

Curriculum, English

Turku International School

English, A syllabus in grades 7–9

The pupils are encouraged to use the English language in diverse interaction and information acquisition. The objective of the instruction is to support the pupil in enhancing the proficiency acquired in grades 3–6 and in developing his or her linguistic reasoning skills while promoting language-learning skills. The pupil's perception of cultural diversity is enhanced by discussing different value-based phenomena related to language communities. There is also room for processing emotions, and, if necessary, difficult issues may be discussed in the school's language of instruction.

Many pupils increasingly use English in their free time. This competence acquired by pupils through informal learning is taken into account in the planning of instruction and when selecting contents.

The instruction of English may be integrated with different subjects and multidisciplinary learning modules and vice versa. The pupils are encouraged to search for information in English in different subjects.

Objectives of instruction in the A syllabus in English in grades 7–9

Objectives of instruction	Content areas related to the objectives	Transversal competences
Growing into cultural diversity and language awareness		
O1 to promote the pupil's ability to reflect on phenomena related to the status and the variants of	C1	T1, T2

English and to provide the pupil with prerequisites for developing his or her intercultural competence		
O2 to encourage the pupil to find interesting English-language contents and environments that expand his or her perception of the globalising world and opportunities for acting in it.	C1	T1, T2
O3 to guide the pupil to observe the regularities in the English language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning	C1	T1, T3
Language-learning skills		
O4 to encourage the pupil to set goals, utilise different ways for learning English, and assess his or her learning independently and in cooperation with others, and to guide the pupil towards positive interaction where delivering the message is most important.	C2	T1, T3
O5 to support the pupil in developing his or her independence in applying his or her language proficiency, cultural features in communication and to support the pupil in constructive intercultural communication.	C3	T2
Evolving language proficiency, interaction skills		
O6 to encourage the pupil to participate in discussions on diverse topics that are appropriate	C3	T4

for the pupil's age and life experience and also deal with opinions		
O7 to support the pupil's initiative in communicating, using compensation, and negotiating meaning	C3	T4, T6
O8 to help the pupil recognise cultural features in communication and to support the pupil in constructive intercultural communication	C3	T2
Evolving language proficiency, text interpretation skills		
O9 to offer the pupil opportunities for reading and listening to versatile standard-language and popularised texts from various sources and to interpret them using different strategies.	C3	T4
Evolving language proficiency, text production skills		
O10 to guide the pupil to produce both spoken and written texts for different purposes on general topics or topics meaningful for the pupil while paying attention to the diversity of structures and good pronunciation.	C3	T5, T6

Key content areas related to the objectives of the A syllabus in English in grades 7–9

C1 Growing into cultural diversity and language awareness: The pupils construct their perception of the multilingualism and parallel use of languages in the world as well as linguistic rights. They also study the development of English into a global lingua franca. The pupils explore

cultures and ways of life in countries where English is the main language of the society. Linguistic concepts that help the pupils in studying English and making comparisons between languages are utilised in teaching and learning. The pupils acquire information about some varieties of English.

Grade 7: The pupils will get to know literature from different countries where English is the main language of society. The studied literary concepts are for example: setting, character types and narrator types.

Grade 8: The pupils will get to know literature from different countries where English is the main language of society. The analyzed literary concepts are for example: different genres, characterization, descriptive and figurative language, flashbacks, foreshadowing.

Grade 9: The pupils will get to know literature from different countries where English is the main language of society. The focus is on analyzing poetry, life writing, history of English and the media.

C2 Language-learning skills: The pupils continue to enhance their language-learning skills. They practise using learning material diversely as well as using glossaries, perceiving entities, grouping, searching for information, and evaluating the reliability of information.

C3 Evolving language proficiency, interaction skills, text interpretation skills, text production skills: Contents are selected from the viewpoint of the pupils' use of English in different communities as well as topical events, the pupils' interests, orientation to secondary education, and the language proficiency needed in working life and studies as well as the pupils' local and global versatile learning environments is emphasised in the school work. Cooperation between teachers is needed in order to meet the objectives of plurilingual and language education. Gamification, music and drama are used to provide the pupils with opportunities for experimenting with their increasing language proficiency and also for dealing with attitudes. A versatile range of learning environments, communication channels and devices are used in the instruction. Information is sought from texts, and texts are shared and published. The pupils are guided to become active actors and to take responsibility for their own learning with the aid of the European Language Portfolio or a corresponding instrument. The pupils familiarise themselves with multilingualism and multiculturalism in their surrounding community with the aid of internationalisation at home. They are also provided with opportunities for practising international communication. English is used whenever possible.

Grade 7: The content learned in primary school is revised: punctuation, spelling, grammar. Text production skills focus on creative writing and different text types such as essays.

Grade 8: The pupils deepen their understanding of different text types, and the text production skills expand to e.g. non-fictional texts.

Grade 9: The pupils deepen their understanding about semantics: connotation, denotation, collocation. The pupils develop their skills in producing e.g. essays and other non-fictional texts.

Guidance, differentiation, and support in the A syllabus in English in grades 7–9

The pupils are guided to use their language skills confidently. Abundant practice in communication supports the development of the pupils' language proficiency. The pupils are also encouraged to study other languages offered by the school. Support is provided for pupils with learning difficulties connected to languages. The different areas of language proficiency develop cumulatively. All national final assessment criteria are accounted for in the formulation of the final grade regardless of the grade for which the corresponding objective has been set in the local curriculum. The pupil is awarded the grade eight (8) if he or she on demonstrates on average the knowledge and skills defined by the criteria. Exceeding the level for grade eight in some objectives may compensate for a weaker performance in others.

Assessment of the pupil's learning in the A syllabus in English in grades 7–9

Learning is assessed in many different ways, including self and peer assessment. The assessment is targeted at all objectives. All aspects of language proficiency are taken into account in the assessment. Their assessment is based on the Common European Framework of Reference for Languages and a Finnish application prepared on its basis. For example the European Language Portfolio can be used as an assessment instrument.

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages learning is used to help the pupils become aware of their skills and develop them. They are encouraged to use what they have learned in different communication situations. Versatile assessment also offers opportunities for pupils with linguistic learning difficulties or whose linguistic background is different in some other way to demonstrate their knowledge and skills.

The final assessment of the subject is conducted in the school year when the pupil finishes studying it as a core subject. The final assessment defines how well the pupil has achieved the objectives of the A syllabus in different areas of language proficiency develop cumulatively. All national final assessment criteria are accounted for in the formulation of the final grade regardless of the grade for which the corresponding objective has been set in the local curriculum. The pupil is awarded the grade eight (8) if he or she demonstrates on average the knowledge and skills defined by the criteria. Exceeding the level for grade eight in some objectives may compensate for a weaker performance in others.

School specific adaptations:

The syllabus of English A is adapted to support the specific purpose of English instruction at Turku International School. In grades 7-8 the school specific assessment criteria portray a higher level of language acquisition than the corresponding national or Turku Teacher Training School guidelines expect. However, at the end of the syllabus the assessment follows national guidelines.

The pupils receive an annex in their final certificate portraying their development in English language and literature in accordance with the school specific requirements.

Final assessment criteria for good knowledge and skills in the A syllabus in English (numerical 8) at the conclusion of the syllabus

Growing into cultural diversity and language awareness

Objective of instruction	<p>O1 to promote the pupil's ability to reflect on phenomena related to the status and the variants of English and to provide the pupil with prerequisites for developing his or her intercultural competence</p> <p>TIS: to promote the understanding of literature of countries where English is the main language.</p>	<p>O2 to encourage the pupil to find interesting English-language contents and environments that expand his or her perception of the globalising world and opportunities for acting in it.</p>	<p>O3 to guide the pupil to observe the regularities in the English language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning.</p>
Content area	C1	C1	C1
Learning objective	<p><i>The pupil develops the ability to reflect on phenomena related to the status and the variants of English.</i></p> <p><i>The pupil learns about the cultures of countries where English is the main language.</i></p> <p><i>The pupil develops skills in intercultural competence.</i></p>	<p><i>The pupil learns to find English-language material and environments that expand his or her perception of the globalising world.</i></p> <p><i>The pupil learns different ways of acting in the English language in a linguistically and culturally diverse world.</i></p>	<p><i>The pupil learns to observe the regularities in the English language and how the same concepts are expressed in other languages. The pupil learns to use linguistic concepts as support for learning.</i></p>

	TIS: The pupil learns about the literature of countries where English is the main language.		
Assessment target	Paying attention to questions related to the status of languages and intercultural competence.	The development of world citizen skills through utilising the English language.	Linguistic reasoning
Knowledge and skills for the grade 8	<p>The pupil is able to describe in general terms where English is spoken, identify reasons for the distribution of English, and reflect on phenomena connected to the status, variants and appreciation of the English language. The pupil is able to reflect on the relationship between language and culture in the context of the English language. The pupil realises that values differ depending on individual experience and cultural point of view.</p> <p>TIS: The pupil is able to identify characteristics in literary work from different English speaking cultures.</p>	The pupil is able to make observations on the possibilities for acting and learning in English-language environments.	The pupil is able to draw conclusions on the regularities of the English language based on his or her observations, to apply the conclusions, and to compare them with the ways in which the same concept is expressed in some other language. The pupil is familiar with the key linguistic concepts of the English language.
Knowledge and skills for the grade 5	TIS: The pupil can tell where English is spoken and knows that it is spoken in different ways. The pupil is able to mention English speaking countries and cultures as well as life styles.	TIS: The pupil can give examples about material and environments where English can be used to expand his or her perception of the globalising world..	TIS: The pupil can find some regularities of the English language with guidance. The pupil is able to observe similarities between English and other languages with guidance.

Language-learning skills

Objective of instruction	O4 to encourage the pupil to set goals, utilise different ways for learning English, and assess his or her learning independently and in cooperation with others, and to guide the pupil towards positive interaction where delivering the message is most important.	O5 to support the pupil in developing his or her independence in applying his or her language proficiency, cultural features in communication and to support the pupil in constructive intercultural communication.
Content area	C2	C2
Learning objective	<i>The pupil learns to set goals, utilise different ways for learning English, and assess his or her learning independently and in cooperation with others. The pupil learns to use different strategies in language learning and finds the ones most efficient for him or herself. The pupil learns different ways to communicate constructively.</i>	<i>The pupil learns to develop his or her independence in applying his or her language proficiency also after school. The pupil learns how to use cultural features in his or her environment. The pupil develops confidence as a language learner.</i>
Assessment target	Setting goals, reflecting on learning and cooperating.	Development of prerequisites for lifelong language learning
Knowledge and skills for the grade 8	The pupil is able to set goals for his or her language learning and to assess his or her study techniques. The pupil is able to act in interactive situations while encouraging others.	<p>The pupil realises where he or she can use English skills, also outside of school, and is able to consider uses for his or her skills after finishing school.</p> <p>TIS: The pupil realises how their English skills can be utilized both globally and within the Finnish culture.</p>
Knowledge	TIS: The pupil can set goals and	TIS: The pupil realises where he or

and skills for the grade 5	reflect his or her English studies and studying skills when he or she is directed to do so.	she can use English skills, also outside of school, and is able to consider uses for his or her skills after finishing school.
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Evolving language proficiency, interaction skills (Level of proficiency B1.1, B2.2)

Objective of instruction	O6 to encourage the pupil to participate in discussions on diverse topics that are appropriate for the pupil's age and life experience and also deal with opinions	O7 to support the pupil's initiative in communicating, using compensation, and negotiating meaning	O8 to help the pupil recognise cultural features in communication and to support the pupil in constructive intercultural communication
Content area	C3	C3	C3
Learning objective	<p><i>The pupil learns to participate actively in different everyday communication situations.</i></p> <p>TIS: The pupil learns to participate actively in different communication situations.</p>	<p><i>The pupil learns to take initiative in communicating. The pupil learns to use strategies in communicating.</i></p>	<p><i>The pupil learns to recognise cultural features in communication. The pupil learns to use the language in intercultural communication.</i></p>
Assessment target	Interacting in different situations	Using communication strategies	Cultural appropriateness of communication
Knowledge	The pupil is able to	The pupil is somewhat	The pupil indicates that he

<p>ge and skills for the grade 8</p>	<p>communicate, to participate in discussions, and to express his or her opinions fairly effortlessly in everyday communication situations.</p> <p>TIS: The pupil is able to take an active part in discussions, and can express him or herself fluently and spontaneously. The pupil is able to use language flexibly and effectively for social and learning purposes. The pupil can formulate ideas and opinions also with precision.</p>	<p>able to take initiative in the different stages of communication, knows how to verify whether the communication partner has understood the message, and has learned to compensate or replace an unknown word or rephrase his or her message. The pupil is able to negotiate the meanings of unknown expressions.</p> <p>TIS: The pupil has a good command of a repertoire of expressions. The pupil is able to overcome communication gaps with e.g. circumlocutions.</p> <p>The pupil can use the language fluently, accurately and effectively on a wide range of topics. The pupil can communicate spontaneously and can adapt the way he or she speaks to different circumstances. The pupil can express his or her ideas, opinions and arguments in a precise and somewhat detailed manner.</p>	<p>or she knows the most important rules of politeness. The pupil is able to take into account some key perspectives related to cultural practices in his or her interaction.</p>
<p>Knowled ge and skills for the grade 5</p>	<p>TIS: The pupil is able to communicate, to participate in discussions, and to express his or her opinions fairly effortlessly in everyday communication situations.</p>	<p>TIS: The pupil is somewhat able to take initiative in the different stages of communication, knows how to verify whether the communication partner has understood the message, and has learned to compensate or replace an unknown word or rephrase his or her</p>	<p>TIS: The pupil can use common polite expressions in many routine communication situations.</p>

		message. The pupil is able to negotiate the meanings of unknown expressions.	
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Evolving language proficiency, text interpretation skills (Level of proficiency B1.1 B2.2)

Objective of instruction	O9 to offer the pupil opportunities for reading and listening to versatile standard-language and popularised texts from various sources and to interpret them using different strategies.
Content area	C3
Learning objective	<i>The pupil learns to interpret spoken and written texts. The pupil learns strategies for comprehending texts.</i>
Assessment target	Text interpretation skills
Knowledge and skills for the grade 8	<p>The pupil understands the main ideas and some details of clear, nearly regular-tempo, standard language speech and popularised written text. The pupil understands speech or written text based on a shared experience or general knowledge. The pupil is able to find the main ideas, keywords, and important details without preparation.</p> <p>TIS: The pupil understands standard spoken language on both familiar and unfamiliar topics in personal and social life or at school.</p> <p>The pupil can follow short and long as well as linguistically complex speech and straightforward written text on topics that are of current or personal interest or that relate to studied topics and are delivered in standard spoken language. The pupil can identify different viewpoints and attitudes in addition to understanding the main information</p>

	<p>content.</p> <p>The pupil can read different texts rather independently and has quite a varied reading vocabulary. The pupil is able to check his or her comprehension by using contextual clues.</p>
Knowledge and skills for the grade 5	<p>TIS: The pupil understands the main ideas and some details of clear, nearly regular-tempo, standard language speech and popularised written text. The pupil understands speech or written text based on a shared experience or general knowledge. The pupil is able to find the main ideas, keywords, and important details without preparation.</p>

Evolving language proficiency, text production skills (Level proficiency B1.1 **B2.2**)

Objective of instruction	<p>O10 to guide the pupil to produce both spoken and written texts for different purposes on general topics or topics meaningful for the pupil while paying attention to the diversity of structures and good pronunciation.</p>
Content area	C3
Learning objective	<p><i>The pupil learns to express him or herself with both spoken and written English, using key vocabulary and structures. The pupil learns to pronounce comprehensibly.</i></p>
Assessment target	Text production skills
Knowledge and skills for the grade 8	<p>The pupil is able to explain the key points and also some details of different real-life or fictional topics connected to daily life that interest him or her using a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms. The pupil is able to apply a</p>

	<p>number of basic rules of pronunciation also in expressions that have not been practised.</p> <p>TIS: The pupil can produce clear and detailed spoken or written texts on a variety of real or imaginary topics that are of current or personal interest or relate to studied topics. The pupil is able to use extensive vocabulary as well as common phrases and idioms. The pupil is able to write an essay or report with somewhat logical arguments highlighting significant points.</p>
Knowledge and skills for the grade 5	<p>TIS: The pupil is able to explain the key points and also some details of different real-life or fictional topics connected to daily life that interest him or her using a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms. The pupil is able to apply a number of basic rules of pronunciation also in expressions that have not been practised.</p>