B2.1 (A2.2)	B2.1 (A2.2)	B1.2 (A2.1)
B1 syllabus	B1.1 (A1.3)	B1.1 (A1.3)	B1.1 (A1.3)
B3 syllabus	A2.2	A2.2	A2.1
Native-level syllabus	B2.2 (B1.2)	B2.2 (B1.2)	B2.2 (B1.2)

Assessment

In Swedish as a second national language, the task of assessment is to support the students' development as users of Swedish. Versatile assessment, as well as successful and encouraging feedback boost the students' self-efficacy and reinforce their motivation to study.

The focus of the assessment and other feedback is on the competence set out in the objectives of the syllabus and mastering key contents. Self and peer assessment are used to understand and develop the students' personal and the group's competence as well as the learning process.

The targets of assessment are the students' interaction competence, text interpretation and interaction skills as well as competence linked to the objective area of cultural and linguistic diversity. The targets of assessment also include the students' study skills, such as their skills in developing study strategies as well as working skills which promote learning.

Where applicable, the Evolving Language Proficiency Scale based on the Common European Framework of Reference (CERF) is used as support for assessment, a tool for the teacher, and an instrument for the students' self and peer assessment (Appendix 2). Nationally recognised examination systems intended for certifying proficiency in Swedish as a second national language may also be used to support assessment.

At the beginning of studies, the students' ability to develop their language learning skills is emphasised in the provision of feedback. As the studies progress, the Evolving Language Proficiency Scale can be increasingly utilised to define the level of the students' interaction, interpretation, and production skills.

In grade formulation, all objective areas are accounted for systematically, including the objectives related to improving study skills, even if emphases may vary in different study units.

Assessment of oral language skills

In language instruction, students' oral language proficiency shall be assessed along with other aspects of language proficiency. Oral language proficiency can be assessed by means of a separate test.
(Section 37(4) of the Act on General Upper Secondary Education 714/2018.)

Students who have completed the general upper secondary education syllabus are issued with a general upper secondary education certificate. A certificate is issued on the completion of the syllabus for preparatory education for general upper secondary education.
. – – The certificates referred to in subsections 1 and 2 are also accompanied by a separate certificate of completion of the general upper secondary school diploma and oral language proficiency test.
(Section 39(3) of the Act on General Upper Secondary Education 714/2018.)

In the course of compulsory and optional studies of Swedish as a second national language, the students' oral language skills are also assessed.

During studies of optional module 8 of the A syllabus in Swedish as a second national language, module 6 of the B1 syllabus, and optional module 8 of the native-level syllabus in Swedish, the assessment of oral language skills is based on demonstrations given in the course of the studies as well as the grade awarded for a test of oral language skills produced by the Finnish National Agency for Education, or demonstrations given following separate instructions issued by the Finnish National Agency for Education. The requirements for assessing study units consisting of these modules are fulfilled when the student has given the demonstrations required to complete the study unit as

agreed and taken the separate test produced by the Finnish National Agency for Education or given the demonstrations following separate instructions issued by the Finnish National Agency for Education.

As to the B3 syllabus, the students' oral language skills are assessed following the separate instructions issued by the Finnish National Agency for Education.

Completion of an oral skills test included in the studies or other demonstrations given following the instructions of the Finnish National Agency for Education are assessed using the criteria set for Swedish and the objectives of the relevant syllabus set out in the National core curriculum for general upper secondary education.

A separate certificate attached to the general upper secondary education certificate is given for a test produced by the Finnish National Agency for Education or demonstrations given following separate instructions.

7.18.1. Swedish, A cyllabus (TKRUA1)

The task of the subject Transversal competences Assessment Study units

Language and culture as instruments for creative expression, 2 cr (RUA03)

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (RUA3), Compulsory

Objectives

Language and culture as instruments for creative expression

The objective of the module is that the students

- *produce personal interpretations of texts related to different themes*
- *are able to produce texts about cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

Language and culture as instruments for creative expression

- *creative activity*
- *Nordic cultural phenomena*
- *media in Swedish*
- *significance of culture and arts for individuals and the community*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on creative competence and cultural competence.

Global and cultural competence

During the study unit, the focus is particularly on creative competence and cultural competence.

Swedish as an instrument for involvement, 2 cr (RUA04)

Modules in the study unit

- Swedish as an instrument for involvement, 2 cr (RUA4), Compulsory

Objectives

Swedish as an instrument for involvement

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media in Swedish*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *make use of different information sources, learning environments or ways of producing texts.*

Core contents

Swedish as an instrument for involvement

- *the Nordic welfare society and its background*
- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence and global competence.

Global and cultural competence

During the study unit, the focus is particularly on Societal competence and global competence.

Sustainable future and science, 2 cr (RUA05)

Modules in the study unit

- Sustainable future and science, 2 cr (RUA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them alone and in a group.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism*
- *examples of scientific texts*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary competence.

Swedish in further studies and the world of work, 2 cr (RUA06)

Modules in the study unit

- Swedish in further studies and the world of work, 2 cr (RUA6), Compulsory

Objectives

Swedish in further studies and the world of work

The objective of the module is that the students

> *• advance their knowledge of genres typical for their potential further studies or careers*
> *• are encouraged as users of Swedish in different interactive situations related to studying and working*
> *• improve their skills in expressing themselves in Swedish, also in formal contexts.*

Core contents

Swedish in further studies and the world of work

> *• the role of Swedish in the students' future lives; complementing the language profile with the future needs in mind*
> *• plans for further studies and careers; career flexibility*
> *• Nordic organisations or companies as employers (volunteering, non-governmental organisations)*
> *• life management of young people who are growing increasingly independent*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence and interaction competence.

Interaction competence

During the study unit, the focus is particularly on Societal competence and interaction competence.

The environment and a sustainable way of living, 2 cr (RUA07)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (RUA7), Optional

Objectives

The environment and a sustainable way of living

The objective of the module is that the students

> *• seek information on the theme and expand their repertoire of expressions*
> *• also participate in more extensive oral and written interactive situations*
> *• develop their thinking skills by making use of their language proficiency in order to analyse different causal relationships.*

Core contents

The environment and a sustainable way of living

- *global environmental issues, including climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Speak and influence, 2 cr (RUA08)

Modules in the study unit

- Speak and influence, 2 cr (RUA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *strengthen their skills in understanding spoken Swedish and its variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *influence of Swedish speakers' backgrounds or mother tongues in situations involving speaking*
- *a dialogical approach*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Study skills, building linguistic identity and interaction competence, 4 cr (RUA01RUA02)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (RUA1), Compulsory

- Swedish language and interaction competence, 3 cr (RUA2), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- *are encouraged to develop their proficiency in Swedish*
- *develop their understanding of language awareness and plurilingualism*

- *apply and develop their language learning strategies and their self and peer assessment skills*
- *learn to use appropriate aids for language learning*
- *are able to relate their proficiency in Swedish to the level set for studying the syllabus; level B2.1. (interaction skills, text interpretation skills) and B1.2 (text production skills).*

Swedish language and Interaction competence

The objective of the module is that the students

- *practise using Swedish in diverse interactive situations*
- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the status of the Swedish language from the perspective of cultural and linguistic diversity.*

Core contents

Study skills and building linguistic identity

- *making comparisons with the students' mother tongues and other languages from the perspective of Swedish*
- *setting goals for studying the general upper secondary school A syllabus in Swedish*
- *drawing up a language profile or complementing an existing one from the perspective of Swedish*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*
- *getting to know others, exchanging everyday information, and improving interaction competence through conversations*

Swedish language and interaction competence

- *Nordic and international relations in everyday life and the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being and self-esteem*
- *different speakers of Swedish in authentic environments, the impact of speakers' different backgrounds and status*
- *the formation of sounds and speech production in Swedish, different variants of Swedish, and comparisons with other languages*
- *communication styles in different media*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units RUA01 and RUA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the language in general upper secondary school is not too limited.

7.18.2. Swedish, B1 syllabus (TKRUB1)

The task of the subject Transversal competences Assessment Study units

Culture and media, 2 cr (RUB103)

Modules in the study unit

- Culture and media, 2 cr (RUB13), Compulsory

Objectives

Culture and media

The objective of the module is that the students

- *familiarise themselves with Finnish-Swedish, Swedish, and other Nordic cultural phenomena*
- *familiarise themselves with media in Swedish*
- *are able to use sources that are in Swedish in information searches*
- *are able to follow news texts in Swedish and understand the main ideas in them*

Core contents

Culture and media

- *Finnish-Swedish and other Nordic cultural phenomena*
- *media in Swedish*
- *topical themes that interest the students in Swedish*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary

and creative competence and cultural competence.

Global and cultural competence

During the study unit, the focus is particularly on multidisciplinary and creative competence and cultural competence.

Our environment, 2 cr (RUB104)

Modules in the study unit

- Our environment, 2 cr (RUB14), Compulsory

Objectives

Our environment

The objective of the module is that the students

- *are able to interpret different texts about various living environments, cultures, and societies of the world*
- *practise their skills in producing especially written texts with a focus on express their opinions*

• are able to produce a short text on the module's theme under guidance.

Core contents

Our environment

- *cultural diversity*
- *different living environments*
- *current Societal topics from young people's perspective*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Studying and the world of work, 2 cr (RUB105)

Modules in the study unit

- Studying and the world of work, 2 cr (RUB15), Compulsory

Objectives

Studying and the world of work

The objective of the module is that the students

- *are encouraged as users of Swedish in different interactive situations related to studying and working*
- *advance their knowledge of genres that have essential relevance to young people's studies, the world of work, and increasing independence*
- *reflect on their further studies, career plans, and capabilities for continuous learning.*

Core contents

Studying and the world of work

- *studying, occupations, and the world of work from the students' and society's perspective*
- *future plans*
- *interactive situations and texts related to further studies and the world of work*
- *life management of young people who are growing increasingly independent*
- *complementing the language profile for future needs*
- *completing different applications*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence.

Speak and influence, 2 cr (RUB106)

Modules in the study unit

- Speak and influence, 2 cr (RUB16), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *learn to speak more fluently*
- *produce an oral presentation requiring preparation*
- *are aware of their level of oral skills and development areas as well as receive feedback on them.*

Core contents

Speak and influence

- *interactive situations, building dialogue*
- *different features of speaking*
- *offering the students authentic Swedish-speaking contacts diversely in different environments*

Local specification

Transversal competences Interaction competence

During the study unit, the focus is particularly on interaction competence.

A sustainable way of living, 2 cr (RUB107)

Modules in the study unit

- A sustainable way of living, 2 cr (RUB17), Optional

Objectives

A sustainable way of living

The objective of the module is that the students

- *advance their skills in interpreting and producing Swedish in a variety of written interactive situations and for different audiences*
- *expand their familiarity with social media using Swedish*
- *familiarise themselves with the Swedish language proficiency required for national language proficiency certificates.*

Core contents

A sustainable way of living

- *sustainable development and way of living, especially from the students' perspective*

- *ethics and responsibility in using social media, freedom of expression*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on global competence and ethical and environmental competence

Global and cultural competence

During the study unit, the focus is particularly on global competence and environmental competence

Study skills and building linguistic identity and Swedish in my daily life, 4 op

(RUB101RUB102)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (RUB11), Compulsory
- Swedish in my daily life, 3 cr (RUB12), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

> • *recognise their existing language proficiency and personal strengths*
> • *are encouraged to use their Swedish skills in everyday interactive situations, with emphasis on oral communication*
> • *develop their study strategies and interaction skills, as well as find suitable working methods for themselves*
> • *advance their knowledge of how Finnish and Swedish have influenced each other and the language conditions in Finland*
> • *are able to relate their proficiency in Swedish to the level set for studying the syllabus; proficiency level B1.1.*

Swedish in my daily life

The objective of the module is that the students

> • *are able to describe their lives, interpersonal relationships, and surroundings in Swedish in different situations and using a variety of communication channels*
> • *improve their conversation and listening skills in Swedish*
> • *develop their skills of giving and receiving feedback and self-assessment skills.*

Core contents

Study skills and building linguistic identity

> • *drawing up or complementing the students' language profiles and setting personal goals*
> • *language awareness, plurilingualism, relationships between languages*
> • *finding and using tools that promote the students' personal learning*
> *Swedish in my daily life*
> • *using Swedish in interactive situations related to the students' daily lives*
> • *my life, interpersonal relationships, and surroundings*
> • *well-being of the individual and the community*
> • *pronunciation practice*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

7.18.3. Swedish, B3 syllabus (TKRUB3)

The task of the subject

(Section 13(2) of the Government Decree on General Upper Secondary Education 810/2018.)

Transversal competences Assessment Study units

Basic level, beginner 1, 2 cr (RUB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (RUB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship between Swedish and other languages they know or have studied previously, as well as make use of their personal language repertoire*
- *find ways of learning and studying Swedish that suit them*
- *understand the status of Swedish in Finland*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (RUB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (RUB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *everyday interactive situations*
- *different service use situations*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (RUB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (RUB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *young people's lives and interpersonal relationships*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (RUB304)

Modules in the study unit

- Basic level 1, 2 cr (RUB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *different Swedish speakers*

• getting to know Finland in Swedish
• Finnish customs and traditions and comparison of cultural differences

Basic level 2, 2 cr (RUB305)

Modules in the study unit

- Basic level 2, 2 cr (RUB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Basic level 3, 2 cr (RUB306)

Modules in the study unit

- Basic level 3, 2 cr (RUB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *• Nordic cultural phenomena*
- *• media in Swedish*
- *• topical themes*
- *• creative activity based on the students' personal interests*

Basic level 4, 2 cr (RUB307)

Modules in the study unit

- Basic level 4, 2 cr (RUB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *general upper secondary studies, possible further studies and the world of work*

- *future plans*

Basic level 5, 2 cr (RUB308)

Modules in the study unit

- Basic level 5, 2 cr (RUB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.2 (interaction skills, text interpretation skills) and A2.1 (text production skills).*

Core contents

Basic level 5

- *topical themes*
- *media in Swedish*
- *source criticism*

7.19.   Thematic studies (TO)

The task of the subject

The general upper secondary education syllabus may contain thematic studies that develop transversal competences. The objectives and contents of the thematic studies are determined in the local curriculum.

Transversal competences Assessment Study units

Towards general upper secondary studies, 2 cr (TO01)

Objectives Core contents Assessment

Local specification

Each general upper secondary school describes the objectives, content and assessment of thematic studies specific to that school.

Sustainable future, 2 cr (TO02)

Objectives Core contents Assessment

Local specification

Each general upper secondary school describes the objectives, content and assessment of thematic studies specific to that school.

7.20.   Foreign languages (VK)

The task of the subject

Language subjects teach the students skills, provide them with tools, and comprise a specific field of knowledge. The instruction of languages advances the students' proficiency in different

languages obtained in primary and lower secondary education, language education as well as the development of students' language awareness.

Foreign languages are part of the language education of the general upper secondary school, which strives to recognise and make visible the objectives common to all language subjects in general upper secondary school and, on the other hand, the general role of languages in teaching and learning. The instruction of languages in general upper secondary school develops the students' multilingual competence, which consists of mastering their mother tongue, national and foreign languages, and dialects and registers of these languages at different levels. Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and skills in acting in different language communities. The students are encouraged to use different languages diversely, taking the various elements of language proficiency into account and valuing all language skills.

The teaching and learning of foreign languages are based on a broad conception of text, according to which texts are multifaceted, and can be for example written, spoken, visual or audiovisual texts, or combinations of these forms of expression. The texts typical of the subject may be narrative, descriptive, reflective, instructive, or argumentative, fiction or non-fiction, as well as everyday or institutional requiring different conversation skills.

The task of the instruction of foreign languages is to develop diversely the students' proficiency in each language they study. Diverse language proficiency develops through interpreting and producing different texts and genres. The students progress from basic to extensive skills and from everyday language towards more academic language proficiency. The students are guided to develop their proficiency in different languages, to expand their plurilingual competence as well as to develop their metalinguistic skills, which refer to an ability to understand and use linguistic knowledge, knowledge of the structures and functions of language, as well as connections between languages. The students practise using the language extensively in varying contexts. They learn to acquire, edit, produce, and share as well as assess and evaluate information.

Codes

The codes for foreign language studies are made up of a language code, a syllabus level code and a module number. The following codes are used for foreign languages:
EN = English
LA = Latin
RA = French
SM = Sámi language
SA = German
VE = Russian
IA = Italian
EA = Spanish
PO = Portuguese
KI = Chinese
JP = Japanese
AR = Arabic
KX = other language

In the National core curriculum for general upper secondary education, the code VK is used to denote foreign languages, excluding English, Sámi, and Latin. For Asian and African languages, the code VKAA is used in the National core curriculum. In local curricula, however, they are replaced by codes specified for each language listed above.

Transversal competences

The instruction of foreign languages deals with themes through which language learning is integrated with mastering large entities addressed in general upper secondary studies and interdisciplinary work. The different syllabi in foreign languages work together both with each other and other subjects. At the same time, students develop their understanding of and make connections with life

outside of the school as well as the life stages following school, studies, and the world of work. As subjects that provide the students with skills and instruments, languages offer tools for recognising, practising, developing, and adopting transversal competences and reflecting on values and attitudes. The teaching and learning of languages are also underpinned by specific fields of knowledge and science, whose dimensions, such as sociolinguistics, cognitive linguistics or textual research, can be used to examine large entities. Transversal competences offer content to be dealt with in instruction, objectives for activities as well as justifications for selecting different learning environments, working methods or techniques. In the instruction of foreign languages, transversal competences are visible, among other things, in asking 'why' and considering causal relationships. Languages offer an opportunity to develop creative activities and experiment with different methods of study while also enjoying an intellectual pursuit and the aesthetics of language.

*Through studying foreign languages, the students examine the construction of individuals' and the community's identities and acting in a group. All language proficiency the students may have is valued and an effort is made to draw on it, thus improving the students' **well-being competence** and **interaction competence** and promoting their self-efficacy. Empathy, good manners, and elements of constructive interaction (mediation) come up in all language subjects as part of transversal competences. By exploring the elements of constructive interaction and adopting skills related to it, the students advance their understanding of otherness and learn to build understanding in situations where linguistic or cultural barriers hamper it.*

The students improve their language learning skills by identifying strategies for learning foreign languages suitable for them and assessing the progress they make with their learning. They are guided to understand the importance of versatile language proficiency in further studies and the world of work as well as in building a linguistic identity.

*As a subject that integrates different fields of science and knowledge as well as arts, languages create interfaces with other subjects as well as **multidisciplinary and creative competence**. Thematic studies and interdisciplinary study modules encourage the students to make use of their proficiency in different languages, even when their skills are limited, and their plurilingual competence. The key component is working on issues, questions, and solutions in interaction with others. Instruction aims at providing situations where the students can safely challenge the limits of their competence. The studies of and proficiency in foreign languages enable access to many types of discourse, information, sources, and forms of art. At the same time, the students can question established practices and seek for new, creative perspectives as well as recognise and understand diversity. In language instruction, the objective is developing thinking and analysis skills by using diverse and student-centred methods and offering meaningful, open-ended, and sufficiently challenging assignments.*

*Studying foreign languages strengthens the students' **Societal competence**. Instruction provides the students with linguistic and cultural competences and tools for participation and active agency in society and the global world. At the same time, instruction builds connections to democracy education and equality perspectives as well as reflections on languages, such as issues of majorities and minorities, language policy or loss of linguistic diversity. The skills and contacts that studying languages make possible facilitate the students' transition to further studies, the world of work, and roles requiring civic engagement.*

*Language studies strengthen **ethical and environmental competence** by enabling the students to sympathize with and understand problems beyond the limitations set by their mother tongue. Global environmental issues, including climate change, loss of biodiversity, and unsustainable consumption habits, are problems with an impact on the individual and the community. In the course of their studies, the students strengthen their skills and seek contacts with the aim of finding and working on common solutions. In addition to seeking and producing information, the students are guided to reflect on the significance of attitudes and values and to develop their sense of responsibility and skills in acting constructively in different contexts.*

*For the part of **global and cultural competence**, the teaching and learning of foreign languages enhance the students' curiosity, motivation, and skills required to act in culturally and linguistically diverse environments and contexts. Versatile language proficiency and understanding the usefulness of language proficiency in international cooperation and when examining global issues improve the students' global citizenship skills and offer opportunities for multilateral, creative cooperation. Language studies strengthen the students' knowledge of cultural heritage and inherently provide different perspectives for exploring issues.*

Objectives

The general objectives of the instruction of foreign languages refer to cultural and linguistic diversity, study skills as well as interaction skills and skills in interpreting and producing text. The general objectives of the teaching and learning can be divided into the following areas:

Cultural and linguistic diversity

The objective is that students

> *• are encouraged as language users in a global world where the aim is, rather than at an exemplary native-like language proficiency, at building constructive interaction and mutual understanding*
> *• demonstrate the skills, knowledge, and will needed to act constructively in a culturally diverse world*
> *• find increasing their linguistic repertoire meaningful*

Study skills

The objective is that students

> *• are able to set goals and assess their development as part of a continuous learning process*
> *• recognise their strengths and development areas as language learners*
> *• are able to use different language learning strategies and tools efficiently*
> *• form an idea of the continuous development of their language proficiency, also after they have finished their general upper secondary studies.*

Interaction skills, skills in interpreting and producing text

The objective is that students

> *• gain practice in and are encouraged to use languages extensively and diversely*
> *• obtain experiences of diverse environments for studying and language use*
> *• are able to relate their competence to the proficiency levels of the Evolving Language Proficiency Scale (Appendix 2) as set out in the table below as well as set personal goals, assess the development of their skills, and develop their proficiency further.*

Assessment

The proficiency levels of the Evolving Language Proficiency Scale according to language and syllabus

Language and syllabus	Interaction skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)	Text interpretation skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)	Text production skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)
English, A syllabus	B2.1 (B1.1)	B2.1 (B1.1)	B2.1 (B1.1)
Asian and African languages, A syllabus	A2.2–B1.1 (A2.1)	A2.2–B1.1 (A2.1)	A2.2–B1.1 (A2.1)
Other languages, A syllabus	B1.2 (A2.2)	B1.2 (A2.2)	B1.2 (A2.2)
English, B1 syllabus	B1.2	B1.2	B1.2
Other languages, B1 syllabus	B1.1 (A1.3)	B1.1 (A1.3)	B1.1 (A1.3)
English, B2 syllabus	B1.1	B1.1	B1.1
Other languages, B2 syllabus	A2.2 (A1.3)	A2.2 (A1.3)	A2.2 (A1.2)
English, B3 syllabus	B1.1	B1.1	A2.2
Asian and African languages, B3 syllabus	A2.1	A2.1 (spoken text) A1.3 (written text)	A2.1 (spoken text) A1.3 (written text)
Other language B3 syllabus	A2.1	A2.1	A2.1

In foreign languages, the task of assessment is to support the students' development as users of a foreign language. Versatile assessment, as well as successful and encouraging feedback boost the students' self-efficacy and reinforce their motivation to study.

The focus of assessment and other feedback is on the competence set out in the objectives of the syllabus and mastering key contents. Self and peer assessment are used to understand and develop the students' personal and the group's competence as well as the learning process.

The targets of assessment are the students' interaction competence, text interpretation and production skills as well as competence linked to the objective area of cultural and linguistic diversity. The targets of assessment also include the students' study skills, such as their skills in developing study strategies as well as working skills which promote learning.

Where applicable, the Evolving Language Proficiency Scale based on the Common European Framework of Reference (CERF) is used as support for assessment, a tool for the teacher, and an instrument for the students' self and peer assessment (Appendix 2). Internationally recognised examination systems intended for certifying proficiency in a foreign language linked to the six proficiency levels in the Common European Frame of Reference may also be used to support assessment.

At the beginning of studies, the students' ability to develop their language learning skills is emphasised in the provision of feedback. As the studies progress, the Evolving Language Proficiency Scale can be increasingly utilised to define the level of the students' interaction, interpretation, and production skills.

In grade formulation, all objective areas are accounted for systematically, including the objectives related to improving study skills, even if the emphases may vary in different study units.

Assessment of oral language skills

In language instruction, students' oral language proficiency shall be assessed along with other aspects of language proficiency. Oral language proficiency can be assessed by means of a separate test. (Section 37(4) of the Act on General Upper Secondary Education 714/2018.)

Students who have completed the general upper secondary education syllabus are issued with a general upper secondary education certificate. A certificate is issued on the completion of the syllabus for preparatory education for general upper secondary education.

– – The certificates referred to in subsections 1 and 2 are also accompanied by a separate certificate of completion of the general upper secondary school diploma and oral language proficiency test. (Section 39(3) of the Act on General Upper Secondary Education 714/2018.)

In the course of the compulsory and optional studies of foreign languages, the students' oral language skills are also assessed.

During studies of optional module 8 of the A syllabus and optional module 6 of the B1 syllabus of foreign languages, the assessment of oral language skills is based on demonstrations given in the course of the studies as well as the grade awarded for a test of oral language skills produced by the Finnish National Agency for Education, or demonstrations given following separate instructions issued by the Finnish National Finnish National Agency for Education. The requirements for assessing study units consisting of these modules are fulfilled when the student has given the demonstrations required to complete the study unit as agreed and taken the separate test produced by the Finnish National Agency for Education or given the demonstrations following separate instructions issued by the Finnish National Agency for Education.

As to the B2 and B3 syllabi, excluding Latin, the students' oral language skills are assessed

following separate instructions issued by the Finnish National Agency for Education.

Completion of an oral skills test included in the studies or other demonstrations given following the instructions of the Finnish National Agency for Education are assessed using the criteria for the language and syllabus in question set in the National core curriculum for general upper secondary education.

A separate certificate attached to the general upper secondary school certificate is given for a test produced by the Finnish National Agency for Education or demonstrations given following separate instructions.

7.20.1. Foreign languages, Asian and African languages, A syllabus (VKAAA1)

The task of the subject

Asian and African languages refer to prominent languages in the world, such as Japanese, Chinese, and Arabic, which use many kinds of writing systems.

The curriculum for A syllabus in Asian and African languages is prepared locally, applying the A syllabus in foreign languages in the National core curriculum.

Transversal competences Assessment Study units

Study skills and building linguistic identity, 1 cr (KIA01)

The integration study units are at the end of the subjects.

Language in a global world and interaction competence, 3 cr (KIA02)

The integration study units are at the end of the subjects.

Language and culture as instruments for creative expression, 2 cr (KIA03)

The integration study units are at the end of the subjects.

Language as an instrument for exerting influence, 2 cr (KIA04)

The integration study units are at the end of the subjects.

Sustainable future and science, 2 cr (KIA05)

The integration study units are at the end of the subjects.

Language in further studies and the world of work, 2 cr (KIA06)

The integration study units are at the end of the subjects.

The environment and a sustainable way of living, 2 cr (KIA07)

The integration study units are at the end of the subjects.

Speak and influence, 2 cr (KIA08)

The integration study units are at the end of the subjects.

7.20.2. Foreign languages, English, A syllabus (VKENA1)

The task of the subject Transversal competences Assessment Study units

English language and culture as instruments for creative expression, 2 cr (ENA03)

Modules in the study unit

- English language and culture as instruments for creative expression, 2 cr (ENA3), Compulsory

Objectives

English language and culture as instruments for creative expression

The objective of the module is that the students

- *produce personal interpretations of texts related to different themes*
- *are able to produce diversely texts about cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

English language and culture as instruments for creative expression

- *creative activity*
- *significance of culture and arts for individuals and the community*
- *role of self-expression in identity building*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on creative competence and cultural competence.

Global and cultural competence

During the study unit, the focus is particularly on creative competence and cultural competence.

English language as an instrument for exerting influence, 2 cr (ENA04)

Modules in the study unit

- English language as an instrument for exerting influence, 2 cr (ENA4), Compulsory

Objectives

English language as an instrument for exerting influence

The objective of the module is that the students

> • *familiarise themselves with topical themes covered by the media and their backgrounds*
> • *improve their skills in expressing and evaluating opinions and making arguments based on information*
> • *make use of different information sources, learning environments, and ways of producing texts.*

Core contents

English language as an instrument for exerting influence

> • *engagement in civil society*
> • *human rights issues, equality*
> • *an individual's duties and responsibilities, freedom of expression*
> • *negotiation skills (everyday – institutional)*
> • *role of the media in shaping attitudes*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence, global competence.

Global and cultural competence

During the study unit, the focus is particularly on Societal competence, global competence.

Sustainable future and science, 2 cr (ENA05)

Modules in the study unit

- Sustainable future and science, 2 cr (ENA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

> • *learn to use reading strategies suitable for the context and skills of summarising*
> • *improve their skills in producing structured reports on their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism*
- *English as the language of science, features of scientific text*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary competence.

English language in further studies and the world of work, 2 cr (ENA06)

Modules in the study unit

- English language in further studies and the world of work, 2 cr (ENA6), Compulsory

Objectives

English language in further studies and the world of work

The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of English in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

English language in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on Societal competence and interaction competence

Societal competence

During the study unit, the focus is particularly on Societal competence and interaction competence

The environment and a sustainable way of living, 2 cr (ENA07)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (ENA7), Optional

Objectives

The environment and a sustainable way of living

The objective of the module is that the students

- *improve their information acquisition skills, especially from the perspective of source criticism*
- *develop their thinking skills by drawing on their language proficiency in order to analyse different causal relationships*

• also participate in more extensive oral or written interactive situations.

Core contents

The environment and a sustainable way of living

- *global environmental issues, such as climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Speak and influence, 2 cr (ENA08)

Modules in the study unit

- Speak and influence, 2 cr (ENA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

• advance their understanding of factors that influence oral interactive situations
• improve their oral interaction skills
• develop their ability to understand different language variants
• practise oral production that requires preparation.

Core contents

Speak and influence

- *different features of speaking*
- *the impact of different backgrounds and mother tongues of English users on situations*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complemeting them as indicated by the students' needs*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Study skills and building linguistic identity and English as a global language, 4 cr (ENA01ENA02)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (ENA1), Compulsory
- English as a global language, 3 cr (ENA2), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- *are encouraged to develop their language proficiency*
- *develop their understanding of language awareness and plurilingualism*
- *analyse and improve their skills in using self and peer assessment as a method that supports learning*
- *diversify their language learning strategies*
- *learn to use appropriate aids for language learning*
- *are able to relate their competence to proficiency level B2.1.*

English as a global language

The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the status of English from the perspective of cultural and linguistic diversity.*

Core contents

Study skills and building linguistic identity

- *drawing up a personal language profile*
- *setting goals for studying languages*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*
- *getting to know others, exchanging everyday information, and improving interaction competence through conversations*

English as a global language

- *English as a mother tongue, second language, official language, and global language*
- *internationality in daily life and in the students' surroundings, mobility*
- *international relations*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being and self-esteem*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production; English variants and comparisons to other languages*
- *communication style in different media*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units ENA01 and ENA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the language in general upper secondary school is not too limited.

7.20.3. Foreign languages, Latin, B3 syllabus (VKLKB3)

The task of the subject Transversal competences Objectives

The specific objective of the instruction in the B3 syllabus in Latin is that the students

- *find building their linguistic repertoire meaningful*
- *understand the significance of Latin, particularly in culture and sciences*
- *understand the significance of Latin for the development of European languages*
  learn to know the history, culture, and mythology of the Graeco-Roman world and make observations on how they have influenced European and Finnish culture
- *have a fairly good command of the basic vocabulary as well as key morphological and syntactic structures and common idiomatic expressions*
- *using aids, understand easy, authentic text, are able to pick up individual facts, and are capable of very simple reasoning supported by the context.*

Assessment

The students' language competence is assessed according to the special objectives of Latin as well as the general objectives of foreign languages where applicable. The Evolving Language Proficiency Scale can be utilised, taking into account the specific features of Latin and the limitations of its applicability. Versatile feedback is provided on the students' progress at the different stages of the learning process during the studies. The students are guided in utilising self and peer assessment.

Study units

Windows to the classical period, 2 cr (LAB301)

Modules in the study unit

- Windows to the classical period, 2 cr (LAB31), Optional

Objectives

Windows to the classical period

The objective of the module is that the students

- *are able to tell basic things about themselves in Latin*
- *familiarise themselves with key characteristics of the language*
- *familiarise themselves with the classical culture and Latin from the perspective of modern times*
- *understand the status of Latin among European and particularly Romanic languages.*

Core contents

Windows to the classical period

- *main phases of the Latin language in the Roman Empire*
- *Italy and the Romans in the classical period and today*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Life in the classical period, 2 cr (LAB302)

Modules in the study unit

- Life in the classical period, 2 cr (LAB32), Optional

Objectives

Life in the classical period

The objective of the module is that the students

• develop their language awareness and learn to use grammatical concepts
• learn to understand structures of the language and improve their competence in morphology
• familiarise themselves with the main aspects of life in a city of the classical period.

Core contents

Life in the classical period

• private and public life in the classical period
• work in the classical period
• slavery

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Skills, knowledge, and mythical heritage, 2 cr (LAB303)

Modules in the study unit

- Skills, knowledge, and mythical heritage, 2 cr (LAB33), Optional

Objectives

Skills, knowledge, and mythical heritage

The objective of the module is that the students

• expand their knowledge of syntax
• develop skills in reading and translating fictional texts.

Core contents

Skills, knowledge, and mythical heritage

  • leisure time in the classical period

- *education and schooling of young people in Rome of the classical period*
- *Greco-Roman mythology and fables of the classical period*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

7.20.4.   Arabic, B3 syllabus (ARB3)

The task of the subject

Asian and African languages refer to prominent languages in the world, such as Japanese, Chinese, and Arabic, which use many kinds of writing systems.

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (ARB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKAAB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship between the target language and the languages they know or have studied previously, and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *gradually familiarise themselves with the letters and writing symbols and practise recognising and reading them*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

> • *routine communication situations*
> • *key communication strategies*
> • *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (ARB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKAAB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *practise their writing skills further*
- *if possible, familiarise themselves with how the language is written using digital devices.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (ARB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKAAB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *practise writing and producing short texts, resorting to digital tools when necessary.*

Core contents

Basic level, beginner 3

- *social encounters (in daily life), ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (ARB304)

Modules in the study unit

- Basic level 1, 2 cr (VKAAB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *improve their writing skills*
- *learn to make use of conventional and digital dictionaries and glossaries.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (ARB305)

Modules in the study unit

- Basic level 2, 2 cr (VKAAB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 (spoken language) and A1.2 (written language).*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on well-being competence.

Basic level 3, 2 cr (ARB306)

Modules in the study unit

- Basic level 3, 2 cr (VKAAB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1 (spoken language) and A1.2 (written language)*
- *continue producing their own texts, both writing by hand and utilising digital tools.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (ARB307)

Modules in the study unit

- Basic level 4, 2 cr (VKAAB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1 (spoken language) and A1.3 (written language).*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence.

Basic level 5, 2 cr (ARB308)

Modules in the study unit

- Basic level 5, 2 cr (VKAAB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1 (spoken language) and A1.3 (written language).*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

7.20.5. Spanish, A syllabus (EAA)

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Study units

Study skills and building linguistic identity, 1 cr (EAA01)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- are encouraged to develop their language proficiency
- develop their perceptions of language awareness and plurilingualism
- apply and develop their language learning strategies and their self and peer assessment
- learn to use appropriate aids for language learning
- are able to relate their proficiency in the target language to the proficiency level set for studies in the syllabus (see table).

Core contents

Study skills and building linguistic identity

- the target language as a gateway to learning and knowing related languages
- setting goals for studying the target language
- drawing up a personal language profiles or complementing existing profiles from the perspective of the target language
- plurilingualism as a resource
- familiarisation with different genres and styles of texts
- getting to know others, exchanging everyday information, and improving interaction

Local specification

Transversal competences

Interaction competence

Students are encouraged to utilise all of the language skills that they have acquired when studying different languages. During the study unit, the focus is particularly on interaction competence and well-being competence.

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units EAA01 and EAA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the Spanish language in general upper secondary school is not too limited.

Spanish language in a global world and interaction competence, 3 cr (EAA02)

Modules in the study unit

- Language in a global world and interaction competence, 3 cr (VKA2), Compulsory

Objectives

Language in a global world and interaction competence

The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the target language's status from the perspective of cultural and linguistic diversity.*

Core contents

Language in a global world and interaction competence

- *internationality in daily life and in the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production in the target language; variants of the target*
- *communication styles in different media*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units EAA01 and EAA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the Spanish language in general upper secondary school is not too limited.

Spanish language and culture as instruments for creative expression, 2 cr (EAA03)

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (VKA3), Compulsory

Objectives

Language and culture as instruments for creative expression

The objective of the module is that the students

- *produce personal interpretations of texts related to different themes*
- *are able to produce texts where they describe cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

Language and culture as instruments for creative expression

- *creative activity*
- *significance of culture and arts for individuals and the community*
- *role of self-expression in identity building*

Local specification

Transversal competences

Multidisciplinary and creative competence

Students are encouraged to express themselves in the target language. During the study unit, the focus is particularly on creative competence and cultural competence.

Global and cultural competence

During the study unit, the focus is particularly on creative competence and cultural competence.

Spanish language as an instrument for exerting influence, 2 cr (EAA04)

Modules in the study unit

- Language as an instrument for exerting influence, 2 cr (VKA4), Compulsory

Objectives

Language as an instrument for exerting influence

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *use different information sources, learning environments, or ways of producing texts.*

Core contents

Language as an instrument for exerting influence

- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence and global competence.

Global and cultural competence

During the study unit, the focus is particularly on Societal competence and global competence.

Sustainable future and science, 2 cr (EAA05)

Modules in the study unit

- Sustainable future and science, 2 cr (VKA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism, examples of scientific texts*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary competence.

Spanish language in further studies and the world of work, 2 cr (EAA06)

Modules in the study unit

- Language in further studies and the world of work, 2 cr (VKA6), Compulsory

Objectives

Language in further studies and the world of work

The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of the target language in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

Language in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences Societal competence

During the study unit, the focus is particularly on Societal competence and interaction competence.

Interaction competence

During the study unit, the focus is particularly on Societal competence and interaction competence.

The environment and a sustainable way of living, 2 cr (EAA07)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (VKA7), Optional

Objectives

The environment and a sustainable way of living

The objective of the module is that the students

- *improve their information acquisition skills, especially from the perspective of source*
- *develop their thinking skills by drawing on their language proficiency in order to analyse different causal relationships*
- *also participate in more extensive oral or written interactive situations.*

Core contents

The environment and a sustainable way of living

- *global environmental issues, such as climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Speak and influence, 2 cr (EAA08)

Modules in the study unit

- Speak and influence, 2 cr (VKA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*

- *improve their oral interaction skills*
- *develop their ability to understand different language variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *the impact of target language users' different backgrounds and mother tongues on situations involving speech*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complemeting them as indicated by the students' needs*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

7.20.6. Spanish, B2 syllabus (EAB2)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to encourage them in continuous language learning and also continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus also include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 3, 2 cr (EAB201)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB21), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (EAB202)

Modules in the study unit

- Basic level 1, 2 cr (VKB22), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (EAB203)

Modules in the study unit

- Basic level 2, 2 cr (VKB23), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on well-being competence.

Basic level 3, 2 cr (EAB204)

Modules in the study unit

- Basic level 3, 2 cr (VKB24), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (EAB205)

Modules in the study unit

- Basic level 4, 2 cr (VKB25), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence.

Basic level 5, 2 cr (EAB206)

Modules in the study unit

- Basic level 5, 2 cr (VKB26), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 1, 2 cr (EAB207)

Modules in the study unit

- Basic level, intermediate 1, 2 cr (VKB27), Optional

Objectives

Basic level, intermediate 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

Core contents

Basic level, intermediate 1

- *different living environments*
- *sustainable way of living*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 2, 2 cr (EAB208)

Modules in the study unit

- Basic level, intermediate 2, 2 cr (VKB28), Optional

Objectives

Basic level, intermediate 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

Core contents

Basic level, intermediate 2

- *international competence and cooperation*
- *familiarisation with different international systems for assessing language proficiency*
- *language proficiency requirements in, for example, further studies*

Local specification

Transversal competences Societal competence

During the study unit, the focus is particularly on global competence and Societal competence.

Global and cultural competence

During the study unit, the focus is particularly on global competence and Societal competence.

7.20.7. Spanish, B3 syllabus (EAB3)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence

from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (EAB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (EAB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (EAB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (EAB304)

Modules in the study unit

- Basic level 1, 2 cr (VKB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (EAB305)

Modules in the study unit

- Basic level 2, 2 cr (VKB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on well-being competence.

Basic level 3, 2 cr (EAB306)

Modules in the study unit

- Basic level 3, 2 cr (VKB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (EAB307)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence.

Basic level 5, 2 cr (EAB308)

Modules in the study unit

- Basic level 5, 2 cr (VKB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

7.20.8. Italian, B2 syllabus (IAB2)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 3, 2 cr (IAB201)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB21), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (IAB202)

Modules in the study unit

- Basic level 1, 2 cr (VKB22), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (IAB203)

Modules in the study unit

- Basic level 2, 2 cr (VKB23), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on Well-being competence.

Basic level 3, 2 cr (IAB204)

Modules in the study unit

- Basic level 3, 2 cr (VKB24), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (IAB205)

Modules in the study unit

- Basic level 4, 2 cr (VKB25), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence.

Basic level 5, 2 cr (IAB206)

Modules in the study unit

- Basic level 5, 2 cr (VKB26), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 1, 2 cr (IAB207)

Modules in the study unit

- Basic level, intermediate 1, 2 cr (VKB27), Optional

Objectives

Basic level, intermediate 1

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A2.2.

Core contents

Basic level, intermediate 1

- *different living environments*
- *A sustainable way of living*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 2, 2 cr (IAB208)

Modules in the study unit

- Basic level, intermediate 2, 2 cr (VKB28), Optional

Objectives

Basic level, intermediate 2

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A2.2.

Core contents

Basic level, intermediate 2

- *international competence and cooperation*
- *familiarisation with different international systems for assessing language proficiency*
- *language proficiency requirements in, for example, further studies*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on global competence and Societal competence.

Global and cultural competence

During the study unit, the focus is particularly on global competence and Societal competence.

7.20.9. Italian, B3 syllabus (IAB3)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (IAB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (IAB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (IAB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A1.2.

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (IAB304)

Modules in the study unit

- Basic level 1, 2 cr (VKB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (IAB305)

Modules in the study unit

- Basic level 2, 2 cr (VKB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on Well-being competence.

Basic level 3, 2 cr (IAB306)

Modules in the study unit

- Basic level 3, 2 cr (VKB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (IAB307)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence.

Basic level 5, 2 cr (IAB308)

Modules in the study unit

- Basic level 5, 2 cr (VKB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A2.1.

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

7.20.10. Japanese, B3 syllabus (JPB3)

The task of the subject

Asian and African languages refer to prominent languages in the world, such as Japanese, Chinese, and Arabic, which use many kinds of writing systems.

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (JPB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKAAB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire
- find ways of learning and studying the language that suit them
- understand the status of the target language in the world
- gradually familiarise themselves with the letters and writing symbols and practise recognising and reading them
- are able to interact in accordance with the objectives of proficiency level A1.1.

Core contents

Basic level, beginner 1

- routine communication situations
- key communication strategies
- the most common phrases of politeness

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (JPB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKAAB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)

- practise their writing skills further

- if possible, familiarise themselves with how the language is written using digital devices.

Core contents

Basic level, beginner 2

- describing the students' family, friends, and daily lives
- social encounters in daily life
- ordinary service use situations

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (JPB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKAAB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *practise writing and producing short texts, resorting to digital tools when necessary.*

Core contents

Basic level, beginner 3

- *social encounters (in daily life), ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (JPB304)

Modules in the study unit

- Basic level 1, 2 cr (VKAAB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *improve their writing skills*
- *learn to make use of conventional and digital dictionaries and glossaries.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (JPB305)

Modules in the study unit

- Basic level 2, 2 cr (VKAAB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A1.3 (spoken language) and A1.2 (written language).

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on well-being competence.

Basic level 3, 2 cr (JPB306)

Modules in the study unit

- Basic level 3, 2 cr (VKAAB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1 (spoken language) and A1.2 (written language)
- continue producing their own texts, both writing by hand and utilising digital tools.

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (JPB307)

Modules in the study unit

- Basic level 4, 2 cr (VKAAB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1 (spoken language) and A1.3 (written language).*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence.

Basic level 5, 2 cr (JPB308)

Modules in the study unit

- Basic level 5, 2 cr (VKAAB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1 (spoken language) and A1.3 (written language).*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

7.20.11. Chinese, A syllabus (KIA)

Study units

Study skills and building linguistic identity, 1 cr (KIA01)

The integration study units are at the end of the subjects.

Language in a global world and interaction competence, 3 cr (KIA02)

The integration study units are at the end of the subjects.

Language and culture as instruments for creative expression, 2 cr (KIA03)

The integration study units are at the end of the subjects.

Language as an instrument for exerting influence, 2 cr (KIA04)

The integration study units are at the end of the subjects.

Sustainable future and science, 2 cr (KIA05)

The integration study units are at the end of the subjects.

Language in further studies and the world of work, 2 cr (KIA06)

The integration study units are at the end of the subjects.

The environment and a sustainable way of living, 2 cr (KIA07)

The integration study units are at the end of the subjects.

Speak and influence, 2 cr (KIA08)

The integration study units are at the end of the subjects.

7.20.12. Chinese, B3 syllabus (KIB3)

The task of the subject

Asian and African languages refer to prominent languages in the world, such as Japanese, Chinese, and Arabic, which use many kinds of writing systems.

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (KIB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKAAB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *gradually familiarise themselves with the letters and writing symbols and practise recognising and reading them*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Local specification

- The objective of the study unit is for students to understand the relationship between Chinese and the languages they know or have studied previously,

  draw on their personal language repertoire, understand the significance of the Chinese language and Chinese culture in international interaction, understand the special characteristics of Chinese and gain a comprehensive overview of the language, learn the basics of pronunciation and writing as well as some of the most important expressions used in everyday interactions, and deepen their knowledge of Chinese culture.

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

- During the study unit, students learn to recognise and produce tonal syllables and words in Mandarin Chinese and practise the most common phrases, such as greetings, farewells, introductions and similar topics, as well as other everyday communication situations for young people. During the study unit, students learn some pictographs and romanised pinyin writing, which makes it easier to learn the spoken language. Students are introduced to character strokes and the structure and classification of characters. The themes of the study unit consist of Chinese society, traditional values and Chinese names.

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (KIB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKAAB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *practise their writing skills further*
- *if possible, familiarise themselves with how the language is written using digital devices.*

Local specification

- Students strengthen their command of the basics of the language, learn the language and routines used in the most common situations (such as shopping and meeting people), learn how to write characters with digital tools, practise their writing skills further and deepen their understanding of the special characteristics of the People's Republic of China and Chinese family culture.

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

- The study unit provides further practise in identifying and producing tones and sounds. Students expand their vocabulary for basic interaction and learn more grammar structures. Students practise vocabulary and structures through both speech production and listening comprehension exercises. The study unit focuses on listening comprehension and speaking. Students practise the language skills needed in everyday situations in a variety of ways, including shopping, describing their immediate circle and everyday life and social encounters in everyday life. Pinyin writing helps students learn to speak the language. Students continue to learn the most common simplified Chinese characters and practise reading and writing them by using digital tools. The topics covered in the study unit include the geographical and demographic characteristics of China, as well as various Chinese beliefs (such as the Chinese zodiac), family culture and celebrations.

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (KIB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKAAB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *practise writing and producing short texts, resorting to digital tools when necessary.*

Core contents

Basic level, beginner 3

- *social encounters (in daily life), ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (KIB304)

Modules in the study unit

- Basic level 1, 2 cr (VKAAB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *improve their writing skills*
- *learn to make use of conventional and digital dictionaries and glossaries.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (KIB305)

Modules in the study unit

- Basic level 2, 2 cr (VKAAB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 (spoken language) and A1.2 (written language).*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on well-being competence.

Basic level 3, 2 cr (KIB306)

Modules in the study unit

- Basic level 3, 2 cr (VKAAB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1 (spoken language) and A1.2 (written language)*
- *continue producing their own texts, both writing by hand and utilising digital tools.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (KIB307)

Modules in the study unit

- Basic level 4, 2 cr (VKAAB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1 (spoken language) and A1.3 (written language).*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence.

Basic level 5, 2 cr (KIB308)

Modules in the study unit

- Basic level 5, 2 cr (VKAAB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1 (spoken language) and A1.3 (written language).*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

7.20.13.   Korean, B3 syllabus (KOB3)

The task of the subject

Asian and African languages refer to prominent languages in the world, such as Japanese, Chinese, and Arabic, which use many kinds of writing systems.

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (KOB301)

Modules in the study unit

• Basic level, beginner 1, 2 cr (VKAAB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

> • *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
> • *find ways of learning and studying the language that suit them*
> • *understand the status of the target language in the world*
> • *gradually familiarise themselves with the letters and writing symbols and practise recognising and reading them*
> • *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (KOB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKAAB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*
- *practise their writing skills further*
- *if possible, familiarise themselves with how the language is written using digital devices.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (KOB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKAAB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2 (spoken language) and A1.1 (written language)*

- *practise writing and producing short texts, resorting to digital tools when necessary.*

Core contents

Basic level, beginner 3

- *social encounters (in daily life), ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

7.20.14. French, A syllabus (RAA)

Study units

Study skills and building linguistic identity, 1 cr (RAA01)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory

Objectives

Study skills and building linguistic identity The objective of the module is that the students

- *are encouraged to develop their language proficiency*
- *develop their perceptions of language awareness and plurilingualism*
- *apply and develop their language learning strategies and their self and peer assessment*
- *learn to use appropriate aids for language learning*
- *are able to relate their proficiency in the target language to the proficiency level set for studies in the syllabus (see table).*

Core contents

Study skills and building linguistic identity

- *the target language as a gateway to learning and knowing related languages*
- *setting goals for studying the target language*
- *drawing up a personal language profiles or complementing existing profiles from the perspective of the target language*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*
- *getting to know others, exchanging everyday information, and improving interaction*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units RAA01 and RAA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the French language in general upper secondary school is not too limited.

French language in a global world and interaction competence, 3 cr (RAA02)

Modules in the study unit

- Language in a global world and interaction competence, 3 cr (VKA2), Compulsory

Objectives

Language in a global world and interaction competence

The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the target language's status from the perspective of cultural and linguistic diversity.*

Core contents

Language in a global world and interaction competence

- *internationality in daily life and in the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production in the target language; variants of the target*
- *communication styles in different media*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units RAA01 and RAA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the French language in general upper secondary school is not too limited.

French language and culture as instruments for creative expression, 2 cr (RAA03)

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (VKA3), Compulsory

Objectives

Language and culture as instruments for creative expression

The objective of the module is that the students

- *produce personal interpretations of texts related to different themes*
- *are able to produce texts where they describe cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

Language and culture as instruments for creative expression

- *creative activity*
- *significance of culture and arts for individuals and the community*
- *role of self-expression in identity building*

Local specification

Transversal competences

Multidisciplinary and creative competence

Students are encouraged to express themselves in the target language.

Global and cultural competence

During the study unit, the focus is particularly on creative competence and cultural competence.

French language as an instrument for exerting influence, 2 cr (RAA04)

Modules in the study unit

- Language as an instrument for exerting influence, 2 cr (VKA4), Compulsory

Objectives

Language as an instrument for exerting influence

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *use different information sources, learning environments, or ways of producing texts.*

Core contents

Language as an instrument for exerting influence

- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence and global competence.

Global and cultural competence

During the study unit, the focus is particularly on societal competence and global competence.

Sustainable future and science, 2 cr (RAA05)

Modules in the study unit

- Sustainable future and science, 2 cr (VKA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism, examples of scientific texts*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary competence

Frenchn Language in further studies and the world of work, 2 cr (RAA06)

Modules in the study unit

- Language in further studies and the world of work, 2 cr (VKA6), Compulsory

Objectives

Language in further studies and the world of work The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of the target language in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

Language in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

The environment and a sustainable way of living, 2 cr (RAA07)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (VKA7), Optional

Objectives

The environment and a sustainable way of living The objective of the module is that the students

- *improve their information acquisition skills, especially from the perspective of source*
- *develop their thinking skills by drawing on their language proficiency in order to analyse different causal relationships*
- *also participate in more extensive oral or written interactive situations.*

Core contents

The environment and a sustainable way of living

- *global environmental issues, such as climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Speak and influence, 2 cr (RAA08)

Modules in the study unit

- Speak and influence, 2 cr (VKA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *develop their ability to understand different language variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *the impact of target language users' different backgrounds and mother tongues on situations involving speech*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complemeting them as indicated by the students' needs*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

7.20.15. French, B2 syllabus (RAB2)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence

from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 3, 2 cr (RAB201)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB21), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (RAB202)

Modules in the study unit

- Basic level 1, 2 cr (VKB22), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (RAB203)

Modules in the study unit

- Basic level 2, 2 cr (VKB23), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on well-being competence.

Basic level 3, 2 cr (RAB204)

Modules in the study unit

- Basic level 3, 2 cr (VKB24), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (RAB205)

Modules in the study unit

- Basic level 4, 2 cr (VKB25), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on Societal competence.

Basic level 5, 2 cr (RAB206)

Modules in the study unit

- Basic level 5, 2 cr (VKB26), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 1, 2 cr (RAB207)

Modules in the study unit

- Basic level, intermediate 1, 2 cr (VKB27), Optional

Objectives

Basic level, intermediate 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

Core contents

Basic level, intermediate 1

- *different living environments*
- *A sustainable way of living*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 2, 2 cr (RAB208)

Modules in the study unit

- Basic level, intermediate 2, 2 cr (VKB28), Optional

Objectives

Basic level, intermediate 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

Core contents

Basic level, intermediate 2

- *international competence and cooperation*
- *familiarisation with different international systems for assessing language proficiency*
- *language proficiency requirements in, for example, further studies*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on global competence and Societal competence.

Global and cultural competence

During the study unit, the focus is particularly on global competence and Societal competence.

7.20.16. French, B3 syllabus (RAB301)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (RAB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (RAB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (RAB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (RAB304)

Modules in the study unit

- Basic level 1, 2 cr (VKB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (RAB305)

Modules in the study unit

- Basic level 2, 2 cr (VKB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on Well-being competence.

Basic level 3, 2 cr (RAB306)

Modules in the study unit

- Basic level 3, 2 cr (VKB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (RAB307)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence.

Basic level 5, 2 cr (RAB308)

Modules in the study unit

- Basic level 5, 2 cr (VKB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

7.20.17. Swedish, B3 syllabus (RUB3)

The task of the subject

(Section 13(2) of the Government Decree on General Upper Secondary Education 810/2018.)

Study units

Basic level, beginner 1, 2 cr (RUB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (RUB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

7.20.18. German, A syllabus (SAA)

Study units

Study skills and building linguistic identity, 1 cr (SAA01)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- *are encouraged to develop their language proficiency*
- *develop their perceptions of language awareness and plurilingualism*
- *apply and develop their language learning strategies and their self and peer assessment*
- *learn to use appropriate aids for language learning*
- *are able to relate their proficiency in the target language to the proficiency level set for studies in the syllabus (see table).*

Core contents

Study skills and building linguistic identity

- *the target language as a gateway to learning and knowing related languages*
- *setting goals for studying the target language*
- *drawing up a personal language profiles or complementing existing profiles from the perspective of the target language*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*

- *getting to know others, exchanging everyday information, and improving interaction*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units SAA01 and SAA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the German language in general upper secondary school is not too limited.

German language in a global world and interaction competence, 3 cr (SAA02)

Modules in the study unit

- Language in a global world and interaction competence, 3 cr (VKA2), Compulsory

Objectives

Language in a global world and interaction competence

The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the target language's status from the perspective of cultural and linguistic diversity.*

Core contents

Language in a global world and interaction competence

- *internationality in daily life and in the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production in the target language; variants of the target*
- *communication styles in different media*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units SAA01 and SAA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the German language in general upper secondary school is not too limited.

German language and culture as instruments for creative expression, 2 cr (SAA03)

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (VKA3), Compulsory

Objectives

Language and culture as instruments for creative expression

The objective of the module is that the students

- *produce personal interpretations of texts related to different themes*
- *are able to produce texts where they describe cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

Language and culture as instruments for creative expression

- *creative activity*
- *significance of culture and arts for individuals and the community*
- *role of self-expression in identity building*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on creative competence and cultural competence.

Global and cultural competence

During the study unit, the focus is particularly on creative competence and cultural competence.

German language as an instrument for exerting influence, 2 cr (SAA04)

Modules in the study unit

- Language as an instrument for exerting influence, 2 cr (VKA4), Compulsory

Objectives

Language as an instrument for exerting influence

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *use different information sources, learning environments, or ways of producing texts.*

Core contents

Language as an instrument for exerting influence

- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence and global competence.

Global and cultural competence

During the study unit, the focus is particularly on societal competence and global competence.

Sustainable future and science, 2 cr (SAA05)

Modules in the study unit

- Sustainable future and science, 2 cr (VKA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism, examples of scientific texts*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary competence.

German language in further studies and the world of work, 2 cr (SAA06)

Modules in the study unit

- Language in further studies and the world of work, 2 cr (VKA6), Compulsory

Objectives

Language in further studies and the world of work

The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of the target language in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

Language in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence and interaction competence.

Interaction competence

During the study unit, the focus is particularly on societal competence and interaction competence.

The environment and a sustainable way of living, 2 cr (SAA07)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (VKA7), Optional

Objectives

The environment and a sustainable way of living

The objective of the module is that the students

- *improve their information acquisition skills, especially from the perspective of source*
- *develop their thinking skills by drawing on their language proficiency in order to analyse different causal relationships*
- *also participate in more extensive oral or written interactive situations.*

Core contents

The environment and a sustainable way of living

- *global environmental issues, such as climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Speak and influence, 2 cr (SAA08)

Modules in the study unit

- Speak and influence, 2 cr (VKA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *develop their ability to understand different language variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *the impact of target language users' different backgrounds and mother tongues on situations involving speech*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complemeting them as indicated by the students' needs*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

7.20.19. German, B2 syllabus (SAB2)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 3, 2 cr (SAB201)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB21), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (SAB202)

Modules in the study unit

- Basic level 1, 2 cr (VKB22), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (SAB203)

Modules in the study unit

- Basic level 2, 2 cr (VKB23), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on Well-being competence.

Basic level 3, 2 cr (SAB204)

Modules in the study unit

- Basic level 3, 2 cr (VKB24), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (SAB205)

Modules in the study unit

- Basic level 4, 2 cr (VKB25), Optional

Objectives

Basic level 4

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A2.1.

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence.

Basic level 5, 2 cr (SAB206)

Modules in the study unit

- Basic level 5, 2 cr (VKB26), Optional

Objectives

Basic level 5

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A2.1.

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 1, 2 cr (SAB207)

Modules in the study unit

- Basic level, intermediate 1, 2 cr (VKB27), Optional

Objectives

Basic level, intermediate 1

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A2.2.

Core contents

Basic level, intermediate 1

- *different living environments*
- *A sustainable way of living*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 2, 2 cr (SAB208)

Modules in the study unit

- Basic level, intermediate 2, 2 cr (VKB28), Optional

Objectives

Basic level, intermediate 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

Core contents

Basic level, intermediate 2

- *international competence and cooperation*
- *familiarisation with different international systems for assessing language proficiency*
- *language proficiency requirements in, for example, further studies*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on global competence and societal competence.

Global and cultural competence

During the study unit, the focus is particularly on global competence and societal competence.

7.20.20. German, B3 syllabus (SAB3)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target

language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (SAB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (SAB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (SAB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (SAB304)

Modules in the study unit

- Basic level 1, 2 cr (VKB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- geographic spread of the target language, variants
- Finland from the perspective of studying in the target language
- daily customs and conventions as well as comparison of cultural differences

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (SAB305)

Modules in the study unit

- Basic level 2, 2 cr (VKB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.

Core contents

Basic level 2

- well-being and health
- different life stages

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on well-being competence.

Basic level 3, 2 cr (SAB306)

Modules in the study unit

- Basic level 3, 2 cr (VKB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A2.1.

Core contents

Basic level 3

- different cultural themes from the language and cultural area
- topical cultural themes

- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (SAB307)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence.

Basic level 5, 2 cr (SAB308)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (SAB307)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Study skills and building linguistic identity

- *the target language as a gateway to learning and knowing related languages*
- *setting goals for studying the target language*
- *drawing up a personal language profiles or complementing existing profiles from the perspective of the target language*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*
- *getting to know others, exchanging everyday information, and improving interaction*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units VEA01 and VEA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the Russian language in general upper secondary school is not too limited.

Russian language in a global world and interaction competence, 3 cr (VEA02)

Modules in the study unit

- Language in a global world and interaction competence, 3 cr (VKA2), Compulsory

Objectives

Language in a global world and interaction competence The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the target language's status from the perspective of cultural and linguistic diversity.*

Core contents

Language in a global world and interaction competence

- *internationality in daily life and in the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production in the target language; variants of the target*
- *communication styles in different media*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Local description of study unit

It is recommended that study units VEA01 and VEA02 be taken simultaneously, consecutively or otherwise as close together as possible. This ensures that students' first encounter with the Russian language in general upper secondary school is not too limited.

Russian Language and culture as instruments for creative expression, 2 cr (VEA03)

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (VKA3), Compulsory

Objectives

Language and culture as instruments for creative expression

During the study unit, the focus is particularly on creative competence and cultural competence.

Russian language as an instrument for exerting influence, 2 cr (VEA04)

Modules in the study unit

- Language as an instrument for exerting influence, 2 cr (VKA4), Compulsory

Objectives

Language as an instrument for exerting influence

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *use different information sources, learning environments, or ways of producing texts.*

Core contents

Language as an instrument for exerting influence

- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence and global competence.

Global and cultural competence

During the study unit, the focus is particularly on societal competence and global competence.

Sustainable future and science, 2 cr (VEA05)

Modules in the study unit

- Sustainable future and science, 2 cr (VKA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*

- *popularised texts, source criticism, examples of scientific texts*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary competence.

Russian in further studies and the world of work, 2 cr (VEA06)

Modules in the study unit

- Language in further studies and the world of work, 2 cr (VKA6), Compulsory

Objectives

Language in further studies and the world of work

The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of the target language in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

Language in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Speak and influence, 2 cr (VEA08)

Modules in the study unit

- Speak and influence, 2 cr (VKA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *develop their ability to understand different language variants*
- *practise oral production that requires preparation.*

Core contents

- *different features of speaking*
- *the impact of target language users' different backgrounds and mother tongues on situations involving speech*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complementing them as indicated by the students' needs*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.

7.20.21. Russian, B2 syllabus (VEB2)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 3, 2 cr (VEB201)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB21), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (VEB202)

Modules in the study unit

- Basic level 1, 2 cr (VKB22), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (VEB203)

Modules in the study unit

- Basic level 2, 2 cr (VKB23), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on Well-being competence.

Basic level 3, 2 cr (VEB204)

Modules in the study unit

- Basic level 3, 2 cr (VKB24), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (VEB205)

Modules in the study unit

- Basic level 4, 2 cr (VKB25), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence.

Basic level 5, 2 cr (VEB206)

Modules in the study unit

- Basic level 5, 2 cr (VKB26), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 1, 2 cr (VEB207)

Modules in the study unit

- Basic level, intermediate 1, 2 cr (VKB27), Optional

Objectives

Basic level, intermediate 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

Core contents

Basic level, intermediate 1

- *different living environments*
- *A sustainable way of living*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

Basic level, intermediate 2, 2 cr (VEB208)

Modules in the study unit

- Basic level, intermediate 2, 2 cr (VKB28), Optional

Objectives

Basic level, intermediate 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

Core contents

Basic level, intermediate 2

- *international competence and cooperation*
- *familiarisation with different international systems for assessing language proficiency*
- *language proficiency requirements in, for example, further studies*

Local specification

Transversal competences

Societal competence

During the study unit, the focus is particularly on global competence and societal competence.

Global and cultural competence

During the study unit, the focus is particularly on global competence and societal competence.

7.20.22. Russian, B3 syllabus (VEB3)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language. Instruction helps the students in developing an understanding of the specific features of the target language that differ from European languages and develops their command of the writing system of the target language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (VEB301)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*

- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences Interaction competence

During the study unit, the focus is particularly on interaction competence.

Basic level, beginner 2, 2 cr (VEB302)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*

- *social encounters in daily life*

- *ordinary service use situations*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level, beginner 3, 2 cr (VEB303)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Basic level 1, 2 cr (VEB304)

Modules in the study unit

- Basic level 1, 2 cr (VKB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and conventions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on global and cultural competence.

Basic level 2, 2 cr (VEB305)

Modules in the study unit

- Basic level 2, 2 cr (VKB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3. to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary and creative competence.

Basic level 4, 2 cr (VEB307)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Ethical and environmental competence

During the study unit, the focus is particularly on ethical and environmental competence.

7.21. Social studies (YH)

The task of the subject

The teaching and learning of social studies develop the students' understanding of the society around them and provide them with capabilities for growing into active and engaged citizens interested in societal issues. The civil society, society's structures and key phenomena as well as power, economy, and involvement are explored from the Finnish, European, and global viewpoint. Social studies are based on the contents of different branches of social sciences and law.

Social studies provide the students with capabilities for examining and evaluating current phenomena critically as well as reflecting on future trends and options. In addition, the subject strengthens the students' economic competence and understanding of the law and encourages them towards active participation in society. The point of departure is awakening the students' personal interest in societal issues and world events. Special attention is paid to societal thinking skills, such as acquisition of diverse information, critical interpretation of information and statistical data, and discussion and argumentation skills.

The underlying values of the teaching and learning of social studies emphasise the basic premises of democracy, including equality, social responsibility, respect for human rights, freedom of opinion, and active citizenship as well as appreciation of work and entrepreneurship.

Assessment

The assessment of the students' knowledge and skills focuses on the attainment of the general objectives of social studies, with emphasis on module-specific objectives and core contents. Assessment feedback provided during the learning process helps students become aware of their learning and competence as well as develop their working methods in order to attain knowledge and skills related to the way of thinking typical for social studies.

Key targets of assessment in social studies are mastering knowledge and skills essential for societal thinking and action: an ability to understand the principles on which knowledge about society is constructed, the phenomena of society and the economy as well as their causes and effects; and skills in critically evaluating society and the economy as well as the interpretations and alternative solutions concerning their development.

The assessment focuses on skills in processing societal information, including the ability to find information in different sources, to separate essential from inessential information as well as to use this information as an instrument for forming a reasoned opinion. The students' skills in acquiring, understanding, analysing, and applying societal information, shaping it into structured entities, and producing non-fiction text typical of this subject are considered in the assessment. The assessment is based on diverse demonstrations of knowledge and skills and the students' ability to apply what they have learned.

Study units

Finnish society, 2 cr (YH01)

Modules in the study unit

- Finnish society, 2 cr (YH1), Compulsory

Objectives

Finnish society

The objective of the module is that the students

> • *are able to read and produce non-fiction text typical of the subject*
> • *understand the foundations on which the structure of Finnish society is built*
> • *are familiar with citizens' fundamental rights as well as their means of and opportunities for involvement, know how to act as active citizens, and develop an interest in civic participation*
> • *are familiar with the foundation of the welfare state and rule of law and capable of comparing different welfare models in the Nordic countries, Europe, and elsewhere in the world*
> • *are able to explore and evaluate societal involvement in the media*
> • *are able to examine the possibilities of and challenges to democracy from different viewpoints and in an analytical manner*
> • *are able to critically evaluate societal information and the basis of decision-making in society at the local and national level as well as their impact on different population groups and societal actors*
> • *are able to plan relevant ways of using political civil involvement to resolve local, national, and international issues.*

Core contents

Finnish society

Structure of Finnish society

• *demographic and social structure of Finnish population*
• *factors that affect changes in demographic structure*

Democracy and rule of law

• *human rights, citizens' fundamental rights and responsibilities*
• *judicial administration, judicial power and law-enforcement authority*

Welfare and equality

• *social equality, non-discrimination and justice*
• *tasks, advantages, and challenges of the Nordic welfare state*

Power, participation and engagement

• *forms of exercising power in society, democratic decision-making, and the Finnish agreement-based society*
• *citizens' means of involvement and the significance of active citizenship*
• *local and national system of decision-making in Finland*
• *changing significance of the media and engagement through the media*

Local specification

Transversal competences

Societal competence

The teaching of social studies helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future (change and continuity). For example, means of social influence and the operating principles of the political system.

Interaction competence

Discussions in class are central to the instruction. The study unit also emphasises diverse methods of information production and publication and trains students in fact-based argumentation. For example, practising essay writing, emphasising the significance of freedom of expression by comparing different historical and contemporary societies, as well as using working methods that develop social and cooperation skills in studies.

Economics, 2 cr (YH02)

Modules in the study unit

  • Economics, 2 cr (YH2), Compulsory

Objectives

Economics

> *The objective of the module is that the students*

> • *understand news about the economy and become interested in following them*
> • *are familiar with the concepts and basic premises of economics*
> • *are able to interpret statistics and graphs related to the economy*
> • *understand the significance of work and entrepreneurship in the economy and society*
> • *are able to make reasoned financial decisions as well as manage and plan their personal finances*
> • *are able to consider economic questions also from an ethical viewpoint, understanding how Finland is connected to the global economy*
> • *are able to evaluate critically the arguments presented in a discussion on economics as well as analyse different options for economic policy decisions as well as their background and impact.*

Core contents

Economics

National economy and its actors

- *basic economic concepts and the nature and construction of knowledge about the economy*
- *circular flow of the national economy and interaction between households, enterprises and the national economy*
- *management of personal finances: saving, consumption, and debt*

Markets, economic conjunctures, and economic life

- *free competition and pricing in the market*
- *work, entrepreneurship, and enterprises*
- *Finland as part of the global economy*
- *financial markets, saving, investing, and risk management*
- *economic disruptions; economic cycles, their backgrounds and their consequences*

Economic policy

- *the basis, advantages, and problems of sustainable economic growth*
- *public economy and fiscal balance*
- *actors, means, and challenges of economic policy*

Local specification

Transversal competences

Societal competence

Studying economics helps students understand that economic development is the result of human activity and gives them an insight into their own opportunities to influence the economy now and in the future (change and continuity). Students understand that economic decisions are choices based on different perspectives.

Interaction competence

The instruction emphasises diverse methods of information production and expression and trains students in fact-based argumentation.

Well-being competence

Understanding how society and the economy work contributes to an individual's well-being. For example, economic cycles, taxation, saving and understanding one's own finances.

Global and cultural competence

Economics examines the effects of globalisation on economies and societies from a broad perspective. For example, the internationalisation of working life, the interdependence between national economies and companies, and global income distribution.

Ethical and environmental competence

Economics strengthens students' understanding of how economic decisions and social structures can prevent or enable a sustainable lifestyle. As a school subject, economics emphasises the Societal dimensions of sustainable development and the connection between economic decisions and the building of a sustainable society. For example, the potential and limits of economic growth, the environmental impact of the economy and the circular economy.

Multidisciplinary and creative competence

The study of economics is based on an appreciation and understanding of research-based

knowledge, based on which it is possible to formulate reasoned interpretations and conclusions. Social knowledge is not a matter of opinion; in social studies, interpretations must be based on available evidence and the ways in which different disciplines construct knowledge. Language awareness means that every teacher is a teacher of the language and concepts of their subject.

A responsible citizen is able to participate in and interpret economic debate. The studies involve practising textual skills typical of different academic disciplines. For example, reading, interpreting and producing statistics and graphs, as well as economic language and terminology.

Local description of study unit

In the study unit, it is advisable to take advantage of opportunities for cooperation with local companies, advocacy groups and universities, for example. Cooperation between school subjects can be carried out on topics such as savings, loans, interest rates, investing and business profitability.

Finland, Europe, and the changing world, 2 cr (YH03)

Modules in the study unit

- Finland, Europe, and the changing world, 2 cr (YH3), Compulsory

Objectives

Finland, Europe, and the changing world

The objective of the module is that the students

> • *develop a broad understanding of globalisation and Finland's position as part of it*
> • *understand European cooperation as well as collaboration and networking based on international conventions*
> • *are familiar with the operation of the European Union and able to acquire and evaluate critically information about it*
> • *understand their possibilities for involvement and are able to act as European and global citizens*
> • *are able to analyse the advantages and disadvantages of globalisation and the unification of Europe from the perspectives of their lives and Finland's economic and political system*
> • *are able to analyse and evaluate the changes and threats related to national security and the international security environment as well as the possibilities of resolving them.*

Core contents

Finland, Europe, and the changing world

Global challenges, globalisation, and networking

• *the environment, climate, population, and a sustainable future*
• *actors and possibilities of international cooperation*
• *Finland and the Nordic countries as part of global networks*
• *citizenship and engagement in Europe and globally*

European citizenship and the unification of Europe

• *the European identity, values, and diversity of societies*
• *Finland as part of EU decision-making*
• *European economic and regional policy*
• *The EU as a global actor*

Security in changing operating environments

• *local and national security*
• *security policy in Finland and the EU*

• changing security threats and possibilities of resolving them

Local specification

Transversal competences

Societal competence

The study unit helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future (change and continuity). For example, the history of European unification, global development and operating and influencing within the European Union.

Interaction competence

The instruction emphasises diverse methods of information production and expression and trains students in fact-based argumentation.

Well-being competence

The study unit supports the formation of students' own identities and highlights the diversity of identities in Finnish society. For example, European identity and global citizenship.

Global and cultural competence

The study unit examines globalisation from a variety of perspectives: benefits and drawbacks, interdependencies, human rights, democracy, security and economy.

Ethical and environmental competence

The study unit strengthens students' understanding of how international and European Union decisions and social structures can prevent or enable a sustainable lifestyle. As a school subject, social studies emphasises the Societal dimensions of sustainable development and the connection between political decisions and the building of a sustainable society. For example, the global economy and international cooperation, the European Union and climate policy, and understanding different societies.

Multidisciplinary and creative competence

The study of social studies is based on an appreciation and understanding of research-based knowledge, based on which it is possible to formulate reasoned interpretations and conclusions. Social knowledge is not a matter of opinion; in social studies, interpretations must be based on available evidence and the ways in which different disciplines construct knowledge. Language awareness means that every teacher is a teacher of the language and concepts of their subject. A responsible citizen is able to participate in and interpret social debate. The studies involve practising textual skills typical of different disciplines. For example, information influence activities.

Local description of study unit

The study unit should take advantage of cooperation with European Union operators, such as Europe Information, and other organisations.

Legal knowledge, 2 cr (YH04)

Modules in the study unit

- Legal knowledge, 2 cr (YH4), Optional

Objectives

Legal knowledge

The objective of the module is that the students

> • *are familiar with the Finnish legal system and understand the principles of legal thinking that direct its operation*
> • *are able to seek sources of legal information, interpret them, and apply the information provided by them*
> • *know their rights and responsibilities as citizens, employees, and consumers and are able to apply this knowledge to questions relevant to common legal matters*
> • *are able to analyse public discussion on legal issues and evaluate the views expressed in it.*

Core contents

Legal knowledge

Basics of the legal system

> • *basic concepts of jurisprudence and fundamental rights*
> • *sources of legal information and their use*
> • *justice and fairness as a societal phenomenon*
> • *legal order and the courts*

Basics of the most common legal matters relevant to citizens in the following areas

> • *contract and tort law*
> • *family and inheritance law*
> • *property law*
> • *copyrights and consumer law*
> • *labour law*
> • *contract law related to housing*
> • *administrative law and good governance*
> • *process and criminal law*
> • *environmental law*

Local specification

Transversal competences

Societal competence

The teaching of legal knowledge helps students understand how societies change as a result of human activity and how they themselves can influence the societies of today and the future (change and continuity).

Interaction competence

The study unit emphasises diverse methods of information production and publication and trains students in fact-based argumentation. For example, practising essay writing, emphasising the significance of freedom of expression by comparing different historical and contemporary societies, as well as using working methods that develop social and cooperation skills in studies.

Well-being competence

Legal knowledge develops students' ability to reflect on the responsibilities and roles of individuals and society in terms of a good life, and examine the connection between the organisation of society and individual well-being. For example, the rules of society and the fundamental rights of citizens.

Global and cultural competence

The Constitution of Finland protects fundamental rights, the rule of law and democracy. The study unit provides an opportunity to learn about international law and legal history as the basis of the Finnish legal system.

Ethical and environmental competence

Legal knowledge guides students towards responsible citizenship and introduces them to the basics of environmental law.

Multidisciplinary and creative competence

A responsible citizen is able to participate in and interpret social debate. The studies include training in textual skills typical of law. For example, legal language and terminology.

Local description of study unit

The study unit should take advantage of cooperation with courts, other authorities and law firms.

7.22. Integration study units

Study skills and building linguistic identity, 1 cr (KIA01)

Subjects

- Chinese, A syllabus

- Foreign languages, Asian and Afrikan languages, A syllabus

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory

Objectives

Study skills and building linguistic identity The objective of the module is that the students

- *are encouraged to develop their language proficiency*
- develop their perceptions of language awareness and plurilingualism
- *apply and develop their language learning strategies and their self and peer assessment*
- *learn to use appropriate aids for language learning*
- *are able to relate their proficiency in the target language to the proficiency level set for studies in the syllabus (see table).*

Core contents

Study skills and building linguistic identity

- *the target language as a gateway to learning and knowing related languages*
- *setting goals for studying the target language*
- *drawing up a personal language profiles or complementing existing profiles from the perspective of the target language*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*
- *getting to know others, exchanging everyday information, and improving interaction*

Local specification

• 1. Repetition of basic vocabulary, basic tenses, interrogative pronouns, measure words, sentence forms.

- 2. Common, simplest characters.

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Assessment

Local specification

The achievement of the study unit's objectives is assessed both formatively and summatively.

The transversal competence objectives are assessed in particular as part of the formative assessment of the study unit.

Formative assessment guides and promotes the students' learning and achievement of objectives. Encouraging feedback that promotes learning supports the students' positive development, well-being and overall growth.

Summative assessment makes visible how the students have achieved the learning and competence objectives set for the study unit. The assessment is based on continuous and versatile demonstrations. The development of the students' language skills is assessed according to the Evolving Language Proficiency Scale, which is based on the European Framework of Reference.

Self-assessment and peer assessment during the study unit support the achievement of the study unit's objectives. The students also learn to assess their competence and set goals for their learning.

The summative and formative assessment of the study unit can be supported by the language profiles prepared by the students.

Language in a global world and interaction competence, 3 cr (KIA02)

Subjects

- Chinese, A syllabus
- Foreign languages, Asian and Afrikan languages, A syllabus

Modules in the study unit

- Language in a global world and interaction competence, 3 cr (VKA2), Compulsory

Objectives

Language in a global world and interaction competence

The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the target language's status from the perspective of cultural and linguistic diversity.*

Core contents

Language in a global world and interaction competence

- *internationality in daily life and in the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production in the target language; variants of the target*
- *communication styles in different media*

Local specification

1. We practice a wide range of everyday oral and written interactions.

2. Topics include well-being, health, leisure and different life stages.

3. Expanding one's own character pool and producing and interpreting short messages written with characters.

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Well-being competence

During the study unit, the focus is particularly on interaction competence and well-being competence.

Assessment

The achievement of the study unit's objectives is assessed both formatively and summatively.

The transversal competence objectives are assessed in particular as part of the formative assessment of the study unit.

Formative assessment guides and promotes the students' learning and achievement of objectives. Encouraging feedback that promotes learning supports the students' positive development, well-being and overall growth.

Summative assessment makes visible how the students have achieved the learning and competence objectives set for the study unit. The assessment is based on continuous and versatile demonstrations. The development of the students' language skills is assessed according to the Evolving Language Proficiency Scale, which is based on the European Framework of Reference.

Self-assessment and peer assessment during the study unit support the achievement of the study unit's objectives. The students also learn to assess their competence and set goals for their learning.

The summative and formative assessment of the study unit can be supported by the language profiles prepared by the students.

Language and culture as instruments for creative expression, 2 cr (KIA03)

Subjects

- Chinese, A syllabus
- Foreign languages, Asian and Afrikan languages, A syllabus

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (VKA3), Compulsory

Objectives

Language and culture as instruments for creative expression The objective of the module is that the students

- *produce personal interpretations of texts related to different themes*
- *are able to produce texts where they describe cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

Language and culture as instruments for creative expression

- *creative activity*
- *significance of culture and arts for individuals and the community*
- *role of self-expression in identity building*

Local specification

- 1. Discussing various cultural topics. 2. Producing one's own texts in characters by using information and communication technology.

Local specification

Transversal competences

Global and cultural competence

During the study unit, the focus is particularly on creative competence and cultural competence.

Multidisciplinary and creative competence

During the study unit, the focus is particularly on creative competence and cultural competence.

Assessment

Local specification

The achievement of the study unit's objectives is assessed both formatively and summatively.

The transversal competence objectives are assessed in particular as part of the formative assessment of the study unit.

Formative assessment guides and promotes the students' learning and achievement of objectives. Encouraging feedback that promotes learning supports the students' positive development, well-being and overall growth.

Summative assessment makes visible how the students have achieved the learning and competence objectives set for the study unit. The assessment is based on continuous and versatile demonstrations. The development of the students' language skills is assessed according to the Evolving Language Proficiency Scale, which is based on the European Framework of Reference.

Self-assessment and peer assessment during the study unit support the achievement of the study unit's objectives. The students also learn to assess their competence and set goals for their learning.

The summative and formative assessment of the study unit can be supported by the language profiles prepared by the students.

Language as an instrument for exerting influence, 2 cr (KIA04)

Subjects

- Chinese, A syllabus
- Foreign languages, Asian and Afrikan languages, A syllabus

Modules in the study unit

- Language as an instrument for exerting influence, 2 cr (VKA4), Compulsory

Objectives

Language as an instrument for exerting influence

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *use different information sources, learning environments, or ways of producing texts.*

Core contents

Language as an instrument for exerting influence

- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Transversal competences

Societal competence

During the study unit, the focus is particularly on societal competence and global competence.

Global and cultural competence

During the study unit, the focus is particularly on societal competence and global competence.

Sustainable future and science, 2 cr (KIA05)

Subjects

- Chinese, A syllabus
- Foreign languages, Asian and Afrikan languages, A syllabus

Modules in the study unit

- Sustainable future and science, 2 cr (VKA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism, examples of scientific texts*

Local specification

Transversal competences

Multidisciplinary and creative competence

During the study unit, the focus is particularly on multidisciplinary competence.

Language in further studies and the world of work, 2 cr (KIA06)

Subjects

- Chinese, A syllabus

- Foreign languages, Asian and Afrikan languages, A syllabus

Modules in the study unit

- Language in further studies and the world of work, 2 cr (VKA6), Compulsory

Objectives

Language in further studies and the world of work The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of the target language in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

Language in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on societal competence and interaction competence.

Societal competence

During the study unit, the focus is particularly on societal competence and interaction competence.

The environment and a sustainable way of living, 2 cr (KIA07)

Subjects

- Chinese, A syllabus

- Foreign languages, Asian and Afrikan languages, A syllabus

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (VKA7), Optional

Objectives

The environment and a sustainable way of living The objective of the module is that the students

- *improve their information acquisition skills, especially from the perspective of source*
- *develop their thinking skills by drawing on their language proficiency in order to analyse different causal relationships*

- *also participate in more extensive oral or written interactive situations.*

Modules in the study unit

- Speak and influence, 2 cr (VKA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *develop their ability to understand different language variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *the impact of target language users' different backgrounds and mother tongues on situations involving speech*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complemeting them as indicated by the students' needs*

Local specification

Transversal competences

Interaction competence

During the study unit, the focus is particularly on interaction competence.