

7.10 HEALTH EDUCATION

GRADES 7–9

Health education is based on a multidisciplinary foundation of knowledge. The intent of the instruction is to promote the pupils' competence regarding health, well-being, and safety. The task of the instruction is to develop the pupils' cognitive, social, functional, and ethical capabilities, and their capabilities for regulating emotions.

The starting point for instruction is an understanding of health as physical, psychological, and social capability. The instruction develops knowledge and skills regarding health, ways of life, health habits, and diseases, as well as fostering a readiness to take responsibility and act so as to promote one's own health and the health of others.

As a subject, health education is pupil-oriented and supports functionality and involvement. The starting points for the instruction must be the child or young person's daily living, growth, and development, and the course of human life span. The instruction also takes into account current health and safety questions, whether general or specific to the school and locale. The instruction develops important skills for the acquisition and application of information and promotes the critical consideration of the values associated with health and well-being.

Health education is taught in the first through fourth grades as part of the environmental-and-natural-studies subject group, in the fifth and sixth grades as part of biology/geography and physics/chemistry, and in the seventh through ninth grades as stand-alone subject. The instruction must be planned so that the pupil gets a comprehensive picture of health education throughout basic education. Instruction in health education, as well as in biology, geography, physics, chemistry, home economics, physical education, and social studies, must be planned cooperatively. In the planning of the instruction, collaboration also takes place with pupil welfare personnel.

OBJECTIVES

The pupils will

- learn to recognize the identifying features of the individual's growth, development, and life span, and will gain an understanding of the physical, psychological, and social development that takes place during youth
- come to understand the importance to human well-being of community, human relations, and caring for one another
- come to understand themselves and human diversity, as well as values and viewpoints related to health, disability, and disease
- learn to describe and evaluate the main factors that promote health or cause diseases, and to identify and weigh choices related to health and safety
- take care of themselves and their environment, recognize the need for prevention and support, and act appropriately in situations relevant to health, disease, and safety

- recognize, understand, and develop coping skills important to health and well-being
- assess the importance of the environment, one's way of life, culture, and the media from the perspective of safety and health
- utilize concepts and information acquisition methods relevant to health and disease, and benefit from them in promoting health
- understand the significance of rules, agreements, and trust as prerequisites for the well-being of communities such as the family, school, peer group, and society.

CORE CONTENTS

Growth and development

- the life span of the individual: birth, death, and the different stages of life
- physical growth and development: daily rhythm, sleep, rest and stress, health-enhancing physical activity, nutrition and health
- psychological growth and development: self-knowledge and self-esteem, family and social relationships, mental health and its changes, the balance of mind and body
- social growth and development: individuality and diversity, the individual's obligations and responsibilities within his or her community, tolerance, caring
- needs and special features of the development of young people, development of sexuality
- taking care of one's health

Health in choices in daily living

- nutritional needs and problems in different situations; the most common allergies and special diets
- smoking, alcohol and drug abuse and the use of other intoxicating substances ; pleasure, dependency, and the related choices
- solving conflicts and talking about worrisome issues
- sexual health: human relations, sexuality, behaviour, and the related values and norms
- the most common infectious diseases and national diseases, recognition of symptoms, being ill and self-care
- traffic safety and behaviour in traffic, dangerous situations and misfortunes, accidents, and first aid

Resources and coping skills

- health, working skills and functional abilities as a resource, personal resources
- emotions and their expression, social support and safety nets, interaction skills
- changes related to development and life span; crises and coping with them

Health, society and culture

- national diseases
- environment and health, on-the-job welfare, culture and health
- main health-care and welfare services, work in the non-governmental organizations
- rights of children and young people, the legislation regarding limitations on activities and consequences

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

Growth and development

The pupils will

- know the features of the different stages of life and the events associated with the life span, and know how to examine these from the perspective of health
- be able to explain how sleep and rest affect activity level and well-being, give examples of food that is varied and balanced from the perspective of health, and know the health impacts of exercise
- be able to describe the distinctive features of a good friendship and a functioning community, and give examples of key interaction skills
- know how to care for themselves and their health
- know how to deliberate and analyse the reasons for and consequences of the problem situations young people encounter, and to describe possible solutions for those situations.

Health in choices in daily living

The pupils will

- know the basics of sexual health, know the significance and methods of contraception, and be able to ponder and justify responsible sexual behaviour
- be able to describe and weigh the dependency and health risks associated with the use of intoxicants and other stimulating substances such as tobacco, snuff, alcohol, drugs, and solvents, as well as the reasons for and consequences of their use; they will provide and justify examples of ways to avoid using such substances
- recognize the identifying marks of bullying and other forms of violence and is able to produce practical examples of how to prevent violence and communicate constructively
- be able to name the most common infectious and national diseases and to describe their prevention generally, with examples
- know key principles of traffic safety and be able to describe or demonstrate how one acts and gives first aid in various danger and accident situations.

Resources and coping skills

The pupils will

- know how to name, recognize, and express various emotions, and to describe the reasons for them, and will give examples of how interaction and behaviour based on those emotions can be regulated in a manner suited to the situation
- know how to make observations about their emotions and symptoms, and know the basics of the appropriate use of medicines
- be able to weigh up the implications of lifestyle choices for one's health, and to justify or demonstrate by example day-to-day choices that promote health
- know how to use key concepts relevant to health and sickness and to use and critically assess various sources of health information.

Health, society, and culture

The pupils will

- know the most common national diseases and their risk factors
- know how to describe the healthiness and safety of an environment, and give examples of how to promote health and safety in their own local environment
- know the key health and welfare services provided by their own school and municipality, and know how to obtain those services and to depict with examples how one acts appropriately when using such services
- be able to describe the principal rights of children and young people, the legislation regarding limitations of action and consequences.

7.11 RELIGION

All religious groups

In instruction in religion, life's religious and ethical dimension comes under examination from the standpoint of the pupil's own growth, and as a broader social phenomenon. Religion is treated as one of the undercurrents influencing human culture. Instruction in religion emphasizes the pupil's own religious knowledge and readiness to encounter other religions and views, especially spiritual traditions that exert influence in Finnish society.

The task of instruction in religion is to offer the pupils knowledge, skills, and experiences, from which they obtain materials for building an identity and a world-view. The instruction prepares pupils for encountering the religious and ethical dimension in one's own life and the life of the community. The objective of instruction is a general education in religion and philosophy of life

The objectives of the instruction are to

- familiarize the pupil with his or her own religion
- familiarize the pupil with the Finnish spiritual tradition
- introduce the pupil to other religions
- help the pupil understand the cultural and human meaning of religions
- educate the pupil in ethical living and help him or her understand the ethical dimension of religion.

Lutheranism

The point of departure for instruction in Lutheranism is to introduce the pupils in diverse ways to religious culture and bring out the main factors from the standpoint of the pupils' development and growth. The instruction helps the pupils understand the meaning of religion to themselves as individuals, and to see the influence religions exert in society and culture. The objective of instruction is a broad general education in religion and personal world view.

GRADES 1-5

In the first through fifth grades, the core task of instruction in the Lutheran religion is to offer materials for the fashioning of the pupil's world-view. The instruction introduces the pupils to the surrounding religious world through information and their own experiences, familiarizes them with the Bible, and encourages them to exercise ethical judgment and responsibility.

OBJECTIVES

The pupils will

- learn confidence in life and themselves, learn to meet the future courageously, understand the sacred dimension, and see the influence of religion in their own personal lives and the lives of others

- get an introduction to the New Testament and the life and teachings of Jesus
- get an introduction to the Old Testament's main narratives
- understand the connection between the church year and the course of Jesus' life
- get an introduction to the Lutheran Church and Lutheran congregational activity
- get an introduction to other Christian churches and the environment of religious and non-religious views
- learn to ponder ethical questions, share their feelings and experiences, and apply Christian ethics.

CORE CONTENTS

Trust and security

- questions of life and death arising from the pupils' experiences and life situations
- God the Father and Creator, the Lord's blessing, Jesus' teachings about God's care

A valuable and unique life

- my roots; values and traditions of the immediate and extended family
- respect for the individual and nature; responsibility and making choices
- Bible stories associated with the theme
- tolerance; preliminary introduction to the churches, religions, and minorities connected with the pupils' lives

Biblical stories and teachings

- stories of the beginning and the Patriarchs
- from Egypt to the promised land
- Jesus' life and teachings; the Our Father

Promoting ethical values through education

- the value of the human being, especially from the perspective of creation
- the Golden Rule, the Great Commandment, the Ten Commandments
- questions of living together, justice

Lutheran church life

- the congregation in the pupil's life
- festivals of the ecclesiastical and calendar years, and the related Christian contents and customs
- the Lutheran Church's conceptions of God, mercy, salvation, and the Bible
- the congregation's main functions, including worship services, church rites, and social work; activity as a congregation member
- Christian symbols in the church and the pupil's environment; church art; hymns and other devotional songs

The religious world surrounding the pupils

- religions and churches encountered by the pupils in Finland and elsewhere
- common and divergent features of Judaism, Christianity, and Islam

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE

The pupils will know the key things about the Bible and the Evangelical Lutheran Church of Finland, and will know how to use what they have learned to acquire more knowledge.

The pupils will

- know the main Bible stories
- know the congregation in their own area, and the fundamental features of the Evangelical Lutheran Church of Finland
- know that the Evangelical Lutheran Church of Finland belongs to a great family of churches, and be familiar with other Christian churches and communities, too.

The pupils will perceive religion as a phenomenon

The pupils will

- understand the nature of religious language usage
- recognize religious symbols, concepts, and metaphors
- see the influences of religion in their own lives and immediate environment.

The pupils will know how to apply religious knowledge

The pupils will

- acquire a preliminary conception of the basic nature of faith and knowledge
- know how to examine life questions immediate to them
- be able, as their age allows, to identify their own world-views.

The pupils will know how to act in an ethically responsible way

The pupils will

- be capable of ethical deliberation
- recognize the factors influencing moral decision-making and take them into account in their own lives.

GRADES 6–9

In the sixth through ninth grades, the core task of instruction in the Lutheran religion is to deepen and broaden the pupils' understanding of the nature and importance of their own and other religions. The instruction thus supports the formation of the pupils' world-views and ethical viewpoints.

OBJECTIVES

The pupils will

- become aware of the factors influencing the formation of their world-views
- understand the meaning, in the life of the individual and community, of religion and the dimension of holiness that it includes
- become familiar with the Bible as a collection of human and sacred writings

- become familiar with Christianity, its birth and evolution, and its meaning in the life of the individual and community
- become familiar with the Lutheran Church and its conception of faith
- become acquainted in general terms with the main world religions
- know how to respect people who believe and think in different ways
- know the main concepts of ethical thinking and the foundations of Christian ethics, and know how to apply these in their ethical deliberation and activity.

CORE CONTENTS

The pupil's philosophical deliberation

- meaning and finite nature of life
- relationship between faith and knowledge

World religions

- geographic distribution and relative size of the main world religions, and the main features of their religious life
- dimensions of religion and impacts of religion on the individual, community, and culture

The Bible

- The Old Testament as an expression of the faith and history of the Israelites
- The Old Testament from the perspectives of Judaism, Christianity, and Islam
- The New Testament as a messenger of the teachings of Jesus and the birth of Christianity
- key features of the creation of the Bible; interpretation and use of the Bible
- the Bible's cultural impacts

The Church

- key questions of Christianity's birth and evolution
- denominations, their geographic distribution, main features of their life and faith, ecumenicalism
- the church building and its symbolism and connection to congregational life
- Christian faith and its human and social importance, with emphasis on the Lutheran faith; Christian symbols

The Finnish spiritual tradition

- general picture of the Finnish religious situation, with emphasis on the Lutheran and Orthodox churches; other Christian churches and communities; other religions and non-religiousness
- religious freedom
- membership in the Lutheran Church; Lutheran Church activities; the Christian tradition of hymns and other music
- ancient Finnish religions; the Catholic Middle Ages; the Reformation and its aftermath

The person as an ethical being

- recognition, deliberation, and application of ethical norms, principles, and values
- the Christian conception of the person; putting oneself in another person's position
- the person as a shaper of his or her own life, the community, and the environment
- basic emphases of Christian ethics, such as the message of the prophets, the Sermon on the Mount, and the parables

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils will be able to acquire in-depth knowledge of Christianity and the Lutheran Church

The pupils will

- know the key content of the Bible
- know the events that gave rise to Christianity and have a command of the main historical phases of the formation of the Christian churches
- know the history of the Evangelical Lutheran Church of Finland and understand the basic nature of Finnish Lutheranism
- understand Finnish religiosity and the Finnish spiritual tradition.

The pupils will understand religion as a phenomenon

The pupils will

- understand religious thought and the nature of religious experiences and behaviour
- recognize the impacts of religions in Finnish and European culture
- know the central features of the world religions
- value people who believe and think differently.

The pupils will know how to apply religious knowledge

The pupils will

- know the basic nature of faith and knowledge, as well as their relationship to each other
- identify the factors that influence their own world-views
- be able to discuss the most basic questions of existence.

The pupils will know how to act in an ethically responsible way

The pupils will

- be capable of responsible ethical deliberation
- recognize the consequences of their own choices and actions.

The Orthodox religion

In instruction in the Orthodox religion, the strengthening and maintenance of the pupil's Orthodox identity represents the primary concern. The instruction helps the pupils to understand the importance of religion to themselves as individuals, and to see the influences of religion in society and culture. The aim of the instruction is a general education in religion and personal view of life.

GRADES 1-5

In the first through fifth grades, the core task of instruction in the Orthodox religion is to offer the pupils materials, by knowledge, skills, and experience, for forming their own world-views, and for growing into ethically responsible individuals.

OBJECTIVES

The pupils will

- strengthen their Orthodox identity and understand the sacred dimension of life
- familiarize themselves with liturgical life, church art, the Orthodox church year, the lives of saints, the basic concepts of the Orthodox Christian orientation, and the activity of their own parish
- get an introduction to basic questions of dogma
- familiarize themselves with Bible stories and their message, and learn to ponder questions that arise from the Bible and their own lives
- get an introduction to other Christian churches and the environment of religious and non-religious philosophies.

CORE CONTENTS

The church year and saints

- holy times and the church year's major and secondary festivals
- the patron saints of the pupil and the pupil's church
- fasts and the related ethical questions
- the Church's great teachers and martyrs

Being a church member

- the Orthodox tradition in the family, at school, in the pupil's home locality, in Finland, and elsewhere in the world
- modes of activity in the pupil's own parish – in particular, worship services and the parish's work with children
- activity of monasteries and convents
- ecclesiastical organizations
- other churches and religions in the immediate environment
- the religiosity encountered by pupils in Finland and elsewhere in the world
- common and divergent features of Judaism, Christianity, and Islam

The Bible as a holy book

- stories of the beginning and the Patriarchs
- from Egypt to the promised land
- Jesus' life and teachings, the Lord's Prayer
- authors of the Gospels
- the Resurrection and new life
- history of the New Testament period

Liturgical life

- worship service celebrants and the liturgical service
- sacraments, especially baptism, anointment with myrrh, repentance, and the Eucharist
- church music: troparia, worship service songs, and songs for other rites
- the church as a building and holy place
- the icon as an image and a holy object

Dogma and promoting ethical values through education

- the person as the image and likeness of God
- the persons of the Holy Trinity, and their special features
- salvation and eternal life
- Church and parish
- ethics of the Ten Commandments

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE

The pupils will know the key things about the Orthodox religion

The pupils will

- know the meaning of the liturgical service as a part of Orthodox Christian life
- know about the Orthodox church year's traditions of fasts and feasts in general terms and be able to adhere to the church year in their own lives
- know about the Orthodox view of the person and the other basic concepts of the Orthodox Christian orientation, and be able to apply those concepts in their own lives.

The pupils will know the Bible's main stories

The pupils will

- know in general terms about the different natures of the Old and New Testament
- know about the life and teachings of Christ, and about the birth of the Church
- be able to ponder ethical questions that arise from Bible stories and the pupils' own lives, and to take these questions into account in their lives.

The pupils will know how to apply religious knowledge

The pupils will

- know key fundamental principles of Orthodox dogma
- know about the Orthodox tradition as an element of Orthodox Christian life

- be able to use what they have learned to strengthen their Orthodox identity
- be capable of strengthening their Orthodox identity.

The pupils will know their own religion and the religions in the immediate environment

The pupils will

- know the special features of the Orthodox Church
- recognize their own families' religious backgrounds
- know about the activity of their own home parishes
- know other Christian churches and communities in their immediate environment.

GRADES 6-9

In the sixth through ninth grades, the core task of instruction in the Orthodox religion is to deepen and broaden the pupil's understanding of his or her own religious tradition, and of the nature and importance of other religions. In this fashion the instruction supports the formation of the pupil's own world-views and ethical viewpoints.

OBJECTIVES

The pupils will

- strengthen and deepen their Orthodox identity and understand life's sacred dimension
- familiarize themselves with liturgical life, church art, and the Orthodox Church and its history and conception of faith
- become aware of the factors bearing on the formulation of their world-views and understand the importance of religion and personal view in the life of the individual and community
- familiarize themselves with the Bible as a collection of human and sacred writings
- know the basic concepts of ethical thought and the foundations of Orthodox ethics, and be able to apply these in their ethical deliberation and activity
- become acquainted in general terms with the main world religions
- know how to respect people who think and believe differently.

CORE CONTENTS

The Bible

- the Bible's creation and contents
- the Bible as a holy book
- the prophets, the time of the kings, the psalms
- the acts of the Apostles

Church history

- birth of Christianity and the main events in its development
- denominations and ecumenicalism

- history of the Orthodox Church of Finland
- administration and current situation of the Orthodox Church of Finland
- evolution of Finland's religious situation

World religions

- geographic distribution, relative sizes, and basic beliefs of the main world religions; key features of their religious life
- religion's dimensions and impacts on the individual, community, and culture

Liturgics and dogma

- sacraments
- worship services: liturgy, vigils, fast liturgy, and other religious rites
- the church building, church art, and church music
- key points of dogma

Ethics

- Orthodox conception of the person
- recognition, deliberation, and application of ethical norms, principles, and values
- ethics of the Sermon on the Mount

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils will be able to acquire knowledge of the Orthodox faith

The pupils will

- know about the Orthodox church year's traditions of fasts and feasts and be able to adhere to the Orthodox church year
- know the tradition of the Orthodox worship service
- have formed a general image of the Church's doctrine for themselves
- know the sacraments and other sacred rites, and their meaning
- know the Church's ethical teaching and be able to apply it in their own lives.

The pupils will know about the Bible's creation and main contents

The pupils will

- know the internal structure of the Bible
- understand the Bible's proclamation of salvation
- understand the Bible as a part of the Church's tradition
- know about the Bible's use in the Christian's everyday life and recognize the liturgical use of biblical books.

The pupils will know how to apply religious knowledge

The pupils will

- know the reasons for the birth, expansion, and division of the Church
- know how to locate the Orthodox Church of Finland as a part of the worldwide Church
- know about the Orthodox Church of Finland's history and its influence on the present day

- know about the activity of their own parish
- know about ecclesiastical organizations and their activities
- know about the administration of the Orthodox Church of Finland.

The pupils will know about world religions

The pupils will

- understand the meaning of religion to the individual
- identify the major world religions
- know how to respect people who think and believe differently.

Other religions

Instruction in other religions adheres to the principles of the national core curriculum for the religions presented above, particularly the objectives drafted for all religious groups.

The core curriculum for instruction in other religions will be issued by separate decisions.

7.12 ETHICS

As a subject, ethics is a multidisciplinary whole in terms of its foundation. Its starting points include philosophy, the social sciences, and cultural studies. In ethics instruction, people are understood as players who renew and create their cultures, who experience and produce meaning in their mutual interaction. In the instruction, personal philosophies, humane practices, and the meanings attached to them are viewed as products of interaction among individuals, communities, and the cultural inheritance. Ethics instruction emphasizes the ability of people to study their world and direct their own lives actively.

The task of instruction is to give the pupils the material to grow into independent, tolerant, responsible, and judicious members of their society. Instruction in ethics supports growth into full, democratic citizenship, which, in a globalizing and swiftly changing society, requires an ability to think and act ethically, broad related knowledge and skills, and the accumulation of general education in culture and personal world view. Instruction in ethics is guided by a sense of the pupils' opportunities to grow into free, equal, and critical creators of a good life.

GRADES 1–5

The core task of instruction is to support the pupils' growth and give them tools for investigating and developing their conceptions of the world and their philosophies of life.

OBJECTIVES

The objective is to further the pupils' efforts to

- look for and develop their identities and philosophies of life, and thereby to learn to perceive wholes, learn to encounter uncertainty, and develop their skills in expressing themselves
- develop their critical faculties and their capabilities for ethical action, learn to notice the ethical dimensions of the situations they encounter from day to day, and utilize both skills in ethical thought and philosophical judgment
- gain an introduction to the principles of human rights, tolerance, justice, and sustainable development, and learn to assume responsibility for themselves, other people, the community, and nature
- gain an introduction to the cultures and personal world views in their immediate environment.

CORE CONTENTS

The contents are formed into study modules that are to contain material on the following subject areas. The contents to be handled each year may be rotated according to the make-up of the instruction groups.

Human relations and moral growth

- meeting another person and placing oneself in his or her position
- good, right and wrong, distinguishing right from wrong, human goodness
- the content and meaning of friendship in life
- justice, realization of justice in everyday life, wealth and poverty in the world
- freedom of thought, freedom of religion and personal philosophy, tolerance and discrimination
- a good life, value and norm, responsibility and freedom in life

Self-knowledge and cultural identity

- who I am and what I can do; stages of life and hopes
- different ways of living, multiculturalism, tolerance
- Finnish culture and Finnish cultural minorities, the world cultural heritage
- philosophy of life, religious belief, presumption, knowledge and understanding, various philosophies of life and world-views

The community and human rights

- foundations of living together, rules, agreements, promises, trust, honesty and fairness, the golden rule
- rights of children, right and obligation, human rights
- equality, peace, democracy, the world of the future
- foundations of ethics, moral justification of action, purpose and consequence of action, my own life's ethical problems and their solutions

The individual and the world

- the environment and nature, animate and inanimate; beauty in nature
- origin and evolution of life; stories about the origin of the world; the earth and the universe; different forms of life; birth, life, and death in nature
- sustainable development and the future of nature; various conceptions of time and their meaning in human life; the world heritage and the environment

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE**Human relations and moral growth**

The pupils will

- be able to assess the moral demands of various situations and the moral justification for action
- understand that they are doing wrong when they act in contravention of the principles they have adopted
- be capable of studying moral problems together with others and accept the existence of differing starting points for action
- understand that non-violent solutions to conflicts can be found.

Self-knowledge and cultural identity

The pupils will

- recognize philosophical questions
- know how to apply the subject's central concepts (philosophy of life, culture, minority)
- venture to present their own viewpoints and understand that viewpoints have to be justified
- be able to perceive the importance of philosophical freedom in their own lives
- be able to perceive the quality of being Finnish as part of the world's cultural diversity.

Community and human rights

The pupils will

- know principles of human rights, tolerance, and justice
- understand the importance of shared rules
- understand individual responsibility and the fact that the individual belongs to a variety of communities.

The individual and the world

The pupils will

- know various explanations for the world and the individual's place in it
- understand the importance of nature and the environment to the individual
- know how to act with respect for nature, and have assimilated principles of sustainable development.

GRADES 6–9

The core task of the instruction is to deepen the pupils' understanding of their own philosophies of life and conceptions of the world. Fundamental information about a variety of world views and religions is studied, and the instruction supports the pupil's growth as a responsible and active member of society.

OBJECTIVES

The objective is to further the pupils' efforts to

- seek out and create their identities and philosophies of life, and at the same time learn to perceive wholes, learn to encounter uncertainty, and develop skills for expressing themselves and their philosophies
- develop their critical faculties and their ability for ethical action, and learn both to notice the ethical dimensions of the day-to-day situations they encounter and to use philosophical judgment and skills in ethical thinking

- adopt and internalize principles of human rights, tolerance, global justice, and sustainable development, and learn to take responsibility for themselves, other people, society, and nature
- broaden their general philosophical and cultural education; get to know the values, belief systems and solutions to philosophical problems considered important in different cultures, as well as the background and dissemination of those phenomena; and learn to evaluate the impacts of the sciences on how we live.

CORE CONTENTS

The study modules, which may be taught as courses, embrace in-depth materials about the subject areas treated in the first through fifth grades - human relations and moral growth, self-knowledge and cultural identity, community and human rights, and the individual and the world.

Citizenship and a good society

- fundamentals of social theory, democracy
- politics, acting as a citizen, sustainable development

A world of philosophies

- history of world-views, freedom of religion and belief
- philosophy of life, world-view, and conception of the world
- knowledge and research, natural and supernatural
- religion and non-religiousness, personal philosophy of life

Culture

- cultural research; culture and nature
- culture and the community, Finnish culture, tolerance
- conceptions of the relationship between the individual and nature: humanistic, utilitarian, mystical and nature-centred

Ethics and a good life

- main orientations and basic questions of ethics; moral growth of young people
- ethics of human rights, environmental ethics
- multiculturalism as an ethical question

The future

- research into the future
- future of nature and society; the world heritage
- my future, acting for the future's sake

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

Human relations and moral growth

The pupils will

- be able to see the connection between value choices and a good life
- recognize the basic perspectives of ethics, such as the intentionality of action, the doer's purpose, taking the consequences of an action into account, and perspectives on rights and responsibilities
- be capable of recognizing the ethical perspective on a moral dilemma, and of presenting an ethical solution to the dilemma
- be capable of noticing the ethical dimensions of everyday life, art, the media, or other spheres of life; and be able to explain the difference between ethically more and less developed judgment.

Self-knowledge and cultural identity

The pupils will

- recognize and be able to describe the essential features and developmental courses of the main world-views and cultures
- be capable of relating various cultural concepts and symbols to different philosophical traditions
- understand the difference between a secular and religious world view
- know how to use the cultural concepts they have learned, and be able to obtain information about various world-views.

The community and human rights

The pupils will

- know the main features of human and civil rights and be capable of explaining the difference between them
- perceive the individual's ethical perspective in relation to the community
- be able to explain the mutual dependence between rights and responsibilities
- know about alternative and opposing social viewpoints
- recognize violations of human and civil rights and know how to evaluate the bases of various demands for equality and rights
- know about problems of contemporary society and be able to present both optimistic and pessimistic outlooks on the future.

The individual and the world

The pupils will

- understand principles of sustainable development
- know starting points for environmental ethics
- know how to evaluate the individual's ethical perspective in relation to the environment
- understand the long-term impacts of societal decisions.

7.13 HISTORY

The task of history instruction is to guide the pupils in becoming responsible players who know how to treat the phenomena of their own era and the past critically. The instruction guides the pupils in understanding that their own culture and other cultures constitute the result of a historical process. The instruction deals with both Finnish and general history.

The task of instruction is to provide the pupils with materials for building their identities, for familiarizing themselves with the concept of time, and for understanding human activity and the value of mental and material work.

GRADES 5–6

The task of history instruction in the fifth and sixth grades of basic education is to familiarize the pupil with the nature, acquisition, and basic concepts of historical knowledge; with their own roots; and with certain historical events and phenomena that have acquired importance, from prehistory to the French Revolution. Instruction in the contents defined in the core curriculum underscores the functionality of history and the pupils' ability to place themselves in the past.

OBJECTIVES

The pupils will

- come to understand that historical information consists of the interpretations of historians, which may change as new sources or methods of examination emerge
- come to understand various ways of dividing history into eras; they will use the concepts of prehistory, history, antiquity, the Middle Ages, and the modern era correctly
- learn to recognize changes in the history of their own families or home region, and to depict changes, such as the birth of farming, that are seen as having had a fundamental impact on human life
- learn to identify the continuity of history with the aid of examples
- learn to present reasons for historical changes.

CORE CONTENTS

Historical knowledge and one's own roots

- history of one's family and home region
- interpreting the meanings of recollections, writings, objects, images, and the constructed environment

Prehistoric and historic times and the first advanced cultures

- living conditions of Stone Age people, and changes in those conditions as a result of the invention of bronze and iron
- impacts on human life of the commencement of farming, emergence of states, and invention of writing.

Emergence of European civilization

- society and culture of ancient Athens and Rome
- reflections of the classical period in today's Europe

The Middle Ages

- impacts of religion on human life; the unequal social status of people
- Sweden's annexation of Finland

The dawn of the modern era

- changes in the European's values and conception of the world at the end of the Middle Ages: the Renaissance in art, the Reformation in religion, and science's expansion of the conception of the world.

Finland as part of the Kingdom of Sweden

- life as a king's subjects, and as inhabitants of a great-power state
- Finnish culture takes shape

Liberty gains a foothold

- impacts of the French Revolution

In addition, one of the following themes, whose development is examined from prehistory up until the 19th century:

- a) an advanced culture outside Europe
- b) evolution of trade
- c) evolution of culture
- d) development of means of mobility and transport
- e) demographic changes

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SIXTH GRADE

Acquiring information about the past

The pupils will

- know how to distinguish fact from opinion
- know how to distinguish a source from an interpretation of that source.

Understanding historical phenomena

The pupils will

- know that the past can be divided into different eras (chronology); they will be able to name features characteristic of societies and eras
- recognize the continuity of phenomena from one era to another and understand that change is not the same as progress, and does not mean the same thing from the perspectives of different people and groups, either
- know how to place themselves in the position of a person from the past: they will know how to explain why people of different eras thought and acted in different ways, and will know the importance of the cause-and-effect relationship.

Applying historical knowledge

The pupils will

- know how to present an account of the matter under consideration so as to explain the event or phenomenon from the standpoint of some of the parties involved
- know that some things can be interpreted different ways; they will be able to explain why that happens to be so.

GRADES 7–9

The task of history instruction in the seventh through ninth grades is to deepen the pupils' sense of the nature of historical knowledge. The task of history instruction is to strengthen the pupils' own identities and to familiarize them with other cultures and their influences.

OBJECTIVES

The pupils will learn to

- obtain and use historical information
- use a variety of sources, compare them, and form their own justified opinions based on those sources
- understand that historical information can be interpreted in different ways
- explain the purposes and effects of human activity
- assess future alternatives, using information on historical change as an aid.

CORE CONTENTS

The subject areas considered relate to the history of Finland and the world in the 19th and 20th centuries.

Nationalism and life in the 19th century

- life in 19th-century Finland
- key political changes at the beginning of the 19th century and the effects of nationalism in Europe
- culture as a mirror of nationalism in Finland

The industrial revolution

- industrialization and its effects on people's lives
- urbanization

The period of transition in Finland

- breakdown of class society
- russification of Finland and resistance to russification

From great-power rivalry to World War I and its consequences

- imperialism and its impacts on the great European powers and the colonies
- World War I; its causes and consequences
- causes of the collapse of the Russian Empire; the revolutions of 1917
- Finland's achievement of independence and the Finnish Civil War

The Depression and the era of totalitarianism

- the world economic collapse and its effects on Europe
- life in the democracies and dictatorships

The World War II period

- World War II; its causes and consequences
- Finland in World War II; recovery from the war

Finland from the 1950s to the present day

- the economic structure's transformation and its impacts on people's lives
- building the Finnish welfare state

From East-West conflicts to the North-South confrontation

- the cold war
- the division of the world into poor and wealthy states, and the resultant problems

Life at the end of the 19th century and beginning of the 20th century

- the birth of Western consumer society and its impact on the environment and people's lives
- the evolution of communications

In addition, one of the following themes, whose development is examined from the 19th century up until the present day:

- a) one culture outside Europe
- b) evolution of equality
- c) evolution of culture
- d) development of technology - development of mobility and transport, for example
- e) from the breakup of Europe to its reunification

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8**Acquiring information about the past**

The pupils will

- know how to distinguish between factors that explain a matter and secondary factors
- be able to read and interpret various sources.

Understanding historical phenomena

The pupils will

- be able to place the events being studied into their temporal contexts, and thus into chronological order
- know how to explain why, in some sphere of life, people once acted differently from how they act now
- know how to present reasons for, and consequences of, historical events.

Applying historical knowledge

The pupils will

- be able to answer questions about the past by using the information they have obtained from different sources, including information they have acquired by using modern technology
- be able to formulate their own justified opinions about, and evaluate, events and phenomena.

7.14 SOCIAL STUDIES

The task of instruction in social studies is to guide the pupil in becoming an active and responsible player in society. Instruction in social studies in the seventh through ninth grades of basic education must provide basic knowledge and skills concerning the structure and operation of society, and the citizen's opportunities for influence. The purpose of the instruction is to support the pupils' growth as tolerant, democratic citizens, and to give them experience with social action and the democratic exercise of influence.

GRADES 7–9

OBJECTIVES

The pupils will

- get an idea of the nature of social information
- learn to obtain and use information on society and economic life critically, and to exert influence actively
- get to know public services
- learn to appreciate the value of work
- learn the fundamentals of entrepreneurship and understand its importance as a source of a society's well-being
- come to understand the effects of social decisions on the lives of citizens
- take an interest in social participation and exerting an influence
- learn to examine and develop their abilities as responsible consumers and players in society
- know the legal consequences of their actions.

CORE CONTENTS

The subject areas are Finnish society and economic life, and the European Union.

The individual as a member of a community

- family; different types of communities; minority cultures and subcultures
- the individual's opportunities to act in his or her home municipality, as a citizen of his or her state, in the Nordic countries, and in the EU

Welfare of the individual

- different dimensions of the welfare state
- equality, sustainable development, and other ways of promoting welfare

Exerting influence and decision-making

- opportunities for citizens to have an impact
- democracy, elections, and voting
- political and administrative players at the municipal, national, and EU levels
- the media and social influence

Security of the citizen

- the justice system, the individual's rights and obligations, legal responsibility
- traffic safety
- security policy: foreign policy, national defence

Managing one's finances

- principles of managing private finances
- work and entrepreneurship

Economics

- the individual and households as consumers and economic players
- the importance of foreign trade and the global economy

Economic policy

- fluctuations in the economic cycle; unemployment, inflation and their impacts on households
- taxation and public finances

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

Acquisition and use of social information

The pupils will

- be able to interpret the media's information, statistics and graphic presentations critically
- be able to justify their ideas about social issues
- know how to compare different alternatives for social decision-making and economic solutions, and the consequences of those alternatives.

Understanding social information

The pupils will

- understand that social decision-making and economic solutions involve numerous alternatives
- understand ethical questions related to social and economic activity.

7.15 MUSIC

The tasks of music instruction are to help the pupils find their objects of interest in music, to encourage them to engage in musical activity, to give them means of expressing themselves musically, and to support their overall growth. It is also the task of the instruction to help the pupil understand that music is tied to the time and situation. It is different at different times, and in different cultures and societies, and has a different sort of meaning for different people. The instruction must take into account that the meaningful experiences gained through making and listening to music constitute a foundation for understanding and conceptualizing music. Instruction in music provides tools for the pupils to form their own musical identities in a process whose objective is to develop an appreciative, inquisitive attitude towards different types of music. Musical skills are developed through long-term practice based on repetition. Making music together develops social skills such as responsibility, constructive criticism, and the acceptance and appreciation of a diversity of cultures and skills. The development of the pupil's overall expression must be bolstered by seeking connections with other subjects, too. Music instruction utilizes possibilities offered by technology and the media.

GRADES 1–4

In the first through fourth grades, development of the pupils' musical expression through playful and integrating activity is central. The instruction has to give the pupils experiences with a variety of sound worlds and music, and encourage them to express themselves and give real form to their own ideas.

OBJECTIVES

The pupils will learn to

- use their voices naturally and express themselves by singing, playing instruments and moving, both in a group and alone
- listen to and observe the sound environment and music actively and intently
- use different elements of music as ingredients of composing
- understand the diversity of the musical world
- act responsibly as members of a music-making group and as music listeners.

CORE CONTENTS

- exercises using the voice by speaking, talking nonsense, and singing; age-appropriate song games
- repertoire of songs; singing exercises that prepare the pupils for singing in parts
- instrumental repertoire and exercises that prepare the pupils for playing together, using rhythm, melodic and harmonic instruments, and their bodies as instruments, with exercises that develop a basic sense of beat serving as the starting point
- listening to a variety of music, using various means of activation; describing one's own experiences and ideas

- composing, using sound repetition, small-scale sound compositions, and improvisation
- basic concepts related to elements of music – rhythm, melody, harmony, dynamics, tonal colour and form – in conjunction with music-making, listening, movement, and composing
- vocal and instrumental repertoires and listening selections that introduce the pupil to the music of Finland and other countries and cultures, and contain examples from different eras and musical genres

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FOURTH GRADE

The pupils will

- know how to use their voices so that they can sing in unison with others
- make out the basic beat of a piece of music so that they are able to participate in instrumental practice and play their instruments together
- master a repertoire of songs, some of them by heart
- know how, as individuals and group members, to invent their own musical solutions, for example in echo, question/response and solo/tutti exercises, using sound, movement, rhythm, or melody
- recognize the music they hear and be able to express their listening experiences using words, images, or movement
- know how to act as members of a music-making group, taking the group's other members into account.

GRADES 5–9

In music instruction in the fifth through ninth grades, the musical world and musical experiences are analysed and the pupils learn to use musical concepts and notation in conjunction with listening to and playing music.

OBJECTIVES

The pupils will

- maintain and improve their abilities in different areas of musical expression, acting as members of a music-making group
- learn to examine and evaluate various sound environments critically, and to broaden and deepen their knowledge of different genres and styles of music
- learn to understand the tasks of music's elements - rhythm, melody, harmony, dynamics, tonal colour, and form - in the formulation of music; and to use the concepts and notations that express these elements
- build their creative relationship with music and its expressive possibilities, by means of composing.

CORE CONTENTS

- exercises that develop voice control and vocal expression; single- and multiple-voiced repertoire representing different styles and genres, with part of the repertoire learned by heart
- exercises that develop skills for playing instruments together; instrumental repertoire representing different musical cultures and styles in a varied way
- diverse listening selections and their analysis in terms of time, locale, and culture
- experimenting with one's own musical ideas by improvising, composing, and arranging, using sound, song, instruments, movement, and musical technology, for example

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils will

- participate in group singing and know how to sing, following a melody line and with the correct rhythm
- master, as individuals, the basic technique of some rhythm, melody, or harmony instrument so as to be able to play in an ensemble
- know how to listen to music and make observations about it, and present justified opinions about what they have heard
- know how to listen to both their own music and music produced by others, so as to be able to make music together with others
- recognize, and know how to distinguish between, different genres of music and music of different eras and cultures
- know the most important Finnish music and musical life
- know how to use musical concepts in conjunction with making and listening to music
- know how to use the elements of music as building materials in the development and realization of their own musical ideas and thoughts.

7.16 VISUAL ARTS

The tasks of visual arts instruction in comprehensive school are to support the development of the pupils' visual thinking and aesthetic and ethical awareness, and to make pupils capable of their own visual expression. In visual arts instruction, the key concern is understanding the manifestation of visual culture in society - art, the media and the environment. The objective of the instruction is that the pupils develop a personal relationship with art. Visual arts instruction creates a foundation for appreciating and understanding the visual world of Finnish culture, the pupils' own cultures, and cultures foreign to them. Visual arts instruction develops skills needed in building a sustainable future.

The starting points for artistic expression and activity are the visual world of the environment, sensory observations, mental images, and experiences. The objectives of the instruction are to develop the imagination and promote the pupil's skills in creative problem-solving and investigative learning. The subject areas are linked to experiences that are meaningful to the pupil. Visual arts instruction must take into account the internal integration of the subject, so that objectives for expression, skills, and knowledge are realized simultaneously in visual exercises. Art's central content areas can be treated in one and the same assignment. A thematic quality that allows for an unhurried atmosphere and sustained work characterizes the subject.

GRADES 1-4

In visual arts instruction in the first through fourth grades, the pupils are to practise the use of imagination and the making of sensory observations in diverse ways. The approach is playful. The basic content of the instruction encompasses fundamental skills in visual expression, as well as materials and working approaches characteristic of art. The instruction emphasizes the artistic process, whose parts are planning, making a sketch, completing the work, and evaluation. The pupils are encouraged to polish their works, and to keep them afterwards.

OBJECTIVES

The pupils will

- learn the skills and knowledge necessary in visual expression: making observations, processing ideas, imagining, invention, and creative problem-solving; making and justifying aesthetic choices; and setting one's objectives
- learn skills in making a picture and constructing a space, and gain a knowledge of materials
- learn to examine and discuss their own and others' pictures, practising the use of basic concepts of art, and to appreciate various viewpoints on art and visual communication
- get to know the visual traditions of their own cultures and foreign cultures within their sphere of experience, the Finnish building tradition, modern art, the important buildings and natural environments in their home communities, architecture, and design

- learn to evaluate the aesthetic values, pleasantness, and functionality of their environment
- learn to examine the meaning of different media in their own lives
- learn to use the tools of visual communication, and to understand the differences between the real and imaginary worlds.

CORE CONTENTS

Visual expression and thinking

- visual techniques, ways of expression, and materials: painting, drawing, graphics, design, and building
- fundamentals of visual composition: balance, tension, rhythm, colour, form, space, movement, time, and line
- study and evaluation of visual images and practice with using correct terminology when discussing them

Artistic knowledge and cultural expertise

- visits to local museums or art exhibitions and introduction to an artist's work
- studying artistic images by creating one's own images and discussing them
- masters of Finland's golden era; examples of contemporary art and art from different eras

Environmental aesthetics, architecture, and design

- introduction to and depiction of nature, buildings, and the building heritage; recognition of changes in the environment
- examining, designing, and making objects; three-dimensional construction; making environmental plans and miniature models

The media and visual communication

- fundamentals of visual narration: from story to picture, close-up and overview, combining image and text
- illustration, comic strips, advertising images, photography, video, and the digital image
- critical study and investigation of visual communication in television, computer games, films, comic strips, and advertising

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FOURTH GRADE

The pupils will

- know how to give visual form to their thoughts, feelings, and ideas, and to transform their observations into images
- know the fundamentals of composition in creating an image and constructing a space, and understand the properties of materials
- know how to use key tools and techniques in their own image-making, and to use a sketch as an aid to their work
- know how to care for artistic tools and materials
- know how to keep a record of their work processes and to use it in self-evaluation

- know how to discuss works they and others have made, to justify their artistic preferences, and to use basic concepts of art
- know what artists do and know about the works of some Finnish artists as well as visual expression in foreign cultures within their personal spheres of experience
- know how to act at museums and art shows, and with art in different contexts
- know how, with guidance, to use works of art, images from the environment, nature and the built environment, books, newspapers, museums, galleries, and the internet as sources of information
- recognize and assess aesthetic and ethical values in their school and immediate environment
- know what architects and designers do, and know some works of architects and designers
- know how to evaluate their use of the media, to make their own choices, and to justify their viewpoints
- know how to observe and evaluate the differences between the real and imaginary worlds
- know how to use some of the tools of visual communication
- know how to work alone and in interaction with others.

GRADES 5–9

Visual arts instruction in the fifth through ninth grades stresses a command of media technology and the fundamentals and techniques in visual expression, and the importance of the image as an instrument of expression and communication. With the aid of visual exercises, the instruction enhances the pupils' knowledge of art and art history and their skills in interpreting visual images. The objective is to improve the pupils' comprehension of different cultures and the interaction between them.

The learning situations must provide opportunities for the pupils to interact, and to work and experience art together. The objective of instruction is that the pupil's personal work, the recording of the work process, and group assessment develop the pupil's understanding of artistic processes and aid artistic learning and the development of visual thinking.

OBJECTIVES

The pupils will

- get to know the primary materials, techniques, tools, and ways of expression used in art and visual communication
- learn to enjoy expressing their own thoughts, observations, ideas, and feelings in a visual form, and come to understand art's ways of treating various phenomena of life
- come to understand the distinctive nature of the artistic process while recording the course of their own work
- learn to evaluate their own and others' visual expression and working approaches, such as visual, content, and technical solutions, and to employ the key concepts of art

- make good use of cultural services and electronic communication as sources for their work, information acquisition, and experiences
- get to know techniques of visual communication and impact and learn to use key tools of visual communication to express one's own thoughts in the media
- study and evaluate art, visual communication, and the environment from the aesthetic and ethical perspective
- work independently and as a community member in art projects.

CORE CONTENTS

Visual expression and thinking

- drawing, graphics, painting, ceramics, sculpture, spatial art, and art in the environment; deepening of visual thinking
- fundamentals of visual composition: balance, tension, rhythm, form, colour, space, movement, time, and line
- styles of art and visual symbolism in one's own visual expression
- expressing one's own observations, thoughts, and ideas by visual means

Artistic knowledge and cultural expertise

- central features of contemporary art, art history, and the visual world of different cultures
- guided visits to shows and museums, introduction to an artist's work, and making use of internet cultural services
- analysis of images: studying the structure of an artistic image, content interpretation, and art criticism

Environmental aesthetics, architecture, and design

- examining the interaction of nature and the built environment, studying the building heritage, and examining and evaluating various environments from the aesthetic, ethical, ecological, and planning perspectives
- introduction to the means of expression, stylistic features, and traditions of architecture and design
- introduction to the most important representatives of Finnish architecture and design
- observation, planning, and construction of a space; introduction to the design process; examination of the connection between material and intended use

The media and visual communication

- examining the intended use of an image in the media; structural and content analysis of media presentations
- photography or digital and video photography
- forms of visual narration: special features of illustration, comic strips, and the moving image
- graphic design: combining image and word, fundamentals of typography and make-up
- advertising channels and means of expression
- analysis of films and television programmes

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils will

- know how to express themselves visually
- know how to use means of constructing an image and the main materials and working techniques of the arts and media
- know how to choose the techniques and materials most appropriate to the objectives of their work
- be able to explain the image-creation process, from sketches to completed works
- recognize some key phenomena of the arts and place them in their temporal and cultural contexts
- be able to examine and interpret images in art and communication
- know how to make good use of artist's visits, visits to exhibitions and museums, and the internet's cultural services
- be able to distinguish among, assign value to, and assess the aesthetic and ecological features of various environments and objects
- know the different phases of the planning and design processes and know how to apply them in their work
- recognize cultural and stylistic features in architecture and objects
- know the fundamentals of visual communication and media technology: photography or video photography, the processing of digital images, and graphic design
- be able to analyse the contents, structure, and visual realization of media presentations
- know how to observe and evaluate their own learning, and to benefit in their work from feedback supplied by others
- know how to record their work processes and make use of that record in self-evaluation
- be capable of independent work and interactive cooperation with others, in accordance with the assignment
- know how, with guidance, to use works of art, images of the environment, the natural and built environment, books, newspapers, magazines, museums, galleries and the internet as sources of information and experiences.

7.17 CRAFTS

The task of instruction in crafts is to develop the pupils' skills with crafts so that their self-esteem grows on that basis and they derive joy and satisfaction from their work. In addition, their sense of responsibility for the work and the use of the material increases, and they learn to appreciate the quality of the material and work, and to take a critical, evaluative stance towards their own choices and the ideas, products and services offered.

The instruction is implemented through projects and subject areas corresponding to the pupils' stage of development, and uses experimentation, investigation, and invention. The instructional tasks in crafts are to guide the pupil in systematic, sustained, independent work, and to develop creativity, problem-solving skills, an understanding of everyday technological phenomena, and aesthetic, technical, and psychomotor skills. The pupil receives an introduction to the cultural traditions of handicrafts among the Finns and other peoples.

GRADES 1–4

In the first through fourth grades, the core tasks of crafts instruction are to teach the pupils handicraft skills and a knowledge of crafts, and to awaken their critical faculties, sense of responsibility, and awareness of quality in their work and choices of materials. The pupils get help in assimilating basic design skills and gain basic capabilities for realizing their designs. They are guided in the safe and appropriate use of the various machines and the basic tools needed in crafts. Their perseverance and problem-solving skills are developed both in the group and in independent work. Diversified work, skill development, and the experience of knowing how awaken a joy in the work, and the pupil acquires a positive attitude towards working and studying. The instruction is implemented with the same content for all pupils, and encompasses technical and textile work.

OBJECTIVES

The pupils will

- get to know concepts associated with crafts and learn to use a variety of materials, tools, and methods
- adopt a positive attitude towards occupational safety; learn the safe use of tools, machines, and equipment; and learn to attend to the comfort of their learning environment
- learn about basic crafts techniques and the planning of crafts products, and become practised in the skills required thereby, so as to develop their thinking skills and creativity
- learn spatial perception in designing and making processes
- learn to pay attention to aesthetic properties, colours, and forms of products
- learn to make, take care of, and repair everyday products
- learn to take responsibility for their own environment of objects; they will understand that products have life-cycles
- get an introduction to the use of information technology tools in the different phases of a design and making processes and in a variety of learning environments

- gradually come to master an entire crafts process
- gain an introduction to the technology of day-to-day life
- learn, as individuals, to evaluate and appreciate their own work and the work of others.

CORE CONTENTS

- basic materials, tools, and techniques related to textile and technical work
- safety factors related to working and the work space
- designing of individual craft projects and, in that context, practising and experimenting with the techniques needed to produce designs; various techniques to illustrate designs; production of products
- crafts products, tools, materials, and craft techniques, both traditional and modern, that are characteristic of the pupil's home community; the related personal interests and professional potentials; features of other cultures' crafts traditions that may play a role in the local environment
- phenomena in nature and the built environment that are close to the pupil, and the technological applications of those phenomena
- maintenance, conservation and reparation of materials and products; recycling and reuse

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FOURTH GRADE

The pupils will

- know how to produce creative ideas, with guidance; to experiment with technical solutions; and to design a meaningful product
- work appropriately under guidance, processing their designs and giving consideration to occupational safety
- master basic craft techniques, know basic concepts, and identify basic materials
- work in a sustained fashion both as group members and independently, want to progress as craftsmen, and know their responsibility for shared tools and the order and comfort of work areas
- understand the technological operating principles of the surrounding environment
- evaluate and appreciate, as individuals, their own and others' work, learning, and work results
- take a positive stance towards their own cultural traditions and those of other peoples.

GRADES 5-9

In the fifth through ninth grades, the core task of crafts instruction is to increase and deepen the pupils' knowledge of and skills in crafts, so that they are able to choose materials, craft techniques, and tools appropriately at the different phases of the crafts process more independently than before. The pupils are encouraged to innovative design and to work self-directedly, and are guided in valuing the quality of work and material. The pupils' cooperative skills are developed by carrying out joint projects in pupil groups, with

representatives of different school subjects and the local working, industrial, and cultural communities. The instruction encompasses core technical- and textile-work contents. In addition, pupils may be given the chance, in their crafts studies, to emphasize either technical or textile work according to their interests and inclinations.

OBJECTIVES

The objectives from the first through fourth grades will be dealt with greater depth. In addition, The pupils will

- learn to design and produce high-quality, aesthetically pleasing products suited to their purposes, and to give consideration, when working, to ethical, ecological, and economic values
- familiarize themselves with Finnish and, as applicable, other peoples' technological, design, and crafts cultures, thus acquiring ideas for constructing their own identities and design tasks
- familiarize themselves with skills and knowledge that are associated with traditional and contemporary technology and can be applied in day-to-day life, further studies, future job tasks, and pastimes
- learn to appreciate and examine critically their own work and the work of others, and to find, both as individuals and cooperatively, creative solutions to the problems they perceive, using various information source as an aid
- learn to take a position on technological development and its meaning to the well-being of individuals, the society, and nature
- come to understand entrepreneurship and industrial production processes.

CORE CONTENTS

General contents of crafts instruction

- conceptualizing the product and process
- forms, composition, and colours
- knowledge of materials and the consumer
- appropriate use of the material
- various systems and instructions for working
- connection between applications and problems that appear in crafts, on the one hand, and, on the other, other scholastic subjects such as visual arts, the natural sciences, and mathematics
- various techniques for documenting, reporting, and illustrating designs and outputs
- knowledge of and experiences with Finnish culture, tradition, and design, as well as influences from other cultures
- introduction to entrepreneurship and industrial life in one's own locality
- evaluation of one's own work and its results, and participation in the joint examination of the work of others

Contents: technical work

Visual design and technical planning

- technical drawing, modelling, and information technology applications in planning
- appropriate and creative use of various materials for different purposes, using different techniques
- the built environment and various products, and the message or symbolic meaning that they contain
- operating principles of various devices, structures, and technological concepts and systems, and applications of those concepts and systems.

Production

- crafts tools and machines needed in technical work, and their skilled and safe utilization
- various materials and production techniques for technical work, and their creative selection, combination, and processing
- diversified construction of devices
- maintenance, reparation, and recycling of devices for home and leisure time

Contents: Textile work

Visual design and technical planning

- history of textiles and fashion, as applicable in connection with subject areas relevant to household textiles and clothing
- symbolic meaning, or message, of interior-design textiles, clothes, and textile art
- information technology applications and new technology as aids in design
- construction of the three-dimensional form of textile products -fundamentals of pattern-making, for example
- appropriate and creative use of textile materials for different purposes, using different techniques

Production

- traditional and modern tools and machinery for textile work; their maintenance, operating principles, and safe usage; selecting the right tools and machinery for a task
- different textile materials and craft techniques for textile work; their creative selection, combination and processing
- care, maintenance, and recycling of textile products

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

Visual design and technical planning

The pupils will

- observe problems independently, develop ideas creatively, and, with guidance, design products in which attempts have been made to consider the available time, the tools, the materials, the aesthetics of the products, ecological value, durability, economy and suitability for purpose
- understand the products they are designing as a message to the environment, too

- document designs, for example as illustrations, verbally, with samples, with the help of miniature models, or by other means, so as to reveal the nature of the idea and its intended method of production
- know how, in their planning, and with guidance, to use elements from the technological, design, and crafts cultures of the Finns and other peoples.

Production

The pupils will

- work appropriately and carefully, observing work safety instructions, and attend to the order and comfort of their working environment
- master basic techniques, so that the product is appropriate for its purpose, polished, ecological, and aesthetically pleasing
- know how to work purposefully alone or in teams
- know how to apply advanced technology, with guidance, in their work; they will understand technological concepts and systems, and their applications
- know how to apply the knowledge and skills they have learned in other subjects.

Self-evaluation and considering of the process

The pupils will

- be able, with guidance, to examine their personal work and learning
- observe the strengths and weaknesses in a process and results
- demonstrate a tolerance for criticism in the evaluation process, and want to direct their actions in accordance with the feedback
- evaluate their ideas and products by the criteria of aesthetics, economy, ecology, and appropriateness for purpose
- understand the interdependence of technology, culture, society, and nature
- form a realistic picture of their skills and potential for improvement.

7.18 PHYSICAL EDUCATION

The goals of physical education are to have a positive impact on the pupil's physical, psychological, and social abilities and well-being, and to guide the pupil in understanding the importance of exercise to health.

Instruction in physical education offers the pupil skills, knowledge, and experience on the basis of which it will be possible to adopt a physically active way of life.

Physical education is a functional subject in which the pupils progress through play and skills-learning towards the independent pursuit of pastimes. This requires taking personal development potential into consideration. Physical activity and learning experiences strengthen the pupils' self-knowledge and guide them towards tolerance.

Physical education instruction must emphasize community spirit, responsibility, fair play, and safety. In conjunction with the instruction, safe behaviour in traffic is to be stressed. Instruction in physical education is based on national traditions of sports and exercise.

The instruction and assessment must take into consideration natural conditions, the seasons, local conditions, the possibilities that the school and immediate environment offer, and the pupil's special needs and health status.

GRADES 1-4

Physical education in the first through fourth grades must take into account the pupil's capabilities and personal development potential. The instruction is conducted playfully, in an encouraging atmosphere, and progresses from basic motor skills towards skills in specific forms of physical activity. The point of departure for instruction in physical education is the pupils' activism, and the instruction makes use of their imagination and insights.

OBJECTIVES

The pupils will

- learn basic motor skills in a diverse way and receive stimuli for physical activity
- learn safe, health-promoting ways of exercising, and a basic swimming skill
- become practised in skills for both individual work and cooperation, without an emphasis on competition
- learn to act according to the instructions agreed upon, in a spirit of fair play.

CORE CONTENTS

- running, jumping, throwing, and their application in forms of physical activity
- floor gymnastics, gymnastics with equipment, and apparatus gymnastics
- musical and expressive movement, dances
- games for amusement, simple games, games used for teaching skills and rules, ball sports
- exercise in the natural environment
- winter exercise

- getting used to the water; swimming exercises
- playful physical activities

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FOURTH GRADE

The pupils will

- master basic motor skills and know how to apply them in different forms of physical activity
- know how to run, jump, and throw
- know how to perform floor gymnastic movements and gymnastic movements with equipment and apparatus
- know how to express themselves through physical activity, and how to move with music or a rhythm
- know how to handle equipment in games and exercises, and to function in games
- know how to move about in the natural environment, making use of an instructional map
- know how to slide, skate forward, and brake on skates
- be able to move in diverse ways on skis
- be able to swim in diverse ways in swimming-depth water
- act perseveringly and take a realistic stance towards their personal performance
- know how to dress appropriately for physical education, and how to keep clean
- act independently and in a group according to agreed-upon directions, and participate responsibly and enterprisingly in physical education instruction.

GRADES 5-9

In the fifth through ninth grades, physical education instruction must make allowances for the differing needs of boys and girls at this stage of development, as well as the pupils' differentials in growth and development generally. Diversified physical education instruction helps to support the pupil's well-being and growth into an independent and community-spirited person, and creates capabilities for the independent pursuit of pastimes. The instruction affords opportunities for exercise experiences and supports the pupil's self-expression.

OBJECTIVES

The pupils will

- continue to develop basic motor skills and will learn skills in specific forms of physical activity
- come to understand the importance of physical activity in maintaining well-being and health
- learn to observe and develop their functional abilities
- develop their swimming skills and learn water-rescue skills
- learn to act safely and appropriately in situations of physical activity
- learn to act independently and in a group

- learn to accept themselves and tolerate diversity
- get an introduction to environments for exercise pursuits and know how to look for information on possibilities for exercising.

CORE CONTENTS

- running, jumping, and throwing in different forms of physical activity
- floor gymnastics, gymnastics with equipment, and apparatus gymnastics
- musical and expressive exercise, dance
- ball games
- orienteering and hiking
- winter exercise
- swimming and water rescue
- development and monitoring of functional abilities; muscle care
- introduction to new forms of physical activity; the knowledge of exercise

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils will

- know basic skills in running, jumping, and throwing
- know how to perform floor gymnastic movements and gymnastic movements with equipment and apparatus
- demonstrate through their actions that they understand the importance of rhythm in exercise and dance
- know the fundamentals of the most common ball games and play them according to the agreed-upon rules
- know how to orienteer with the aid of a map and compass, and know about rights and responsibilities of public access
- know how to skate well
- master the basic techniques needed in cross-country skiing
- master swimming and know water-rescue skills
- know the connections between exercise and health
- know how to maintain, evaluate, and improve their functional abilities
- demonstrate a desire to learn and make an effort in physical education, prepare themselves properly for physical education lessons, and attend to their cleanliness
- act responsibly, take others into consideration, and adhere to agreements, rules, and the principles of fair play.

7.19 HOME ECONOMICS

GRADES 7-9

The purpose of instruction in home economics is to develop the cooperative aptitudes, information acquisition, and practical working skills required to manage day-to-day life, as well as the application of these factors in everyday situations. The task is to guide the pupils in taking responsibility for their health, human relationships, and finances, as well as the comfort and safety of the immediate environment.

Instruction in home economics must be based on practical activity, learning how to act in a group, consideration of the pupil's own starting points, and support for comprehensive growth. In home economics, the pupil becomes familiar with many issues important from the standpoint of personal well-being and good living - issues that deal with the young people themselves, the home, the family, and the connections between these elements and a changing society and environment. Home economics instruction offers opportunities for the integration of instruction and for collaboration with other subjects, and puts knowledge from several different fields into practice.

OBJECTIVES

The pupils will

- come to understand the importance of good manners and equality from the standpoint of the well-being of the individual and family
- learn to think about everyday household management and its connections with their own choices and activities
- learn to perform basic tasks related to the care of textiles, a residence, and a household, and to use substances, tools, and working approaches that are appropriate, safe, and compatible with sustainable development
- learn to act as considerate, responsible consumers, and to be aware of problems related to consumption
- become aware of the national domestic culture, and of the possibilities ushered in by internationalization and multiculturalism.

CORE CONTENTS

Family and living together

- good manners, the culture of manners, and domestic celebrations
- social responsibility and an atmosphere of caring
- equality and the use of time in the family

Nutrition and the culture of food

- nutritional recommendations and healthy food
- food quality and safety
- basic methods of preparing food
- meal planning and various eating situations in the Finnish culture of food
- change in food cultures

The consumer and a changing society

- planning one's use of money
- the consumer's responsibility and opportunities for influence
- obtaining and using products and services
- environmental impacts of consumption

Home and environment

- care of textiles and one's residence
- household waste management
- use of household appliances and devices

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

Skills in cooperation and interaction

The pupils will

- know how to observe good manners, to behave so as to take others into account, and to function independently and in a group
- know fundamentals of planning household work, dividing the work equitably, and devoting time to the work, and know how to apply these fundamentals in the learning situation.

Practical work skills

The pupils will

- know the properties of food ingredients and the most common methods of food preparation, and know how to make good use of those methods when preparing food
- know how to prepare basic Finnish foods and pastries with guidance, and to assemble their meals taking nutritional recommendations into account
- know how to use the appropriate working methods and the most common home appliances and devices safely
- know how to interpret instructions for the care of textiles, and how to take care of the most common textiles
- know how to perform the basic tasks of cleaning a home
- know how to act so as to preserve the environment, how to select appropriate laundry and cleaning compounds, and how to attend to the basic classification of domestic wastes.

Skills in information acquisition and processing

The pupils will

- know how to look for and utilize home economics information from different sources, how to interpret the most common product and package markings and symbols, and how to weigh up the reliability of different types of information
- know in general terms how to tell what household expenditures consist of, and how to make their own plans for using money
- know about a consumer's key opportunities for influence and taking responsibility.

7.20 OPTIONAL SUBJECTS

The task of instruction in basic education's optional subjects is to deepen and broaden knowledge and skills in basic education's core subjects, especially home economics and other artistic and skill subjects; and, as desired, in cross-curricular themes, in accordance with the pupil's choice. It is also the task of instruction in optional subjects to give pupils a chance to deepen their personal interests and find new objects of interest. Optional subjects have to support the objectives of basic education.

Section 6 of Government Decree 1435/2001 defines the combined minimum number of weekly lessons in optional subjects, and the distribution of that number of weekly lessons among

- specialized and applied syllabi in school subjects
- modules formed from several subjects
- foreign languages
- subjects connected with information technology.

The name, breadth, objectives, and contents of each optional subject are decided upon in the curriculum, as are the grade levels at which the subject is to be offered.

In the case of foreign languages, the objectives and core contents of languages to be taught as the A- and B- languages are defined in this national core curriculum. Decisions about other optional languages are made in the local curriculum.

If, in the lesson-hour distribution approved by the education provider, the minimum number of weekly lessons stipulated in the Basic Education Decree is exceeded, the weekly lessons can also include optional subjects to the extent of that excess.

The distribution of lesson hours in the first through fourth grades reserves six weekly lessons per year for core instruction in arts, crafts, and physical education, in addition to the minimum number of lessons for these subjects. In the fifth through ninth grades, too, six weekly lessons per year are devoted to core instruction in these subjects. In the local curriculum, core instruction in arts, crafts, and physical education can be allocated among the aforementioned subjects as core subjects for all pupils; or that time, or part of it, may be left as specialization studies, optional for each pupil, in these subjects.

EDUCATIONAL AND VOCATIONAL GUIDANCE

The task of guidance and counselling activities is to support the pupils' growth and development so that they are able to advance their study abilities and social maturity, and to develop knowledge and skills necessary from the standpoint of life-planning. With the aid of guidance and counselling, the pupils reach decisions on studying, training, day-to-day life, and careers on the basis of their own abilities and interests. The purpose of guidance and counselling activities is to boost the productivity of schoolwork, enhance well-being at school, and prevent social exclusion. Counselling also helps promote educational, ethnic, and gender equality.

The pupil's safe transitions during the study path must be supported through cooperation between guidance counsellors, their counterparts at upper secondary institutions, and teachers. The cooperation transcends the boundaries between institutions and educational levels.

OBJECTIVES

The pupils will

- learn independence, responsibility, and self-knowledge
- learn skills in cooperation and interaction
- learn to improve their learning capabilities, to recognize their learning difficulties, and to look for help in problem situations
- get to know various learning styles
- learn to develop their study skills and their skills in evaluating their own actions
- receive support and guidance in education's different transition phases during, and at the end of, basic education
- learn to look for information and acquire skills for studying, the future, life plans, and life choices by using the possibilities offered by information and communication technology
- learn to develop their decision-making skills and to carry out and assess their future plans, even under changing conditions
- receive support and guidance in their occupational orientations, including subject, training, and occupational choices that transcend gender boundaries
- learn how to obtain information about society, working life, and entrepreneurship, and come to embrace multiculturalism and internationalism.

GRADES 1-2

The objectives of guidance and counselling activities are to promote the development of the pupils' study abilities, to support the pupils' social growth, and to help prevent the emergence of learning difficulties. In order to ensure that studies go smoothly, the counselling is to support the pupil in the improvement of study skills. The pupil is to be guided in taking a responsible stance towards schoolwork and assignments, in using a diversity of working methods, and in obtaining information from various sources.

In the first and second grades, guidance and counselling activities are implemented in conjunction with subject instruction and the school's other activities. The pupils are to receive personal guidance and counselling in support of their studies and choices, and with various questions of day-to-day living.

GRADES 3–6

In the third through sixth grades, the task of educational and vocational guidance is to guide the pupil towards independence and responsibility in performing schoolwork and completing assignments. Pupils are also to be guided in choosing subjects during basic education and in its transition phases. During the third through sixth grades, the introduction to vocations and working life begins.

It is also the task of counselling to guide pupils in developing information acquisition capabilities, and in using a diversity of working approaches. The pupil is also to be guided in being cooperative and considerate of other people.

In the third through sixth grades, guidance and counselling activities are primarily implemented in conjunction with instruction in the different subjects and the school's other activities. Lessons may be reserved for guidance, too, in a manner to be decided in the local curriculum. Pupils in the third through sixth grades, too, are to receive personal guidance and counselling in support of their studies and choices, and with various questions of day-to-day living.

GRADES 7–9

In the seventh through ninth grades of basic education, guidance and counselling is to be organized so that it offers the pupil a whole consisting of

- guidance in class during lessons
- in-depth personal guidance and counselling in individual questions
- small-group guidance and counselling based on social interaction
- the introduction-to-working-life periods.

Personal guidance and counselling is to be provided for the pupils; in this context they have the opportunity to discuss questions related to their studies, educational and occupational choices, and life situations. Pupils are to be provided with small-group guidance and counselling, in which context they learn to handle guidance concerns shared in the group, or the personal guidance concerns that a pupil in the group can share with the other pupils.

In the final phase of basic education, pupils are to be guided and aided in their choices of further studies, and guided in using the guidance, informational, and counselling services offered by the educational and labour administration and other public agencies.

The objective of cooperation between the school and the working and business communities is that the pupil obtains information about vocational fields, vocations, and working life and acquires ideas for entrepreneurial activity.

Introduction-to-working-life periods are to be organized for the pupils as a basis for their educational and occupational choices, and to enhance their respect for work. The pupil must be able to gain personal experience with working life and vocations in genuine work environments. In connection with the introduction to working life, the pupils are to be given a chance to evaluate the information and experience they have acquired. The curriculum is to include a plan for arrangements for the introduction to working life.

Guidance in class

OBJECTIVES

The pupils will

- learn interaction skills and increase their self-knowledge
- form a comprehensive conception of the school's operating approaches and opportunities for study
- learn to use various studying methods and channels of information sources, and to evaluate their own study skills
- learn to develop learning strategies appropriate for themselves as individuals
- know the key features of Finland's educational system and learn to look for information on possibilities for further studies
- acquire basic information about working life and different vocational fields
- learn to look for information about studying and working abroad.

CORE CONTENTS

- self-knowledge and vocational development
- functioning in the school community, structure of basic education, progress and pupil assessment
- study skills
- skills in planning, and reaching decisions about, the future
- occupational structure, vocational fields, knowledge of working life
- Finland's educational system
- possibilities for further studies after comprehensive school; applying for further studies
- studying and working abroad
- counselling, guidance, and information services
- equality in society and working life