



Deutsche Schule Helsinki

Pupil's mother tongue complementing basic education

Grades 1-9

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The objectives, contents, and assessment of the pupil's learning in the instruction in his or her mother tongue complementing basic education

Mother tongues in the German School of Helsinki

According to the Constitution of Finland, every pupil has the right to maintain and develop their mother tongue and culture. The pupil's mother tongue complementing basic education is available to all pupils, whose mother tongue, or a language used by the family, is other than Finnish, Swedish or Saami. The minimum size of the group is four students for each language, and the pupils can be from different school grades. The aim of the instruction is to study either the pupil's mother tongue, or to maintain and develop the pupil's skills in a language they have learned abroad, and are fluent in on a mother tongue level. The aims and content of the curriculum are defined here for the pupil's mother tongue complementing basic education, which is taught for two lessons a week throughout their basic education (until the end of year 9).

The pupil's mother tongue complementing basic education in grades 1–2

The special task of the instruction in grades 1–2 is to encourage the pupils to learn to use their mother tongue in different interactive situations. The pupil learns to listen, to ask, and answer questions, and to relate information. The pupils systematically expand their vocabulary and resource of expressions to cover different areas of life. In cooperation with guardians, instruction helps the pupils to improve their thinking and self-expression skills. The pupil acquires basic reading and writing skills and becomes familiar with age-appropriate children's literature as well as narrative and cultural traditions. The aim is to learn to use language in different learning environments and acquire information using one's mother tongue. The aim is to become aware of the significance of one's mother tongue and to develop a positive relationship with the mother tongue.

Objectives of the instruction of the pupil's mother tongue complementing basic education in grades 1–2

Objectives of instruction	Content areas related to the objectives	Transversal competences
Acting in interactive situations		

O1 to help the pupil develop his or her listening skills and to encourage the pupil to ask and to present his or her ideas and experiences without the fear of mistakes	C1	T2
O2 to stimulate the pupil's curiosity about and interest in the use of different means of expression	C1	T2
O3 to encourage the pupil to develop his or her language proficiency and imagination as well as cooperation and interaction skills	C1	T2
Interpreting texts		
O4 to guide the pupil in developing a positive and curious attitude towards reading and to encourage him or her to read independently according to his or her language proficiency	C2	T1, T4
O5 to inspire the pupil to acquire basic literacy and text comprehension skills	C2	T1, T4
O6 to guide the pupil in familiarising himself or herself with different texts and in discussing them in order to share ideas and experiences	C2	T2, T4
Producing texts		
O7 to help the pupil develop a positive attitude towards writing according to his or her language proficiency	C3	T2
O8 to guide the pupil to familiarise himself or herself with the writing system of his or her own language and to further his or her basic writing skills	C3	T2, T5
O9 to guide the pupil to practise producing text as well as to encourage him or her to express his or her thoughts and observations in writing according to his or her language proficiency	C3	T1, T2
Understanding language, literature, and culture		
O10 to encourage the pupil to use his or her mother tongue in school, at home, and in his or her surroundings as well as to guide him or her to make observations on his or her own language use and familiarise himself or herself with basic linguistic structures	C4	T1, T2, T3

O11 to encourage the pupil to familiarise himself or herself with the traditions of customs and festivities of his or her linguistic and cultural community as well as to guide him or her to use and appreciate the cultural offerings available in his or her own language	C4	T2, T7
Language use as support for all learning		
O12 to encourage the pupil to use his or her mother tongue in different learning situations	C5	T1, T2, T5
O13 to build good cooperation between the instruction of the pupil's mother tongue and other school subjects in grades 1 and 2	C5	T1, T7

Key content areas related to the objectives of the instruction in the pupil's mother tongue complementing basic education in grades 1–2

The pupils learn literacy, language proficiency, and interaction skills in their mother tongue in language use situations and through versatile work with the language. The contents are selected to allow the pupil to diversely expand his or her knowledge and skills related to language, literature, and other forms of culture. The contents support the achievement of goals and draw on both the pupils' experiences and the possibilities of the local environment. Content areas are utilized in forming learning units for each grade.

Assessment of the pupil's learning in his or her mother tongue complementing basic education in grades 1–2

The basis and the aim of the assessment of the pupils' learning in grades 1–2 is forming an overall picture of the linguistic development of each pupil. Through feedback based on the assessment, the pupils receive information about their linguistic strengths and their progress as learners of the studied language. The pupils also receive diverse feedback on how well they understand and use the language, express themselves, participate in group discussions, and produce, and comprehend texts. Encouraging feedback on different competence areas is important.

In terms of the learning process, the key targets of assessment and feedback in the pupil's mother tongue include the following:

- progress in self-expression and interaction skills and expanding one's vocabulary and resource of concepts
- progress in reading proficiency, text comprehension, and reinforcing reading as a pastime
- progress in text production

- progress in understanding language and culture, with a particular focus on making observations on the meaning of words and everyday language use situations.

Particular attention in the pupil's mother tongue is paid to the development of the pupil's understanding of the language. Special features of the studied language, including the writing system, have an impact on the pupil's potential to progress his or her proficiency in the language.

The pupil's mother tongue complementing basic education in grades 3–6

The special task of the instruction in grades 3–6 is to encourage the pupils to participate actively in their mother tongue in different interaction situations. The pupils learn to use different reading strategies in their reading, to structure what they have read, and to share their reading experiences as well as to strengthen their command of the writing system. The pupils familiarise themselves with the key characteristics of the language. The pupils learn to make comparisons between languages and utilize their language proficiency in different learning environments by searching for information in their mother tongue in different subjects. The aim is that the pupils deepen their relationship with language and learn to appreciate proficiency in different languages. The aim is also that the pupils learn to assess and direct their own learning. The pupils' study motivation is strengthened in cooperation with the homes and the language community.

Objectives of the instruction in the pupil's mother tongue complementing basic education in grades 3–6

Objectives of instruction	Content areas related to the objectives	Transversal competences
Acting in interactive situations		
O1 to encourage the pupil to act in different interaction situations	C1	T2
O2 to encourage the pupil to use different means of expression in group and interaction situations	C1	T2
O3 to guide the pupil to assess his or her own activities and to give and receive feedback	C1	T1

Interpreting texts		
O4 to encourage the pupil to pursue reading and use texts in his or her language independently according to his or her language proficiency	C2	T1, T4, T5
O5 to guide the pupil to further the fluency of his or her basic literacy, and to develop his or her text comprehension and reading strategy skills	C2	T4, T5
O6 to guide the pupil to use his or her literacy and texts to gather experiences, to acquire and assess information, as well as to discuss texts	C2	T1, T2, T4
Producing texts		
O7 to help the pupil develop his or her expression and a positive attitude towards writing according to his or her language proficiency	C3	T2
O8 to encourage the pupil to practise his or her basic writing skills and text production skills as well as to improve their fluency	C3	T1, T2, T5
O9 to inspire the pupil to further his or her skills in expressing thoughts and experiences in non-fiction and literary texts	C3	T1, T2
Understanding language, literature, and culture		
O10 to help the pupil understand his or her linguistic and cultural identity and to reflect on the significance of mother tongue	C4	T1, T2
O11 to guide the pupil to familiarise himself or herself with the most central structures	C4	T1, T2
Language use as support for all learning		
O12 to guide the pupil to utilize his or her proficiency in the mother tongue in all learning and to progress in the use of the language needed in different fields of knowledge	C5	T1, T4

O13 to provide the pupil with tools for seeking, exploring, and assessing information in the mother tongue and to support the pupil in adopting a self-directed approach to studying his or her mother tongue	C5	T1, T4, T5
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Key content areas related to the objectives of the instruction in the pupil's mother tongue complementing basic education in grades 3–6

The pupils learn literacy, language proficiency, and interaction skills in their mother tongue in language use situations and through versatile work with the language. The contents are selected to allow the pupil to diversely expand his or her knowledge and skills related to language, literature, and other forms of culture. The contents support the achievement of goals and draw on both the pupils' experiences and the possibilities of the local environment. Content areas are utilized in forming learning units for each grade.

Assessment of the pupil's learning in his or her mother tongue complementing basic education in grades 3–6

The purpose of the assessment is to provide information on the progress of the pupil's learning and to guide and encourage the pupil. The pupil is given versatile feedback on how he or she has progressed in understanding and using oral and written language and diversified his or her resource of expressions. Assessment feedback also provides information for the planning of instruction. The assessment helps the pupil acquire information on strengths and progress of his or her language proficiency as well as on himself or herself as a learner of his or her mother tongue and his or her ability to use language proficiency as support for learning.

When giving verbal assessments or awarding grades for the pupil's mother tongue, the teacher assesses the pupil's achievement level in terms of the objectives defined in the local curriculum. Assessment in Year 6 is based on the subject learning objectives for that year group in the local curriculum.

To determine the level of proficiency at the end of Year 6, the teacher uses the national assessment criteria for the student's mother tongue. A pupil has achieved the objectives of the grade 5, 7, 8 or 9 in his/her mother tongue when the pupil's proficiency level is largely equivalent to the level of proficiency described in the criteria for that grade. The overall assessment of competence at grades 4, 6 and 10 is based on the student's mother tongue objectives and the above mentioned criteria for the academic year assessment. A higher level of attainment in one objective may compensate for a failing or lower level of attainment in another objective. The assessment of work is included in the academic year assessment and in the grade that results from it. In the criterion descriptions, the descriptions of competences for lower grades are included in the descriptions of competences for the upper grade.

Objective of instruction	Content areas	Learning objectives derived from the learning objectives	Assessment targets in the subject	Description grade 5	Description grade 7	Description grade 8	Description grade 9
Acting in interactive situations							
		The pupils...		The pupils...	The pupils...	The pupils...	The pupils...
O1 to encourage the pupil to act in different interaction situations	C1	...learn how to interact in different situations.	Interaction skills	...are able to interact in familiar and informal interaction situations.	... are able to interact in normal interaction situations.	are able to interact in a variety of interaction situations.	...are able to act constructively in a wide range of interaction situations.
O2 to encourage the pupil to use different means of expression in group and interaction situations	C1	...learn to use different means of expression, including in group and interaction situations.	Using different means of expression	...can listen to others but participates occasionally in group and interaction situations.	...can use different linguistic devices when participating in a group discussion.	...are able to use their voice, targeting and contact skills in a variety of group situations, in addition to linguistic skills. ...can adapt his/her communication to the group situation and take account of other participants.	...can adapt his/her linguistic and communicative means to the situation. ...can work constructively in a group and take into account the views of others when discussing.
O3 to guide the pupil to assess his or her	C1	...learn to evaluate their	Assessing the pupil's own	...can name one of his/her	...are able to describe yourself	...are able to describe his/her	...are able to assess your own

own activities and to give and receive feedback		own performance and to receive and give feedback.	actions and giving and receiving feedback	communicative strengths or areas for improvement.	as a communicator and identify a few strengths and areas for improvement. ...are able to take feedback.	strengths and areas for development as a communicator. ...can give succinct feedback.	communication skills. ...are able to receive and use feedback on their own performance and give feedback.
Interpreting texts							
O4 to encourage the pupil to pursue reading and use texts in his or her language according to his or her language proficiency	C2	...read texts in their own language according to their level.	Reading and using texts in the pupil's own language	...can read simple texts in their mother tongue.	...can read different texts or passages in their mother tongue.	... can read a fairly wide range of texts or passages in their mother tongue.	...can read a wide range of texts in their mother tongue.
O5 to guide the pupil to further the fluency of his or her basic literacy, and to develop his or her text comprehension and reading strategy skills	C2	...improve their reading fluency and learn to use comprehension strategies.	Developing reading skills	...can read slowly simple texts in his/her mother tongue, both structurally and linguistically. ...can use some basic simple text comprehension strategies in a guided way.	...can read simple texts in their mother tongue with a fair degree of fluency in terms of structure and language. ...can use some basic simple text	...can read fairly fluently in their mother tongue texts appropriate to their language level. ...can use the most common basic text comprehension strategies.	...can read fluently in their mother tongue a range of texts appropriate to their language ability. ...can use basic text comprehension strategies appropriately.

					comprehension strategies.		
O6 to guide the pupil to use his or her literacy and texts to gather experiences, to acquire and assess information, as well as to discuss texts	C2	...learn to use their reading skills and texts to experience, acquire and evaluate knowledge and to discuss texts.	Utilising literacy and texts	...can use simple texts in their mother tongue and discuss them with the help of questions and models.	...can use models to use texts in their mother tongue to find information. ...can use models to describe how texts relate to his/her own experiences.	...can write and discuss different texts written in their mother tongue and describe how they relate to their own experiences.	...can write and discuss different texts written in their mother tongue and reflect on how they relate to their own experiences.
Producing texts							
O7 to help the pupil develop his or her expression and a positive attitude towards writing according to his or her language proficiency	C3	...learn to develop their expression and positive attitude towards writing according to their language skills.	Using expressions in text production	...can produce short texts in your mother tongue using supporting questions or models.	...can produce guided texts in your mother tongue and use familiar expressions.	...can also produce longer texts in your mother tongue.	...can produce texts in their mother tongue that are appropriate to the situation and use a wide range of expressions.
O8 to encourage the pupil to practise his or her basic writing skills and text production skills as well as to improve their fluency	C3	...improve their basic writing skills, their ability to produce texts and their command of the	Command of basic writing skills	...can produce a short coherent text in his/her mother tongue using models.	...can produce a short text in their mother tongue that makes the message clear.	...can produce a text in their mother tongue that conveys the message with a high degree of fluency.	...can produce a logically sequenced text in their mother tongue that conveys the message easily.

		writing system in their mother tongue.		...can use simple written language structures.	...can follow basic written language conventions. ...can write in their mother tongue according to the writing system of their mother tongue, with guidance.	...can write by hand or using ICT in accordance with the writing system of their mother tongue.	...are able to use the writing system of their mother tongue.
O9 to inspire the pupil to further his or her skills in expressing thoughts and experiences in non-fiction and literary texts	C3	...learn to promote the expression of ideas and experiences in factual and literary texts.	Expressing thoughts and experiences in texts	...can produce simple narrative texts in their mother tongue on topics familiar to them, using models or prompts.	...can produce simple narrative and descriptive texts in their mother tongue using models.	...can produce narrative and descriptive texts in their mother tongue.	...can produce a wide range of narrative and descriptive texts in their mother tongue.
Understanding language, literature, and culture							
O10 to help the pupil understand his or her linguistic and cultural identity and to reflect on the significance of mother tongue	C4	...learn to understand their linguistic and cultural identity and reflect on the importance of their mother tongue.	Understanding linguistic and cultural identity and perceiving the significance of mother tongue	...are able to identify some of the characteristics of your linguistic and cultural background in a guided way.	...can name the characteristics of your own language and culture, with the help of supporting questions.	...can name the characteristics of their own language and culture. ...can describe the meaning of their mother tongue.	...can describe their linguistic and cultural identity and the use and meaning of their mother tongue.

T11 to guide the pupil to familiarise himself or herself with the most central structures of his or her mother tongue	S4	...learn the main structures of your mother tongue.	Knowledge of the most central structures	...can use simple structures in their mother tongue with the help of questions or models.	...can use and apply the main structures of their mother tongue, using models.	...can use models to identify and use the main structures of their mother tongue.	...are able to use the main structures of your mother tongue.
Language use as support for all learning							
O12 to guide the pupil to utilize his or her proficiency in the mother tongue in all learning and to progress in the use of the language needed in different fields of knowledge	C5	...learn to use your mother tongue in all your learning and develop the language of different fields of knowledge.	Using mother tongue in learning and the development of the language of different fields of knowledge	...understand the content of some subjects in everyday language.	...can use their mother tongue to support their learning by using models and supporting questions.	...can use models to support their own mother tongue in their studies and have some knowledge of the language of different fields of knowledge.	...can use their mother tongue to support their learning.
O13 to provide the pupil with tools for seeking, exploring, and assessing information in the mother tongue and to support the pupil in adopting a self-directed approach to studying his or her mother tongue	C5	...learn to search for information in their mother tongue.	Searching for information in the pupil's language	...are able to search for information from given sources in their own language in a guided way.	...can search for information from common sources in their own language using models.	...can search for information from different sources in their mother tongue in a guided way. ...can make guided observations about the reliability of sources.	...can search for information from different sources in their mother tongue. ...can use a variety of sources in their own language and make judgements about the reliability of sources.

The pupil's mother tongue complementing basic education in grades 7–9

In grades 7–9, the special task of the instruction is to deepen and expand the pupils' proficiency in their mother tongue according to the language proficiency of each pupil. The pupils familiarise themselves with diverse spoken and written texts and learn to interpret, analyse, and produce them. The pupils' relationship with the literature, narrative, and cultural tradition in their mother tongue and the language community deepens and diversifies. The pupils advance their knowledge of the characteristics of the language and utilize their language knowledge and skills in different learning environments by acquiring information in their mother tongue in different subjects. The pupils' appreciation of their mother tongue is strengthened and they develop their ability to use the language consciously and creatively. The pupils adopt an inquisitive and self-directed approach to studying the mother tongue and deepen their skills in making comparisons between languages as well as utilize their proficiency in different languages diversely. The pupils learn ways of developing their language proficiency also after basic education. The pupils deepen their study motivation in cooperation with homes and the language community.

Objectives of the instruction in the pupil's mother tongue complementing basic education in grades 7–9

Objectives of instruction	Content areas related to the objectives	Transversal competences
Acting in interactive situations		
O1 to guide the pupil to develop his or her ability to act in different interaction situations and to assess his or her actions in them	C1	T1, T2
Interpreting texts		
O2 to encourage the pupil to diversify his or her reading pursuits according to his or her language proficiency	C2	T2, T5, T7
O3 to inspire the pupil to develop analytical and critical literacy as well as his or her understanding and interpretation of diverse texts	C2	T2, T4, T5
O4 to guide the pupil to reinforce his or her ability to use texts and his or her literacy in acquiring information and gathering experiences and to discuss texts in different communication environments	C2	T1, T2, T4

Producing texts		
O5 to encourage the pupil to develop his or her expression in his or her texts as well as to help the pupil reinforce a positive attitude towards writing	C3	T2, T5
O6 to guide the pupil to diversify his or her writing skills and increase their fluency as well as deepen his or her knowledge of text genres	C3	T1, T2
O7 to encourage the pupil to produce narrative, descriptive, instructive, argumentative, and reflective texts	C3	T1, T2, T7
Understanding language, literature, and culture		
O8 to guide the pupil to reflect on linguistic and cultural identity as well as the use, significance, and status of the mother tongue as a part of different language communities and to utilize the media and cultural offerings in different languages	C4	T1, T2, T7
to encourage the pupil to recognise different linguistic registers, such as the differences between spoken and written language and the use of language in different situations	C4	T2, T4
O9 to guide the pupil to deepen his or her knowledge of the most central structures of the mother tongue and to analyse them	C4	T2, T4, T5
Language use as support for all learning		
O10 to help the pupil develop his or her ability to use the mother tongue in acquiring and processing information in different subjects and environments	C5	T1, T4, T6

Key content areas related to the objectives of the instruction in the pupil's mother tongue complementing basic education in grades 7–9

The pupils learn literacy, language proficiency, and interaction skills in their mother tongue in language use situations and through versatile work with the language. The contents are selected to allow the pupil to diversely expand his or her knowledge and skills related to language, literature,

and other forms of culture. The contents support the achievement of goals and draw on both the pupils' experiences and the possibilities of the local environment. Content areas are utilized in forming learning units for each grade.

Assessment of the pupil's learning in his or her mother tongue complementing basic education in grades 7–9

The purpose of the assessment of the pupil's learning is to provide information on the progress of the pupil's learning. The pupil is given versatile feedback on how he or she has progressed in understanding and using oral and written language and diversifying it. The pupil has diversified his or her knowledge of text genres and advanced his or her ability to interpret and produce different text genres. Assessment feedback also provides information for the planning of instruction. Feedback provides the pupil with information on the strengths and progress of his or her language proficiency and on himself or herself as a learner of his or her mother tongue as well as on his or her ability to use the proficiency as support for learning.

At the end of the 9th grade, the student's achievement of the objectives of the mother tongue supplementary to basic education is determined. All the objectives and related criteria for mother tongue teaching set out in this Annex are taken into account when establishing the grade, regardless of the grades 7, 8 or 9 level for which the individual objective is set in the local curriculum. The grade is an overall assessment based on the objectives and criteria of the mother tongue teaching. Achieving a higher level of proficiency in one objective may compensate for failing or underperforming in another. In criterion descriptions, the descriptions of the lower grades are included in the descriptions of the upper grades.

Objective of instruction	Content areas	Learning objectives derived from the learning objectives	Assessment targets in the subject	Description grade 5	Description grade 7	Description grade 8	Description grade 9
Acting in interactive situations							
		The pupils...		The pupils...	The pupils...	The pupils...	The pupils...
O1 to guide the pupil to develop his or her ability to act in different interaction	C1	... learn to act in a wide range of interaction situations and are able to evaluate	Acting in interactive situations	...can function occasionally in a familiar group and in everyday	...are able to interact in normal situations.	...are able to interact in a wide range of situations and evaluate their	...are able to act purposefully in a wide range of interactions and regulate their

situations and to assess his or her actions in them		their performance in them.		interaction situations.		performance in them.	behaviour according to the situation.
Interpreting texts							
O2 to encourage the pupil to diversify his or her reading pursuits according to his or her language proficiency	C2	...know a wide range of fiction, non-fiction and media texts.	Diversifying reading pursuits	...can read a variety of simple fiction, non-fiction and media texts.	...can read a variety of texts but mostly sticks to familiar genres.	...can read a variety of fiction, non-fiction and media texts.	...can read a wide range of fiction, non-fiction and media texts.
O3 to inspire the pupil to develop analytical and critical literacy as well as his or her understanding and interpretation of diverse texts	C2	...develop discriminative and critical reading skills, and understand and interpret a variety of texts.	Analytical and critical literacy as well as text comprehension and interpretation	...can use simple texts to carry out a task according to a model.	...understand the core content of a text and practice critical analysis of texts.	...are able to critically examine texts using some textual comprehension strategies.	...are able to use appropriate text comprehension strategies. ...can select, use, interpret and critically evaluate texts that are new to him/her.
O4 to guide the pupil to reinforce his or her ability to use texts and his or her literacy in acquiring	C2	...strengthen their ability to reflect on how texts relate to their own experiences and to discuss texts in	Utilising texts and literacy and discussing texts in different	...are able to use simple texts and, with the help of supporting questions and models, reflect on	...can use models and independently use different texts to find information.	...are able to write and discuss a variety of texts, reflecting on how they relate to their own experiences in	...can also write and discuss texts that are new to them, asking questions, summarising, commenting and

information and gathering experiences and to discuss texts in different communication environments		different communicative contexts.	communication environments	how the texts relate to their own experiences.	...practise discussing texts in familiar communicative contexts.	different communicative contexts.	reflecting on how the texts relate to their own experiences in different communicative contexts.
Producing texts							
O5 to encourage the pupil to develop his or her expression in his or her texts as well as to help the pupil reinforce a positive attitude towards writing	C3	...are encouraged to develop their own expression in their texts and strengthen their positive attitude towards writing.	Producing texts and using expressions	...can produce simple texts using supporting questions and models.	...can produce written and oral texts based on models, using expressions with which they are familiar.	...can produce written and oral texts, including longer texts, using a variety of expressions.	...can produce a variety of written and oral texts appropriate to the situation, using creative expressions.
O6 to guide the pupil to diversify his or her writing skills and increase their fluency as well as deepen his or her knowledge of text genres	C3	...improve and diversify their writing skills and their command of the writing system of their mother tongue.	Fluency and versatility in writing, producing comprehensible text and mastering the	...can use models to produce a simple text with a clear message. ...can use simple structures and, as a general rule, for example, end of	...can produce a short text with a message that is mostly easy to convey. ...can sequence their texts and follow the basic	...can produce a text with a message that is easy to convey. ...can use ICT in their writing.	...can produce an understandable and fluent text. ...can structure their texts and paragraphs logically, paying attention to word choice and following

			conventions of written language	sentence signs and capital letters.	rules of written general language.		basic conventions of written general language.
O7 to encourage the pupil to produce narrative, descriptive, instructive, argumentative, and reflective texts	C3	...are encouraged to produce narrative, descriptive, guiding, opinionated and reflective texts.	Producing texts with different text genres	...can use models to produce simple and concrete narrative and descriptive texts on topics familiar to them.	...can produce guiding and simple positional texts and to use the typical techniques of these texts with the help of models.	...can produce reflective and opinionated texts and use the typical techniques.	...can produce a variety of texts independently and use a wide range of typical media.
Understanding language, literature, and culture							
O8 to guide the pupil to reflect on linguistic and cultural identity as well as the use, significance, and status of the mother tongue as a part of different language communities and to utilize the media and cultural offerings	C4	...reflect on their linguistic and cultural identity and the use, meaning and role of their mother tongue in different language communities, and make use of media and cultural offerings in their own language.	Development of cultural awareness	...can identify some of the characteristics of your own linguistic and cultural background. ...have some knowledge of media and cultural offerings in their own language.	...can use models to describe the meaning of linguistic and cultural identity and compare them with familiar languages and cultures, including Finland and Finnish culture, using supporting questions.	...can describe their linguistic and cultural identity and the use, meaning and place of their mother tongue among other languages. ...can make use of media and cultural offerings in the mother tongue.	...can independently describe the meaning and role of linguistic and cultural identity and mother tongues among other languages for the individual and society. ...make creative and independent use of media and cultural offerings in the mother tongue.

in different languages							
O9 to encourage the pupil to recognize different linguistic registers, such as the differences between spoken and written language and the use of language in different situations	C4	...identify the different registers of language, such as the differences between spoken and written language and the use of language in different situations	Development of language awareness	...can make individual observations about features of texts and language, such as differences between written and spoken language, using models and supporting questions.	...can use models to make observations about the features of texts and language and the differences between registers and styles.	...can use the different registers of the language, using models.	...can identify and use independently the different registers of language, the differences between spoken and written language and the variety of situations in which language is used.
O10 to guide the pupil to deepen his or her knowledge of the most central structures of the mother tongue and to analyse them	C4	...deepen their knowledge of the main structures of your mother tongue.	Knowledge and use of central structures	...can use the simplest structures in your mother tongue with the help of questions and models.	...use models to identify some of the key structures in their mother tongue and use them in familiar contexts.	...identify the main structures of their mother tongue and be able to use them in different communicative contexts, with the help of models and independently.	...have a good knowledge of the main structures of their mother tongue and can use them in a variety of ways, including in communication contexts that are new to them.
Language use as support for all learning							

O11 to help the pupil develop his or her ability to use the mother tongue in acquiring and processing information in different subjects and environments	C5	...develop effective bilingual and multilingual skills and the ability to use them in a variety of ways to search for and process information in different subjects and contexts, while respecting intellectual property rights.	Information retrieval and processing in your own language and in several languages using ICTs	...practice using their mother tongue to support their learning and search for information. ...can search for information from common sources using models.	...use their mother tongue and multilingualism to support their learning and search for information, using models ...respect copyright and know what is meant by privacy.	...can independently use their mother tongue and multilingualism to support their learning and search for information. ...practise selecting, using and evaluating the reliability of sources. ...can usually distinguish between fact and opinion.	...use their mother tongue and multilingualism in a varied and independent way to support their learning and search for information. ...can assess the usability of information and the reliability of sources and select appropriate sources for the task.
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School year reports

At the end of the school year, the pupil is given a separate report of participation in the pupil's mother tongue complementing education. The name of the language, scope of instruction and a verbal assessment will be included in the report. The verbal assessment will be given in the mother tongue taught to the student. From grade 3 onwards, the verbal assessment will be accompanied by a numerical grade (scale 1-6).

Evaluation

Grade	German	Finnish	Finnish grade
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1	sehr gut	erinomainen	10
2	gut	kiitettävä	9
2-	gut	hyvä	8
3	befriedigend	tydyttävä	7
4	ausreichend	kohtalainen	6
5	mangelhaft	välttävä	5
6	ungenügend	hylätty	4

Explanation of the abbreviations T and C.

Thinking and learning to learn (T1)

Thinking and learning skills underlie the development of other competences and lifelong learning. The way in which the pupils see themselves as learners and interact with their environment influences their thinking and learning. The way in which they learn to make observations and to seek, evaluate, edit, produce and share information and ideas is also essential. The pupils are guided to realise that information may be constructed in many ways, for example by conscious reasoning or intuitively based on personal experience. An exploratory and creative working approach, doing things together and possibilities for focusing and concentration promote the development of thinking and learning to learn.

It is crucial that the teachers encourage their pupils to trust themselves and their views while being open to new solutions. Encouragement is also needed for facing unclear and conflicting information. The pupils are guided to consider things from different viewpoints, to seek new information and to use it as a basis for reviewing the way they think. Space is given for their questions, and they are encouraged to look for answers and to listen to the views of others while also reflecting on their personal inner knowledge. They are inspired to formulate new information and views. As members of the learning community formed by the school, the pupils receive support and encouragement for their ideas and initiatives, allowing their agency to be strengthened.

The pupils are guided to use information independently and in interaction with others for problem-solving, argumentation, reasoning, drawing of conclusions and invention. The pupils must have opportunities to analyse the topic being discussed critically from different viewpoints. A precondition for finding innovative answers is that the pupils learn to see alternatives and combine perspectives openly and are able to think outside the box. Playing, gameful learning and physical activities, experimental approaches and other functional working approaches and various art forms promote the joy of learning and reinforce capabilities for creative thinking and perception. Capabilities for systematic and ethical thinking develop gradually as the pupils learn to perceive the interactive relationships and interconnections between things and to understand complex issues.

Each pupil is assisted in recognizing their personal way of learning and in developing their learning strategies. The learning-to-learn skills are improved as the pupils are guided to set goals, plan their work, assess their progress and, in an age-appropriate manner, use technological and other tools in learning. During their years in basic education, the pupils are supported in laying a good foundation of knowledge and skills and developing an enduring motivation for further studies and life-long learning.

Cultural competence, interaction and self-expression (T2)

The pupils are growing up in a world where cultural, linguistic, religious and philosophical diversity is part of life. Preconditions for a culturally sustainable way of living and acting in a diverse environment are possessing cultural competence based on respect for human rights, skills in appreciative interaction and means for expressing oneself and one's views.

Pupils in basic education are guided in recognizing and appreciating cultural meanings in their environment and building a personal cultural identity and a positive relationship with the environment. The pupils learn to know and appreciate their living environment and its cultural heritage as well as their personal social, cultural, religious, philosophical and linguistic roots. They are encouraged to consider the significance of their own background and their place in the chain of generations. The pupils are guided to consider cultural diversity a fundamentally positive resource. They are also supported to recognize how cultures, religions and philosophies exert influence in society and daily life and how the media shapes the culture, and also to consider what is unacceptable as a violation of human rights. In cooperation within the school community and outside it, the pupils learn to discern cultural specificities and to act flexibly in different environments. They are educated to encounter other people respectfully and to have good manners. The pupils are given opportunities for experiencing and interpreting art, culture and cultural heritage. They also learn to communicate, modify and create culture and traditions and to understand their significance for well-being.

Plenty of opportunities for the pupils to practice expressing their opinions constructively and acting ethically are embedded in schoolwork. The pupils are guided in putting themselves in the place of another person and examining issues and situations from different viewpoints. School work systematically promotes the recognition and appreciation of human rights and, in particular, the rights of the child, and actions indicated by these rights. Respectful and trusting attitudes towards other groups of people and peoples are reinforced in all activities, also by means of international cooperation.

In the school community, the pupils experience the significance of interaction for their personal development. They develop their social skills and learn to express themselves in different ways and present and perform publicly in various situations. Education supports the pupils' development as versatile and skillful users of language, both in their mother tongue and in other languages. They are encouraged to use even limited language skills to interact and express themselves. It is equally important to learn to use mathematical symbols, images and other visual expressions, drama and music, and movement as means of interaction and expression. School work also offers versatile possibilities for developing manual skills. The pupils are guided to appreciate and use their bodies to express emotions, views, thoughts and ideas. School work encourages the use of imagination and creativity. The pupils are guided to act in a manner that promotes aesthetic values in their environment and to enjoy their various manifestations.

Taking care of oneself and managing daily life (T3)

Managing daily life requires an increasingly wide range of skills. This area covers health, safety and human relationships, mobility and transport, acting in the increasingly technological daily life, and managing personal finance and consumption, all of which are elements of a sustainable way of living. Basic education encourages the pupils to think positively about their future.

The school community guides the pupils to understand that everyone influences both their own and other people's well-being, health and safety. The pupils are encouraged to take care of themselves and others, to practice skills that are important for managing their daily lives and to work for the well-being of their environment. During their years in basic education, the pupils learn to know and understand the significance of factors that promote or undermine well-being and health and the significance of safety, and to find information related to these areas. They are given opportunities to assume responsibility for their own and shared work and actions, and to develop their emotional and social skills. The pupils grow to appreciate the importance of human relationships and caring for others. They also learn time management, which is an important part of daily life management and self-regulation. The pupils are given opportunities to practice looking after their own safety and that of others in various situations, also in traffic. They are guided to anticipate dangerous situations and to act appropriately in them. They are taught to recognize key symbols related to safety, to protect their privacy and to set personal boundaries.

The pupils need basic information about technology and its advancement and its impacts on various areas of life and their environment. They also need advice on sensible technological choices. In instruction, the versatility of technology is examined, and the pupils are guided to understand its operating principles and cost formation. The pupils are also guided in using technology responsibly and invited to consider ethical questions related to it.

The pupils are guided and supported in developing their consumer skills and capabilities for managing and planning personal finance. They receive guidance in acting as consumers, examining advertising critically, knowing their own rights and responsibilities and using them ethically. Moderation, sharing and being economical are encouraged. In basic education, pupils have opportunities to practice making choices and acting in a sustainable way.

Multiliteracy (T4)

Multiliteracy is the competence to interpret, produce and make a value judgement across a variety of different texts, which will help the pupils to understand diverse modes of cultural communication and to build their personal identity. Multiliteracy is based on a broad definition of text. In this context, text refers to knowledge presented by systems of verbal, visual, auditive, numeric and kinesthetic symbols and their combinations. For example, text may be interpreted and produced in a written, spoken, printed, audiovisual or digital form.

The pupils need multiliteracy in order to interpret the world around them and to perceive its cultural diversity. Multiliteracy means abilities to obtain, combine, modify, produce, present and evaluate information in different modes, in different contexts and situations, and by using various tools.

Multiliteracy supports the development of critical thinking and learning skills. While developing it, the pupils also discuss and reflect on ethical and aesthetic questions. Multiliteracy involves many different literacies that are developed in all teaching and learning. The pupils must have opportunities to practice their skills both in traditional learning environments and in digital environments that exploit technology and media in different ways.

The pupils' multiliteracy is developed in all school subjects, progressing from everyday language to mastering the language and presentational modes of different ways of knowing. A precondition for developing this competence is a rich textual environment, pedagogy that draws upon it, and cooperation in teaching and with other actors. The instruction offers opportunities for enjoying different types of text. In learning situations, the pupils use, interpret and produce different types of texts both alone and together. Texts with diverse modes of presentation are used as learning materials, and the pupils are supported in understanding their cultural contexts. The pupils examine authentic texts that are meaningful to them and interpretations of the world that arise from these texts.

This allows the pupils to rely on their strengths and utilize contents that engage them in learning, and also draw on them for participation and involvement.

ICT Competence (T5)

Competence in information and communication technology (ICT) is an important civic skill both in itself and as part of multiliteracy. It is an object and a tool of learning. Basic education ensures that all pupils have possibilities for developing their ICT competence. ICT is methodically exploited in all grades of basic education, in different subjects and multidisciplinary learning modules, and in other schoolwork.

The pupils develop their ICT competence in four main areas: 1) They are guided in understanding the principle of using ICT and its operating principles and key concepts and supported to develop their practical ICT competence in producing their own work. 2) The pupils are guided in using ICT responsibly, safely and ergonomically. 3) The pupils are guided in using information and communication technology in information management and in exploratory and creative work. 4) The pupils gather experience of and practice using ICT in interaction and networking. In all these four areas, it is important that the pupils themselves are active and that they are offered opportunities for creativity and for finding work approaches and learning paths that are suitable for them. The joy of doing things together and making discoveries, which influences learning motivation, is also vital. ICT provides tools for making one's own thoughts and ideas visible in many different ways, and it thus also develops thinking and learning-to-learn skills.

The pupils are supported in familiarizing themselves with various ICT applications and uses and in observing their significance in their daily life, in interpersonal interaction and as a channel of influence. The pupils together with the teacher consider why ICT is needed in studying, work and society and how these skills have become a part of general working life competence. They learn to assess the impact of ICT from the perspective of sustainable development and to be responsible consumers. During their years in basic education, the pupils also gather experiences of using ICT in international communication. They learn to perceive its significance, potential and risks in a global world.

Working life competence and entrepreneurship (T6)

Working life, occupations and the nature of work are changing as a consequence of such drivers as technological advancement and globalization of the economy. Anticipating the requirements of work is more difficult than before. Basic education must impart general capabilities that promote interest in and a positive attitude towards work and working life. It is important for the pupils to obtain experiences that help them to understand the importance of work and enterprising, the potential of entrepreneurship and their

personal responsibility as members of their community and society. School work is organized to allow the pupils to accumulate knowledge of working life, learn entrepreneurial operating methods and understand the significance of competence acquired in school and in leisure time for their future careers.

The pupils are familiarized with the special features of businesses and industries and key sectors in their local area. While in basic education, the pupils are introduced to working life, and they gather experiences of working and collaborating with actors outside the school. On these occasions, the pupils practice appropriate conduct required in working life and collaboration skills and understand the importance of language and interaction skills. The pupils also get acquainted with skills in employing oneself, entrepreneurship, risk assessment and controlled risk-taking through various projects. The pupils learn teamwork, project work and networking.

The pupils must have opportunities to practice working independently and together with others and acting systematically and over a longer time span. In shared tasks, each pupil can perceive his or her own work as part of the whole. They also learn about reciprocity and striving for a common goal. In functional learning situations, the pupils may learn to plan work processes, make hypotheses, try out different options and draw conclusions. They practice estimating the time required for a task and other preconditions of work, and finding new solutions as circumstances change. At the same time, they also have opportunities for learning to anticipate any difficulties that they may encounter in the work and to also face failure and disappointments. The pupils are encouraged to show tenacity in bringing their work to a conclusion and to appreciate work and its results.

The pupils are encouraged to grasp new opportunities with an open mind and to act flexibly and creatively when faced with change. They are guided to take initiative and to look for various options. The pupils are supported in identifying their vocational interests and making reasoned choices regarding further studies from their own starting points, conscious of the impacts of traditional gender roles and other role models.

Participation, involvement and building a sustainable future (T7)

Participating in civic activity is a basic precondition for an effective democracy. Skills in participation and involvement as well as a responsible attitude towards the future may only be learned by practicing. The school environment offers a safe setting for this, while basic education also lays a foundation of competence for the pupils' growth into active citizens who use their democratic rights and freedoms responsibly. The mission of the school is to reinforce the participation of each pupil.

Basic education creates the bases for the pupils' interest in the school community and society. The school respects their right to participate in decision-making as indicated by their age and level of development. The pupils take part in planning, implementing,

assessing and evaluating their own learning, joint schoolwork and the learning environment. They gather knowledge and experiences of the systems and methods for participation and involvement in civic society and communal work outside the school. The pupils understand the significance of protecting the environment through their personal relationship with nature. They learn to assess the impacts of media and to exploit the potential it offers. By experience, the pupils learn about involvement, decision-making and responsibility. They also learn to understand the significance of rules, agreements and trust. Through participation both at school and outside it, the pupils learn to express their views constructively. They learn to work together and are offered opportunities to practice negotiation skills, arbitration and conflict resolution as well as critical examination of issues. The pupils are encouraged to consider proposals from the perspectives of equality of the different parties, fair treatment and a sustainable way of living.

During their years in basic education, the pupils consider the links between the past, the present and the future and reflect on various alternative futures. They are guided to understand the significance of their choices, way of living and actions not only to themselves but also to their local environment, society and nature. The pupils develop capabilities for evaluating both their own and their community's and society's operating methods and structures and for changing them so that they contribute to a sustainable future.

C1 Acting in interactive situations: The pupils practice listening and oral expression in a group, including discussing, asking, answering, and narrating. They familiarize themselves with different interaction situations and means of expression, for example by utilizing play, games, and drama.

C2 Interpreting texts: The pupils familiarize themselves with different texts, such as fairy tales, narratives, poems, simple non-fiction and media texts as well as images. They practice reading and asking and answering questions, particularly on the basis of narrative and descriptive texts. They discuss texts and share experiences related to them. They expand their vocabulary and resource of expressions exploring different texts.

C3 Producing texts: The pupils familiarize themselves with the characteristics of the writing system, practice writing independently and together with others, and play with the language.

C4 Proficiency in understanding language, literature, and culture: The pupils observe their mother tongue at home, in school, and in their surroundings. In cooperation with other school subjects in grades 1 and 2, the pupils are encouraged to use their mother tongue proficiency.

C5 Language use as support for all learning: The pupils familiarize themselves with the language of education and practice the basics of the language used in different fields of knowledge in cooperation with other subjects in grades 1 and 2.

