THE FINNISH NATIONAL CORE CURRICULUM & MULTILITERACY COMPILATION

MISSION AND GENERAL GOALS OF MULTILITERACY IN BASIC EDUCATION, GRADES 1-9

The pupils need multiliteracy in order to interpret the world around them and to perceive its cultural diversity. Multiliteracy means abilities to obtain, combine, modify, produce, present and evaluate information in different modes, in different contexts and situations, and by using various tools. Multiliteracy supports the development of critical thinking and learning skills. While developing it, the pupils also discuss and reflect ethical and aesthetic questions.

Multiliteracy involves many different literacies that are developed in all teaching and learning. The pupils must have opportunities to practise their skills both in traditional learning environments and in digital environments that exploit technology and media in different ways.

The pupils’ multiliteracy is developed in all school subjects, progressing from everyday language to mastering the language and presentational modes of different ways of knowing. A precondition for developing this competence is a rich textual environment, pedagogy that draws upon it, and cooperation in teaching and with other actors. The instruction offers opportunities for enjoying different types of text. In learning situations, the pupils use, interpret and produce different types of texts both alone and together. Texts with diverse modes of presentation are used as learning materials, and the pupils are supported in understanding their cultural contexts. The pupils examine authentic texts that are meaningful to them and interpretations of the world that arise from these texts. This allows the pupils to rely on their strengths and utilise contents that engage them in learning, and also draw on them for participation and involvement.
Participating in civic activity is a basic precondition for an effective democracy. Skills in participation and involvement as well as a responsible attitude towards the future may only be learned by practising. The school environment offers a safe setting for this, while basic education also lays a foundation of competence for the pupils’ growth into active citizens who use their democratic rights and freedoms responsibly. The mission of the school is to reinforce the participation of each pupil.

OBJECTIVES

The pupils gather knowledge and experiences of the systems and methods for participation and involvement in civic society and communal work outside of the school.

They learn to assess the impacts of media and to exploit the potential it offers. By experience, the pupils learn about involvement, decision making and responsibility. They also learn to understand the significance of rules, agreements and trust. Through participation both at school and outside it, the pupils learn to express their views constructively. They learn to work together and are offered opportunities to practise negotiation skills, arbitration and conflict resolution as well as critical examination of issues. The pupils are encouraged to consider proposals from the perspectives of equality of the different parties, fair treatment and a sustainable way of living.

GRADES 3-6

TRANSVERSAL COMPETENCES - MULTILITERACY

The pupils make progress in their command of their basic reading and writing skills and techniques. They practise analysing fiction, non-fiction and argumentation and recognising the difference between them.

The pupils are guided in observing and interpreting their textual environment and realising that texts have different purposes which influence the choice of devices used in the texts. For example, texts may aim to inform, evoke mental images or persuade the reader to make purchases.

The pupils are encouraged to use versatile information sources, including oral, audio-visual, printed, and digital sources as well as search engines and library services. At the same time, the pupils are guided in comparing and evaluating the appropriateness of the information they find. The pupils are guided in working with various media, which aims at making visible the meanings and realities conveyed by the media. Critical literacy is developed in cultural contexts that are meaningful for the pupils. Narration, description, comparison, and commentary as well as various media presentations are modes of presenting information typical of this age. Active reading and producing different texts as part of school work and free time as well as enjoying texts – both in the role of an interpreter and a producer – promote the development of multiliteracy.

SOCIAL STUDIES 3-6
In social studies, the pupils are guided to follow topical issues and events and to understand their connection to their own lives. Practice in acquiring and critically evaluating information produced by different actors and applying it in different situations is essential. The pupils are encouraged to participate and be active and constructive in different situations and communities. They are guided to understand that societal decision-making is based on choices between alternative possibilities in order to find consensus.

In the teaching and learning of social studies in the grades 3-5 the pupils

- Get acquainted with nearby communities and the rights and duties of their members.
- Explore and practise the skills in democratic involvement and acting in the society needed as responsible and active members of different communities, for instance, in the class and the school, in different pastimes and organisations, in the media and economic activity.

The objectives are

- To encourage the pupil to practise the basic skills of democratic involvement and to discuss different views constructively.
- To encourage the pupil to participate in the activities of different communities and to practise using the media safely and with social awareness.

GRADES 7-9

TRANSVERSAL COMPETENCES

The pupils need encouragement for confronting and dealing with unclear and conflicting information. The different ways of constructing knowledge are explored together, and pupils are encouraged to express their own experimental knowledge and to consider its significance to their way of thinking.

The pupils should have the opportunity to make observations and improve their perception, to search information in many different ways, and to observe topics critically from different perspectives.

Multiliteracy

(The pupils are guided to deepen their multiliteracy by expanding the range of texts in the teaching and learning of all subjects. In this context, texts means information expressed by systems of verbal, visual, auditive, numeric, and kinaesthetic symbols and their combinations. The emphasis is on practising the pupils’ analytical, critical, and cultural literacy. The pupils practise using all of their sensory faculties and utilising different ways of knowing diversely in their learning. Producing, interpreting, and communicating information are practised in ways characteristic of different subjects and in cooperation between subjects. The pupils are also
encouraged to use their multiliteracy when participating and being involved in their own surroundings, the media, and the society. School work offers plenty of opportunities for practising these skills in a cooperative setting.

The pupils are guided in developing their visual literacy by using different modes of image interpretation and presentation. Media literacy is developed by being involved in and working with various media. The pupils are encouraged to express their views using different means of communication and involvement.

**ICT competence**

Information management and inquiry based and creative work: The pupils are guided to seek and produce information diversely and to use sources of information in versatile ways as a foundation for exploratory and creative work. At the same time, the pupils practise source criticism and evaluate the way they and others, as well as different search engines and databases, work and produce information.

**Participation, involvement and building a sustainable future**

Teaching and learning aims at increasing the pupils’ interest in common and societal issues and includes practise in acting as members of a democratic society.

**MOTHER TONGUE**

In the teaching and learning of mother tongue it would be important:

- To offer the pupil versatile opportunities for selecting, using, interpreting and evaluating diverse fictional, on-fictional and media texts
- To guide the pupil to develop analytical and critical literacy, to practise making observations from texts and interpreting them using appropriate concepts, and to establish his or her vocabulary and resource of concepts
- To encourage the pupil to develop his or her skill of evaluating information acquired from various sources and using the information appropriately.

*So that the pupil would be able to identify the key stages of information acquisition and knows where and how to search information and that the pupil would be able to evaluate the usability and reliability of sources.*

The goals are

- To develop the pupil’s competence in strengthening his or her skills in managing and using information, diversifying the use of sources and the command of citation techniques in his
or her text and to instruct the pupil to act ethically online respecting privacy and copyrights.

- So that pupil is able to use information acquired from different sources in his or her own texts. The pupil knows how to make notes, summarise the information he or she has acquired and use sources in his or her own texts.

**HISTORY**

In the teaching and learning of history, the pupils focus on critical analysis of information produced by different actors and the dimensions of historical source material. The pupils also focus on the premise of historical research according to which the aim is to form a perception of the past that is as reliable as possible based on available evidence. The objective of the instruction is to support the development of textual skills related to history: the ability to read and analyse sources produced by actors of the past and to competently interpret their meaning and significance.

Objectives:

- to guide the pupil to explain why historical information can be interpreted and used differently in different situations and to critically evaluate the reliability of interpretations
- to guide the pupil in developing his or her competence in using a variety of sources, comparing them, and forming his or her justified interpretation based on those sources.

In the teaching and learning of history the content is focused to the origins of the world politics of today. The pupils explore the shared history of developed and developing countries and the origins of new kinds of political tensions in the world as well as solutions for them.

The goals are:

- To activate the pupil to acquire historical information from diverse age-appropriate sources and to evaluate their reliability so that he or she would be able to search information from different historical sources of information and detects differences in their reliability.
- To help the pupil to understand that historical information can be interpreted in different ways. She or he is guided to explain why historical information can be interpreted and used in different situations and to critically evaluate the reliability of interpretations. So that the pupil would be able to evaluate the reliability of interpretations of historical events of phenomena.
- To guide the pupil in developing his or her competence in using a variety of sources, comparing them, and forming his or her own justified interpretation based on those
sources so that she or he is able to answer questions about the past by using information he or she has obtained from different sources.

- To guide the pupil to evaluate alternative futures based on his or her knowledge of history so that he or she is able to describe how interpretations of the past are used to justify choices made for the future.

**SOCIAL STUDIES**

The task of the subject of social studies is to support the pupils’ growth into active, responsible, and enterprising citizens. The pupils are guided to act in a pluralistic society that understands diversity and respects human rights and equality in accordance with the values and principles of democracy. The task of the subject is to provide the pupils with a knowledge base of how the society works and how citizens can be involved as well as to encourage pupils to become independent societal and economic actors. In social studies, the pupils are guided to follow topical issues and events and to understand their connection to their own lives. They practise their skills in critically acquiring and assessing information produced by different actors as well as applying it in different situations.

In grades 7 – 9, the instruction emphasises the pupils’ opportunities and skills of democratic involvement as well as their responsibility in choices concerning their own lives. The pupils practise decision-making and involvement in the school community and with other actors in the local community. In the instruction, attention is paid to structures of the society and communal life as well as the concepts related to them. The pupils are guided to evaluate societal and economic issues and to compare the different opinions and ways of acting connected to them from the point of view of different groups of people and value objectives. When studying societal topics, the viewpoint is expanded to also cover global issues.

In teaching and learning social studies in the grades 7-9 the goals are

- To guide the pupil in understanding the principles of decision-making and democratic practises on local, national and European Union level as well as globally and in being an active citizen who develops his or her local community, so that she or he is able to give examples of political decision making, exercise of authority, societal structures and operations on local, national and EU level as well as globally and to act according to the basic rules and principles of democracy when developing his or her local community.

- To guide the pupil to expand his or her views on the society and to participate in societal activity and discussion as well as to use his or her media skills and knowledge of society in forming his or her own views and in acting as a citizen, so that she or he is able to express and justify his or her opinion appropriately, to apply different skills of involvement and to act constructively as an active citizen in the local community.

- To guide the pupil to deepen and update his or her knowledge and skills related to the society, the functioning of economy, and private finances as well as to critically evaluate
the role and significance of the media, so that he or she is able to describe the operation of society, economy and media and to examine the public discussion related to them.

Source: