

International School of Vantaa

Curriculum

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CHAPTER 1 International School of Vantaa, ISV

The International School of Vantaa was founded in 1992. We provide schooling for children whose home language is English, or who have sufficient fluency in English to succeed in the classroom. The language of instruction is predominantly English.

Our school is unified, consisting of grades 1-9. One of our aims is to produce competent, self-motivated pupils who can function in an international environment using English. The selection of pupils for the school is based upon oral and/or written assessment in English. Parental and professional support contributes to meeting our schools' mission.

The aim of the International School of Vantaa is to provide comprehensive education, based on the Finnish core curriculum in the English language. The aim is to provide students with the skills and knowledge required in an ever more international society, working life and life in general. Another aim is to ensure that the students learn to appreciate learning and are motivated to get the required skills and knowledge for further education.

CHAPTER 2 Basic Education in ISV as the Foundation of General Knowledge

At the International School of Vantaa education is arranged in accordance with the principles of lifelong learning and the pupils becoming responsible members of the society. Education increases the pupils' willingness to develop oneself to meet the challenges of a changing environment, and to educate themselves for new tasks. It supports the growth of individuality and a sense of community.

Education prepares the pupils for acting in a democratic society. It supports the growth of forming responsible decisions and independent choices. Comprehensive education supports the pupils' growth towards a sustainable, healthy life style and the evaluation and development of it. The pupils explore their cultural heritage and are guided in developing culture and in becoming an active member in an increasingly international world.

2.1 Underlying Values

The values of our school are:

- Belonging
- Responsibility
- Respect

The values of the basic education in city of Vantaa are:

- Well-being
- Joy of learning
- Respect of others

2.1.1 Belonging

It is important for children to feel that they belong to the school as a community. Belonging to the school community brings the children a sense of safety and self-worth and help in building confidence. Students of various ages are encouraged to interact with each other and possibilities for this are created through school activities. Students get a feeling of pride for their work when appreciation is shown by having their work on display at school. The entire school community shows its support and encouragement for the work of the children. This way the children also learn to respect for other people's work. Students get a sense of pride for their whole school community and are proud of being part of it.

2.1.2 Responsibility

We cherish responsibility as a cornerstone of the school and community. The students are encouraged to learn to be responsible for their actions. They contribute to the well-being of the school and interactions with their peers through their actions. Through responsibility they take ownership of their own learning. Teachers support students in their journey towards becoming responsible citizens. Students learn to take responsibility of their relationships to their peers and teachers. They learn ways to resolve conflicts that they face in their everyday life. They learn responsibility for their own belongings and respect for other people's belongings.

2.1.3 Respect

Our school values respectful behavior towards people, the learning environment and our natural environments. The students are guided in their everyday life to polite ways of interaction with other people. They are taught that all people, regardless of their background, are valuable and deserve respect. Students learn that all life is valuable and learn ways in which they can take care of their environment.

These values are a part and parcel of the way of life in our school. The teachers serve as an example for our values. The values are much more than a statement of intent, but are lived out by the school community on a daily basis, on lessons, in informal meetings and all interactions.

2.2 Mission of Basic Education

The pupils acquire information and skills from different content and subject areas in order to prepare them for life-long learning. The pupils develop their own way of learning and gradually take greater responsibility for their own learning. The pupils learn to study alone, in pairs and in groups. They learn to communicate their reasoning and to understand the importance that peer groups have on learning. The pupils learn critical thinking skills and how to use IT tools.

The pupils grow up to be hard-working, tolerant and responsible members of the community, and they take others into consideration. The pupils internalize good manners. They understand that humans are dependent on, and responsible for, the environment. They become aware of the impact of their own actions and act accordingly in everyday situations. The pupils learn to defend their ethical choices with facts and personal experience, and to take responsibility for their decisions. The pupils' physical and motor skills develop and they understand how health and welfare are maintained. The pupils' linguistic and cultural identities and their abilities to express themselves in different ways are developed. The pupils develop their creativity, become acquainted with different forms of art, as well as with their local and national culture.

2.3 Structure of Basic Education

The structure of education at the International School of Vantaa is shown in the division of hours, which is based on the division of hours given by the City of Vantaa and legislations. The pupils of the International School of Vantaa will proceed in their studies according to the curriculum of the grade levels.

2.4 The Concept of Learning

The International School of Vantaa curriculum is based on a conception of learning as an individual and communal process of building knowledge and skills. Through this process, cultural involvement is created. Learning is seen as purposeful action that takes place either independently, under a teacher's guidance, or in interaction with a peer group. Underlying the conception of learning is the idea of lifelong learning that puts an emphasis on acquiring new learning and work habits in addition to new knowledge and skills. Learning is based on the pupils' existing structure of knowledge. On the basis of this structure, pupils process and interpret the material to be learned and therefore the pupils' own active role and purposeful activity are of essence. Learning also depends on the pupils' previously constructed knowledge and skills, motivation, and learning and work habits. In addition to requiring activity, learning is a process that also requires the skill to solve problems either independently or collectively.

The International School of Vantaa (ISV) is a school that teaches in English, which has a further impact on how we learn and how we teach. The core of learning in ISV is based upon the principle that teaching and learning go hand in hand with the student at the center. In addition it is based on the following principles:

- learning is interactive between students, adults, peers and the physical surroundings
- students have the possibility to learn by doing
- students learn to regard themselves as learners, learn to know their personal learning style and to know their strengths and weaknesses in order to learn and improve themselves
- students are encouraged to learn by positive feedback and support
- lifelong learning

Teaching and Learning in ISV is based on the needs of the student. This means that:

- students have individualized learning paths when needed
- teaching is connected to the students own interest and sphere of experience
- different backgrounds are recognized in teaching
- teaching builds on the students' previous knowledge
- continuous learning is promoted

Evaluation of a student's learning and the success of imparting the city goals is ascertained by using multiple tools. We, at ISV, evaluate these concepts and goals through direct communication with the students and parents as well as with other teachers within the school. We build a relationship based on a common core understanding of what learning is at ISV.

CHAPTER 3 Interdisciplinary skills and integration in ISV

Interdisciplinary skill learning is emphasized in ISV education and teaching; the goals and contents are incorporated into different subjects. Interdisciplinary education aims to integrate education, teaching and certain key cross-curricular skills. Our school emphasizes three of the seven Interdisciplinary Education Skills outlined in the Finnish National Curriculum: Cultural Savoir-Faire, Interaction and Expression (L2), Multiliteracy and Media Literacy (L4), and Active Membership, Influencing and Building of a Sustainable Future (L7).

These three Interdisciplinary Skills are integrated in all of our teaching and our concept of learning. As an international school, culture and the understanding of different cultures is encouraged. We use various texts from various sources i.e. novels, short stories, poems, websites, journals, both national and international newspapers. Our school has multiple extra-curricular clubs that are aimed at giving a student a view to the world and cultures outside of Finland, and how we can be active members in society to influence change. Some examples of the types of projects, clubs and interdisciplinary teaching methods are given below along with the Interdisciplinary skill it focuses on:

- Open template projects focused on a common theme (L4)
- Certain elective subjects (L1-L7)
- Ecoforce (L7)
- Scholastic Book Club (L4)
- Chess Club (L1)
- International Projects (L7)
- Animal Welfare (L7)
- Cooking Club (L3)

CHAPTER 4 Culture and Operation of a Comprehensive School

4.1 Learning Environment and Operational Culture

The International School of Vantaa is located in the Pakkala learning and information center, the Point, in Kartanonkoski, Vantaa. The building was ready in 2002 and in addition to the school it also holds a day care center and a public library. The Point building and its surroundings are designed to be a physically safe environment. The school and library work closely together, since the learning center belongs half to the school and half to the library. The use of the library and learning center before, during, and after school hours gives our pupils the possibility to study actively either as a group or independently. In addition to a media lab, the Point provides computers with internet access for our pupils' free use. This supports our pupils' development into members of today's information society.

As a building, the Point is a functioning learning environment that supports our pupils' motivation to learn, as well as their curiosity and self-direction. The study and other facilities can be used flexibly to allow the employment of diverse and well adapted teaching methods and working approaches. The environment also supports interaction between our pupils and the adults working at the Point.

Our objective at the International School of Vantaa and at the Point center is an open, encouraging, unhurried, positive atmosphere, for whose maintenance the teachers, pupils, and everyone working in the building share responsibility. At the International School of Vantaa, we maintain a pleasant learning environment for all.

The operational culture of the International School of Vantaa is portrayed in our educational and teaching work. Our objective is to consistently develop all our practices so as to support attainment of the objectives we have established for our educational and teaching work. Our goal is that everyone who belongs to our school community or to the Point community feels like a valued member of the community.

The International School of Vantaa is constantly assessing its own practices, for instance with the help of evaluations done by the City of Vantaa education department, or by student feedback. Through the assessment, we seek to develop our practices so that we can best serve the entire school community and the society.

The building as such acts as a meeting point for internationally minded students to learn. Learning in ISV is not bound to "place or time".

To reach the ideal learning results, it is essential that various learning environments are integrated in teaching and learning.

- face-to-face interaction in a social context
- learning environments extend outside the classroom and school building
- cross-curricular learning
- technology and electronic environments are in use in ISV
- extra-curricular learning (e.g. Student Council, Peer Student Activities, Technical Support at events, etc.) is recognized

4.2 Working Approaches

The International School of Vantaa seeks to use versatile working approaches that help support and guide the pupil's learning. The working approaches also depend on the characteristics of the subject to be taught. The function of the approaches we use is to develop learning, thinking, problem-solving, working, and social skills. Our working approaches also encourage the pupil to active participation, and provide opportunities for the creative activity, experiences and play characteristic of the age group in question.

The working approaches are selected by the teacher. It is the teacher's task to teach and guide the work and learning of both the individual pupil and the entire group. When choosing a working approach the following factors are taken into account:

- Developing a desire to learn, learning about responsibility and leading oneself
- Encouraging student centered learning from an early age
- Assisting the pupils in recognizing their own learning styles in order to activate purposeful learning
- Developing capabilities for taking responsibility and being conscious for one's own learning
- Learning to focus and developing skills to acquire, apply and evaluate information
- Basic skills in reading, writing, arithmetic and problem solving
- Promoting communication skills, public speaking and story-telling
- Learning by doing and developing the ability to create and work with portfolios
- Sharing and reflecting as a teacher practice (away from teacher centered learning)
- Encouraging and applying diverse teaching methods
- Supporting learning through interaction and developing constructive cooperation
- Teaching leadership skills, recognizing own capabilities and strengths
- Giving students the chance to participate and promoting social flexibility
- Learning the skills of empathy and social skills including conflict resolution techniques
- Recognizing and taking responsibility for dealing with stress

The International School of Vantaa in taking consideration future needs will also address the following working methods. We encourage investigative learning and acquiring researching skills especially in regards to utilizing the internet. In particular, teaching the ability to recognize and tell the difference between essential and non-essential information. We recognize the need for students and teachers to acquire ICT skills and become comfortable working with modern technology. We promote entrepreneurship and environmental awareness to build a sustainable world. As an international school we value learning to work with others and appreciating the diversity of cultures.

4.3 Working Methods

ISV does still structure teaching based around several academic and craft subjects: however, this does not limit learning to a singular classroom and subject. Cross-curricular learning is a practical method implemented in ISV from time to time. Cross-curricular learning: instruction may be separated into subjects or integrated. The objective of integration is to guide the pupils to examine phenomena as a whole, to create a united mental view of different fields of science, as well as to emphasize general educational goals. When integrating, the basic skills are considered more important than single topics. An example of this would be examining the concept of water throughout all subjects for a week. These thematic learning weeks would be planned and implemented during the teachers' annual mutual planning meeting.

4.4 Working Culture

Teaching the Finnish curriculum in English creates a unique learning environment and has an impact on the working methods and the community. The multicultural community is in constant dialogue, also in matters of teaching and learning. Teachers at ISV are committed to the quality of the teaching. We share materials and best practices in cooperation and consultation between ISV staff members and with other schools with English as the language of instruction.

The comprehensive school nature of ISV is encouraged by creating means of interaction between the different grade levels. The teachers, the school staff as well as students and parents commit to creating a friendly and positive atmosphere for learning.

4.5 Responsibility and collaboration between and within subjects

In ISV, we have teams that are responsible for the teaching of certain core subjects or grade levels. In the primary school, the teams are divided by grade level in the following manner: grades 1-2, 3-4, 5-6. This ensures a continuity of teaching and learning when advancing from a lower to higher grade level. On the secondary school side, the teams are divided by subject or common cause: Languages (English, French and Swedish, Finnish and Finnish as a Second Language), Sciences (Biology, Chemistry, Geography, Mathematics, Physics and Home economics), Special Education team (special education teachers and resource teachers) and Junior High team (History, Civics, Student Counselling, Music and Physical Education). Each team has a team leader who ensures collaboration within the team. The teams are responsible for their own subjects: however, these teams do not limit cross-curricular activity rather they facilitate the flow of information between teachers.

Chapter 5. Learning and Wellbeing to Promote Schoolwork

The curriculum has an important role to play in promoting the health and wellbeing of children and young people and of all of those in the educational communities to which they belong. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

General Atmosphere

All the adults who work in the school are involved in cooperation. Parent association is involved in school activities in various ways. Parents are encouraged to do activities with students. They also run clubs in school.

Safety is a key concern in ISV. We take student well-being seriously. Mutual meetings are held monthly and student welfare matters are most often a central topic of discussion; nevertheless, student welfare matters can be raised at any time during the school year. Bullying, violence and disruptive behavior are dealt with immediately.

A student at ISV is provided a safe and nurturing environment in which to learn and grow. As previously mentioned, the school has three longer break times as well as a lengthy lunch time. School lunches are provided. In addition, learning can happen anywhere, even off school grounds, so the safety of the student is of primary concern there. Thus, we make sure to inform the parents and teachers of any extra-curricular learning events. Student safety and wellbeing is monitored specifically by their classroom or homeroom teacher.

5.2 Cooperation

5.2.1 Pupils' Involvement

Students are responsible of their own learning according to their developmental stage. Students are also responsible of creating and maintaining a peaceful constructive learning environment and respecting others right to learn.

The board of student council provides a channel for the students to be heard. The board members listen to students and take students' ideas to the leading team. Leading team can also inform students via the board members.

Different school activities such as peer students, peer mediation, eco force and different clubs provide students a chance to influence school environment.

The students learn to give feedback to others and also have a chance to learn from the peer assessment. The students are taught from early age to share their ideas and thoughts and to give and take feedback.

The students can also provide activities for each other, like workshops during these theme days, active breaks or tutor each other outside lessons.

Students can also be involved in creating materials, or choosing books or other teaching material and teachers are not afraid of taking up the ideas of the students.

5.2.2 Home-School Cooperation

The parents or guardians carry the primary responsibility for the upbringing of our pupils. The International School of Vantaa takes responsibility for the pupil's education and instruction as a member of the school community. The school also supports the parents or guardians with the means available so that they can for their part support their children's purposeful education and learning. Cooperation between home and school is implemented in the shared educational responsibility, with the objective to advance our pupils' prerequisites for learning as well as a feeling of security and well-being at school.

A multi-professional cooperative network, including the school nurse, psychologist and social worker, help the families if needed with questions concerning the pupil's schooling and well-being.

Teachers have active interaction with parents and guardians and strive for giving continuous and constructive feedback on the pupil's school work and development. Forms of cooperation are, for instance, parents' evenings and meetings, Wilma, self-assessment forms, and various kinds of bulletins.

Parents and guardians of our pupils have the opportunity to participate in the planning and assessment of the school's educational work from within the parents's association.

5.3 Educational Conversations and Disciplinary Methods

At ISV, the main disciplinary method is the educational discussion. This discussion can take place anytime and anywhere relative to the issue in question. These conversations take place usually between a classroom or homeroom teacher and the student from their corresponding class; however, any teacher can educate a student on how to behave and act politely and appropriately in accordance with the norms of society. Parents are informed about these conversations.

5.4 Support for Education and Teaching

Formal education in ISV occurs in a structured environment whose explicit purpose is teaching students. It takes place in our school environment, with classrooms of multiple students learning together with a trained teacher. The school system is designed around a set of values and ideals that govern all educational choices in ISV. Such choices include curriculum, physical classroom design, student-teacher interactions, assessment, class size, educational activities, and other activities. The other activities are important in order to create opportunities for interactions that help students to feel secure, to communicate and to enjoy being with people. Through these other activities we provide a range of interaction possibilities in the form of building relationships, facilitation, organizing and directing.

The Leadership Team made up of teachers from both the Elementary and Junior High together with the school principal and vice-principal meet weekly to discuss key matters affecting the entire school. On a weekly basis the teachers also discuss in their own teams matters related to the teams.

The teams are generally according to the grades (1-2, 3-4 and 5-6) in Elementary and according to subject areas in Junior High (Science, Language, Special Education and the JH team).

The many other activities that help support and create a wholesome education and a safe environment for the growth and wellbeing of ISV students are discussed below.

5.4.1 Library Services

The Point Library is an important partner for the International School of Vantaa as it is in the same building as the school. Classes visit the library and learn of its valuable uses for education. Classes are also involved in presenting their work in the library display areas as well as take part in community projects with the library.

5.4.2 Cultural Services

The pupils' identity, sense of community and cultural know-how are supported with the pedagogies of different cultural operators. In addition to the local services (Vantaan Nuorisotoimi, Vantaan Kulttuuripalvelut and Vantaan Liikuntapalvelut), ISV cooperates frequently with cultural services around the whole metropolitan area to offer pupils cultural and art experiences and learning outside classroom.

5.4.3 Physical Exercise Services

The International School of Vantaa promotes physical well-being by offering many exercise options to the students outside of their regular physical education classes. The School takes part in the Liikkuva koulu and also has indoor and outdoor equipment for the students to play with during the day. In the afternoon there are athletic clubs as well.

5.4.4 Vantaa Nature School

Studies have shown that time outdoors helps students succeed in school, improving memory, problem solving, and creativity. Children who spend time in nature are also physically healthier and more likely to take action for nature as adults.

"Education outside the classroom" describes school curriculum learning, other than with a class of students sitting in a room with a teacher and books. It encompasses for example biology field trips and searching for insects in the school garden, as well as indoor activities like observing stock control in a local shop, or visiting a museum. Outdoor education is simply experiential learning in, for, and about the outdoors.

ISV encourages and tries to foster a nature connection in our students that includes classroom and outdoor components and taking part in the Vantaa Nature School activities.

5.4.5 Vantaa Parishes

The International School of Vantaa works with a number of parishes in Vantaa to further student's religious education as well as inform them of the social services provided by the churches. This includes a yearly church service in which representatives from the Finnish Evangelical Lutheran Church, the Roman Catholic Church, the Finnish Orthodox Church and the Pentecostal Church work together to celebrate Christianity.

5.4.6 Club Activities

The International School of Vantaa may organize club activities to support the educational and teaching work at our school. The purpose of club activities is to promote the kindling of constructive extra-curricular activities, and to give the pupil the opportunity for something other than normal schoolwork as well as showing and developing their non-academic skills, in a secure and peaceful environment. Club activities support the pupil's social growth and diversified development in accordance with the objectives of basic education. Club activities also provide opportunities for positive interaction with adults and other children. Besides the school, club activities may be organized by the parents association, other associations and societies, companies, or other operators in cooperation with the school. . The themes for clubs may be various and the students' own initiatives and ideas for clubs are also taken into account (the Student Council).

The clubs may roll in English, Finnish or any other language in accordance with the language of the members and the theme of the club. Club participation is voluntary for the pupils.

5.4.7 Morning and Afternoon Club

Students are offered morning and afternoon activities. The morning and afternoon club is organized by the parents' association VAKKA and it is meant primarily for first and second graders. The morning and afternoon club employees cooperate with the school staff on a regular basis. The club and the school share the same educational values and objectives.

5.4.8 School Meals

Students are provided with a warm, free meal on every school day. During the snack break in the afternoon, they may have a healthy snack taken from home or bought in the school canteen. Students learn to appreciate food and make healthy choices. Lunch break is also for learning about good eating habits, enjoying others' company, and learning social skills. School meals form an integral part of the upbringing and educational tasks of school.

5.4.9 Safety and Traffic

Students learn to understand how to maintain and promote safety, responsible behavior and good manners in traffic. They acquire abilities to act in a variety of environments and situations in a safe way. These skills are learned both in home and school. Traffic education in school is given in various forms, and it is an integral part of the school day.

Students may be granted the right to a school transport subsidy if the criteria defined by the education committee and the basic education act are met.

5.4. 10 Philanthropy

Philanthropy in the sense of caring, nourishing, developing and enhancing "what it is to be human" on both the benefactors' and beneficiaries' is an important element of education in ISV. Philanthropy education teaches students about the civil society, or nonprofit sector and the importance of giving time, talent and treasure for the common good. It equips students by encouraging charitable behavior

and empowers them to take voluntary citizen action for the common good in their classrooms, communities and lives.

Specific activities that will be organized in ISV include:

- Inviting grandparents, uncles, aunts, sisters, etc.
- Theme/grandparents day in the autumn-Welcome them more often
- Volunteer and charity work
- Further cooperation with non-government and non-profit organizations
- Creating structures for kummioppilas activities
- Taksvärkki day

5.5 Development/On-going Events

The non-curricular activities are important for the unity of the comprehensive school. Students are involved in planning and organizing school activities.

- non-curriculum based activities e.g. ISVentures
- traditional events are developed further and together with the whole school community including staff, students and parents
- long term cooperation and consultation with other schools with other schools, especially those with English as the language of instruction
- interaction between primary and secondary school through e.g. peer mentoring or big brother/ sister system

5,6 Distance Learning

Distance learning is possible at the International School of Vantaa in a limited capacity. Students who are missing significant amounts of days due to illness or travel are able to keep up with lessons and classwork via the Wilma system, Fronter and email. Teachers inform students of work, etc. via Wilma and put materials for the student on Fronter. Students can upload work via Fronter or by email. It is also possible to give presentations by utilizing video web media tools like Skype. Testing, however, must be completed at the school and not via distance learning.

6. Assessment

Assessment in ISV is an ongoing, everyday practice that involves many parties and can take many forms. Assessment is done daily in small ways, comments, praise and redirection, as well as on a bigger scale as formal projects, presentations and tests. The involved parties are the students, parents and teachers and the aim is a two way information flow. The students and parents get information on how learning aims are being reached. This information helps them to focus efforts, build self confidence and self-image as a learner. The teachers get information on the efficiency of their teaching and can use the information as basis for their further teaching.

Assessment is used for various purposes.

- Assessment for learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- Assessment as learning: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.
- Assessment of learning: where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Assessment has its foundation in the curriculum and it is based on the learning aims and assessment criteria of the curriculum. Pedagogic decisions are made based on the outcomes of the various assessment methods i.e. if the students do not know a core concept, it is reviewed together rather than moving forward. This is done within reason. Assessment outcomes change how we teach. Formal assessments are preplanned, systematic attempts by the teacher to ascertain what students have learned. Informal assessments on the other hand are those assessments that result from teachers' spontaneous day-to-day observations of how students behave and perform in class.

6.1 Assessment Culture

In assessment, we strive to recognize the students' knowledge and skills as a whole. Assessment incorporates information from different areas of school life and lesson work; participation in lessons, presentations, oral and written work and other school activities. Teachers encourage each other to give assessment feedback daily and share good practices for giving constructive feedback to students.

Teachers strive to plan their teaching so that different learners and students at different stages of their learning have chances to show what they have learned in way that is suitable to them.

Assessment is ongoing so that students will be recognised for their efforts throughout the year.

6.2 Transparency in Assessment

To make assessment fair and balanced to students and parents as well as other teachers and other schools, the criteria for assessment will be available and transparent to all parties involved. The Curriculum will be available for all as a public document and the school informs students and parents of more precise criteria for assessment at the beginning of studies; be it at the beginning of the year or at the beginning of a study unit. (Wilma is a key method of keeping informed between the home and school.) The annual evaluation discussion between the parents, teachers and students are used to give overall feedback about the wellbeing in school. These meetings can also be used to get the parents' view on the school's assessment practices.

Furthermore, teachers of a certain grade level or subject cooperate to ensure that all of the students are assessed using the same criteria. Cooperation between teachers is also necessary for creating school wide consensus on how to assess such things as behavior and working skills and how (and if) these are integrated into assessment of a subject. In addition to Wilma, the parent's evening and evaluation discussions, the students counsellors OPO gives information on what is expected including how to better ones' grades.

The school will seek to validate its assessment practices in co operation with city officials and teachers from other schools when it is manageable and feasible.

6.3 Continuous Assessment

Assessment in ISV is an ongoing process. The methods used are verbal praise, student self-assessment, assessment discussions and peer assessment. *Wilma* is an important tool for sharing and recording the feedback given throughout the school year. The teachers share ideas and develop different methods on how to help students to improve their academic skills and grow as a person. From an early age students learn how to give and receive constructive feedback. The feedback is honest, positive and encouraging. In this way the students also learn how to deal with negative feedback.

However the methods of testing will be varied in nature and applied according to the subject, nature of groups and the group size. Tests can be for instance electronic in nature; they can also be broken down into smaller and more manageable parts or carried out as cross-curricular projects.

Also, the strategies for studying and taking tests are seen as important skills for the students' further studies, and as such are integrated into the teaching of the subject in question.

6.4 Self-assessment and Peer Assessment

We value and encourage open and honest discussions among students and teachers of which self-assessment and peer assessment play a crucial role. There are continuous assessment discussions including assessment of behavior in school.

Teachers provide the guidelines and instructions for self-assessment and peer assessment. Included in these guidelines are strategies for students to give and receive self-assessment and peer assessment. Self-assessment and peer assessment consists of both formal and informal assessment.

Peer and self-assessment, where students assess each other and themselves, can encourage students to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers. Teachers will help to explain the function and purpose of self-assessment and peer assessment. Teachers have an active role in giving feedback and discussing the process. A key element of self-assessment and peer assessment is accepting mistakes as a natural part of the learning process. We encourage using self-assessment and peer assessment from an early age (1st grade). The nature of self-assessment and peer assessment is to be constructive at all times.

6.5 Assessment of behavior

The learning aims for behavior are based on the school values, educational aims, school rules and good manners.

Behavior is assessed relative to the learning aims, of which the students have been informed and for which the students can practice. The purpose of behavior assessment is for the students to learn to evaluate their own behavior and thereby regulate and shape their behavior in the desired way when they receive assessment feedback.

In assessing behavior it is important to ensure that the student's personality, temperament and other personal traits are not assessed as behavior. Behavior assessment is not part of the assessment in a subject and behavior should not influence the assessment of subjects. The assessment of each student's behavior is influenced by the students themselves, their peers and their teachers.

Assessment rubric:

A/10 has reached the set goals with excellence

A/9 has reached the set goals with distinction

B/8 has reached the set goals well

C/6-7 has reached the set goals satisfactorily

D/5 has reached the set goals poorly

E/4 has failed to reach set goals

A = The goals have been reached with excellence

The student

- is honest, trustworthy and positive
- has exemplary good manners
- follows set rules
- conscientiously and independently takes care of school work and school supplies (I think this should not be here!! (Juha))
- cares for the shared environment, duties and materials
- independently and willingly helps others
- creates and maintains a positive learning atmosphere

B = The goals have been reached well

The student

- is honest, trustworthy and positive
- mostly has good manners
- mostly follows the set rules
- mostly takes care of school work and supplies
- mostly takes care of the environment and shared materials
- contributes to a peaceful working atmosphere

C = The goals have been reached satisfactorily

The student

- has sufficiently good manners
- evaluation of own behavior is a challenge
- sometimes acts dishonestly
- lesson behavior and attitude toward learning should improve
- lacking skills to work independently and in groups
- is indifferent about learning environment and shared materials, neglects duties

The teacher has been in contact with guardians.

D = The goals have been reached poorly

The student

- behaves dishonestly and in an untrustworthy manner
- knowingly breaks set rules
- often has a negative attitude toward school work
- creates negative atmosphere by negative attitudes and actions
- often disturbs the working peace and stops other people from working
- neglects learning environment, shared duties and materials

The teacher often in contact with parents

E = has failed to reached the goals

The student

- does not fit in the school community
- attitude towards school is distorted
- individual teaching solutions are repeatedly made because of repeated misbehavior
- has not improved behavior despite numerous redirections

The teacher repeatedly in contact with parents.

10 Excellent

The student

- shows respect for oneself, others and the environment
- is honest, trustworthy and positive
- has exemplary good manners
- follows the set rules
- conscientiously and independently takes care of school work and school supplies
- cares for the shared environment, duties and materials
- independently and willingly helps others
- creates and maintains a positive learning atmosphere

9 Very Good

- shows respect for oneself, others and the environment
- is honest, trustworthy and positive
- has good manners
- follows the set rules
- conscientiously takes care of school work and school supplies
- cares for the shared environment, duties and materials
- willingly helps others
- maintains a positive learning atmosphere

8 Good

- shows respect for oneself, others and the environment
- is honest, trustworthy and positive
- mostly has good manners
- mostly follows set rules
- usually takes care of school work and school supplies)
- usually takes care of the shared environment and materials
- contributes to a peaceful working environment

7 Satisfactory

The student

- has moderately good manners
- has challenges evaluating own behavior
- at times has difficulties with peers
- sometimes acts dishonestly
- lesson behavior and attitude toward studies should improve
- lacking skills to work independently and in a group
- is indifferent of shared learning environment, materials and duties

The teacher has been in contact with guardians

6 Moderate

The student

- Sometimes has good manners
- has challenges evaluating own behavior
- repeatedly has difficulties with peers
- sometimes acts dishonestly
- lesson behavior and attitude toward studies should improve
- lacking skills to work independently and in a group
- is indifferent towards, or neglects the shared environment, materials and duties
- disturbs work peace

The teacher often in contact with guardians.

5 Poor

The student

- behaves in a dishonest and untrustworthy way
- does not get along with peers
- knowingly breaks set rules, has a negative attitude toward school work
- attitudes and actions create a negative atmosphere
- often disturbs work peace, stops others from working, neglects shared environment, materials and duties

The teacher repeatedly in contact with guardians

4 Weak

The student

- does not fit in the school community
- attitude towards school is distorted
- individual teaching solutions are repeatedly made because of repeated misbehavior
- has not improved behavior despite numerous redirections

7. Student Support for Schooling and Learning

Support for learning at ISV is provided for students focusing on pre-emptive action and early recognition of the need for support. Early recognition is ensured by differing methods, such as flexible start for first and seventh graders and supported by extensive exchange of information between all the professionals in the working community. The work also focuses on specific threshold levels in which a transfer of information between teachers, homes and other support personnel is of importance.

Threshold level	Time of information exchange	Responsible parties	Other actions	Documentation
pre-school – firstgrade	spring before first grade	pre-school teachers, first grade teachers, special education teachers, guardians, other support staff	pre-schooler visit the school in the spring, flexible start in the beginning of first grade	Esko-information transfer
sixth grade – seventh grade	spring before seventh grade	classroom teachers, subject teachers, special education teachers, parents, other support staff	children transferring from Kaivoksela school visit ISV and vice versa, flexible start in the beginning of seventh grade	transfer of learning plans
Ninth grade – upper secondary education	spring at the end of ninth grade	classroom and subject teachers, study counselor, special education teachers, students, parents, receiving institutions	presentations of vocational training and lukio, visits to vocational schools and lukios	transfer of learning plans

Table 1: Threshold levels and involved parties and time of information exchange

The school may create special study groups in order to cater to the needs of various learners and learning styles from time to time or as the need arises. These special study groups are intended to enhance the basic capabilities of the students in their different subjects. These arrangements shall be conducted in a flexible manner throughout the school year.

7.1 Modes of Learning Support

7.1.1 Tutoring

Tutoring is one of the main ways of support in all stages of learning and stages of support. Tutoring is offered whenever there is a need to strengthen basic skills, fill gaps in learning or prepare for tests. Also, an ongoing tutoring throughout the school year can be required in some cases. At ISV we also offer intensive tutoring for incoming students transferring from other schools and/or countries.

7.1.2 Part-Time Special Education

Students can get support from the special education teacher whenever the need arises. This support can take many forms and it can take place in various settings and as part of support on all three stages of support. The special education teacher can join normal lessons and give support as part of the lesson, give individual support or help a smaller group during lesson times or outside lesson times and give focused support for different areas of learning. The special education teachers also provide consulting for class/subject teachers and assist with whole class groupings.

7.1.3 Flexible Grouping

Teachers co-operate to create flexibility in the way teaching groups are formed for their lessons. This flexibility allows more concentration on the specific needs of students, when children with similar needs are grouped together. These groupings may vary according to subject and in duration based on the students' needs.

7.1.4 Differentiation

In class

We differentiate learning in class by utilizing many different methods. First, study materials are adjusted/adapted to a student's needs. Classroom seating is used to help support a student. Student comprehension is checked and feedback given on student's work during lessons. Teachers are aware of student's emotional needs and give students emotional support. Clear instructions are given on tasks and homework (oral and written). Learning tools are used in class (ex. visual cues, wiggle cushions, audio books). Finally, extra time is given for completing tasks in class.

Out of Class

We differentiate learning out of class by creating individualized assignments that are given based on a student's needs. We give extra time for completing tasks.

7.2 Three Stages of Support

7.2.1 General Support

General support is the first response, when it is clear that a student needs support for their learning. The classroom teacher or subject teacher decides in consultation with the special education teacher and in co-operation with the student and guardians, which forms the support will take. The support can be provided during the student's scheduled lessons or outside the lesson times. Flexible groupings, differentiation, tutoring and part time special education can be used in delivering the support and the student will have access to the other support staff at school.

A learning plan can be made as part of general support. One has to be made if the need for support is ongoing or focused on a very specific learning area or goal.

7.2.2 Intensified Support

A student may receive intensified support when measures of general support prove insufficient, or a student needs more long term or more intensive support. The decision of intensified support is made by a multi-professional team, consisting of teachers, special education teachers and other support personnel as needed, based on a pedagogic assessment made by the student's teachers. The same procedure is used when the stage of support is changed from intensified back to general support. During intensified support, tutoring and part time special education teaching will gain in importance.

A learning plan will be made by the student's teachers in consultation with the special education teachers for securing intensified support for the student. The plan will outline the student's need for support and the means and methods of support to be used. The plan is reviewed whenever there is a change in the student's needs, at least once per year.

If conventional support measures prove inadequate or insufficient, the learning plan can focus on specific core contents of the curriculum to ease progress through studies and enhance learning skills.

Intensified support should continue for long enough, so that its usefulness and impact can reliably be assessed.

During intensified support, co-operation with the homes will gain in importance. The views of the guardians and students will be taken into account when the pedagogic assessment is made, when planning intensified support, when making and reviewing the learning plan, when deciding on the stage and methods of support and when assessing the usefulness and impact of the learning plan.

7.2.3 Special Support

A student may receive special support when intensified support proves insufficient and the student requires more intensive, longer term support that incorporates many means of support. A pedagogic assessment outlining previous support measures under intensified support and the student's needs for further support is made by the student's teachers in co-operation with the special education teachers. This assessment will be processed by a multi-professional team consisting of necessary support personnel and will be augmented by psychological and medical expert assessments when necessary. The decision of special support is made by the district head of basic education. Co-operation with the guardians in connection with special support is taken care of by the principal. The decision for special support will be revised on 2nd and 6th grade and whenever there is a significant change in the students' situation.

A personal plan of teaching arrangements (henkilökohtainen opetuksen järjestämistä koskeva suunnitelma, HOJKS) will be made for the student within two months of making the decision of special support. This plan is made by the student's teachers in co-operation with the student, guardians and other support personnel, based on the pedagogic assessment and, if necessary, on other expert assessments. A HOJKS plan will be made for student in special support at the beginning of each academic year and it is revised at least once a year.

As in intensified support, if conventional support measures prove inadequate or insufficient, the learning plan can focus on specific core contents of the curriculum to ease progress through studies and enhance learning skills.

9. Languages and cultures in ISV

The international school of Vantaa is, as its name implies, a meeting place for cultures and languages from all over the world. Although the main languages of instruction are English and Finnish, our staff, students and their families come from various language and cultural backgrounds. The diversity of languages and cultures has an impact on our daily school life and the school seeks to actively encourage and celebrate this diversity.

9.1. Appreciation for languages and cultures

All of the students of the International school of Vantaa speak English at a level that allows them to participate in instruction given in English. In addition, most of the students speak Finnish and very many speak a third or fourth language at home, depending on their family background. This means that the school is home to a great number of languages and we hear many of them spoken in the school every day. Those children whose mother tongue is other than English or Finnish are eligible to get mother tongue instruction at school and many of our students get this instruction. We raise awareness and appreciation for all the languages of our school by making them visible at school. This we promote by celebrations and theme days, such as the language fair and international fair, and by encouraging the mother tongue teachers of our students to make the students' work done on mother tongue lessons visible in the school.

9.2. Language awareness

All subjects at school, like all professions in working life and all scientific disciplines at universities, have their unique use of language which is used to convey meanings in that subject, profession or field of study. For school, this is important to realize, since it has an impact on learning. Students and teachers alike will benefit from analyzing language specific to the subject, be it mathematics, biology, home economics or physical education. On the one hand, students are made aware of the specific uses of language for different subjects. (for example: “In chemistry, we use this word to refer to this phenomenon.”, or “In biology, we formulate questions in this way, which is slightly different from mathematics/woodwork/etc.” On the other hand, students are made aware that they use language in conveying meanings in all subjects, which poses certain demands on the language used. In effect all lessons are language lessons to some extent and all teachers are language teachers of their own subject.

At the international school of Vantaa, the students are made aware of the language they use by constant comparison between the two languages of instruction and between the languages of instruction and the students’ mother tongues. Comparing the words and phrases of different languages is not in itself enough to create language awareness, but from there it is easy to start analyzing the reasons behind the differences. The aim is for the students to understand that different language and culture backgrounds, as well as the different needs of the various subjects, have an effect on the language used.

Language awareness is also promoted through cross curricular projects, in which students get to study a phenomenon through the lenses of many different subjects. Important in these projects is that they incorporate a language element and that the students get to use their previous knowledge from many subjects and get to use the expertise of many of their teachers. By bringing it all together, students will gain knowledge about language use and the differences and also the similarities in language use in different subjects.

Teachers will co-operate in finding and creating ways of language aware teaching and share their ideas to the whole school. Teachers will also evaluate their own teaching and their students learning from this perspective.

9.3. Preparatory instruction

The International school of Vantaa has no preparatory classes for children with limited Finnish or English language skills. It is possible for a child who has been to preparatory instruction to start studies in our school, provided that they master English at a level that will allow them to follow instruction in English. This will be verified by a language test given to all children who apply to our school.

In these cases, when the child is admitted into the school, they are integrated into groups appropriate for their age and they will get extra support for their English studies, as well as Finnish as a second language instruction when needed.

Chapter 10 Bilingual Education

Our education is primarily aimed at students living in Vantaa whose English skills are of sufficient proficiency to study in English. All prospective students, including those from other English language programs or English-speaking countries, must take and pass an English language proficiency entrance examination. Passing the entrance examination with a sufficient proficiency rating is a requirement for being accepted as a student.

All subjects, excluding Finnish language and literature, are taught in English. Nevertheless, the core terminology of each subject is also taught in Finnish. The goal of education at ISV is that students demonstrate command over the central terminology in the target language as well as being able to express themselves fluently both in spoken and written communication. The goals of learning the target language, English, including the central content for each grade are outlined and described in the tailor-made ISV English curriculum.

Chapter 11: International School of Vantaa English Curriculum

Introduction

The English curriculum for the international school of Vantaa is tailor-made to suit the students and teachers. The curriculum offers information for parents as well as guidelines as to how English is taught at ISV. The curriculum follows and adds to the Finnish national curriculum in terms of the curriculum fulfilling the goals set by the national board of education for English in Finland.

Furthermore, English in ISV is taught on a near-native level i.e. the educational level of English is much higher than in a Finnish school. Despite this, ISV is a normal public school and assessment is made using the criteria set in the national curriculum. Assessment is further delineated for each level; however, it mostly takes the forms of projects, writing tasks and language portfolios.

General Evaluation of English

Grades 1-2

During the first two years, emphasis is placed on learning to evaluate one's own ability and level. Creative tasks are offered to give the teacher a view into how the student is progressing and developing their English skills. The kinds of creative tasks are left to the teacher's discretion; nevertheless, common tasks include writing simple short stories, combining picture and text to make comic strips or even short films, and taking part in discussions.

Grades 3-4

During this grade band, evaluation starts to take into account to a larger extent textual production and textual comprehension. The student is required to produce short coherent texts that can be used for evaluation. These texts should have a singular topic and the production should form a cohesive whole. Moreover, speaking and listening at the correct times and in the appropriate contexts also form bases for evaluation. Vocabulary and grammar knowledge are also evaluated using various assessment methods such as contextualized practice sheets, tests or through student presentations.

Grades 5-6

Evaluation takes into account textual production and textual comprehension as well as an array of communicative competences. The student is required to produce more substantial texts that can be used for evaluation. These texts should have a clear topic and supportive evidence bearing in mind cohesion, lexical complexity and structure. Moreover, informative speaking and active listening also form bases for evaluation. Vocabulary and grammar knowledge are also evaluated using various assessment methods such as contextualized practice sheets, tests or through student-directed activities.

Grades 7-9

The task types during the secondary school start to become more intensified and focused upon gaining more control over English to reach a more professional and academic level. The tasks take the form of structured papers such as research reports and expository essays, textual analyses and presentations on various topics related to language and culture. Collecting and organising student

created content into a language portfolio is also an evaluation method in use. These task types prepare a student for their future studies as well as work life.

Guidance, differentiation and support

A student at ISV is encouraged to read extensively in their spare time both in English and Finnish. This is to ensure that the linguistic abilities of the student are developed to a sufficient level to be able to progress to the secondary tier of Finnish education. The teachers of ISV take all student ability into consideration when teaching and help to guide the students towards their individual learning goals. Further information on this topic is provided in the ISV core curriculum.

Learning methods and environments

English in ISV is taught throughout the entire school and within all subjects. English lessons focus on acquiring critical thinking, reading, writing and listening skills. Speaking strategies and techniques are also taught. The aim is to provide a comprehensive education that supports and builds on what is learnt during Finnish language classes: thus, English is taught at a near-native level wherein the focus is on reading a variety of text types and learning to interact using appropriate media strategies and approaches.

Cross-curricular cooperation

English is an inherent component of the school environment. Thus, the acquisition of English is an ever present component of all teaching in ISV. Learning, teaching and assessment occurs both within and between subjects i.e. projects and written tasks that are evaluated by multiple teachers. This concept of English learning is related to the field of linguistic awareness: the idea that all teachers are language teachers and that a student must be guided towards an understanding as to the importance of English as a lingua franca.

1-2 grade band

Overall Goals

- Learn the basics of the alphabet and phonetics to facilitate the development of reading skills
- Basic writing conventions
- Various forms of appropriate verbal expression
- Active listening

1st Grade Specific Goals

- Recognise letters and their corresponding sounds
- Consonant and vowel blends
- Sounding out words
- Recognising high-frequency words
- Comprehending and responding to appropriate texts
- Write a simple sentence
- Listen and respond appropriately in order to communicate

Gr. 1 Contents	
Reading <ul style="list-style-type: none">● Identify every letter of the alphabet and its corresponding sounds● Digraphs, diphthongs, consonant blends, vowel combinations● Sounding out and decoding words● Exposure to different text forms such as simple fiction and informational texts● Read appropriate and familiar texts at sufficient rate with expression● Practising reading skills and strategies such as predicting and retelling stories	Writing <ul style="list-style-type: none">● Expressing, organising and sequencing ideas and feelings in written form● Responding to texts, journal writing, creative writing such as short stories and informative writing● Developing fine motor skills through the writing process (examples word spacing, letter formation and working within parameters)● Introduction to the writing process including simple editing and revision of a text● Applying knowledge of linguistic conventions to spelling (high-frequency words, practising the spelling of unfamiliar words)● Applying knowledge of linguistic conventions to expand vocabulary (for example wordwalls, word choice when editing)● Applying knowledge of linguistic conventions of punctuation (full stop, question mark, exclamation mark, and capital letter at the beginning of a sentence)

	<ul style="list-style-type: none"> ● Applying knowledge of linguistic conventions of grammar (naming, describing and action words)
Speaking <ul style="list-style-type: none"> ● Express views and feelings using appropriate language to convey meaning and purpose accurately ● Interacting in small and whole group discussions 	Listening <ul style="list-style-type: none"> ● Demonstrate active listening (looking at the speaker, not interrupting, practise asking relevant questions) ● Listening comprehension and strategies (making inferences, extending and making connections)

(Gr. 1) Indicators of proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

- The student can write a sentences correctly using capital letters and full stops
- The student reads simple grade level texts and has developed their vocabulary
- The student listens actively to others and participates in discussions
- The student can recognise all letters of the alphabet and their corresponding sounds
- The student can recognise and sound out key blends and combinations

Interdisciplinary Skills

During the first grade, the emphasis is on Taking Care of Oneself and Life Skills (L3).

A student is encouraged to:

- develop appropriate communicative strategies when engaged in interaction
- keep developing their English skills during their leisure time
- find the joy of learning through reading and listening to various narratives
- to express their feelings and ideas appropriately both in class and in their leisure time

2nd grade

- Strengthening and further developing phonetic skills
- Comprehending and responding to appropriate texts
- Expanding from writing a simple sentence to simple paragraphs
- Listen and respond appropriately in order to communicate and express thoughts and feelings as well as developing various interaction skills
- Develop reading accuracy and fluency

Gr. 2 Contents	
Reading <ul style="list-style-type: none">● Review digraphs, diphthongs, consonant blends, vowel combinations● Developing reading by using knowledge of phonics, words and cueing systems● Exposure to different genre of text such as folktales, myths and legends, poetry and informational texts● Increase reading rate, fluency and accuracy● Choosing texts suitable to one's own reading ability and interests● Practising reading skills and strategies such as reflecting, responding, interpreting and making connections (author's purpose, main idea, supporting details)	Writing <ul style="list-style-type: none">● Expressing, organising and sequencing ideas and feelings in written form● Gathering information to support ideas for writing in a variety of ways● Responding to texts, journal writing, creative writing such as short stories and informative writing● Practising the writing process including simple editing and revision of a text● Expand knowledge of linguistic conventions to spelling (high-frequency words, practising the spelling of unfamiliar words)● Expand knowledge of linguistic conventions to expand vocabulary (dictionary and thesaurus work, word choice when editing)● Strengthen knowledge of linguistic conventions of punctuation (full stop, question mark, exclamation mark, and capital letter at the beginning of a sentence)● Applying knowledge of linguistic conventions of grammar (simple word classes, three basic tenses, contracted forms)
Speaking <ul style="list-style-type: none">● Express views and feelings using appropriate language to convey meaning and purpose accurately for different audiences● Interacting in small and whole group discussions	Listening <ul style="list-style-type: none">● Demonstrate active listening (looking at the speaker, not interrupting, practise asking relevant questions)● Listening comprehension and strategies (making inferences, extending and making connections)

	<ul style="list-style-type: none"> ● Discerning the main idea (listening for keywords and phrases that signal important ideas, following instruction)
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(Gr. 2) Indicators of proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

- The student can write sentences and form them into paragraphs
- The student can read fluently as well as read aloud with relative ease
- The student listens actively to others and participates in discussions
- The student has understood the basics of grammar
- The student has developed their vocabulary

Interdisciplinary Skills

During the second grade, the emphasis is on Cultural Savoir-Faire, Interaction and Expression (L2).

The student is encouraged to:

- develop confidence when expressing themselves
- interact in order to learn and appreciate the various cultures and backgrounds of their peers and teachers
- develop their ability to express themselves effectively

Assessment of Core Content grades 1-2	
Requirements for advancement (D)	Requirements of good performance (B)
<p>Reading</p> <p>The student</p> <ul style="list-style-type: none"> reads a variety of texts, though slowly, there might still be difficulties with understanding shows consistent development of reading skills <p>Writing</p> <p>The student</p> <ul style="list-style-type: none"> is able to write short familiar words correctly practises producing complete sentences, there can be lots of mistakes only uses basic vocabulary, but shows signs of improvement inconsistent use of punctuation accompanied by grammar mistakes <p>Speaking</p> <p>The student</p> <ul style="list-style-type: none"> participates as a speaker using fluent English, is able to give literal responses to most texts, but experiences difficulties with extension tasks is able to communicate and express their feelings to a limited extent in a variety of circumstances is able to describe a simple sequence of events, real or imagined. 	<p>Reading</p> <p>The student</p> <ul style="list-style-type: none"> is able to read a range of texts independently with some fluency, accuracy, and understanding, is able to retell and predict what might happen next in various types of text is able to express in simple terms the content of fiction and non-fiction texts <p>Writing</p> <p>The student</p> <ul style="list-style-type: none"> is able to spell short, familiar words correctly, in addition to unfamiliar words recognisably (but not always correct), uses age appropriate vocabulary can produce simple, coherent paragraphs in writing. uses grammar and punctuation correctly the majority of the time. <p>Speaking</p> <p>The student</p> <ul style="list-style-type: none"> actively participates as a speaker in activities in fluent English, is able to respond to a variety of English texts, is able to communicate and express their feelings effectively in a variety of circumstances, is able to describe a sequence of events, real or imagined.

<p>Listening</p> <p>The student</p> <ul style="list-style-type: none"> ● does not always demonstrate active listening skills ● is an inconsistent listener when participating in the majority of activities ● inconsistently listens, comprehends and responds to the majority of lesson content 	<p>Listening</p> <p>The student</p> <ul style="list-style-type: none"> ● participates as an active listener in a majority of activities ● is able to actively listen, comprehend and respond to the majority of lesson content ● uses active listening skills properly in most situations
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3-4 grade band

Overall Goals

- Learn the basics of writing both structured and organised fictional and nonfictional texts
- Develop active reading and deepen their understanding of how to interpret a text
- Continue to develop and strengthen a student's usage of various forms of verbal expression
- Develop critical thinking skills
- Continue to build on active listening skills

Grade 3 Specific Goals

- Motivate students to move from simple to more complex forms of language use
- Comprehending and responding to appropriate texts of more variety and diversity
- Expanding from writing a simple sentence to simple paragraphs
- Listen and respond appropriately in order to communicate and express thoughts and feelings as well as developing various interaction skills
- Develop reading accuracy and fluency as well as rate

Gr. 3 Contents	
Reading <ul style="list-style-type: none">● Introduction to a greater variety of texts and genres (simple national news articles, fantasy/science fiction)● Reading to understand the purpose of the text● Responding to the texts (personal opinions)● Introduction to the elements of a fictitious and nonfictional text (characters, setting, simple plot, narrator, sequence of events)● Further build on reading fluency and comprehension level	Writing <ul style="list-style-type: none">● Writing to fulfill a variety of purposes (letters, postcards, emails, how-to paragraphs and instructions, recipes, stories, summary)● Basics of word processing (simple formatting a document, line spacing, font size and type, alignment)● Develop sentence writing fluency (combining sentences [compound sentences], varying sentence patterns)● Further develop an understanding of the writing process (planning, editing, proofreading, peer-revision)● Enhance and develop vocabulary (simple transition words, synonyms, antonyms, homonyms, homophones)● Enhance their spelling skills (contextual spelling)● Further develop an understanding of the grammar of English (tenses [future], simple coordinating conjunctions, simple adverbs, pronouns, rules of capitalization i.e. proper nouns and quotation marks, commas for lists)

Speaking <ul style="list-style-type: none"> ● practise speaking and presenting for a variety of purposes (persuade, entertain, inform) ● Simple summarizing 	Listening <ul style="list-style-type: none"> ● active listening ● listening with intent ● making inferences, extending and expanding
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(Gr. 3) Indicators of Proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

- write a simple paragraph with a topic sentence and supporting details
- can use the writing process with guidance
- reads fluently and comprehends a variety of texts with support
- speaks and expresses ideas and opinions
- has further developed and demonstrated their active listening skills
- demonstrates a knowledge of the grammar taught

Interdisciplinary Skills

During the third grade, the emphases are Multiliteracy and Media Literacy (L4), and Critical Thinking and Learning to Learn (L1).

The student is encouraged to:

- read and interpret a variety of texts from their own point of view
- interact with the texts they produce i.e. the writing process
- appreciate the complex nature and the process of creating a text

Grade 4 Specific Goals

- Learn to adapt language usage to appropriate contexts
- Predicting comprehending, responding and extending various appropriate texts of cultural diversity
- Expanding from writing paragraphs to a structured writing assignment, and develop the writing process
- Listen and respond appropriately in order to communicate and express thoughts and feelings as well as developing various interaction skills
- Develop reading accuracy, fluency, rate and expression
- Develop knowledge of English language structures and mechanics

Gr. 4 Contents	
<p>Reading</p> <ul style="list-style-type: none"> ● Continue to read a great variety of texts and genres (novel studies, literature circles, nonfiction books, an age-appropriate variety of articles) ● Strengthen the understanding of the purpose of a text ● Responding to the texts (personal opinions using evidence from the text) ● Continue to work on understanding the elements of a fictitious and nonfictional text (characters, setting, simple plot, narrator, sequence of events) ● Further build on reading fluency and comprehension level 	<p>Writing</p> <ul style="list-style-type: none"> ● Writing to fulfill a variety of purposes (topic sentences and supporting details in paragraphs, simple research project, diary and journal entries, story with a message) ● Further develop word processing skills (blogging, cloud services) ● Develop sentence writing fluency (greater variety of sentence patterns) ● Further develop an understanding of the writing process (planning, editing, proofreading, peer-revision, word choice, writer's voice) ● Enhance and develop vocabulary (practise using transition words, synonyms, antonyms, homonyms, homophones) ● Enhance their spelling skills (further strengthen spelling skills, checking of own spelling) ● Further develop an understanding of the grammar of English (continue to develop understanding of tense [present, past, future], introduction to sentence types [declarative, interrogative, imperative, exclamatory], punctuation [simple commas usage, apostrophe])
<p>Speaking</p> <ul style="list-style-type: none"> ● practise speaking and presenting for a variety of purposes (persuade, entertain, inform) ● Introduction to presentation strategies 	<p>Listening</p> <ul style="list-style-type: none"> ● active listening ● listening with intent (learn to listen with an open mind) ● making inferences, extending and

(keeping the audience in mind) <ul style="list-style-type: none"> ● Simple summarizing (literature circle) 	expanding
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(Gr. 4) Indicators of Proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

- write a coherent, cohesive paragraph with a topic sentence and supporting details
- can use the writing process independently
- reads fluently and comprehends a variety of texts independently
- speaks and expresses ideas and opinions
- has further developed and demonstrated their active listening skills
- demonstrates a knowledge of the grammar taught

Interdisciplinary Skills

During the fourth grade, the emphases are on Critical thinking and Learning to Learn (L1), and Cultural Savoir-Faire, Interaction and Expression (L2).

The student is encouraged to:

- think and observe bias in their own opinions and to learn to act impartially
- support their opinions and observations with evidence from a variety of sources
- actively listen to others and to interpret their thoughts and feelings on the matter

Assessment of Core Content grades 3-4	
Requirements for advancement (D)	Requirements for good performance (B)
<p>Reading</p> <ul style="list-style-type: none"> ● is able to read various text with limited expression and confidence ● struggles with some grade-level texts ● is able to respond to texts but needs support ● needs support in finding the main ideas and elements of a text ● with assistance can retrieve information from some sources <p>Writing</p> <ul style="list-style-type: none"> ● produces complete texts through the writing process but with assistance ● produces writing that shows inconsistent use of the following conventions: voice, good word choice, paragraph structure, shows a range of sentences types and structure ● can spell some of the frequently used words at grade-level ● Inconsistently uses and demonstrates knowledge of age-appropriate grammar: simple coordinating conjunctions; simple adverbs, pronouns; the most common rules of capitalization i.e. proper nouns; most common irregular verbs; common prepositions; articles, helping and linking verbs; some irregular plural noun forms; present, past, and future tense; declarative, interrogative, imperative, exclamatory sentence types; punctuation: simple comma and apostrophe usage <p>Listening</p> <ul style="list-style-type: none"> ● Mostly follows the lesson ● Inconsistently demonstrates active 	<p>Reading</p> <ul style="list-style-type: none"> ● is able to independently read aloud various texts with expression and confidence ● is able to comprehend grade-level texts ● is able to give clear and detailed personal responses to texts ● finds the main ideas and elements from a text independently ● can retrieve information from various sources <p>Writing</p> <ul style="list-style-type: none"> ● produces complete texts independently while correctly using the writing process ● produces writing that shows most of the following conventions: voice, good word choice, paragraph structure, shows a range of sentences types and structure ● can correctly spell most of the frequently used words at grade-level ● Uses and demonstrates knowledge of age-appropriate grammar: simple coordinating conjunctions; simple adverbs, pronouns; the most common rules of capitalization i.e. proper nouns; most common irregular verbs; common prepositions; articles, helping and linking verbs; some irregular plural noun forms; present, past, and future tense; declarative, interrogative, imperative, exclamatory sentence types; punctuation: simple comma and apostrophe usage <p>Listening</p> <ul style="list-style-type: none"> ● Follows the lesson with ease ● consistently demonstrates active listening skills <p>Speaking</p>

<p>listening skills</p> <p>Speaking</p> <ul style="list-style-type: none"> ● is able to express oneself in most situations ● can summarize the main points of some situations or texts 	<ul style="list-style-type: none"> ● is able to clearly express oneself in most situations ● can clearly summarize the main points of any situation or text
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5-6 grade band

Overall Goals

- Demonstrates writing that is both structured and organised in fictional and nonfictional texts
- Demonstrates active reading and can interpret texts
- Continue to develop and strengthen a student's usage of various forms of verbal expression
- Demonstrates some critical thinking skills
- Demonstrates active listening skills

Grade 5 Specific Goals

- Develop the following reading skills: Identify, predict, comprehend, make judgments and draw conclusions using a variety of texts
- Develop structured writing skills and the understanding of the writing process
- Expand and develop knowledge of English as a language
- Continue to work on speaking and listening skills for appropriate contexts

Gr. 5 Contents	
Reading <ul style="list-style-type: none">• Continue to read a great variety of texts and genres from diverse cultures (novel studies, biographies, short stories, nonfiction books, an age-appropriate variety of articles)• Identify a variety of purposes for reading and be able to choose appropriate texts• Responding to the texts by making judgements and drawing conclusions• Continue to work on understanding the elements of a fictitious and nonfictional text (characters, setting, simple plot, narrator, sequence of events) and introduce the idea of plot development and the tone of the text• Further build on reading fluency and comprehension level (using punctuation to help break up and comprehend texts)	Writing <ul style="list-style-type: none">• Writing to fulfill a variety of purposes (introduce the idea of a structured essay)• Demonstrates writing fluency to create coherence and cohesion to larger extent (various sentence types and structures)• Further develop an understanding of the writing process (planning, editing, proofreading, peer-revision, word choice, writer's voice)• Strengthen word processing skills• Enhance and develop textual flow (practise using transitional devices between paragraphs)• Expand their vocabulary and enhance spelling skills (word selection, silent letters, irregular spellings, common affixes)• Further develop an understanding of the grammar of English (abstract/concrete nouns, collective nouns, simple modification of nouns and verbs, degrees of comparison, building on comma usage, direct speech using quotation marks)
Speaking	Listening

<ul style="list-style-type: none"> ● continues to develop speaking and presenting for a variety of purposes (persuade, entertain, inform) ● developing presentation strategies (keeping the audience in mind) ● summarizing with moderate accuracy (literature circle) 	<ul style="list-style-type: none"> ● active listening ● listening with intent (learn to listen with an open mind) ● making inferences, extending and expanding
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(Gr. 5) Indicators of Proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

- writes several paragraphs with a central focus containing the required elements
- reads fluently and comprehends a variety of texts at grade level
- can write and perform a presentation
- can find the main points in a variety of texts
- has improved vocabulary and demonstrates knowledge of the grammar taught

Interdisciplinary Skills

During the fifth grade, the emphases are on Information and Communication technology skills (L5) and Active Membership, Influence and Building a Sustainable Future (L7).

The student is encouraged to:

- Interact with and respond to texts dealing with environmental topics
- Consider the role ICT as a tool for learning English
- Practise the use of ICT skills while reading and writing
- Use ICT skills to interact with a broader community

Grade 6 Specific Goals

- Develop the following reading skills: Identify, predict, comprehend, make judgments and draw conclusions, compare and contrast and find evidence using a variety of texts
- Develop essay writing skills and further develop the use of the writing process as a tool
- Expand and develop knowledge of English as a language towards a greater ability to utilize more complex linguistic structures and vocabulary
- Continue to work on speaking and listening skills for appropriate contexts to inform, persuade and entertain a myriad of audiences
- Begins to make cross-curricular connections between English and other subjects

Gr. 6 Contents	
<p>Reading</p> <ul style="list-style-type: none"> ● Continue to read a great variety of texts and genres from diverse cultures (advertisements, propaganda) ● Connect, compare and contrast familiar texts to the world around them ● Continue to build on identifying a variety of purposes for reading and be able to choose appropriate texts ● Responding to the texts by making judgements, finding evidence and drawing conclusions ● Continue to work on understanding the elements of a fictitious and nonfictional text (build on: characters types, settings, plot structure, narrator types, conflict, tone, topic and theme) ● Further build on reading fluency and comprehension level (reading aloud with expression, adjusting the reading strategy depending on the text) ● understands the credibility of source material, and can discern between a reliable and unreliable source 	<p>Writing</p> <ul style="list-style-type: none"> ● Writing to fulfill a variety of purposes (introduce the five-paragraph essay, basic persuasive and expository text types, cue card structure) ● Demonstrates further writing fluency to create coherence and cohesion to larger extent (further variation of sentence types and structures) ● Further develop an understanding of the writing process (planning, drafting, editing, proofreading, peer-revision, word choice, writer's voice, publishing) ● Further develop word processing skills and introduce presentation formats (powerpoint, prezi, keynote etc.) ● Further enhance and develop textual flow (practise using transitional devices between paragraphs) ● Expand their vocabulary and enhance spelling skills (word selection, silent letters, irregular spellings, common affixes, basic figurative language i.e. metaphors, similes, personification, alliteration, rhyme, hyperbole, assonance) ● Further develop an understanding of the grammar of English (parts of the sentence, main and subordinate clause, word classes)
<p>Speaking</p> <ul style="list-style-type: none"> ● continues to develop speaking and presenting for a variety of purposes (persuade, entertain, inform) 	<p>Listening</p> <ul style="list-style-type: none"> ● active listening ● listening with intent (learn to listen with an open mind)

<ul style="list-style-type: none"> ● developing presentation strategies (use of visual aids, non-verbal cues, signalling words) 	<ul style="list-style-type: none"> ● making inferences, extending and expanding
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(Gr. 6) Indicators of Proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

- writes a coherent, cohesive text with the required elements
- reads fluently and comprehends a variety of texts at grade level
- can write and perform a speech or other forms of public speaking
- can find the main points and summarize a variety of texts
- has improved vocabulary and grammar knowledge

Interdisciplinary Skills

During the six grade, the emphasis is on Working Skills and Entrepreneurship (L6).

The student is encouraged to:

- work on their independence as learners of English
- practises note taking without prompt
- starts to take greater independence in English learning

Assessment of Core Content grades 5-6	
Requirements for advancement (5)	Requirements for good (8) performance
<p>Reading</p> <ul style="list-style-type: none"> • is able to read aloud grade-level literature and expository texts with some expression and fluency • reads with sufficient level of comprehension, and summarizes and draws conclusions at grade-level with support • attempts to adopt a critical view of source material • can make connections between the reading and the world around them with support • can identify some literary devices <p>Writing</p> <ul style="list-style-type: none"> • can produce a variety of texts utilizing the writing process for a range of purposes and audiences such as the five paragraph or structured speech with guidance and support • struggles to display development from concrete to abstract thinking in writing • familiar with but inconsistently uses the parts of speech, parts of the sentence, and uses punctuation to a limited extent i.e. the full stop, exclamation mark, question mark, quotation mark, apostrophe and comma <p>Listening</p> <ul style="list-style-type: none"> • Follows the lesson • beginning to demonstrate active listening skills • Inconsistently shows comprehension through active participation <p>Speaking</p> <ul style="list-style-type: none"> • is able to express oneself in most situations like debates or group discussions and activities • can summarize the main points of any 	<p>Reading</p> <ul style="list-style-type: none"> • is able to read aloud grade-level literature and most expository texts with appropriate expression and fluency • reads with high level of comprehension, and successfully summarizes and draws conclusions at grade-level • is able to adopt a critical view of source material • can make connections between the reading and the world around them • can identify the different literary devices <p>Writing</p> <ul style="list-style-type: none"> • can produce a variety of texts utilizing the writing process for a range of purposes and audiences such as the five paragraph or structured speech • begins to display some development from concrete to abstract thinking in writing • knows and uses the parts of speech correctly, parts of the sentence, and uses punctuation effectively i.e. the full stop, exclamation mark, question mark, quotation mark, apostrophe and comma <p>Listening</p> <ul style="list-style-type: none"> • Follows the lesson with ease • consistently demonstrates active listening skills • shows comprehension through active participation <p>Speaking</p> <ul style="list-style-type: none"> • is able to clearly express oneself in most situations like debates or group

<p>situation or text with support</p> <ul style="list-style-type: none"> • can compile and deliver a formal presentation with support 	<p>discussions and activities</p> <ul style="list-style-type: none"> • can clearly summarize the main points of any situation or text • can compile and deliver a formal presentation
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7-9 Grade Band

Overall Goals

- able to read and analyze most texts
- generate, gather and organise ideas and information to write for an intended purpose and audience
- able to write various forms of text using evidence to substantiate arguments
- speak with natural fluency
- express and support opinions
- reflecting on their own English skills and learning abilities

Grade 7 Specific Goals

- develops ability to recognise certain key elements of literature and nonfiction text in order to identify genre
- strengthens reading skills to identify stylistic conventions
- practises writing for multiple purposes and various audiences
- deepens understanding of key grammatical components and builds upon primary knowledge of language structure
- practises producing writing that shows voice as well as understanding of stylistic and grammatical conventions
- further learns to present various topics with fluency and accuracy

Gr. 7 Contents	
Reading <ul style="list-style-type: none">• develops critical reading skills• learns to identify central textual patterns (Chronological, Sequence, Compare and Contrast, Problem and Solution, Order of Importance, Cause and Effect, Spatial)• practises identifying elements of literary and nonfiction text (simile, metaphor, hyperbole, oxymoron, alliteration, assonance, characterization, point of view, narration, conflict, connotation and denotation, foreshadow, imagery, irony, tone, setting, plot, symbol, theme, allusion, various textual features: titles, headings, rhetoric questions, structure)• further develops ability to predict, read, comprehend, interpret, connect and extend texts• practises to make inferences and find	Writing <ul style="list-style-type: none">• develops ability to organise research and ideas into a succinct idea sheets, drafts or outlines• uses knowledge of writing form and style appropriate to the task: voice, word choice and sentence fluency as integral to writing for a specified audience• vocabulary and spelling conventions are expanded upon and practised• review grammatical knowledge with focus on the core concepts (word class, punctuation and basics of sentential elements)• uses the writing process (drafting and outlining, proofreading, peer-editing, spell and grammar checking, and publishing)• further reflects on own writing and

implied meaning <ul style="list-style-type: none"> ● further strengthens ability to ascertain the reliability and credibility of a source ● learns to utilize various comprehension strategies when confronted with challenging text ● further strengthens ability to read fluently and use reading strategies to navigate challenging words 	select appropriate work for portfolio assessment
Speaking and listening <ul style="list-style-type: none"> ● demonstrates speaking and listening skills and strategies appropriate to age-level (see primary curriculum level) ● practises speaking and responding appropriately in a variety of situations for a variety of audiences ● strengthens ability to organise, compile and present information in class 	

(Gr. 7) Indicators of Proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

- writes a coherent, cohesive text with the required elements
- reads fluently and comprehends a variety of texts at grade level
- can write and perform a speech or other forms of public speaking
- can find the main points and summarize a variety of texts
- has improved vocabulary and grammar knowledge

Integration Skills

During the seventh grade, the emphasis is on Critical Thinking and Learning to Learn (L1).

The student is encouraged to:

- reflect on their own learning strategies and further develop them
- develop good homework practises
- develop a method for keeping to deadlines and studying for tests
- Note-Taking

Grade 8 Specific Goals

- Develop their interaction and response skills when confronting various texts, tasks and audiences
- Learn to extend their reading skills and strengthen skills in order to perceive intertextuality
- Develop skills when writing English for specific and academic purposes
- Expand on their knowledge of grammar and how it relates to language use
- Connect English to other languages

Gr. 8 Contents	
<p>Reading</p> <ul style="list-style-type: none">● learns to read texts and translate the main points into Finnish● learns to find meaningful connections between texts as well as between texts and the world● learns to refer back to previously read written and multimodal texts and reflect on the intertextual nature of writing and presentation● develops critical reading and thinking skills when evaluating logic of argumentation and logical fallacy● expands knowledge of literary and textual devices and elements● reads more challenging texts and practises engaging with the text as cultural commentary● further elaborates on ability to connect and respond to literature using learnt inferencing and interpreting skills	<p>Writing</p> <ul style="list-style-type: none">● further develops understanding of writing conventions to produce various forms of text (articles, causeries, reports, columns, short stories)● further elaborates on the writing process and learns to use it more effectively● learns to write complete texts in given time span such as an in-class essay● learns to reflect on language choice and vocabulary and compare languages (false friends and cognates)● expand grammar knowledge to cover phrases, clauses and all major sentence elements● Sentence combining and building: forming more cohesion between sentence and paragraphs● expands knowledge of academic vocabulary and learns to use certain key phrases to add formality to various texts● further extends ability to summarize and respond to various media
<p>Speaking</p> <ul style="list-style-type: none">● works on developing a personal presentation style and various management strategies● continues to focus on utilizing presentation tools as a resource● reflects on language choice and appropriateness	<p>Listening</p> <ul style="list-style-type: none">● learns to listen and respond during structured discussion such as a debate, or group discussion● reflect on communicative strategies to facilitate comprehension

(Gr. 8) Indicators of Proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

- writes texts that are analytic, persuasive and well-structured
- reads, analyzes and connects texts to society
- can utilize literary terminology and grammar to answer set assignments
- can form a thesis and structure a text to answer it
- has improved vocabulary and grammar knowledge

Integration Skills

During the eighth grade, the emphasis is on Working skills and entrepreneurship (L6).

The student is encouraged to:

- work towards deadlines
- organise reading and study plans
- select work for assessment that best reflects their learning and skill level

Grade 9 Specific Goals

- learns to compare, contrast and analyze multimodal texts
- further develops ability to connect text to sociohistorical context
- further practises ability to write utilizing concepts to facilitate academic purpose
- reflects on communication and communicative strategy
- works on writing conventions to better convey more challenging concepts to a wider audience
- strengthens reasoning ability utilizing various forms of media

Gr. 9 Contents	
<p>Reading</p> <ul style="list-style-type: none">● broadens reading sphere to encompass more challenging works● considers the effects of literature on the world and vice versa● reads with intent to understand literary and stylistic technique● reads with intent to find and analyze underlying writing conventions and their effects on the reader i.e. how does this text effect me and why?● words towards becoming a critical reader of any genre and to understand the recurrence of narrative throughout various texts	<p>Writing</p> <ul style="list-style-type: none">● focusing on writing to reach a broader audience● works on adding more cohesion and coherence to texts● writes around more advanced themes utilizing source material● reviews the core grammatical structures of English and develops an understanding of grammar as an interlanguage between languages● broadens writing skills in responding to source material through writing, summarizing and commenting on key issues and points
<p>Speaking & Listening</p> <ul style="list-style-type: none">● focus on delivery of speech to various audiences● refining information loading skills, and moving from topic to topic● reflecting on own strengths and weaknesses in speaking and listening● practising debating more academic topics with broader contexts	

(Gr. 9) Indicators of Proficiency

(1 = needs practice, 2 = meets requirements, 3 = thorough or above knowledge of content)

Integration Skills

During the ninth grade, the emphasis is on Multiliteracy and Media Literacy (L4).

The student is encouraged to:

- comment on sociohistorical events when responding to texts
- reflect on themselves as readers and their reactions towards texts
- write utilizing multiple sources and on various platforms

Assessment of Core Content 7-9	
Requirements for advancement	Requirements for good performance
<p>Reading</p> <ul style="list-style-type: none"> ● accuracy, reading lengthy texts with a high degree of comprehension ● Connect to larger themes/topics/concepts with support ● gather and organise related information ● can evaluate a text ● identify some literary devices and main elements of a text ● compare and contrast fictitious to nonfiction text to familiar context <p>Writing</p> <ul style="list-style-type: none"> ● can write a five paragraph expository/descriptive essay based on an assigned/selected text or topic with support ● can write a research report with support ● can write utilizing some writing conventions ● uses some vocabulary and terminology typically associated with the task or topic ● knows yet inconsistently demonstrates knowledge of some grammar conventions <p>Speaking</p> <ul style="list-style-type: none"> ● listen in order to understand and respond appropriately in different situations to entertain and inform ● use adequate speaking skills and strategies to communicate with different audiences for a variety of purposes ● reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. <p>Listening</p> <ul style="list-style-type: none"> ● listen to a speaker's communicative 	<p>Reading</p> <ul style="list-style-type: none"> ● accuracy, reading lengthy texts with a high degree of comprehension ● Connect to larger themes/topics/concepts ● gather and organise key information ● critical evaluation of text ● reading to actively acquire vocabulary ● identify the literary devices and key elements of a text ● compare and contrast fictitious to nonfiction text in view of broader socio historical context <p>Writing</p> <ul style="list-style-type: none"> ● can write a five paragraph expository/descriptive essay based on an assigned/selected text or topic independently ● can write a research report independently ● can write utilizing the required writing conventions ● uses vocabulary and terminology typically associated with the task or topic ● knows and demonstrates knowledge of standard grammar conventions <p>Speaking</p> <ul style="list-style-type: none"> ● listen in order to understand and respond appropriately in different situations to entertain and inform ● use adequate speaking skills and strategies to communicate with different audiences for a variety of purposes ● reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

intent

- listen for implicit or implied meaning
- selective listening skills

Listening

- listen to a speaker's communicative intent
- listen for implicit or implied meaning
- selective listening skills