

Kaksikielisen opetuksen kielelliset tavoitteet Seinäjoen lyseossa opetussuunnitelman luvun 10 täydennykseksi

- Kaksikielisellä opetuksessa oppilaat opiskelevat opetussuunnitelman laajamittaisen kaksikielisen opetuksen tavoitteiden mukaisesti.
- Kielelliset eli Seinäjoen lyseossa englannin kielen osaamiseen ja oppimiseen liittyvät tavoitteet on kuvattu sarakkeessa ”Linguistic outcomes”. Niiden saavuttamista arvioidaan osana oppiaineen työskentelytaitojen arvioimista näissä oppiaineissa, joissa koulussa tarjotaan kaksikielistä opetusta.

English 7th grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|---|--|--|---|------------------------|
| S1 | Kasvu kulttuuriseen moninaisuuteen ja kielitietoisuuteen | Learning about different variations of English and the countries where it is used as a main language. Studying English as a lingua franca. Covering basic terminology in grammar. | Hankitaan tietoa joistakin englannin kielen varianteista ja maista, joissa englanti on keskeisin yhteiskunnassa käytetty kieli. Tutkitaan englannin kielen kehittymistä lingua francaksi. Käytetään kielitiedon peruskäsitteitä. | British vs American English English-speaking countries and cultural aspects Everyday life Basic tenses and auxiliaries Comparison Word order | |
| S2 | Kielenopiskelutaidot | Learning to use versatile materials and how to find, process and evaluate information. | Harjoitellaan oppimateriaalin monipuolista käyttöä, tiedon hakemista, prosessointia ja arviointia. | Everyday situations and conversational dialogues. Learning how to learn and assess your learning. | |
| S3 | Kehittyvä kielitaito. Taito toimia vuorovaikutuksessa ja tekstitaidot | Learning how to function in different environments and situations both locally and globally. Learning to interpret different types of texts. Practising different types of interactions. | Harjoitellaan toimimista erilaisissa ympäristöissä ja tilanteissa sekä paikallisesti että globaalisti. Opetellaan tulkitsemaan erilaisia tekstityyppejä. Harjoitellaan erilaisia vuorovaikutustilanteita. | Describing everyday life Understanding messages Expressing opinions | |

English 8th grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|---|--|--|--|------------------------|
| S1 | Kasvu kulttuuriseen moninaisuuteen ja kielitietoisuuteen | Learning about different variations of English and the countries where it is used as a main language. Studying English as a lingua franca. Covering basic terminology in grammar. | Hankitaan tietoa joistakin englannin kielen varianteista ja maista, joissa englanti on keskeisin yhteiskunnassa käytetty kieli. Tutkitaan englannin kielen kehittymistä lingua francaksi. Käytetään kielitiedon peruskäsitteitä. | American English and other variants in English English-speaking countries and cultural aspects Languages and nationalities Basic tenses and auxiliaries Conditional Pronouns Prepositional phrases | |
| S2 | Kielenopiskelutaidot | Learning to use versatile materials and how to find, process and evaluate information. | Harjoitellaan oppimateriaalin monipuolista käyttöä, tiedon hakemista, prosessointia ja arviointia. | Everyday situations and conversational dialogues. Learning how to learn and assess your learning. | |
| S3 | Kehittyvä kielitaito. Taito toimia vuorovaikutuksessa ja tekstitaidot | Learning how to function in different environments and situations both locally and globally. Learning to interpret different types of texts. Practising different types of interactions. | Harjoitellaan toimimista erilaisissa ympäristöissä ja tilanteissa sekä paikallisesti että globaalisti. Opetellaan tulkitsemaan erilaisia tekstityyppejä. Harjoitellaan erilaisia vuorovaikutustilanteita. | Describing everyday life, wildlife and weather. Expressing opinions and learning how to negotiate. | |

English 9th grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
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|----|---|--|--|---|--|
| S1 | Kasvu kulttuuriseen moninaisuuteen ja kielitietoisuuteen | Learning about different variations of English and the countries where it is used as a main language. Studying English as a lingua franca. Covering basic terminology in grammar. | Hankitaan tietoa joistakin englannin kielen varianteista ja maista, joissa englanti on keskeisin yhteiskunnassa käytetty kieli. Tutkitaan englannin kielen kehittymistä lingua francaksi. Käytetään kielitiedon peruskäsitteitä. | Other English-speaking countries and cultural aspects (apart from America and Britain) Countries and nationalities Geographical names Basic tenses and auxiliaries Articles Prepositional phrases Expressions of amount | |
| S2 | Kielenopiskelutaidot | Learning to use versatile materials and how to find, process and evaluate information. | Harjoitellaan oppimateriaalin monipuolista käyttöä, tiedon hakemista, prosessointia ja arviointia. | Everyday situations and conversational dialogues. Education, working life and travelling. Learning how to learn and assess your learning. | |
| S3 | Kehittyvä kielitaito. Taito toimia vuorovaikutuksessa ja tekstitaidot | Learning how to function in different environments and situations both locally and globally. Learning to interpret different types of texts. Practising different types of interactions. | Harjoitellaan toimimista erilaisissa ympäristöissä ja tilanteissa sekä paikallisesti että globaalisti. Opetellaan tulkitsemaan erilaisia tekstityyppejä. Harjoitellaan erilaisia vuorovaikutustilanteita. | Telling about occupations, environment, science, media and other types of culture. Expressing opinions, leaning how to argue and negotiate. Reported speech and indirect questions. Passive voice 3rd conditional Count vs. uncount nouns | |

Mathematics

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
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| 7 Ik S1-S3, S5 | Luvut ja laskutoimitukset, Algebra, Geometria | <p>Numbers and operations</p> <ul style="list-style-type: none"> *basic operations with whole numbers, fractions and decimals *order of operation *powers *natural numbers as exponent *prime numbers *exact value *rounding <p>Algebra</p> <ul style="list-style-type: none"> *variable *expression *simplifying *solving equations *number sequence <p>Geometry</p> <ul style="list-style-type: none"> *Plane geometry: lines, angles, polygons and circle *inscribed angle and central angle *geometric drawing | <p>Luvut ja laskutoimitukset</p> <ul style="list-style-type: none"> *peruslaskutoimitukset kokonais-, murto- ja desimaaliluvuilla *laskujärjestys *potenssi, eksponenttina luonnollinen luku *alkuluvut *tarkka arvo *pyöristäminen <p>Algebra</p> <ul style="list-style-type: none"> *muuttuja *lauseke *sieventäminen *yhtälön ratkaisemisen *lukuono <p>Geometria</p> <ul style="list-style-type: none"> *tasogeometria: suorat, kulmat, monikulmiot ja ympyrä *kehäkulma ja keskuskulma *geometrinen piirtäminen | <p>*Student is able to memorize relevant terms and use them both in writing and in discussions.</p> <p>*Student is able to solve verbal math problems.</p> <p>*Student is able to discuss math related topics.</p> | |
| 8 Ik S1-S3, S5 | Luvut ja laskutoimitukset, Algebra, Geometria | <p>Numbers and operations</p> <ul style="list-style-type: none"> *percent *percentages | <p>Luvut ja laskutoimitukset</p> <ul style="list-style-type: none"> *prosentin käsite *osuus prosentteina, prosenttiluvun osoittama määrä | <p>*Student is able to categorize relevant terms and use them both in writing and in discussions.</p> | |

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| | | <p>Algebra *power rules *solving equations *direct and indirect proportionality</p> <p>Geometry *similarity and congruence *Pythagoras theorem *area and perimeter of circle *area of polygons *units of length and area *unit conversions</p> | <p>*muutos- ja vertailuprosentti</p> <p>Algebra *potenssien laskusääntöjä *yhtälöiden ratkaiseminen *suoraan ja kääntäen verrannollisuus</p> <p>Geometria *yhdenmuotoisuus ja yhtenevyys *Pythagoraan lause *ympyrän kehän pituus ja pinta-ala *monikulmioiden pinta-ala *pitäuden ja pinta-alan yksiköitä *yksikkömuunnoksia</p> | <p>*Student is able to solve verbal math problems.</p> <p>*Student is able to discuss math related topics.</p> | |
| 9 lk S1-S6 | Funktiot, Algebra, Geometria, Todennäköisyys ja tilastot | <p>Functions *function *value of function *graph *drawing a line *equation of a line *drawing of a parabola</p> <p>Algebra *Pair of equations and solving it algebraically and graphically.</p> <p>Geometry *Trigonometry *Solid geometry, Volume and area</p> | <p>Funktiot *funktio *funktion arvon laskeminen *kuvaaja *suoran piirtäminen *suoran yhtälö *paraabelin piirtäminen</p> <p>Algebra *yhtälöpari ja sen ratkaiseminen algebrallisesti ja graafisesti</p> <p>Geometria *trigonometria</p> | <p>*Student is able to select relevant terms and use them both in writing and in discussions.</p> <p>*Student is able to solve verbal math problems.</p> <p>*Student is able to discuss math related topics.</p> | |

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| | | <p>*Length, area and volume units and unit conversions</p> <p>Probability and statistics</p> <p>*Concept of probability</p> <p>*Frequency and relative frequency</p> <p>*Average, mode, median and deviation</p> <p>*Drawing and interpreting diagrams</p> <p>*Collecting, converting and presenting data</p> | <p>*avaruuskappaleet, sekä niiden tilavuuden ja pinta-alan laskeminen</p> <p>*pituuden, pinta-alan ja tilavuuden yksiköitä sekä yksikkömuunnokset</p> <p>Todennäköisyys ja tilastot</p> <p>*todennäköisyyden käsite</p> <p>*frekvenssi ja suhteellinen frekvenssi</p> <p>*keskiarvo, tyyppiarvo, mediaani ja hajonta</p> <p>*diagrammien piirtäminen ja tulkinta</p> <p>*tietojen kerääminen, muuntaminen ja esittäminen</p> | | |
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Biology 7th grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|--|---|---|--|------------------------|
| S1 | Biological study | <p>-Dissection of an organism (for example plant, fish or crayfish)</p> <p>-Using microscope to study organisms</p> | <p>-Eliön preparointi (esim. kasvi, kala tai rapu)</p> <p>- Mikroskoopin käyttö eliöiden tutkimisessa</p> | <p>-Can explain the anatomy and function of an organism</p> <p>-Interaction in group work</p> | |
| S2 | Field trips | <p>-Field work in biological study (for example plankton, aquatic invertebrates or aquatic plants)</p> | <p>-Maastotutkimuksen tekeminen (esim. plankton, veden selkärangattomat tai vesikasvit)</p> | <p>-Can communicate with other students and teacher about the study in the field</p> | |
| S3 | Structure and function of an ecosystem | <p>-Aquatic ecosystem: ecology of aquatic species and species interaction</p> | <p>-Vesiekosysteemi: vesieliöiden ekologia ja vuorovaikutussuhteet</p> <p>-Vesieliöiden lajinnimet</p> | <p>-Can explain and apply basic ecology of different aquatic species and their interaction</p> <p>-Can communicate with other students and teacher</p> | |

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|----|--------------------|--|---|--|--|
| S4 | What is life? | <ul style="list-style-type: none"> -Characteristics of life -Classification of life -Cell structure -Groups of organisms and their anatomy, physiology and adaptations: for example aquatic insects, molluscs, crustaceans, amphibians, reptiles, fish, birds and mammals - Evolution and natural selection | <ul style="list-style-type: none"> -Elämän tunnusmerkit -Eliökunnan luokittelu -Solurakenne -Eliöryhmät ja niiden anatomia, fysiologia ja sopeumat: esim. veden selkärangattomat, nilviäiset, äyriäiset, sammakkoeläimet, matelijat, kalat, linnut ja nisäkkäät -Evoluutio ja luonnonvalinta | <ul style="list-style-type: none"> -Can analyze characteristics of life -Can list the cell organelles and describe their functions -Is able to classify organisms and can describe and compare their anatomy and physiology -Can illustrate how different organisms are adapted to their environment -Can describe evolution and its mechanisms -Can communicate with other students and teacher | |
| S5 | - | | | | |
| S6 | Sustainable future | <ul style="list-style-type: none"> -Biodiversity -Nature protection | <ul style="list-style-type: none"> -Luonnon monimuotoisuus -Luonnonsuojelu | <ul style="list-style-type: none"> -Can explain the concept of biodiversity and support the significance of biodiversity -Can show the importance of nature protection | |

Biology 8th grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|------------------|---|---|---|------------------------|
| S1 | Biological study | <ul style="list-style-type: none"> -Planning and producing a small biological study. -Using microscope to study organisms | <ul style="list-style-type: none"> -Pienen biologisen tutkimuksen suunnittelu ja toteutus. -Mikroskoopin käyttö eliöiden tutkimisessa | <ul style="list-style-type: none"> -Interaction in group work | |
| S2 | Field trips | <ul style="list-style-type: none"> -Field trips: for example plants, birds, mushrooms, invertebrates, ecosystems | <ul style="list-style-type: none"> -Maastoretki: esimerkiksi kasvit, linnut, sienet, selkärangattomat, ekosysteemit | <ul style="list-style-type: none"> -Can communicate with other students and teacher during field trips | |

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| S3 | Structure and function of an ecosystem | -Forest ecosystem: ecology of forest species and their interaction | -Metsäekosysteemi: metsäeliöiden ekologia ja vuorovaikutussuhteet -Metsäeliöiden lajinnimet | -Can explain and apply basic ecology of different forest species and their interaction -Can communicate with other students and teacher | |
| S4 | What is life? | -Different kinds of organisms of forest ecosystem, species diversity -Species adaptations to diverse habitats. -Biological phenomena: for example photosynthesis, biological species concept -Growing plants -Evolution and natural selection | -Erilaiset metsän eliöt ja niiden lajien monimuotoisuus. -Lajien sopeumat eri elinympäristöihin. -Biologiset ilmiöt: esim. yhteyttäminen, biologinen lajikäsité -Kasvien kasvattaminen | -Can classify species -Can describe how species are adapted to their habitats and can explain how evolution and natural selection causes adaptation -Can explain photosynthesis and concept of species -Can communicate with other students and teacher | |
| S5 | - | | | | |
| S6 | Sustainable future | -Biodiversity -Ecosystem services -Nature protection -Environmental changes | -Luonnon monimuotoisuus -Ekosysteemipalvelut -Luonnonsuojelu -Ympäristömuutokset | -Can explain the importance of habitats to biodiversity -Can recognize environmental changes in habitats and ecosystems and discuss the consequences -Can support the importance of ecosystem services and nature protection -Can communicate with other students and teacher | |

Biology 9th grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|------------------|--|--|--|------------------------|
| S1 | Biological study | -Making a small biological study and reporting the results | -Pienen biologisen tutkimuksen tekeminen | -Can write the research report -Interaction in group work | |

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| S2 | - | | | | |
| S3 | - | | | | |
| S4 | What is life? | -Basics of heredity and evolution | -Perinnöllisyyden ja evoluution perusteet -Bioteknologia | -Can explain the main concepts of heredity and apply them in genetic crosses -Recognize the role of heredity in evolution | |
| S5 | Human | -Human anatomy and physiology: Organ systems and their structure and function (for example circulatory system, digestive system, respiratory system) | -Ihmisen anatomia ja fysiologia: Elimistöt ja niiden rakenne ja toiminta | -Can describe the structure of organ systems and explain their function | |

Geography 7. grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|--------------------------------------|---|--|--|------------------------|
| S1 | Map and regions | - The names and locations of the continents and the oceans - Determining the location using coordinates -Maps, geomeia and GIS in geography | -Maapallon karttakuvan hahmottaminen ja keskeinen paikannimistö ja paikkojen sijainti, esim. maanosat, valtameret, vuoristot ja eri maanosien valtioiden nimiä -Sijainnin määrittäminen koordinaattien avulla | -Can name the points of the compass - Can name and locate the continenets and the oceans -Can express the location using coordinates -Can analyze information using geomeia | |
| S2 | Current changing world | - Current natural geographical phenomena in the news | - Ajankohtaiset luonnonmaantieteelliset ilmiöt uutisissa | - Understands geographical news in English and can analyze them with other students and teacher | |
| S3 | Requirements of life on planet Earth | -Requirements of sustaining life | - Elämän edellytykset -Planetaarisuus ja sen vaikutukset: päivän ja yön vaihtelu, vuosi, vuodenaajat, ilmasto ja kasvillisuus | -Can explain requirements of life and can discuss their importance for life | |

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| | | <ul style="list-style-type: none"> -Planetary and its effects: day and night, year, seasons, climate and vegetation -Phenomena of natural geography: For example water cycle, ocean currents, plate tectonics -Importance of pure air and water, food and natural resources on the Earth | <ul style="list-style-type: none"> - Luonnonmaantieteelliset ilmiöt: Esimerkiksi veden kierto, merivirrat, laattatektoniikka -Puhtaan ilman ja veden, ravinnon ja luonnonvarojen tärkeys | <ul style="list-style-type: none"> - Can describe planetary and its effects -Can name the main concepts of water cycle and plate tectonics -Can communicate with other students and teacher | |
| S4 | Changing landscapes and habitats | <ul style="list-style-type: none"> - Features of the natural landscapes | <ul style="list-style-type: none"> -Luonnonmaisemien piirteitä | <ul style="list-style-type: none"> -Can recognize, describe and compare the features of the natural landscapes | |
| S5 | Humans and cultures on planet Earth | <ul style="list-style-type: none"> - | <ul style="list-style-type: none"> -Maanviljely ja ruuan tuotanto Maapallon eri alueilla | <ul style="list-style-type: none"> - | |
| S6 | Sustainable lifestyle and sustainable use of natural resources | <ul style="list-style-type: none"> -Sustainable use of natural resources and sustainable lifestyle -State of the environment and environmental changes: for example climate change, air and ocean pollution - Life cycle of a product (for example clothes) | <ul style="list-style-type: none"> -Luonnonvarojen kestävä käyttö -Ympäristömuutokset: esim. Ilmastomuutos, ilman ja merien saastuminen -Tuotteen elinkaari (esim. vaatteet) | <ul style="list-style-type: none"> -Can support the importance of sustainable use of natural resources -Can explain the causes and the consequences of environmental problems -Can give examples on how to make sustainable choices in everyday life -Can communicate with other students and teacher | |

Geography 8th grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|--------------------------------------|--|---|---|------------------------|
| S1 | Map and regions | -Maps (thematic maps), geomedia and GIS in geography | - Euroopan karttanimistö | -Can interpret thematic maps and geomedia (for example different kinds of diagrams) -Can analyze information using geomedia -Can communicate with other students and teacher | |
| S2 | Current changing world | - Current cultural geographical phenomena in the news | - Ajankohtaiset kulttuurimaantieteelliset ilmiöt uutisissa | - Understands geographical news in English and can analyze them with other students and teacher | |
| S3 | Requirements of life on planet Earth | - | - | - | |
| S4 | Changing landscapes and habitats | - Features of the cultural landscapes | -Kulttuurimaisemien piirteitä | -Can recognize, describe and compare the features of the cultural landscapes | |
| S5 | Humans and cultures on planet Earth | -Phenomena of cultural geography (for example population growth, poverty and wealth, migration, employment structure, traffic, borders) -Human rights | -Kulttuurimaantieteen ilmiöt (esim. väestönkasvu, köyhyys ja rikkaus, muuttoliike, elinkeinorakenne, liikenne, rajat) -Ihmisoikeudet | -Can use the main concepts of cultural geography and apply them while analyzing geographical phenomena -Can compare the differences in cultural geography between regions and analyze the reasons for differences -Can list the main human rights -Can communicate with other students and teacher | |

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| S6 | Sustainable lifestyle and sustainable use of natural resources | <ul style="list-style-type: none"> -Sustainable lifestyle -Bioeconomy -Globalisation -Regional development issues | <ul style="list-style-type: none"> -Kestävä elämäntapa -Biotalous -Globalisaatio -Alueelliset kehityskysymykset | <ul style="list-style-type: none"> -Can assess the sustainable choices in everyday life -Can compare the development of different regions using geographical data -Can communicate with other students and teacher | |
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Geography 9th grade

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|--------------------------------------|---|--|---|------------------------|
| S1 | Map and regions | <ul style="list-style-type: none"> -Maps (physical and thematic maps), geomedia and GIS (geographic information system) -Regional research in geography | <ul style="list-style-type: none"> -Suomen karttanimistö ja paikkatieto -Kartat (maasto- ja teemakartat), geomedia ja GIS -Aluetutkimus | <ul style="list-style-type: none"> -Can interpret physical and thematic maps -Can analyze information using geomedia (for example different kinds of diagrams) and GIS (for example Paikkatietoikkuna, Maankamara, GoogleMaps etc.) -Can communicate with other students and teacher | |
| S2 | Current changing world | | <ul style="list-style-type: none"> -Suomen maantiedettä käsittelevät uutiset | | |
| S3 | Requirements of life on planet Earth | <ul style="list-style-type: none"> -Phenomena of natural geography in Finland: for example climate and weather, ice age, vegetation and bedrock | <ul style="list-style-type: none"> -Suomen luonnonmaantieteelliset ilmiöt: esim. ilmasto, sää, jääkausi, kasvillisuus ja kallioperä | <ul style="list-style-type: none"> -Can use main concepts of natural geography while analyzing the features of geographical phenomena -Can communicate with other students and teacher | |

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| S4 | Changing landscapes and habitats | | -Kotiseudun maisemien erityispiirteet -Suomen maisema-alueet -Oman lähiympäristön suunnittelu ja parantaminen, aluesuunnittelu | | |
| S5 | Humans and cultures on planet Earth | Cultural geography of Finland (for example population, migration, energy production and consumption, employment structure) | -Suomen kulttuurimaantiede (esim. väestömaantiede, muuttoliike, energiantuotanto ja -kulutus, elinkeinorakenne) | -Can use the main concepts of cultural geography and apply them while analyzing the features of geographical phenomena -Can compare the differences in cultural geography between regions in Finland and analyze the reasons for differences -Can communicate with other students and teacher | |
| S6 | Sustainable lifestyle and sustainable use of natural resources | -Sustainable use of natural resources and sustainable life style -State of the environment and environmental changes: for example climate change, the biodiversity loss, the state of the Baltic Sea -Bioeconomy | -Luonnonvarojen kestävä käyttö ja kestävä elämäntapa -Ympäristön tila ja ympäristömuutokset: esim. ilmastonmuutos, luonnon monimuotoisuuden heikkeneminen, Itämeren tila -Biotalous | -Can explain environmental problems in Finland and analyze their causes and consequences and give examples of solutions -Can evaluate one's own sustainable choices in everyday life -Can illustrate possibilities in bioeconomy in Finland -Can communicate with other students and teacher | |

Physics

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
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| 7.lk S1- S3, S5, S6 | Fysiikka tieteenä, aaltoliike, lämpö | work safety measuring quantity unit graph oscillation wave motion sound electromagnetic radiation light mirrors lenses universe | turvallinen työskentely mittaaminen suure yksikkö kuvaaja värähdys aaltoliike ääni sähkömagneettinen säteily valo peilit linssit maailmankaikkeus | *Student learns relevant terms and uses them both in writing and in discussions. *Student is able to solve verbal or written physics problems. *Student is able to discuss physics related topics. | Along the main concepts student rehearses to use the kind of language which is typical in natural sciences e.g. composing clear sentences using correct language and correct terminology. This is not easy in either language and the skill will develop after time and experience during grades 7 to 9. |
| 8lk S1-S6 | Sähkö, magnetismi, energian siirto | electric charge electric interact force voltage electric current battery connection electric circuit circuit diagram resistance electric power electric energy magnetism electromagnetic induction generator transformer electricity transfer energy production energy sources | sähkövaraus sähköinen voima jännite sähkövirta paristojen kytkennät virtapiiri kytkentäkaavio resistanssi sähköteho sähköenergia magnetismi sähkömagneettinen induktio generaattori muuntaja sähkön siirto energiantuotanto energiälähteet | *Student learns relevant terms and uses them both in writing and in discussions. *Student is able to solve verbal or written physics problems. *Student is able to discuss physics related topics. | |
| 9lk S1, S3-S6 | Lämpöoppi (voidaan käsitellä myös 7.luokalla | heat temperature thermal energy specific heat capacity changes of state | lämpö lämpötila lämpöenergia ominaislämpökapasiteetti olomuodon muutokset | *Student learns relevant terms and uses them both in writing and in discussions. | |

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| | riippuen aikatauluista.) Mekaniikka | latent heat of fusion latent heat of vaporization thermal expansion heat transfer unit conversions velocity speed distance (space) constant velocity acceleration graph interaction force Newton's laws force diagram mass weight gravity buoyancy floating friction static friction motion friction density pressure hydrostatic pressure atmospheric pressure energy bound energy free energy chemical energy potential energy kinetic energy | ominaissulamislämpö ominaishöyrystymislämpö lämpölaajeneminen lämmön siirtyminen yksikönmuunnokset nopeus vauhti matka tasainen liike kiihtyvyyys kuvaaja vuorovaikutus voima Newtonin lait voimakuvio massa paino painovoima noste kelluminen kitka lepokitka liikeyritka tiheys paine hydrostaattinen paine ilmakehän paine energia sidottu energia vapaa energia kemiallinen energia potentiaalienergia liike-energia | *Student is able to solve verbal or written physics problems. *Student is able to discuss physics related topics. | |
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| | electrical energy light energy energy diagram work machine vertical work power efficiency center of gravity balance simple machine lever inclined plane pulley jack | sähköenergia valoenergia energiakaavio työ kone nostotyö teho hyötysuhde painopiste tasapaino yksinkertainen kone vipu kalteva taso väkipyörä talja | | |
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Chemistry

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
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| 7.lk S1-S3, S5, S6 | | chemistry as a science laboratory safety fire safety changes of state atom chemical symbols of the elements compound molecule special properties of water mixtures and pure substances solution separating methods chemical reaction reaction equation rate of reaction | kemia tieteenä turvallinen työskentely paloturvallisuus olomuotojen muutokset atomi alkuaineiden kemialliset merkit yhdiste molekyyli veden erityisominaisuudet seokset ja puhtaat aineet liuos erotusmenetelmät kemiallinen reaktio reaktioyhtälö reaktionopeus | *Student learns relevant terms and uses them both in writing and in discussions. *Student is able to solve verbal or written chemistry problems. *Student is able to discuss chemistry related topics. | Along the main concepts student rehearses to use the kind of language which is typical in natural sciences e.g. composing clear sentences using correct language and correct terminology. This is not easy in either language and the skill will develop after time and experience during grades 7 to 9. |

| | | burning | palaminen | | |
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| 8.lk S1-S6 | | structure of atom nucleus electron shells table of the elements ions salts (ionic compounds) covalent bond acid base neutralization metal and non-metal oxides atmospheric gases | atomin rakenne ydin elektronikuoret jaksollinen järjestelmä ionit suolat (ioniyhdisteet) kovalenttinen sidos happo emäs neutraloituminen metalli- ja epämetallioksidit ilmakehän koostumus | Student learns relevant terms and uses them both in writing and in discussions. *Student is able to solve verbal or written chemistry problems. *Student is able to discuss chemistry related topics. | |
| 9.lk S1, S3-S6 | | properties of metals oxidation reduction reactivity series electrochemical pair electrolysis ore metal refining corrosion carbon organic compound hydrocarbons alcohols burning reaction carboxylic acids energy nutrients fats carbohydrates proteins | metallien ominaisuudet hapettuminen pelkistyminen jännitesarja sähkökemiallinen pari elektrolyysi malmi metallien jalostus korroosio hiili orgaaninen yhdiste hiilivedyt alkoholit palamisreaktiot karboksyylihapot ravintoaineet rasvat hiilihydraatit proteiinit | Student learns relevant terms and uses them both in writing and in discussions. *Student is able to solve verbal or written chemistry problems. *Student is able to discuss chemistry related topics. | |

Health education

| 7Lk | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
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| S1, S2 | Many facets of health (Terveystä hyvinvointia) | <ul style="list-style-type: none"> • Factors that affect health • Health knowledge and awareness • Healthcare throughout your life • Healthy lifestyles | <ul style="list-style-type: none"> • Monoimuotoinen terveys • Kuinka pidät huolta terveydestäsi • Terveystieto ja tietoisuus • Terveystietä ja terveydenhuolto koko elämäsi ajan • Terveet elämäntavat | <ul style="list-style-type: none"> • Be able to verbalise reasons that maintaining a healthy lifestyle is important for health. • Should be able to describe the health responsibilities of an adolescent. | |
| S2 S3 | Addictions and well being. (Riippuvuus ja päihteet) | <ul style="list-style-type: none"> • Mental wellbeing • Pleasure and addiction • The internet and social media • Smoking and tobacco products • Common intoxicants • Quitting addictions • Health and hygiene | <ul style="list-style-type: none"> • Mielenterveys • Ilo ja riippuvuus • Internet ja sosiaalinen media • Tupakointi ja tupakkatuotteet • Yleiset päihteet • Lopeta riippuvuudet • Terveys ja hygienia | <ul style="list-style-type: none"> • Can recognise the signs of addiction and can assess various treatment options • Will know where to find help for addiction in a school setting | |
| S1 S2 | Staying safe outdoors (Terveys ja sairaus arjessa) | <ul style="list-style-type: none"> • Health care in outdoor environments | <ul style="list-style-type: none"> • Turvallisesti auringossa ja pakkasessa | <ul style="list-style-type: none"> • Students shall know the basic precautions to take in extreme environments and to be aware of dangers such as | |

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| | | | | cold shock in a summer lake | |
| S1 | Puberty (Murrosiän muutokset) | <ul style="list-style-type: none"> • Developing sexuality | <ul style="list-style-type: none"> • Murrosiän muutokset • Seksuaalisuus on osa persoonallisuutta • Sukupuolen moninaisuus | <ul style="list-style-type: none"> • Students can empathise with some of the challenges of puberty and be able to engage in role play activities using English as the medium of communication | |
| S1 S2 | Healthy lifestyles (Terveelliset elintavat) | <ul style="list-style-type: none"> • Exercise in everyday life. Finding the right hobby. • The importance of rest and sleep. | <ul style="list-style-type: none"> • Terveelliset elintavat | <ul style="list-style-type: none"> • Students should recognize the importance of a good sleeping routine and be able to discuss things that may hinder our development of healthy lifestyle habits | |
| 8Lk | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
| S1 S2 | Healthy lifestyles (Terveelliset elintavat) | <ul style="list-style-type: none"> • Nutrition • Fitness | <ul style="list-style-type: none"> • Ravitsemus ja syöminen-tyytyväisyys ruokaan ja säännöllinen syöminen • Terveelliset ruokavalinnat • Kuntoilun kehittäminen | <ul style="list-style-type: none"> • Students should be made aware of basic nutrition models such as the healthy plate model. | |
| S2 S3 | Health and illness in daily life (Terveys ja sairaus arjessa) | <ul style="list-style-type: none"> • Treatment and self-care for common illnesses • Disease prevention | <ul style="list-style-type: none"> • Huolehdi hygieniasta • Oireenmukaista hoitoa • Tautien tartunta | <ul style="list-style-type: none"> • Students may discuss reasons for attending or not attending a doctor, | |

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| | | | | <ul style="list-style-type: none"> Lifestyle choices affect people in the long term, students will discuss and present reasons for adopting a healthy lifestyle | |
| S1 S3 | Knowing yourself (Minä ja muut) | <ul style="list-style-type: none"> Emotions social skills Family relationships | <ul style="list-style-type: none"> Tunne itsesi Sosiaaliset taidot Ihmissuhteet terveyden tukena | <ul style="list-style-type: none"> Social skills and the pressures of peer pressure, family social media and forming a good psychological foundation will all be explored. | |
| S1 S2 S3 | Developing sexuality (Kehittyvä seksuaalisuus) | <ul style="list-style-type: none"> The many faces of sexuality Responsible sex Contraception Pregnancy Sexually transmitted diseases | <ul style="list-style-type: none"> Seksuaalisuuden monet muodot Vastuulista seksiä Ehkäisymenetelmät Raskaus Seksitaudeita suojautuminen | <ul style="list-style-type: none"> Students will be given the required information to begin to develop an understanding of what it means to be sexually responsible. The concept of consent should also be introduced and students will be asked to explore what consent really means and to develop a series of scenarios based on consent. | |
| S3 | Basic health and safety | <ul style="list-style-type: none"> Personal safety | <ul style="list-style-type: none"> Turvallisuus luodaan yhdessä | <ul style="list-style-type: none"> Personal safety and what your | |

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| | (Turvallisuus terveyden tukena) | <ul style="list-style-type: none"> • What to do in an accident • Fire safety • Road and water safety | <ul style="list-style-type: none"> • Toiminta tapaturmatilanteissa • Paloturvallisuus • Turvallisesti liikenteessä ja vesillä | <p>personal safety net actually means will be introduced</p> <ul style="list-style-type: none"> • DR.ABC the basics of first aid will be developed with students role playing scenarios such as how to make an emergency call. | |
| S1 S2 | Mental well-being (Mielen hyvinvointi) | <ul style="list-style-type: none"> • Mental well-being as a resource • Mental health problems • Alcohol and young people | <ul style="list-style-type: none"> • Mielenterveys voimavarana • Mielen hyvinvointi koetuksella • Alkoholi yhteiskunnassa | <ul style="list-style-type: none"> • Students will look at a series of documentaries based around teenage drinking and the problems excessive underage drinking might bring up. • Mental and emotional wellbeing will be discussed and read about as well as a series of short discussions regarding how you make yourself feel better when you are feeling down, students will share tips with each other for the class to use. | |

| 9Lk | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----------------|---|--|---|---|------------------------|
| S1 S2 S3 | Health and society (Terveys yhteiskunnassa) | <ul style="list-style-type: none"> • Health and the media • Environmental health • Global health | <ul style="list-style-type: none"> • Terveys näkyy mediassa • Ympäristön vaikutus terveyteen • Terveys eri puolilla maailmaa | <ul style="list-style-type: none"> • Students will look at social media and discuss if it is contribution toward social anxiety. This topic will form the basis for a classroom debate. | |
| S1 S3 | Nutrition and health (Ruoka ja hyvinvointi) | <ul style="list-style-type: none"> • Food choices • Maintaining a healthy BMI • Eating disorders | <ul style="list-style-type: none"> • Ruokavalinnoilla on merkitystä • Painonhallinta tukee terveyttä • Syömishäirot | <ul style="list-style-type: none"> • The basic of nutrition are expanded upon and eating disorders-signs, symptoms and treatment options are researched using ICT. Students will complete an essay task on the topic. | |
| | Health and the national health system (Kansantaudit) | <ul style="list-style-type: none"> • Chronic diseases • Heart, vascular, musculoskeletal, diabetes, allergies, cancer, emotional disorders | <ul style="list-style-type: none"> • Sydän ja verisuonitaudit • Tuki ja liikuntaelinsairaudet • diabetes, Allergia ja asthma • syöpätaudit • mielenterveyden häiriöt | <ul style="list-style-type: none"> • All students will develop a basic understanding of chronic diseases, understanding the most common Finnish NCD's and looking at how they can be lessened by making small practical lifestyle changes. | |

Religion

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|--|--|--|--|---|
| S1 | Relationship to one's religion/belief apart of the culture | <ul style="list-style-type: none"> world view, world concept, ethics, identity and religion a part of culture. different perceptions theism, atheism and agnosticism freedom of belief equality of choice | <ul style="list-style-type: none"> maailmankuva, maailmankatsomus, elämäkatsomus ja identiteetti käsitteiden avaaminen. | <ul style="list-style-type: none"> students learn to use the correct content appropriate expressions students can discuss various topics despite of different world concept (maailmankatsomus) | <ul style="list-style-type: none"> In the 8th grade content is taught according to the student's own faith. tässä S1 sisällössä on huomioitu maakunnallisen opetussuunnitelman mukaisesti uskonnon tavoitteisiin liittyvät keskeiset sisältöalueet S2:sta |
| S2 | Religion, view and culture | <ul style="list-style-type: none"> interaction between world views and culture interaction between religion and science | <ul style="list-style-type: none"> erilaisten katsomusten käsittelyä sekä katsomusten välistä vuorovaikutusta ja dialogia | <ul style="list-style-type: none"> students learn to differentiate between religious and scientific terminology | <ul style="list-style-type: none"> tässä S2 sisällössä on huomioitu maakunnallisen opetussuunnitelman mukaisesti keskeiset sisältöalueet S1:sta. |
| S3 | Ethics | <ul style="list-style-type: none"> learning the basics and the basic concepts up-to-date information and questions on the society from ethical point of view | <ul style="list-style-type: none"> ajankohtaisten kysymysten käsittely eettisestä näkökulmasta | <ul style="list-style-type: none"> student is able to name and understand ethical key concepts | <ul style="list-style-type: none"> tässä S3 sisällössä on huomioitu maakunnallisen opetussuunnitelman mukaisesti myöskin elämäkatsomustiedon S2 sisältö |

History

| 7Lk | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
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| S1, S2 S3 | Life in the 1800's | <ul style="list-style-type: none"> • Russo-Swedish war • Finnish autonomy • The construction of a national identity • The class order in Finnish societies in the 19th century | <ul style="list-style-type: none"> • Suomen sota • Suomen autonomia • kansallisuusaate muuttaa Eurooppaa • Ihanteellisen kansakunnan luojat • Säätyjen ja säädyttömiä Suomi | <ul style="list-style-type: none"> • To be able to identify and use new key vocabulary • To be able to explain and develop arguments in relation to political situations and developments | This section focuses on critical moments in the emergence and development of Finland as a geographic region and as a society. Unit objectives should include examining from a modern day perspective how Finland moved from an estate led society to one of social order and how the emergence of education and social thinking made Finland the country it currently is politically and socially. |
| S1 S2 S5 | A new industrial world | <ul style="list-style-type: none"> • The development of Steam power and how this affected the life of people during the industrial revolution • How the industrial revolution changed the world with regard to travel and the beginning of climate problems | <ul style="list-style-type: none"> • Koneita raudasta, voima höyrystä. • Teollistuminen muuttaa maailmaa • Teollisuustyöläisten elämää • Porvariston vuosisata. | <p>Debate, discuss and explain clearly various concepts based around the Industrial revolution.</p> <p>Students should be able to imagine themselves in various roles (Female worker in a textile factory, child worker, factory owner etc.) and be able to tell about their lives at this time.</p> | <p>How did the industrial revolution change human life? (The relationship between man and nature, and the industrial world could be introduced in a basic way).</p> <p>Explore the history of everyday life and encourage students to critically think about the life we have today and how that is rooted in the industrial revolution</p> |

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| | | <ul style="list-style-type: none"> • Life of an industrial worker • Life of the upper classes during the industrial revolution. | | | |
| S1 S2 S6 | The era of imperialism | <ul style="list-style-type: none"> • The race to divide Africa • Japan begins to evolve in a more westernized way. | <ul style="list-style-type: none"> • Kuka löytää Afrikan täden • Japani seuraa länsivaltoa | <p>To begin to be able assess and explain concepts of imperialism and nationalism.</p> <p>To have a clear understanding of the geographic areas that were subjected to imperialism and to know these the names of these locations in English.</p> <p>Key words should include imperialism, nationalism, colonization, white man's burden and refugee</p> | <p>Additional learning might focus on refugee's and where they come from, exploring the links between modern refugees and the plight of lesser developed countries. A primary question to propose could be 'Is today's world a worse place because of imperialism'</p> |
| S2 S6 | From the land of Indians to becoming a world power | <ul style="list-style-type: none"> • The Indian world • The wild west and slave plantations • The American civil war • The birth of modern America | <ul style="list-style-type: none"> • Intiaanien maa • villi länsi ja orjaplantaasit • Yhdysvaltain sisällissota • Moderni Yhdysvallat syntyy | <p>Discuss what we have learned from the development of Modern America. Be able to debate whether the slave trade and civil rights violations could ever happen again.</p> <p>Peer feedback from a group task (see additional information) should provide a platform for students to use diplomacy and constructive criticism when assessing work completed by their peers.</p> | <p>Students should form groups and invent a board game based on the route that the original pioneers took across the American West. The board game should include traditional geographic wild west towns and include a series of challenges and successes to be encountered for players of the game. These games can then be swapped between groups and the games peer assessed with</p> |

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| | | | | | feedback to decide which game provided the best playability experience |
| S5 | A changing Finland | <ul style="list-style-type: none"> • Finland's 'green gold' brings prosperity to the nation • Education in Finland in the 1800's | <ul style="list-style-type: none"> • Vihreä kulta vie kohti vaurautta • Sivistyköön Suomen kansa | Students should be able to link the idea of industrial development to education and clearly state opinions on issues such as school education policies such as school meals and school rules etc. | Students can research one of two tasks 1. The importance of associations in Finland around 1900 and how important they are now e.g. charitable associations such as lions club. 2. The women's movement in Finland, research at least 3 prominent women in Finland during this time, how did their lives contribute to women's rights in Finland. |
| S2 S3 | The battle for Finland | <ul style="list-style-type: none"> • The russification of Finland • Finland gets its first parliament | <ul style="list-style-type: none"> • Suomi on venäläistettävä • Suomi saa eduskunnan | Students should be able to conceptualise and verbalise the idea of national pride and discuss the differences between historical nationalism and contemporary nationalism. | Draw or write an article for a newspaper commenting on the significance of a chosen Finnish work of art from the period of russification, (Akseli Gallen, Hugo Simberg or the music of Sibelius) incorporate your pride in Finland without insulting Russia. |
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| | The great war and its consequences | <ul style="list-style-type: none"> • The causes of the first world war • Battles on different fronts | <ul style="list-style-type: none"> • Ensimmäisen maailmansodan syyt • Taistelua eri rintamilla | Geographical knowledge and keywords need to be used correctly here, also the ability to explain complicated | Propaganda and proper speech. Students will use their language skills to write a speech to denounce the |

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| | | <ul style="list-style-type: none"> • The end of the first world war • The breakup of Russia and Finnish independence | <ul style="list-style-type: none"> • Suursota päättyy • Venäjä hajoaa, Suomi itsenäistyy. | circumstances (alliances within WWI) should be practiced and formatively assessed. | enemy and encourage their men to join the war effort. |
| | The Finnish civil war | <ul style="list-style-type: none"> • Causes of the civil war • Cruel war • Finland after the Civil War | <ul style="list-style-type: none"> • Sisällissodan syyt • Julma sota • Suomi sisällissodan jälkeen | <ul style="list-style-type: none"> • Students will begin to develop an understanding of how geopolitical conflicts can affect countries and understand how independence from Russia cause a civil war in Finland. | Study the War in Karelia to see the impact on people in rural areas |
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| BLK | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
| S2 S3 S6 | Democracy v's dictatorship | <ul style="list-style-type: none"> • Years of joy and extremes • Hitler's Germany • Nationalism and democracy in Finland | <ul style="list-style-type: none"> • Ilon vuosia ja ääriilikoita • Hitlerin Saksa • Kansanvallan kohtalonhetket Suomessa | <ul style="list-style-type: none"> • Examining the rise of Hitler via looking at some of Hitler's speeches and then designing a propaganda poster to encourage students to join the CLIL group | Study 'The lost generation' Look at Picasso's painting Guernica, write about the time in which it was written and how it makes you feel. |
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| S2 S4 S6 | Another World war | <ul style="list-style-type: none"> • The road to war • Europe in flames • War on all fronts • Allied victory | <ul style="list-style-type: none"> • Tie sotaan • Eurooppa liekeissä • Sotaa kaikilla rintamilla | <ul style="list-style-type: none"> • Students need to assimilate and summarise the main events of WW II into a format that | |

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| | | | <ul style="list-style-type: none"> • Liittoutuneiden voitto | <p>is easy to understand. Learning how to use bullet points to give the most important information is an important task here.</p> | |
| S3 S4 | Finland in WW II | <ul style="list-style-type: none"> • Will the Winter War end Finland's status as an independent nation? • Continuation war - Finland as an attacker • People in the middle of a war • From the years of danger to a new friendship | <ul style="list-style-type: none"> • Päätyykö itsenäisyys talvisotaan? • Jatkosota – Suomi hyökkääjänä • Ihminen sodan keskellä • Vaaran vuosista uuteen ystävyyteen | <ul style="list-style-type: none"> • Examining how the winter war healed the emotional conflicts between traditional RED and WHITE Finnish communities and how the whole nation came together. Looking at the role of Lotta Svard and other non-front line organisations is also required. | |
| S2 S4 S6 | From the Cold war to the European Union | <ul style="list-style-type: none"> • The Cold War divides the world • Two opposing ideologies face each other - controversy in the world | <ul style="list-style-type: none"> • Kylmä sota jakaa maailman • Napit vastakkain – kiistoja maailmalla • Arkea ja viihdettä kylmän sodan keskellä • Kylmän sodan päätös | <ul style="list-style-type: none"> • Exploring how ideologies can divide worlds. • Understanding the diplomatic ways leaders work and why they make | |

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| | | <ul style="list-style-type: none"> • Everyday life and entertainment in the middle of the Cold War • The end of the Cold War | | <p>the decisions they do</p> <ul style="list-style-type: none"> • Concentrating on core events of the cold war especially in relation to Finland. | |
| S6 S5 S2 | From the countryside to Brussels | <ul style="list-style-type: none"> • Finland rises from the shadows of war • Lifestyle is changing • From a border country to being a member of the European Union | <ul style="list-style-type: none"> • Suomi nousee sodan varjoista • Elämäntapa muuttuu • Rajamaasta osaksi Euroopan unionia | <ul style="list-style-type: none"> • How the cold war affected Finland at the time and how it shapes the decisions out leaders make today | |
| S1 S2 S6 | The story of China. From a land of chaos to a land of great power. | <ul style="list-style-type: none"> • The time of the Emperors is dying out • Communist China • China on the road to success | <ul style="list-style-type: none"> • Keisarikunnan kuolonkouristukset • Kommunistinen Kiina • Kiina matkalla menestykseen | <ul style="list-style-type: none"> • An exploration of the phenomenal growth of China from an agrarian culture to a world superpower. Students shall also look at a documentary about China's trade war with the USA | |
| S1 S2 S6 | A world of poverty and a world of hope. | <ul style="list-style-type: none"> • Freedom arrives, prosperity does not • A thousand and one stories of the Middle East | <ul style="list-style-type: none"> • Vapaus koittaa, vauraus ei • Tuhannen ja yhden tarinan Lähi-itä | <ul style="list-style-type: none"> • The Middle East developed by looking at its past history and to current conflicts such as Israel, | |

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| | | | | Palestine and Gaza. | |
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Music

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
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| S1 | Miten musiikissa toimitaan / Core functions in music | <ul style="list-style-type: none"> • Music making as a part of the group by learning to play different instruments (rhythmic, melodic, chord instruments and body percussion) and singing. • Improvisation (for example the blues scale) • Music technology. | <ul style="list-style-type: none"> • Toimiminen musiikillisen ryhmän jäsenenä soittamalla (rytmi-, melodia- ja sointusoittimilla) ja laulamalla • Musiikkiteknologiaan ja improvisointiin tutustuminen | The student is able to name the instruments used in the classroom and the main instruments in a symphony orchestra. | The use of music technology software is explained in Finnish. |
| S2 | Mistä musiikki muodostuu / Elements of music | <ul style="list-style-type: none"> • The main concepts of music • Song structure • Concentrated listening and analyzing the heard music | <ul style="list-style-type: none"> • Musiikin peruskäsitteet • Kappalerakenteet • Keskittynyt kuuntelu ja kuullun analysointi | <ul style="list-style-type: none"> • The student is able to explain the core concepts and elements of music: rhythm, melody, timbre, harmony, dynamics, form • The student is able to discuss and analyze the music using the vocabulary. • The student is able to name the | |

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| | | | | song structure (intro, verse, chorus, solo, interlude, outro) | |
| S3 | Musiikki omassa elämässä, yhteisössä ja yhteiskunnassa / Music in the life of an individual, community and society | <ul style="list-style-type: none"> • The effect of music on wellbeing • Popular music genres and timeline • World music | <ul style="list-style-type: none"> • Musiikin hyvinvointivaikutukset • Tekijänoikeudet • Kuulonhuolto • Populaarimusiikin tyylit ja aikajana. • Suomalaiset kansanmusiikki ja maailmanmusiikki | <ul style="list-style-type: none"> • The student is able to discuss and evaluate the music they like. • The student is able to explain the birth of Western popular music (blues) | Content on the copyright, hearing protection and Finnish folk music is taught in Finnish. |
| S4 | Ohjelmisto / Repertoire | <ul style="list-style-type: none"> • Versatile repertoire of songs for playing, singing and listening (popular music, folk music, classical music) | <ul style="list-style-type: none"> • Monipuolinen soitto-, laulu- ja kuunteluohjelmisto (populaarimusiikki, kansanmusiikki, klassinen musiikki) | <ul style="list-style-type: none"> • The repertoire is mainly in English. The student is able to sing using English | The Finnish popular music and folk music repertoire is in Finnish. |

Art

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
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| S1 | Omat kuvakulttuurit | <p>Observing visual environment</p> <p>Developing one's visual expression</p> <ul style="list-style-type: none"> • practical working, learning by doing on versatile visual ways <p>Learn how to use colors, lines, shapes, materials and</p> | <p>Havaintojen teko visuaalisessa ympäristössä</p> <p>Oman kuvailmaisun kehittäminen</p> <ul style="list-style-type: none"> • käytännönläheinen työskentely, tekemällä oppiminen • kuvallinen työskentely monipuolisin perinteisin ja digitaalisin menetelmin | <p>A Student is able to observe visual elements around them and understand the impact of pictures</p> <p>A Student can name and use different materials, tools and techniques in one's own work</p> <p>A Student can name materials, techniques, and tools and can use those expressions fluently.</p> | <p>Mm. ergonomiaan ja turvallisuuteen liittyvät ohjeet myös suomeksi (terävät työvälineet, kemikaalit ja kuumat materiaalit).</p> <p>All safety and ergonomic advice also in Finnish (sharp tools, chemicals, hot materials)</p> |

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| | | techniques on traditional and digital ways | Oppia kuvailmaisua väreillä, viivoilla, muodoilla, materiaaleilla ja tekniikoilla | | |
| S2 | Ympäristön kuvakulttuurit | -examples of art, school environment, everyday life, media and your own working Learn how to influence through pictures -self evaluation, group assessments, analyzing different images together | -esimerkkejä taiteesta, kouluympäristöstä, arkielämästä, median kuvista ja omasta työskentelystä Oppia miten kuvilla vaikutetaan itsearviointi, vertaisarviointi, kuvien tulkinta yhdessä | -A Student can describe visual phenomena around us. A Student is able to talk about art works, school environment, media, everyday life and one's own working. | Käyttäytymiseen ja ryhmässä toimimiseen liittyvät ohjeistukset myös suomeksi. Behavioral aspects and how to act in group work also in Finnish. Concentrating on design, architecture and Alvar Aalto inspired groupwork |
| S3 | Taiteen maailmat | Discussing and arguing your thoughts and emotions by words and pictures in Art <ul style="list-style-type: none"> learn how to interpret visual and cultural meanings describing your working, feelings, thoughts and experiences to learn art styles and techniques | Omien ajatusten sanoittaminen, kuvista keskusteleminen <ul style="list-style-type: none"> oppia "lukemaan kuvaa" ja visuaalisen kulttuurin merkityksiä -keskusteleminen kuvien tekemisestä ja kuvien synnyttämistä tunteista ja tunnelmista -oppia tunnistamaan taiteen tyylejä ja tekotapoja | -A Student can analyze pictures and is able to talk about visual choices in one's exercises. Learning how to interpret pictures demands verbalizing visual elements, atmosphere and emotions in different art styles and techniques. A Student feels free to ask for advice and alternative ways during lessons | Tekijänoikeuksiin liittyvät ohjeet myös suomeksi. Copyright rules and laws also in Finnish. |

Physical Education

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|-----------------------|---|--|---|--------------------------------|
| S1 | Fyysinen toimintakyky | Balance, mobility and equipment handling skills. Swimming, water sports and rescue. | Tasapaino-, liikkumis- ja välineenkäsittelytaitoja -uinti, vesiliikunta ja vesipelastus. | The student is able to name sports, their equipment and explain essential sports skills. Is able to explain the main principles of rescue | Safety regulations in Finnish. |

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| S2 | Sosiaalinen toimintakyky | Pair and group exercises and games that learn to take others into account and help and assist others. | Pari- ja ryhmätehtäviä, harjoituksia ja pelejä, joissa opitaan ottamaan toiset huomioon sekä auttamaan ja avustamaan muita. | The student is able to take part in discussion in pairs and groups considering for example tactics. | |
| S3 | Psyykkinen toimintakyky | Perseverance efforts alone and together with others to achieve this goal. -responsibility. - Exercise tasks that bring joy and recreation promote the experience of positive emotions that strengthen the experience of competence experiences and a positive self-concept -In connection with teaching, information on the importance of physical activity for growth and development will be provided | -pitkäjänteisyys -ponnistelu yksin ja yhdessä muiden kanssa tavoitteen saavuttamiseksi. - vastuun ottamista. -Iloa ja virkistystä tuottavilla liikuntatehtävillä edistetään myönteisten tunteiden kokemista, jotka vahvistavat pätevyyden kokemuksia ja myönteistä minäkäsitystä. - Opetuksen yhteydessä annetaan tietoa liikunnan merkityksestä kasvulle ja kehitykselle. | Student is able to raise team spirit | |

Home economics

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|---|---|---|---|---|
| S1 | Ruokaosaaminen ja ruokakulttuuri Food Knowledge ja Culture | - Cooking and baking skills, planning and preparing meals. - Food hygiene and safety. - Food knowledge and food supply chain. - Food related choices; nutritional, economical, ethical and sustainable food choices based on reliable, up-to-date information. | - Ruoanvalmistus- ja leivontataitojen kehittäminen, aterioiden suunnittelu, toteutus. - Ruokaan ja syömiseen liittyvien valintojen ja tottumusten pohtiminen ravitsemussuositusten, ruokaturvallisuuden, ruokaketjun, elintarviketuntemuksen, taloudellisuuden, eettisyyden ja ruokaan liittyvän luotettavan tiedon näkökulmasta. - Ruoka- ja tapakulttuuri osana identiteettiä sekä kodin juhlia. | The pupil is able to describe and talk about everyday life situations, such as discussing the prepared food when eating. The pupil is polite to the others, follows table manners and is able to join small talk at a dinner table | The recipes used are in English. Home economics is studied in the 7th grade and some of the topics/contents are discussed more deeply in optional courses of home-economics. |

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| | | <ul style="list-style-type: none"> - Food related habits, eating habits and manners. - Cultural, annual and family related festivals as part of one's identity. | | <p>The pupil is able to read, (write) and understand recipes written in English.</p> <p>Food related vocabulary:</p> <ul style="list-style-type: none"> - identifying where food comes from, reading and interpreting food packaging labels and naming ingredients and foodstuff such as different vegetables - identifying and naming kitchenware and utensils - Working in the kitchen: basic verbs and vocabulary on kitchen tasks and cooking and baking methods <p>Basic vocabulary on nutrition and healthy eating; such as nutrition recommendations, the food triangle and the food plate model, basics of nutrients and food related allergies and special diets</p> <p>Annual festivals and Finnish traditions and foods related to them such as Christmas or Easter.</p> | |
| S2 | <p>Asuminen ja yhdessä eläminen</p> <p>Housing and living together</p> | <ul style="list-style-type: none"> - Housekeeping and living together. - Environmentally friendly and cost effective housing. - Cleaning and taking care of textiles and materials. - Skills of choosing and using detergents, appliances, | <p>Yhdessä elämisen, asumistaitojen ja asumisen ympäristö- ja kustannustietoisuuden kehittymistä. Puhtaanapito ja tekstiilien ja materiaalien hoito tarkoituksenmukaisine aineineen, laitteineen, välineineen ja työtapoineen. Hyvät tavat, tasapuolinen voimavarojen käyttö ja</p> | <p>The pupil knows good manners and is polite to the others</p> <p>The pupil is able to name different household chores and discuss them.</p> <p>The pupil knows and is able to use vocabulary on</p> | <p>Home economics is studied in the 7th grade and some of the topics/contents are discussed more deeply in optional courses of home-economics.</p> |

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| | | machines and methods in housekeeping. - Good manners, the equal division of labour and responsibilities in families. - Evaluating services related to housekeeping. | vastuunotto perheessä. Asumiseen ja kotitalouteen liittyvien palveluiden arviointi. | - household chores, detergents, appliances and methods used in housekeeping - textiles, clothing and doing the laundry | |
| S3 | Kuluttaja- ja talousosaaminen kodissa Consumer studies | - Money management and the rights and responsibilities of a consumer. - The situations and problems related to the use of money in households. - Peer group, technology, media and up-to-date information as a tool and as a part of consumer's decision making. - Responsible and sustainable consumption. | Kuluttajan vastuut ja oikeudet valintoja ja sopimuksia tekevinä kuluttajina. Median- ja teknologian käyttö arjen työvälineenä, Vertaisryhmän ja median vaikutus omiin kulutusvalintoihin. Vastuullinen päätöksentekoon ja ajankohtaisen tiedon hankinta. Kotitalouksien rahankäyttöön liittyvät tilanteet ja ongelmat. | The pupil knows and is able to use vocabulary on - sustainable consumption such as circular economy, sorting and recycling waste and making environmentally friendly decisions. - Money management and budgeting. - Discussing the use of money and the factors affecting it. | Home economics is studied in the 7th grade and some of the topics/contents are discussed more deeply in optional courses of home-economics. |

Guidance counselling

| | Topic | Main content in English | Main content in Finnish | Linguistic outcomes | Additional information |
|----|-----------------------------|--|--|--|---|
| S1 | Learning | Learning 7th grade -school culture 7-8th grades -learning skills | Oppiminen ja opiskelu 7. luokka -koulun toimintakulttuuri 7 ja 8. lk:t -opiskelutaidot | -Can analyze what makes a good school and how we together can create a good learning atmosphere in Lyseo (from 7th to 9th grade)) -Can discover the best way to study (from 7th to 9th grade) | |
| S2 | Self-awareness and lifelong | Self-awareness and lifelong career planning 7-9th grades | Itsetuntemus ja elinikäinen urasuunnittelu 7.-9. lk:t -henkilökohtainen ja pienryhmäohjaus | -The student is able to indentify their strengths (from 7 to 9 grades) | -The student can talk with student consellor during individual guidance lessons |

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| | career planning | -personal counselling and working in smaller groups 8-9th grades -self-awareness | 8.-9 lk:t -itsetuntemus | -Can analyze their temperament (7th grade) -The student is able to evaluate their own grades when they are creating goals for high school or for vocational school (8th and 9th grades) | |
| S3 | Lifeskills | Lifeskills 7th grade -interaction 9th grade -internationalization | Opiskelussa ja työelämässä tarvittavat taidot 7. lk -ryhmäytyminen 9. lk -kansainvälisyys | -The student is able to name ways to have an impact on the life of Lyseo | |
| S4 | Periods work experince | 7-9th grades Work practice program; practical training 8th grade -applying for a job | 7.-9. lk:t Työelämään tutustuminen 8. lk -työn hakeminen | -Student is able to pick a suitable place for work practise (from 7th to 9th grade) | A-one-week-practise on 8 th grade and another week on 9th grade. On 7th grade every pupil is assisting the kitchen staff in the school canteen. Labor legislation involving young people and practical information concerning the work practise is taught in Finnish The system of joint application is taught in Finnish |
| S5 | Further studies | 7th grade -optional subjects 8th grade -Education system in Finland 9th grade | 7. lk -valinnaisaineet 8. lk -Suomen koulutusjärjestelmä 9. lk | -The student is able to choose optional subjects (7th and 8th grades) -The student is able to understand the education | -Understanding the main content in English, but learning the main terminology in Finnish |

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| | | <ul style="list-style-type: none"> -options after secondary school -the guidance, informational and supportive services in the community -joint application system | <ul style="list-style-type: none"> -vaihtoehdot peruskoulun jälkeen -yhteiskunnan ohjaus-, tieto- ja tukipalvelut -yhteishaku | <ul style="list-style-type: none"> system in Finland (8th and 9th grades) -The student is aware of different possibilities to educate themselves (8th and 9th grades) | |
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