

APPROVED
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Ukraine
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STATE STANDARD (CURRICULUM)
of Basic Secondary Education

1. This State Standard defines the requirements for compulsory learning outcomes of students at the level of Basic Secondary Education, the total amount of their academic load distributed by education areas, the structure and content of Basic Secondary Education.

2. In this State Standard, the terms are used in the meaning given in the laws of Ukraine “On Education”, “On Full General Secondary Education”, and other regulations.

3. This State Standard is the basis for the development of the curriculum framework, as well as other educational programs in accordance with the requirements provided for in Article 11 of the Law of Ukraine “On Full General Secondary Education”.

4. The purpose of Basic Secondary Education is to develop the natural abilities, interests, talents of students, the formation of competencies necessary for their socialization and civic activity, conscious choice of further life path and self-realization, continuing education at the level of specialized education or obtaining a profession, a responsible, respectful attitude to the family, society, the environment, national and cultural values of the Ukrainian people.

The implementation of the goal of Basic Secondary Education is based on such values as:

respect for the student's personality and recognition of the priority of his/her interests, experience, own choice, aspirations, attitude in determining the goal and organizing the educational process, maintaining cognitive interest and persistence;

ensuring equal access of each student to education without any form of discrimination against participants in the educational process;

compliance with the principles of academic integrity during interaction of participants in the educational process and the organization of all types of educational activities;

formation of a free personality of the student, support of his/her independence, entrepreneurship and initiative, development of critical thinking and self-confidence;

support of healthy lifestyle of the student, creation of conditions for ensuring his/her harmonious physical and mental development, well-being;

creating an educational environment in which an atmosphere of trust is provided, without any form of discrimination against participants in the educational process;

affirmation of human dignity, honesty, mercy, kindness, justice, empathy, mutual respect and mutual assistance, respect for Human Rights and freedoms, the ability for constructive interaction of students with each other and with adults;

formation of students' active citizenship, patriotism, respect for the cultural values of the Ukrainian people, their historical and cultural heritage and traditions, and the state language;

nurturing students' love for their native land and responsible attitude to the environment.

5. Basic Secondary Education has such cycles as adaptive (grades 5-6) and basic subject training (grades 7-9), which make it possible to take into account the age and individual characteristics of development and needs of students, as well as to ensure progress by individual educational paths.

6. The requirements for compulsory learning outcomes are determined on the basis of a competence-based approach.

7. Key competences include:

1) fluency in the state language, which implies the ability to:

communicate orally and in writing based on knowledge of the functions of the language, resources (vocabulary, grammar) and norms of the modern Ukrainian literary language, types of language interaction, features of speech styles of information and literary texts, media texts, etc.;

obtain and process information from various (print and digital, in particular audiovisual) sources in various education areas and contexts, critically comprehend and use it for communication in oral and written form, to defend one's own views, beliefs, social and national values;

responsibly, realizing the value of the Ukrainian language as a language of interaction throughout the state, use language tools to achieve personal and public goals in life and educational situations, creative self-expression;

2) ability to communicate in their native language (if different from the state language) and foreign languages, which implies the ability to:

communicate orally and in writing based on knowledge of the functions of the language, resources (vocabulary, grammar) and norms of the language, features of the main styles and genres of speech, types of speech interaction;

obtain and process information from various (print and digital, in particular audiovisual) sources, critically assess it, use it in oral and written communication to defend their own views, beliefs, social and national values;

responsibly use language tools to achieve personal and social goals in life and educational situations, creative self-expression, based on the features of cross-cultural communication and experience of communication in the state language;

according to the situation, effectively express ideas, feelings, explain and discuss facts, phenomena, events, justify their views and beliefs in oral and written form in various personal and social contexts (everyday, educational, public, etc.), relying on language and speech experience, language norms in communication, socio-cultural realities and features of cross-cultural communication;

3) mathematical competence, which implies the ability to develop and apply mathematical knowledge and methods to solve a wide range of problems in everyday life; modeling processes and situations using the mathematical apparatus; awareness of the role of mathematical knowledge and skills in the personal and social life of a person;

4) competences in the area of natural sciences, engineering and technologies that provide for the formation of a scientific worldview; the ability and willingness to apply the appropriate set of scientific knowledge and methodologies to explain the natural world; the acquisition of experience in nature research and the formulation of evidence-based conclusions based on the information received; understanding of changes caused by human activity; responsibility for the consequences of such activities;

5) innovation, which implies the ability of the student to respond to changes and overcome difficulties; openness to new ideas; initiation of changes in the classroom, educational institution, family, community, etc.; the ability to define and set goals, motivate themselves and develop resilience and confidence in order to learn and achieve success;

6) environmental competence, which implies awareness of the ecological foundations of nature management, the need for nature protection, compliance with the rules of behavior in nature, economical use of natural resources, understanding the context and relationship of economic activity and the importance of nature conservation for ensuring the sustainable development of society;

7) information and communication competence, which implies confident, critical and responsible use of digital technologies for their own development and communication; the ability to safely apply information and communication tools in training and other life situations, adhering to the principles of academic integrity;

8) lifelong learning, which provides for the ability to identify and evaluate their own needs and resources for the development of competencies, apply various ways of developing competencies, find opportunities for learning and self-development; the ability to learn and work in a team and independently, organize their training, evaluate it, share its results with others, seek support when it is needed;

9) civil and social competences related to the ideas of democracy, justice, equality, human rights, well-being and healthy lifestyle, with awareness of equal rights and opportunities, providing for:

ability to act as a responsible citizen, to participate in public and community life, in particular educational institutions and classes, relying on an understanding of universal and social values, social, legal, economic and political principles, ideas of sustainable development of society, the coexistence of people and communities in the global world, critical understanding of the main events of national, European and world history, awareness of their impact on the worldview of a citizen and his/her self-identification;

showing respect for others, tolerance, the ability to cooperate constructively, empathize, overcome stress and act in conflict situations, in particular those associated with various manifestations of discrimination; careful attitude to personal, social health, awareness of personal feelings and feelings, the ability to listen to internal needs; maintaining a healthy lifestyle; understanding the rules of behavior and communication that are generally accepted in different communities and environments and are based on common moral values; the ability to act in conditions of uncertainty and multitasking;

10) cultural competence, which implies a stable interest in mastering the cultural and artistic achievements of Ukraine and the world, respect for the cultural traditions of Ukrainians, representatives of indigenous peoples and national minorities, other states and peoples; the ability to understand and appreciate creative ways of expressing and transmitting ideas in different cultures through different types of art and other cultural forms; the desire to develop and express their own ideas, feelings by means of culture and art;

11) entrepreneurship and financial literacy, which implies initiative, the ability to use opportunities and implement ideas, create values for others in any sphere of life; the ability to actively participate in the life of society, manage your own life and career; the ability to solve problems; the ability to take responsibility for decisions made; the ability to work in a team, to plan and implement projects that have cultural, social or financial value, etc.

8. The basis for the formation of key competences are personal qualities, personal, social, cultural and educational experience of students; their needs and interests that motivate them to learn; knowledge, skills and attitudes that are formed in the educational, socio-cultural and information environment, in various life situations.

9. The following skills are cross-cutting in all key competences:

1) read with understanding, which implies emotional, intellectual, aesthetic perception and awareness of what is read, understanding information recorded (transmitted) in various ways or reproduced by technical devices, which covers, in particular, the ability to identify hidden and obvious information, make assumptions, prove the reliability of arguments, supporting their own conclusions

with facts and quotes from the text, express ideas related to understanding the text after its analysis and selection of counterarguments;

2) express own opinion orally and in writing, that is, verbally convey own thoughts, feelings, beliefs, taking into account the purpose and participants of communication, choosing appropriate speech strategies for this;

3) think critically and systematically, which manifests itself in determining the characteristic features of phenomena, events, ideas, their relationships, ability to analyze and evaluate the evidence value and weight of arguments in judgments, take into account opposite opinions and counterarguments, distinguish facts, their interpretations, recognize attempts to manipulate data, using various resources and ways to assess the quality of evidence, the reliability of sources and reliability of information;

4) logically justify the position at the level that implies the ability to express consistent, consequential, justified reasoning in the form of judgments and conclusions, which is a manifestation of one's own attitude to events, phenomena and processes;

5) act creatively, which implies creative thinking, the production of new ideas, the virtuous use of other people's ideas and their refinement, the use of their own knowledge to create new objects, ideas, the ability to test new ideas;

6) take an initiative that involves actively searching for and offering solutions to solve problems, actively participating in various types of activities, initiating them, striving for leadership, and being able to take responsibility;

7) constructively manage emotions, which implies the ability to recognize one's own emotions and the emotional state of others, perceive emotions without judgment, respond adequately to conflict situations, understand how emotions can help and interfere in activities, setting yourself up for the search for internal balance, constructive communication, concentration of attention, productive activities;

8) risk assessment, which implies the ability to distinguish between acceptable and unacceptable risks, taking into account significant factors;

9) make decisions that involve the ability to choose ways to solve problems based on understanding the causes and circumstances that lead to their occurrence, achieving goals with forecasting and taking into account possible risks and consequences;

10) solve problems, which implies the ability to analyze problem situations, formulate problems, put forward hypotheses, practically check and justify them, obtain the necessary data from reliable sources, present and argue solutions;

11) collaborate with others, which implies the ability to justify the benefits of interaction during joint activities, plan own and group work, support group members, help others and encourage them to achieve a common goal.

10. Requirements for student learning outcomes are defined in the following education areas:

language and literature;
 mathematics;
 natural sciences;
 technology;
 information technology;
 society and health-saving;
 citizenship and history;
 art;
 physical education.

11. Each education area has:

a goal that is common for all levels of general secondary education;
 a competence potential, which refers to the ability of each education area to form all key competencies through the development of skills and attitudes and basic knowledge;
 mandatory learning outcomes
 recommended, minimum and maximum number of academic hours for training cycles (grades 5-6, 7-9).

12. Requirements for compulsory student learning outcomes consist of the following components:

groups of student learning outcomes covering related overall outcomes;
 common to all levels of general secondary education are the general students' learning outcomes, through which the competence potential of the area is realized;
 specific learning outcomes of students that determine their learning progress through educational cycles;
 benchmarks for assessment, which are used to determine the level of achievement of learning outcomes by students at the end of the corresponding cycle.

13. Mandatory learning outcomes of students are indicated by indexes in which:

an abbreviated letter entry indicates the education area to which the mandatory learning outcome belongs;
 the number at the beginning of the index indicates the serial number of the year of study (class) at the end of which the learning outcome is expected to be achieved;
 the first digit after the letter before the point indicates the group number of learning outcomes;

the digit after the point indicates the number of the general learning outcome;
the next digit indicates the number of a specific learning outcome;

the last digit indicates the reference number for evaluating the corresponding learning outcome.

14. The purpose of the language and literary education area is to develop competent speakers and readers with a humanistic worldview who speak Ukrainian, read informational and literary texts, in particular classical and modern fiction (Ukrainian and foreign), are able to communicate in the languages of indigenous peoples and national minorities, foreign languages for spiritual, cultural and national self-expression and intercultural dialogue, to enrich emotional and sensory experience, for creative self-realization, the formation of value orientations and attitudes.

The competence potential of the language and literary education area and basic knowledge are specified in Appendix 1.

The requirements for mandatory learning outcomes of students in the language and literature education area (Ukrainian language, Ukrainian literature, foreign literature (translated into Ukrainian) for classes (groups) with the Ukrainian language of instruction) are specified in Appendix 2 and provide that the student:

interacts with others orally, perceives and uses information to achieve life goals in various communicative situations;

perceives, analyzes, interprets, critically evaluates information in texts of various types, in particular informational and literary texts of classical and modern fiction (Ukrainian and foreign), media texts, and uses information to enrich their own experience and spiritual development;

expresses own thoughts, feelings, attitudes and ideas, interacts with other persons in writing, in particular interpreting informational and literary texts of classical and modern fiction (Ukrainian and foreign); if necessary, interacts with other persons in the digital space, adheres to the norms of the literary language;

examines individual speech, uses language for their own speech creativity, observes language and literature phenomena, analyzes them.

Requirements for mandatory learning outcomes of students in the language and literature education area (Ukrainian as the state language, Ukrainian literature, foreign literature (translated into Ukrainian) for classes (groups) with instruction in the language of an indigenous people or national minority (if the languages of an indigenous people or national minority do not belong to the group of Slavic languages) are specified in Appendix 3.

The requirements for compulsory learning outcomes of students in the language and literature education area (language and literature of an indigenous people or national minority) for classes (groups) with instruction in the language of an indigenous people or national minority) are specified in Annex 4.

The requirements for mandatory learning outcomes of students in the language and literature education area (Foreign Language Education) are specified in annexes 5 and 6 and provide that the student:

- perceives oral information and written texts in a foreign language in the context of direct and indirect intercultural communication;

- interacts with other people orally and in writing in real time by means of a foreign language;

- provides information, expresses thoughts, feelings, and attitudes in a foreign language.

15. The goal of the mathematics education area is to develop the student's personality through the formation of mathematical competence in conjunction with other key competences for successful educational and further professional activities throughout life, which provides for the assimilation of a system of knowledge, improving the ability to solve mathematical and practical problems; the development of logical thinking and mental properties of the individual; understanding the possibilities of applying mathematics in personal and public life.

The competence potential of the mathematics education area and basic knowledge are specified in Annex 7.

The requirements for mandatory learning outcomes of students in the mathematics education area are specified in Annex 8 and provide that the student:

- explores problem situations and identifies problems that can be solved using mathematical methods;

- simulates processes and situations, develops strategies, plans of actions for solving various tasks;

- critically evaluates the process and result of problem solving;

- develops mathematical thinking for cognition and transformation of reality, speaks a mathematical language.

16. The goal of the natural sciences education area is to form the personality of a student who knows and understands the basic laws of animate and inanimate nature, has certain skills in its research, shows curiosity, on the basis of the acquired knowledge and cognitive experience is aware of the integrity of the natural science picture of the world, is able to assess the impact of natural sciences, technology and technologies on the sustainable development of society and the possible consequences of human activity in nature, responsibly interacts with the natural environment.

The competence potential of the natural sciences education area and basic knowledge are specified in Annex 9.

The requirements for mandatory learning outcomes of students in the natural sciences education area are specified in Annex 10 and provide that the student:

learns the natural world by means of scientific research;

processes, systematizes and presents information of natural content;

understands the laws of nature, the role of natural sciences and technology in human life; behaves responsibly to ensure the sustainable development of society;

develops own scientific thinking, gains experience in solving problems of natural content (individually and in cooperation with others).

17. The goal of the technology education area is to realize the creative potential of the student, the formation of critical and technical thinking, readiness to change the natural environment without causing harm to it by means of modern technologies and design, entrepreneurship and innovation, partnership, the use of devices and technology to meet their own needs, cultural and national expression.

The competence potential of the technology education area and basic knowledge are specified in Annex 11.

The requirements for mandatory learning outcomes of students in the technology education area are specified in Annex 10 and provide that the student:

formulates an idea and translates the idea into a finished product according to the algorithm of design and technological activities;

creatively applies traditional and modern technologies;

effectively uses machinery, technologies and materials without causing harm to the natural environment;

cares about own life, meeting own needs and the needs of others.

18. The goal of the information technology education area is to develop the student's personality, ability to use digital tools and technologies to solve problems, develop creative expression, ensure their own and public well-being, think critically, act safely and responsibly in the information society.

The competence potential of the information technology education area and basic knowledge are specified in Annex 13.

The requirements for mandatory learning outcomes of students in the information technology education area are specified in Annex 14 and provide that the student:

finds, analyzes, transforms, summarizes, systematizes and presents data, critically evaluates information to solve life's problems;

creates information products and programs for effective task/problem solving, creative self-expression individually and in collaboration, with and without digital devices;

consciously uses information and communication technologies and digital tools for access to information, communication and cooperation as a creator and (or) consumer, as well as independently mastering new technologies;

is aware of the consequences of the use of information technology for themselves, society, environment, adheres to ethical, cultural and legal norms of informational interaction.

19. The goal of the society and health-saving education area is to develop the personality of a student who is capable of self-awareness, harmonious social and interpersonal interaction aimed at preserving their own health and the health of others, takes care of safety, shows entrepreneurship and professional orientation to ensure their own and public well-being.

The competence potential of the society and health-saving education area and basic knowledge are specified in Annex 15.

The requirements for mandatory learning outcomes of students in the society and health-saving education area are specified in Annex 16 and provide that the student:

takes care of personal health and safety, avoids risk factors, and responds to factors and activities that pose a threat to its own and public life, health, and well-being;

identifies alternatives, predicts consequences, makes decisions for own safety and the safety of others, health and well-being;

understands the value and adheres to a healthy lifestyle, analyzes and evaluates the consequences and risks for health and society;

shows entrepreneurship and behaves ethically to improve the health, safety and own well-being and of others.

20. The goal of the citizenship and history education area is to develop the student's personality through understanding the past, present and links between them, interaction between global, all-Ukrainian and local processes; the formation of the identity of a citizen of Ukraine, his/her active civic position based on the principles of democracy, patriotism, respect for Human Rights and freedoms, recognition of the value of the rule of law and intolerance to corruption.

The competence potential of the citizenship and history education area and basic knowledge are specified in Annex 17.

The requirements for mandatory learning outcomes of students in the citizenship and history education area are specified in Annex 18 and provide that the student:

thinks historically and chronologically, understands historical time, establishes causal relationships between events, phenomena and processes, people's activities and their results in time, identifies changes and duration in the life of society;

thinks geospatially, understands the socio-historical space, reveals the interdependence of the development of society, economy, culture and the natural environment;

thinks critically, works with various sources of information, and formulates historically based questions;

thinks systematically, identifies the interrelation, interdependence and mutual influence of historical events, phenomena, processes, figures in the context of the corresponding epochs; understands the multiplicity of interpretations of the past and present and compares their interpretations;

understands own dignity, exercises own rights and freedoms, respects the rights and dignity of others, shows tolerance, and counteracts discrimination;

adheres to democratic principles, interacts constructively with other individuals, the community of the educational institution, the local community and society, participates in solving local, national and global problems, is aware of the need to establish the rule of law and comply with legal norms to ensure the sustainable development of society.

21. The goal of the art education area is the holistic development of a successful student's personality in the process of mastering the artistic achievements of humanity; awareness of their own national identity in intercultural communication; formation of competencies necessary for artistic and creative self-expression; disclosure of creative potential, involvement in cultural processes in Ukraine.

The competence potential of the art education area and basic knowledge are specified in Annex 19.

The requirements for mandatory learning outcomes of students in the art education area are specified in Annex 20 and provide that the student:

learns different types of art, interprets literary images, gains experience of emotional experiences, develops a value attitude to art;

forms artistic-figurative, associative thinking during creative activity in various types of art;

learns about himself/herself through interaction with various artistic objects, develops emotional intelligence;

uses the information environment in their own creativity and artistic communication.

22. The goal of the physical education area is the harmonious physical development of the student's personality, increasing the functional capabilities of the body, improving vital motor skills and abilities, expanding movement experience through the formation of stable motivation of students to engage in physical culture and sports.

The competence potential of the physical education area and basic knowledge are specified in Annex 21.

The requirements for mandatory learning outcomes of students in the physical education area are specified in Annex 22 and provide that the student:

forms own mental and socio-psychological spheres of the individual by means of physical education;

is systematically engaged in physical training, knows the technique of physical exercises;

understands the importance of physical/motor activity for maintaining health and satisfaction in the process of physical education.

23. The total amount of students' academic load, its distribution between years of study, education area, mandatory and optional educational components are defined in the basic education plan of basic secondary education (hereinafter referred to as the basic education plan).

For students with special educational needs who receive basic secondary education in special institutions of general secondary education and special classes (groups) of institutions of general secondary education, the basic education plan determines the number of hours for correctional and developmental work.

24. On the basis of the basic education plan, standard education plans are developed as components of curriculum framework containing an indicative list of academic subjects, integrated courses, the formation of the content of which can be carried out by ordering in a logical sequence the learning outcomes of several integrated education areas, one education area or its individual components.

25. The basic education plan (appendix 23) shows the distribution of the total academic load of students of general secondary education institutions. The basic education plan is designed for:

1) institutions of general secondary education, in particular:

classes (groups) with the Ukrainian language of instruction;

classes (groups) with instruction in the language of an indigenous people or national minority;

classes (groups) with the Ukrainian language of instruction and learning the language of an indigenous people or national minority;

2) special institutions of general secondary education and special classes (groups) of institutions of general secondary education, in particular:

classes (groups) with the Ukrainian language of instruction;

classes (groups) with instruction in the language of an indigenous people or national minority;

classes with the Ukrainian language of instruction (for students with intellectual disabilities);

classes in the language of an indigenous people or national minority (for students with intellectual disabilities).

26. The basic education plan (except for options for special institutions of general secondary education and special classes (groups) of institutions of general secondary education) defines the recommended and minimum number of academic hours for studying each education area. The difference between the recommended and minimum number of academic hours in each education area can be reallocated to other education areas, as well as to selected educational components. An institution of general secondary education can independently determine the number of academic hours for studying each education area within a given range. The sum of hours spent studying all education areas should not exceed the total number of hours determined by the basic education plan.

The institution of general secondary education independently distributes additional hours for studying academic subjects, integrated courses, optional courses through which education areas are implemented, conducting individual consultations and group classes, taking into account the specifics of the organization of the educational process and individual educational needs of students, which are reflected in the educational program of the institution.

For special institutions of general secondary education and special classes (groups) of institutions of general secondary education, hours are provided for conducting correctional and developmental work within each education area, the directions and content of which are determined taking into account the peculiarities of psychophysical development of students with special educational needs.

27. Institutions of general secondary education that have classes (groups) with instruction in the language of an indigenous people or national minority, independently distribute the educational load between the language of an indigenous people or national minority and a foreign language, reflecting this in the education plan. Ukrainian as the state language in such institutions is studied according to training programs that take into account the language knowledge of students and the relationship between their native and state language.

Institutions of general secondary education that have classes (groups) with instruction in the language of an indigenous people or a national minority may use additional hours provided for in the basic education plan to implement the language and literary education area.

28. Assessing compliance of learning outcomes of students who have completed basic secondary education with the requirements of state standards is carried out in the form of state final certification.

LANGUAGE AND LITERATURE EDUCATION AREA

Competence potential

Key competences	Skills and attitude
<p>Fluency in the state language</p>	<p>Skills:</p> <p>perceive (in particular, read informational and literary texts of classical and modern literature (Ukrainian and foreign), understand, transform, analyze, interpret and evaluate information</p> <p>express thoughts, feelings, and views orally and in writing</p> <p>use verbal and nonverbal means in a variety of interpersonal, social, and cultural contexts</p> <p>observe the culture of speech and norms of speech etiquette, take into account the cultural and personal differences of the interlocutors, the preferences and/or limitations of individual groups or individuals</p> <p>adapt to changing communication conditions, solve non-standard tasks using the potential of the Ukrainian language and appropriate communication strategies</p> <p>Attitude:</p> <p>appreciation of the Ukrainian language as a factor of national and citizenship identity</p> <p>willingness to communicate in the state language</p> <p>desire to use the Ukrainian language in all spheres of life</p> <p>striving for nonviolent communication</p>
<p>The ability to communicate in their native</p>	<p>The ability to communicate in their native language (if different from the state language)</p> <p>Skills:</p>

Continued Annex 12

Key competences	Skills and attitude
<p>language (if different from the state language) and foreign languages, which implies the ability to:</p>	<p>perceive (in particular, read in the native language), understand, transform, analyze and interpret, and evaluate information</p> <p>express thoughts, feelings, and views orally and in writing in the native language</p> <p>adapt to the conditions of communication in a multilingual environment using the potential of the native language and appropriate communication strategies, take into account the cultural and personal differences of the interlocutors, the preferences and/or limitations of individual groups or individuals</p> <p>Attitude:</p> <p>appreciation of the native language as a factor of ethno-cultural identity</p> <p>willingness to communicate in the native language</p> <p>need to read in the native language</p> <p style="text-align: center;">Ability to communicate in foreign languages</p> <p>Skills:</p> <p>use own speech experience to learn foreign languages</p> <p>explain the role/meaning of language phenomena and systems of concepts that are used to form a picture of the world of native speakers of a foreign language</p> <p>use a variety of strategies if necessary to meet own foreign language communication intentions</p> <p>use foreign languages to expand reading experience and reader interests</p> <p>Attitude:</p> <p>readiness for intercultural dialogue</p> <p>understanding the importance of mastering foreign languages for cross-cultural communication</p> <p>openness to learning foreign languages</p>

Continued Annex 13

Key competences	Skills and attitude
	<p>readiness to communicate in foreign languages</p> <p>compliance with the culture of communication adopted in modern society, respect for the cultural and personal differences of interlocutors, awareness and consideration of the preferences and/or limitations of individual groups or individuals, identification of understanding and empathy</p> <p>tolerance to representatives of a different people, native speakers of a different language, culture, customs and way of life</p> <p>understanding the need to popularize Ukraine in the world by means of foreign languages</p>
<p>Mathematical competence</p>	<p>Skills:</p> <p>establish cause-and-effect relationships, highlight the main and secondary information</p> <p>formulate a definition, logically justify the expressed opinion</p> <p>convert information from one form to another (text, graph, table, diagram) to solve communication problems</p> <p>Attitude:</p> <p>willingness to search for various ways to solve communication problems</p>
<p>Competencies in the field of natural sciences, engineering and technology</p>	<p>Skills:</p> <p>express hypotheses, describe the processes of their own activities using language and speech tools, in particular a foreign language</p> <p>Attitude:</p>

Continued Annex 14

Key competences	Skills and attitude
Innovativeness	<p>desire to deepen the idea of a holistic scientific picture of the world for socio-technological development</p> <p>Skills:</p> <p>present own ideas, visions, and innovative views clearly, competently, and creatively, using appropriate means of speech expression</p> <p>mobilize resources (in particular intangible and digital) through communication for innovation activities</p> <p>effectively use various communication strategies to solve vital problems, in particular in situations of ambiguity and uncertainty</p> <p>Attitude:</p> <p>openness to innovation, willingness to produce new ideas, and encourage others to do so</p>
Environmental competence	<p>Skills:</p> <p>use the potential of texts (in particular, literary texts, media texts) to cover human activity as a part of nature</p> <p>use communication strategies to implement environmental projects, form an ecological culture and ensure sustainable development of society</p> <p>Attitude:</p> <p>interest in the achievements of Ukrainian and foreign authors who have made a significant contribution to the formation and dissemination of ideas of sustainable development of society</p>
Information and communication competence	<p>Skills:</p> <p>use different types of perception of texts (in particular, literary texts, media texts) to search, process, analyze and select information</p>

Continued Annex 15

Key competences	Skills and attitude
	<p>follow the algorithm in the process of drawing up a plan for solving communication problems</p> <p>communicate competently and safely in the information space</p> <p>distinguish other people's emotions in the context of communication</p> <p>recognize manipulative technologies and resist them</p> <p>use modern digital technologies to expand the reader experience and the range of reader interests</p> <p>Attitude:</p> <p>satisfaction of cognitive interest in the information environment</p> <p>desire to interact ethically in the virtual space</p> <p>willingness to comply with copyright</p> <p>striving for personal development as a competent speaker and reader through digital technologies</p>
Lifelong learning	<p>Skills:</p> <p>identify own communication needs, goals, and ways to achieve them</p> <p>use effective techniques for learning the state / native / foreign language, taking into account own learning style</p> <p>constantly enrich own vocabulary through the use of dictionaries and reference resources, in particular digital ones</p> <p>carry out self-assessment of performance results, reflection</p> <p>use different types of libraries and navigate library resources</p> <p>Attitude:</p>

Continued Annex 16

Key competences	Skills and attitude
	<p>desire to improve your own speech throughout life, to develop speech intuition</p> <p>breaking down own language and communication barriers, realizing and overcoming stereotypes</p> <p>understanding the role of reading texts (in particular, literary texts, media texts) by Ukrainian and foreign authors for harmonious development and self-improvement</p> <p>desire to enrich the reader's and speech experience</p>
<p>Citizenship and social competencies</p>	<p style="text-align: center;">Citizenship competencies</p> <p>Skills:</p> <p>express own citizenship position in a reasoned and competent manner</p> <p>use communication skills and multilingualism for cross-cultural dialogue</p> <p>avoid discriminating against others in their statements and actions</p> <p>critically evaluate information from various sources, form and defend personal value orientations based on the values of the Ukrainian people, their historical and cultural achievements and traditions in the European Value context</p> <p>Attitude:</p> <p>perception of citizenship values actualized in texts (in particular, literary texts, media texts) by Ukrainian and foreign authors</p> <p>respect for the Ukrainian culture, tolerant attitude to other cultures</p> <p>nurturing Ukrainian national values, respect for the values of other peoples and cultures</p> <p>openness to cultural diversity through language (s) learning and cross-cultural communication</p> <p>respect for the law and legislation on ensuring the functioning of the Ukrainian language as the state language</p>

Continued Annex 17

Key competences	Skills and attitude
	<p>asserting the right to own opinion</p> <p style="text-align: center;">Social competencies</p> <p>Skills:</p> <ul style="list-style-type: none"> use effective communication strategies for group collaboration use the language of nonviolent communication take into account the influence of the word on a person's mental health, and use speech expressive means responsibly take into account the personal and cultural differences of the interlocutors, the preferences and/or limitations of individual groups or individuals apply communication strategies to counteract destructive and manipulative influences that pose a threat to health communicate constructively in different social environments while respecting the principles of individual freedom identify socially important content in the texts (in particular, literary texts, media texts) of Ukrainian and foreign authors <p>Attitude:</p> <ul style="list-style-type: none"> readiness to establish contacts with other persons using various language tools desire to learn about the social experience of Ukraine and other countries through language and culture, in particular literary works of Ukrainian and foreign authors awareness of interdependencies
Cultural competence	<p>Skills:</p> <ul style="list-style-type: none"> use the language for spiritual, cultural and national expression

Continued Annex 18

Key competences	Skills and attitude
	<p>read, analyze and interpret texts (in particular, literary texts, media texts) by Ukrainian and foreign authors</p> <p>perceive and comprehend the values actualized in the texts (in particular, literary texts, media texts) of Ukrainian and foreign authors</p> <p>use the experience of interacting with works of art in life situations to form own worldview and enrich the experience</p> <p>create texts with the expression of own ideas, experiences and feelings and the use of appropriate artistic means</p> <p>select texts (in particular, literary texts, media texts) to meet own cognitive and aesthetic needs</p> <p>Attitude:</p> <p>need to read fiction for pleasure and reflection on what they read</p> <p>appreciation of fiction as the art of speech in the context of the spiritual heritage of humanity</p> <p>openness to cross-cultural communication, awareness of individual and social stereotypes that may be contained in the text (in particular, a literary text, a media text)</p> <p>interest in world cultural achievements</p> <p>willingness to perceive a literary work as a structure that is open to readers' interpretations in time and space</p>
<p>Entrepreneurship and financial literacy</p>	<p>Skills:</p> <p>initiate oral, written and online interaction in the state/native / foreign language to develop the idea and implement it</p> <p>present your own idea and initiatives clearly, competently, and using appropriate expressive means</p> <p>use communication strategies to formulate own suggestions and solutions</p>

Continued Annex 19

Key competences	Skills and attitude
	<p>describe own skills and competencies in relation to career options, development of entrepreneurial and social initiatives in the state/native/foreign language</p> <p>explain the meaning of saving, investing, borrowing, insurance, etc., in particular on the example of literary works by Ukrainian and foreign authors</p> <p>discuss and plan income and expenses using effective communication strategies</p> <p>use financial documents</p> <p>Attitude:</p> <p>willingness to take responsibility for themselves and others</p> <p>responsible attitude to a speech act</p> <p>understanding the role of communication skills and reading experience for successful self-realization, in particular in the professional career and business environment</p> <p>awareness of the importance of speaking the state language and communicating in their native / foreign language to ensure well-being and financial success</p> <p>willingness to defend the importance of increasing income, cost-efficiency and rational use of funds</p>

Basic knowledge

The Ukrainian language, the Ukrainian literature, foreign literature (translated into Ukrainian), language and literature of an indigenous people or national minority

Information: source of information; text, graphic, numerical information, etc.; reliability, novelty, relevance and consistency of information; reliability and unreliability of information sources; selection criteria and methods of information search; explicit and hidden information; facts and judgments; manipulation and propaganda.

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Communication: communicative interaction; communication situation; addressee, addressant; form and content of the message; purpose and position of the speaker; communicative intentions of the interlocutors; important and secondary details of the message; hidden content of the message; verbal and nonverbal means; typical strategies of speech interaction; argumentation; intonation means; emotional state of the interlocutors; formulas of speech etiquette; genre forms of speech; various strategies for producing ideas; principles of communication ethics, norms of literary pronunciation; socio-cultural norms; stereotypes, countering and preventing discrimination, harassment (bullying); countering propaganda and manipulation; nonviolent communication; socio-cultural context; digital environment; safe behavior in the digital space; online interaction; presentation forms; academic integrity.

Text: types of texts (single and multiple, whole, interrupted and mixed); description, story, reflection; styles and genres; text structure; fragmentary texts; content of what is read; topic; microtopic; idea; problems in the text; subtext; cultural and historical context; hypertext in the media text; personal and social experience; the purpose of reading (for obtaining information, performing tasks, developing aesthetic experience).

Literary work: literature of the Ukrainian and foreign authors; literature of indigenous peoples and national minorities; actual national and universal, in particular moral and ethical literature, problems of works; genera and genres of literature; content and form of a literary work (theme, idea, story line, plot, composition, artistic images, poetics); literary work in a historical and cultural context; literary and artistic epochs, trends and styles; individual style; aesthetic value of a literary work; openness of works of literature to interpretation; literary translation; reading experience, emotional state of the reader.

Language tools: language as a system; language units of different levels, their characteristic features and functions in speech; language as a reflection of the world picture; language norm and its dynamism in a historical and cultural context; error; means of artistic expression.

Foreign languages

Knowledge of the world: the importance of a foreign language for life in a multilingual and multicultural world space; places, institutions, organizations, people, objects and their interrelationships and processes in appropriate communication situations.

Socio-cultural knowledge (society and culture of the country of the language being studied): everyday life; living conditions; interpersonal relationships; values, beliefs, attitudes to national identity, history, traditions, art, etc.; body language; social habits/conventions/stereotypes (punctuality, clothing, food, behavior, customs, celebrations, etc.).

Continued Annex 111

Information: sources and types of information; reliability and novelty of Information; selection criteria and methods of information search; explicit and hidden information.

Communication: communicative interaction; purpose and situation of communication; communicative intention; verbal and nonverbal means; standard communication strategies; intonation means; emotional state; formulas of speech etiquette; various strategies for producing ideas; socio-cultural context of communication; typical interaction strategies; digital environment; safe behavior in the digital space; socially significant issues; online interaction.

Speech functions and language tools: description; story; characteristics; argumentation of one's own choice, view; asking and providing information; asking for clarification of information; offering, accepting, rejecting an offer; asking for help; evaluating events, situations, actions, facts; comparing events, facts, phenomena; attracting the attention of the interlocutor; expressing one's own impressions, feelings, emotions, beliefs, thoughts, consent or disagreement; the meaning of language phenomena and other system of concepts through which reality is perceived; lexical range in accordance with the topic of situational communication.

REQUIREMENTS

to mandatory students' learning outcomes in the language and literary educational area
(the Ukrainian language, the Ukrainian literature, foreign literatures (translated into Ukrainian))

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Interactions with others orally, perception and use of information to achieve life goals in various communicative situations				
perceives oral information [LAN 1.1]	listens to statements (in particular, literary texts, media texts) in various forms (monologue, dialogue, polylogue), perceiving information of the appropriate volume presented at a fairly free pace on well-known and partially new topics [6 LAN 1.1.1]	listens carefully to monologue/dialog statements, taking into account the purpose and conditions of communication, features of texts (in particular, literary texts, media texts) [6 LAN 1.1.1-1]	listens to information from various sources on well-known and new topics, presented at a free pace, texts (in particular, literary texts, media texts) [9 LAN 1.1.1]	consciously uses active listening techniques [9 LAN 1.1.1-1]
	respond to what they hear, clarifying important details for understanding [6 LAN 1.1.2]	fully answers questions about the content of the message heard (in particular, a literary text, a media text) [6 LAN 1.1.2-1]	actively participates in communication, using techniques of communicative interaction in accordance with the purpose and	answers questions about the content of the message heard (in particular, a literary text, a media text), focusing on important details, in particular artistic details in the literary text

Continued Annex 22

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>understands and reproduces the content of the message heard (in particular, a literary text, a media text), reacts tolerantly, using formulas of speech etiquette, ethically expresses their own attitude to the heard</p> <p>[6 LAN 1.1.2-2]</p> <p>if necessary correctly ask the interlocutor to clarify the details</p> <p>[6 LAN 1.1.2-3]</p>	<p>situation of communication</p> <p>[9 LAN 1.1.2]</p>	<p>[9 LAN 1.1.2-1]</p> <p>discusses the relevance, genre-generic affiliation of the heard text (in particular, a literary text, a media text), ideological-thematic and general aesthetic features, the connection of the text with the situation of communication and the literary text with a certain era, the artist's work</p> <p>[9 LAN 1.1.2-2]</p> <p>responds adequately to the heard, demonstrating an understanding of the interlocutor's communicative intentions</p> <p>[9 LAN 1.1.2-3]</p> <p>formulates clarifying questions to the heard for their understanding</p> <p>[9 LAN 1.1.2-4]</p>
	conveys the hidden meaning of the message,	detects and reproduces the hidden content of the	recognizes and conveys the hidden meaning of	distinguishes nonverbal means that contribute to

Continued Annex 23

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	expressed through standard nonverbal means [6 LAN 1.1.3]	message (in particular, a literary text, media text), distinguishing nonverbal means (intonation, voice strength, logical accents, tempo, pauses, facial expressions, gestures, poses) used to convey hidden content [6 LAN 1.1.3-1]	the message (in particular, a literary text, a media text), expressed nonverbally [9 LAN 1.1.3]	understanding the content of the message that is not expressed verbally [9 LAN 1.1.3-1] detects nonverbal means that indicate the presence of hidden information in the heard message (in particular, a literary text, a media text), and conveys the hidden meaning of the heard [9 LAN 1.1.3-2]
Converts information from the heard message to various forms of messages [LAN 1.2]	verbally reproduces the content of the message heard (in particular, a literary text, a media text), focusing on individual details [6 LAN 1.2.1]	briefly retells the content of the message heard (in particular, a literary text, a media text), subordinating the intention of the statement to the topic and main idea [6 LAN 1.2.1-1] selectively retells the content of the message	retells the message heard (in particular, a literary text, a media text) in different ways according to the purpose and situation of communication [9 LAN 1.2.1]	retells the message heard (in particular a literary text, a media text) in detail, concisely, selectively, creatively, focusing on the content as a whole, on individual important details or fragments of the heard message (in particular a literary text, a media text) in accordance with the purpose and situation of communication [9 LAN 1.2.1-1]

Continued Annex 24

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		heard (in particular, a literary text, a media text) [6 LAN 1.2.1-2] rephrases lines in the dialog [6 LAN 1.2.1-3]		
	captures the main content of the message heard (in particular, a literary text, a media text) in accordance with the task at hand [6 LAN 1.2.2]	independently makes a simple plan of the heard [6 LAN 1.2.2-1] uses elements of taking notes (in particular, identifies keywords and phrases in the message heard) [6 LAN 1.2.2-2] reproduces the main thoughts and facts, individual statements of characters in a literary work that reveal the content of the message heard [6 LAN 1.2.2-3]	captures the message heard (in particular, a literary text, a media text) to optimize memorization, understanding, and further use of the heard [6 LAN 1.2.2]	independently composes and combines a complex plan, creates a synopsis, theses of what he/she has heard, gives a description of the characters of a literary work, correctly uses quotes, abbreviations, symbols, etc. [9 LAN 1.2.2-1]

Continued Annex 25

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	with the help of others or independently selects and creates graphic and visual means of transmitting information, in particular regarding a literary work (plot, distinguishing characters, establishing connections between them, etc.) [6 LAN 1.2.3]	displays and visualizes the message heard (independently or with the help of other persons), using various tools (drawings, diagrams, tables, comics, etc.) to reproduce the content, structure information [6 LAN 1.2.3-1] conveys the impression of the message heard (in particular, a literary text, a media text) using separate methods and means of visualization) [6 LAN 1.2.3-2]	independently selects various visualization methods and tools for transmitting information related to the message you hear (in particular, a literary text, a media text), making appropriate changes if necessary [9 LAN 1.2.3]	independently transmits own understanding of the message heard (in particular, a literary text, a media text) using various methods and visualization tools, structuring the information [9 LAN 1.2.3-1]
Selects oral information [LAN 1.3]	selects information from one or more sources (in particular, literary texts, media texts) in accordance with the task set or independently defined goals)	finds answers to the questions asked in the message heard (in particular, a literary text, a media text) [6 LAN 1.3.1-1]	selects information from one or more sources (in particular, literary texts, media texts) in accordance with independently defined goals, and uses it appropriately	finds the necessary information, known or new, in one or more sources (in particular, literary texts, media texts) and uses it in accordance with independently defined goals

Continued Annex 26

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 LAN 1.3.1]	distinguishes between known and new information [6 LAN 1.3.1-2] defines keywords in the message heard (in particular, a literary text, a media text) [6 LAN 1.3.1-3]	[9 LAN 1.3.1]	[9 LAN 1.3.1-1]
Analyzes and interprets oral information [LAN 1.4]	defines the topic, individual microtopics, the main idea, and important details of the message heard (in particular, a literary text, a media text) [6 LAN 1.4.1]	formulates the topic and idea of the message heard (in particular, a literary text, a media text) [6 LAN 1.3.1-1] defines the main and secondary information, microtopics, and important details in the message heard (in particular, a literary text, a media text) [6 LAN 1.4.1-2]	defines the topic, main idea, list of problems raised in the message heard (in particular, a literary text, a media text), and distinguishes details that are important for understanding of the heard [9 LAN 1.4.1]	outlines the subject and problems of the message heard (in particular, a literary text, a media text) for further interpretation [9 LAN 1.4.1-1] identifies important details of the message heard (in particular, a literary text, a media text) to illustrate your own understanding of the heard [9 LAN 1.4.1-2]

Continued Annex 27

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>systematizes and generalizes different opinions, identifying common and different things in them [6 LAN 1.4.2]</p>	<p>defines common and different things in other people's messages [6 LAN 1.4.2-1]</p> <p>indicates constructive thoughts, being critical and tolerant of different views [6 LAN 1.4.2-2]</p>	<p>establishes a link between fragments of information obtained from one or more sources [9 LAN 1.4.2]</p>	<p>defines the relationship between fragments of partially incomplete information obtained from one or more different sources to form a complete picture [9 LAN 1.4.2-1]</p>
	<p>explains the relationship between the content and form of the message heard (in particular, a literary text, a media text) [6 LAN 1.4.3]</p>	<p>characterizes the features of the form of oral communication (in particular, a literary text, a media text), defined by the content [6 LAN 1.4.3-1]</p>	<p>determines and predicts the mutual influence of elements of the form and content of an oral message in different communication situations [9 LAN 1.4.3]</p>	<p>analyzes the style, genre, aesthetic, and language features of the message heard (in particular, a literary text, a media text) [9 LAN 1.4.3-1]</p> <p>predicts how changing the form of the message heard (in particular, a literary text, a media text) affects the content, and changing the content affects the form [9 LAN 1.4.3-2]</p>
	<p>defines the purpose of the message</p>	<p>defines the main purpose of the heard</p>	<p>defines the speaker's goal and assumes the</p>	<p>defines the main goal and predicts the intentions of the interlocutor, if necessary,</p>

Continued Annex 28

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 LAN 1.4.4]	[6 LAN 1.4.4-1] based on a specific goal, predicts the course of further communication and/or its result [6 LAN 1.4.4-2]	interlocutor's communicative intention [9 LAN 1.4.4]	asking clarifying questions and quoting what they have heard, in order to establish communicative interaction and mutual understanding [9 LAN 1.4.4-1] distinguishes between individual elements of manipulation and propaganda [9 LAN 1.4.4-2]
	connects and compares the heard with their life experience [6 LAN 1.4.5]	reasonably compares the heard with their life experience [6 LAN 1.4.5-1] reveals the relationship of the content or other components of a literary work (quotes, excerpts, episodes, actions of characters, etc.) with their own needs for personal development [6 LAN 1.4.5-2]	integrates the hear with own and socio-historical experience [9 LAN 1.4.5]	justifies the connection of the heard message (in particular, a literary text, a media text) with their own and socio-historical experience (supports the dialogue "reader — text — author") to optimize their own activities, in particular in new circumstances, decision- making in various situations [9 LAN 1.4.5-1]

Continued Annex 29

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	distinguishes between facts, judgments, and arguments in the heard [6 LAN 1.4.6]	recognizes facts, judgments, and arguments present in the message heard (in particular, a literary text, a media text) [6 LAN 1.4.6-1] formulates questions to clarify the understanding of the message heard (in particular, a literary text, a media text) [6 LAN 1.4.6-2]	distinguishes between basic facts and judgments, understands the subtext in the message heard (in particular, a literary text, a media text) [9 LAN 1.4.6]	recognizes basic facts and judgments about them, identifies author's interpretations, understands argumentation, and comments on the subtext of the message heard (in particular, a literary text, a media text) [9 LAN 1.4.6-1]
Evaluates oral information [LAN 1.5]	justifies its attitude to the content and form of the message heard (in particular, a literary text, a media text) [6 LAN 1.5.1]	justifies the accuracy and completeness of information, if necessary, referring to the relevant sources, appropriately quoting individual fragments of the message heard (in particular, a literary text, a media text, etc) [6 LAN 1.5.1-1]	evaluates the content and form of the message heard (in particular, a literary text, a media text) [9 LAN 1.5.1]	comments on information (including partially incomplete information) received from one or more sources [6 LAN 1.5.1-1] determines the reliability, novelty, consistency of the information, compliance with their beliefs and views [9 LAN 1.5.1-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>characterizes the message heard (in particular, a literary text, a media text) from the point of view of the basic rules of communication, adheres to them</p> <p>[6 LAN 1.5.1-2]</p>		<p>comments on certain aspects of the form of the message heard (compliance of the communication situation and socio-cultural norms)</p> <p>[9 LAN 1.5.1-3]</p> <p>justifies their position on the message heard (in particular, a literary text, a media text), taking into account own experience and information from certain sources that they consider authoritative</p> <p>[9 LAN 1.5.1-4]</p> <p>determines the position of the interlocutor/speaker and the degree of achievement of the communication goal</p> <p>[9 LAN 1.5.1-5]</p> <p>listens to other opinions, demonstrating readiness to change own position, provided that sufficient arguments are received</p> <p>[9 LAN 1.5.1-6]</p>

Continued Annex 211

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	identifies individual details that facilitate or hinder communication [6 LAN 1.5.2]	indicates certain features that contribute to or hinder effective communication in a particular communication situation [6 LAN 1.5.2-1]	identifies essential details that contribute to or hinder efficient communication [9 LAN 1.5.2]	identifies essential features that contribute to or hinder effective communication in various communication situations [9 LAN 1.5.2-1]
	determines the influence of individual details, in particular artistic ones, of the message heard (in particular, a literary text, a media text) on the listener (addressee) [6 LAN 1.5.3]	characterizes the influence of individual details, in particular artistic ones, on the listener's (addressee's) perception of the content of the message heard (in particular, a literary text, a media text) [6 LAN 1.5.3-1]	highlights important details, including artistic ones, in the message heard (in particular, a literary text, a media text), explains their role, and evaluates expressive capabilities [9 LAN 1.5.3]	characterizes the role, expressive capabilities and influence on the listener (addressee) of important details, in particular artistic, the message heard (in particular a literary text, a media text) [9 LAN 1.5.3-1]
Expresses and defends its own views, ideas, and beliefs [LAN 1.6]	communicates constructively using typical speech constructs [6 LAN 1.6.1]	kindly expresses their attitude to the opinions of other persons, taking into account the incompleteness or inconsistency of the information heard [6 LAN 1.6.1-1]	justifies own position on personally and socially important issues, in particular those raised in the message heard (in particular, a literary text, a media text) in the real situation of communication [6 LAN 1.6.1]	logically and consistently presents own views, ideas, and beliefs in an appropriate genre form, supporting them with arguments and giving relevant examples from own or socio-historical experience [9 LAN 1.6.1-1]

Continued Annex 212

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>communicates, recognizing the right to the existence of a different opinion, in compliance with the principles of communication ethics, norms of literary pronunciation [9 LAN 1.6.1-2]</p> <p>appropriately uses quotes from various sources (in particular, literary texts, media texts) to confirm and express own views, ideas, and beliefs [9 LAN 1.6.1-3]</p>
	<p>defends own position on certain issues, in particular those raised in the message heard (in particular, a literary text, a media text) [6 LAN 1.6.2]</p>	<p>gives several arguments and examples to support own position, using standard speech constructions, appropriate quotes from the text (in particular, a literary text, a media text) to express own views, ideas, beliefs [6 LAN 1.6.2-1]</p> <p>logically structures own message</p>		

Continued Annex 213

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Uses verbal and non-verbal means while presenting own thoughts [LAN 1.7]	interacts with other people, accompanying their own speech with separate verbal and nonverbal means to achieve a communicative goal [6 LAN 1.7.1]	[6 LAN 1.6.2-2] uses verbal and nonverbal means to communicate effectively with interlocutors	performs and justifies the independent choice of verbal and nonverbal, in particular implicitly expressed, means [9 LAN 1.7.1]	selects and uses the necessary verbal and nonverbal means for effective communication, taking into account the communication situation and communicative intentions, social and cultural context [9 LAN 1.7.1-1] controls the use of nonverbal means in the context of implementing standard communication strategies [9 LAN 1.7.1-2] modifies the use of intonation tools depending on the communicative situation [9 LAN 1.7.1-3]
		[6 LAN 1.7.1-1] selects the style of speech in accordance with the purpose, needs and conditions of communication [6 LAN 1.7.1-2] adheres to the norms in the choice of speech tools [6 LAN 1.7.1-3]		

Continued Annex 214

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Regulates own emotional state [LAN 1.8]	explains the emotional state (own and others') with attention to its shades [6 LAN 1.8.1]	tells about own emotional state, describing individual shades of mood, feelings, experiences, etc. during the reflection of own activities or perception of a message (in particular, a literary text, a media text) [6 LAN 1.8.1-1]	analyzes and takes into account various emotional reactions (own and others') for effective communication [9 LAN 1.8.1]	identifies and anticipates emotional reactions in various communication situations [9 LAN 1.8.1-1] explains the reasons for the corresponding emotional state in typical life situations [9 LAN 1.8.1-2]
	regulates own emotions in communication [6 LAN 1.8.2]	regulates own emotions during the presentation of a message (in particular, a literary text, a media text), artistic recitation [6 LAN 1.8.2-1]	manages own emotions in standard communication situations [9 LAN 1.8.2]	performs emotional self-regulation, appropriately using verbal and nonverbal means (in particular, during a speech in front of an audience) [9 LAN 1.8.2-1]
	enriches interpersonal communication with positive emotions [6 LAN 1.8.3]	uses the necessary verbal and nonverbal means to enrich interpersonal communication with positive emotions, create a comfortable atmosphere of communication, and	has a positive impact on the emotional state of the interlocutors in order to achieve the goal of communication [9 LAN 1.8.3]	has a positive effect on the emotional state of participants in group communication, appreciating own cultural traditions and showing respect for others [9 LAN 1.8.3-1]

Continued Annex 215

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>encourage interlocutors to take certain actions [6 LAN 1.8.3-1]</p> <p>gives examples from texts (in particular, literary texts, media texts) regarding the ability (inability) to manage emotions, explaining the emotional state of literary characters (taking into account the situation, era, national traditions and customs, etc.) for the development of own emotional intelligence [6 LAN 1.8.3-2]</p>	<p>characterizes interpersonal interactions in the message heard (in particular, a literary text, a media text), pointing out a variety of emotional states and explaining them for the development of own emotional intelligence [9 LAN 1.8.4]</p>	<p>comments on the peculiarities of expressing an emotional state in different cultures based on the analysis of the message heard (in particular, a literary text, a media text) for the development of own emotional intelligence [9 LAN 1.8.4-1]</p>
	<p>2. Perception, analysis, interpretation, critical evaluation of information in various types of texts (in particular, literary texts, media texts) and its use to enrich own experience</p>			
Perceives the text [LAN 2.1]	<p>in accordance with the goal, uses the main types of reading texts (complete, interrupted, mixed) (in particular, literary texts, media texts) [6 LAN 2.1.1]</p>	<p>reads texts of various functional styles and speech genres in different ways (overview, selective, etc.) in accordance with the purpose of reading [6 LAN 2.1.1-1]</p>	<p>applies various types of critical reading of single and multiple texts (complete, interrupted, mixed) (in particular, literary texts, media texts) on well-known and new</p>	<p>applies various types of critical reading of texts of different styles, including fragmentary ones (in particular, literary texts, media texts) [6 LAN 2.1.1-1]</p>

Continued Annex 216

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			topics in accordance with the purpose of reading [9 LAN 2.1.1]	
	consciously uses the main components (title, content, annotation, etc.) of the source of information (printed or digital), as well as the components of the text structure (in particular, a literary text, a media text) [6 LAN 2.1.2]	explains the functions of the main components of a printed or digital text source of information (title, content, annotation, etc.), distinguishes the components of the text structure (in particular, a literary text, a media text) according to its genre-generic affiliation and style features [6 LAN 2.1.2-1] uses the title, content, and annotation to optimize work with text [6 LAN 2.1.2-2]	efficiently uses the components of a printed or digital text source of information to achieve the goal of reading [9 LAN 2.1.2]	uses various components of a printed or digital text source of information (division according to subject headings, headings, abbreviations, selections, etc.) to optimize working with text information [9 LAN 2.1.2-1] determines the specifics of the components of the structure of texts (in particular, literary texts, media texts) of various genera and genres, as well as the features of intergenerational and intergenerational formations [9 LAN 2.1.2-2]
	perceives texts (in particular, literary texts, media texts), taking into	correlates the content of the perceived text (in particular, a literary text, a	perceives texts (in particular, literary texts, media texts) in	correlates the content of the perceived text (in particular, a literary text, a media text)

Continued Annex 217

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	account the context of creation and reader perception [6 LAN 2.1.3]	media text) with the historical and cultural context [6 LAN 2.1.3-1]	accordance with the peculiarities of national culture and era [9 LAN 2.1.3]	with the historical and socio-cultural context, the ideological position of the author [9 LAN 2.1.3-1]
Analyzes and interprets a text [LAN 2.2]	identifies the main problems raised in the text (in particular, a literary text, a media text), linking them with life experience [6 LAN 2.2.1]	characterizes the problems raised in the text (in particular, a literary text, a media text) [6 LAN 2.2.1-1]	identifies and comments on issues raised in one or more texts (in particular, literary texts, media texts) [9 LAN 2.2.1]	comments and justifies the relevance of problems raised in one or more texts (in particular, literary texts, media texts), taking into account own experience and cultural and historical context [9 LAN 2.2.1-1]
		projects own or known life experience on the problems raised in the text (in particular, a literary text, a media text) [6 LAN 2.2.1-2]		
	distinguishes between known and new, main and secondary information, facts and judgments in the text (in particular, a literary text, a media text)	finds known and new information in the text (in particular, a literary text, a media text) [6 LAN 2.2.2-1]	identifies obvious and hidden information, distinguishes between objective facts and subjective judgments in the text (in particular, a	distinguishes between factual information, subjective judgments, and hidden subtext in the text (in particular, a literary text, a media text), provides arguments for refuting or confirming

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 LAN 2.2.2]	<p>defines the main and secondary information in the text read (in particular, a literary text, a media text)</p> <p>[6 LAN 2.2.2-2]</p> <p>questions information from the text (in particular, a literary text, a media text) based on the distinction between facts and judgments about facts</p> <p>[6 LAN 2.2.2-3]</p>	<p>literary text, a media text)</p> <p>[9 LAN 2.2.2]</p>	<p>judgments, comments on the subtext, and provides examples from personal and public experience</p> <p>[9 LAN 2.2.2-1]</p>
	<p>defines the topic and microtopics, the main idea of the text (in particular, a literary text, a media text)</p> <p>[6 LAN 2.2.3]</p>	<p>formulates the main idea of the text (in particular, a literary text text, a media text)</p> <p>[6 LAN 2.2.3-1]</p> <p>highlights microtopics in the text (in particular, a literary text, a media text)</p> <p>[6 LAN 2.2.3-2]</p>	<p>defines the relationship between elements of the text content (in particular, a literary text, a media text)</p> <p>[9 LAN 2.2.3]</p>	<p>characterizes the relationship between the topic, microtopics, and the main idea of the text (in particular, a literary text, a media text)</p> <p>[9 LAN 2.2.3-1]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	compares individual elements (topics, ideas, problems, images, plots, etc.) of the text (in particular, a literary text, a media text) [6 LAN 2.2.4]	defines common and different elements of the content and form of texts that are similar in certain structural features (in particular, literary texts, media texts) [6 LAN 2.2.4-1]	compares texts (in particular, literary texts, media texts) of similar topics, in particular literary works of different styles, literary trends, and different cultures [9 LAN 2.2.4]	finds common and different things in literary works of different cultures by subject, problem, style, language design, structure, time of creation, etc [9 LAN 2.2.4-1]
	integrates information presented in various ways (verbal, graphic, numerical, etc.) within one or more texts (in particular, literary texts, media texts) [6 LAN 2.2.5]	combines information presented in various ways (verbal, graphic, numerical, etc.) within one or more texts (in particular, literary texts, media texts) [6 LAN 2.2.4-1]	integrates information presented in various ways (verbal, graphic, numerical, etc.) within one or more texts (in particular, literary texts, media texts), hypertexts in a digital environment [9 LAN 2.2.5]	combines information presented in various ways from several texts (in particular, literary texts, media texts), hypertexts in a digital environment [9 LAN 2.2.5-1]
	describes the main features of the structure and language design of texts (in particular, literary texts, media	distinguishes texts (in particular, literary texts, media texts) of different styles, types and genres in	defines the relationship between elements of content, structure, and language design of texts (in particular, literary	characterizes the interdependence of elements of the content, structure and language design of texts (in particular, literary texts, media

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	texts) belonging to different styles and genres [6 LAN 2.2.6]	the context of the author's idea [6 LAN 2.2.6-1] recognizes the main expressive means and uses some of them [6 LAN 2.2.6-2]	texts, media texts) of various styles, types, genres, directions, trends, epochs, and national cultures [9 LAN 2.2.6]	texts) of various types, styles and genres, epochs and cultures, taking into account the cultural and historical context, aesthetic and value potential [9 LAN 2.2.6-1] recognizes visual and expressive means and signs of the author's style in the text (in particular, a literary text, a media text) [9 LAN 2.2.6-2]
	draws conclusions based on the analysis of the text (in particular, a literary text, a media text) [6 LAN 2.2.7]	formulates conclusions in accordance with the task at hand based on the analysis of the processed text (in particular, a literary text, a media text) [6 LAN 2.2.7-1]	draws conclusions based on the analysis and interpretation of several texts read (in particular, literary texts, media texts) [9 LAN 2.2.7]	formulates logical and consistent conclusions based on the analysis of structural and semantic unity and interpretation of several texts read (in particular, literary texts, media texts) [9 LAN 2.2.7-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Enriches the aesthetic, emotional and sensual experience [LAN 2.3]	analyzes the emotional state of literary characters, their actions to model own behavior and form basic moral and ethical norms, showing tolerance [6 LAN 2.3.1]	characterizes the emotional state of literary characters, their behavior and actions, showing tolerance [6 LAN 2.3.1-1] draws parallels between the images and situations depicted in the text (in particular, a literary text, a media text), and own life experience [6 LAN 2.3.1-2] projects own behavior in situations similar to those depicted in the text (in particular, a literary text, a media text) [6 LAN 2.3.1-3]	analyzes the causes of the emotional state of literary characters, commenting on their actions in the context of own and social experience [9 LAN 2.3.1]	characterizes the behavior and causes of the emotional state of literary characters, comments on their actions and statements [9 LAN 2.3.1-1] projects the emotional and sensory experience of characters in texts (in particular, literary texts, media texts) on own behavior, beliefs, attitudes, and values [9 LAN 2.3.1-2]
	expresses own feelings, impressions, and attitudes about the people, events, and situations depicted in the text (in particular, a literary text, a media text)	expresses in oral and/or written form own feelings, impressions evoked by the read, their attitude to the people, events, situations, phenomena depicted in the text (in particular, a literary text, a media text)	expresses own feelings and impressions from the texts (in particular, literary texts, media texts), analyzing the expressive means available in them	comments on own feelings while reading the text (in particular, a literary text, a media text) and impressions of the read, analyzes the influence of expressive means

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 LAN 2.3.2]	[6 LAN 2.3.2-1] explains the influence of the read text (in particular, a literary text, a media text) on the formation of own aesthetic taste and readers' interests [6 LAN 2.3.2-2]	[9 LAN 2.3.2] explains the aesthetic and artistic value of the texts read (in particular, literary texts, media texts) in a cultural and historical context [9 LAN 2.3.3]	on the emotional and aesthetic perception of the text [9 LAN 2.3.2-1] substantiates the opinion about the aesthetic and artistic value of the texts read (in particular, literary texts, media texts) in a cultural and historical context, taking into account the interrelationships of Ukrainian and other national cultures [9 LAN 2.3.3-1]
Evaluates the text [LAN 2.4]	explains the meaning of information obtained from the text read (in particular, a literary text, a media text) in the context of own experience for solving certain tasks	justifies the meaning of information obtained in the text read (in particular, a literary text, a media text) to solve certain tasks, using various genres, forms and methods of presenting messages	evaluates the meaning of what has been read in several texts (in particular, literary texts, media texts) to achieve a defined goal of the activity	finds out the importance and predicts the feasibility of further use of information obtained from several texts (in particular, literary texts, media texts), taking into account what has been read

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 LAN 2.4.1] establishes the relevance and consistency of information in the text (in particular, a literary text, a media text) based on own experience	[6 LAN 2.4.1-1] determines the relevance and consistency of the text (in particular, a literary text, a media text) (for example, whether the information provided is truthful, up-to-date, and does not contain contradictions) based on own experience and the experience of others	[9 LAN 2.4.1] determines the quality and reliability of information based on own experience, critically perceiving the opinions of others	[9 LAN 2.4.1-1] provides arguments about the relevance and reliability of information based on own experience, analysis of the text read (in particular, a literary text, a media text) and critical judgments of other persons
	[6 LAN 2.4.2]	[6 LAN 2.4.2-1] reveals the relevance of literary works in the context of modern challenges and own life needs	[9 LAN 2.4.2]	[9 LAN 2.4.2-1] makes reasoned conclusions about the presence of signs of manipulative influence in the text (in particular, a literary text, a media text), appropriately quoting the relevant fragments
		[6 LAN 2.4.2-2] argues for own assessment of the text read (in particular, a literary text, a media text), giving relevant quotes		[9 LAN 2.4.2-2]
		[6 LAN 2.4.2-3]		

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			expresses own opinion on how the features of the form and language of the text (in particular, the a literary text, a media text) affect the expression of the content and the achievement of the corresponding goal [9 LAN 2.4.3]	characterizes the features of the text structure (in particular, a literary text, a media text), defining the functions and role of language tools in it [9 LAN 2.4.3-1]
			defines the role and place of the text (in particular, a literary text, a media text) in the cultural and historical context [9 LAN 2.4.4]	defends own opinion about the role and place of the text (in particular, a literary text, a media text) in the cultural and historical context [9 LAN 2.4.4-1]
			discusses texts (in particular, literary texts, media texts), demonstrating tolerance and awareness of multiple views and interpretations	offers options for interpreting images, events, and situations in texts (in particular, literary texts, media texts), taking into account the potential multiplicity of readings in different contexts

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
<p>Selects texts to read [LAN 2.5]</p>	<p>selects with the help of other persons or independently texts (in particular, literary texts, media texts) of Ukrainian and foreign authors of various styles and genres, depending on the purpose of reading, and gives separate arguments regarding their choice [6 LAN 2.5.1]</p>	<p>depending on the purpose of reading, chooses texts (in particular, literary texts, media texts) for reading that belong to different styles and genres independently or with the help of other persons, and argues for this choice [6 LAN 2.5.1-1]</p> <p>describes own literary preferences, giving examples of the books read [6 LAN 2.5.1-2]</p> <p>effectively uses information resources (libraries, websites, etc.) to meet own readers' needs and expand the range of readers' interests [6 LAN 2.5.1-3]</p>	<p>[9 LAN 2.4.5]</p> <p>independently selects texts (in particular, literary texts, media texts) of Ukrainian and foreign authors of various styles and genres in accordance with the purpose of reading [9 LAN 2.5.1]</p>	<p>[9 LAN 2.4.5-1]</p> <p>uses text / media text sources to perform tasks, the information from which it considers reliable and reliable, and argues for the choice of such sources [9 LAN 2.5.1-1]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	uses reliable sources for selecting texts (in particular, literary texts, media texts) [6 LAN 2.5.2]	uses up-to-date and reliable text/media text sources of information to solve problems [6 LAN 2.5.2-1]	independently defines the selection criteria and methods for searching information [9 LAN 2.5.2]	discusses with other people their reading preferences and habits, giving examples, arguments, presents the literary work read in various ways, taking into account own reading experience [9 LAN 2.5.2-1]
			manages own reading activities, focuses on relevant sources of information [9 LAN 2.5.3]	uses various resources, including digital ones, to expand the range of reader's interests, demonstrating critical thinking skills [9 LAN 2.5.3-1]
Converts text information [LAN 2.6]	transmits texts (in particular, literary texts, media texts) verbally (retelling, synopsis, etc.), graphically (diagram, table, etc.) [6 LAN 2.6.1]	retells the content of the text (in particular, a literary text, a media text) in different ways according to the task [6 LAN 2.6.1-1]	transmits texts (in particular, literary texts, media texts) verbally and graphically, summarizing, complementing, interpreting, and shortening information [9 LAN 2.6.1]	conveys the content of the read from several sources, summarizing, shortening, and verbally complementing information (summary, abstracts, etc.) [9 LAN 2.6.1-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>captures the necessary text elements (in particular, a literary text, a media text), optimizing what is written using separate graphic marks</p> <p>[6 LAN 2.6.1-2]</p>		<p>presents text information from one or more sources (in particular, literary texts, media texts), combining various methods and tools for visualizing the content</p> <p>[9 LAN 2.6.1-2]</p>
		<p>presents text information from a single source (in particular, a literary text, a media text), using various methods and means of visualizing the content</p> <p>[6 LAN 2.6.1-3]</p>		
	<p>transforms graphic information based on a single source into text information, including using multimedia tools</p> <p>[6 LAN 2.6.2]</p>	<p>creates text based on certain characteristics based on certain graphic information (charts, graphs, etc.)</p> <p>[6 LAN 2.6.2-1]</p>	<p>transforms graphic information based on multiple sources into text information</p> <p>[9 LAN 2.6.2]</p>	<p>creates text based on several graphic sources of information, analyzing, comparing, systematizing, summarizing and evaluating it</p> <p>[9 LAN 2.6.2-1]</p>
<p>Reads creatively [LAN 2.7]</p>	<p>experiments with a text (in particular, a literary text, a media text) by analogy, if necessary,</p>	<p>creatively processes the text read (in particular, a literary text, a media text), changing characters if necessary, adding</p>	<p>experiments with a text (in particular, a literary text, a media text) in a self-defined direction</p> <p>[9 LAN 2.7.1]</p>	<p>creatively processes the text read (in particular, a literary text, media text), transmits it in a different cultural and historical context</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	turns to other persons for help [6 LAN 2.7.1]	individual episodes, retelling the read from the position of one of the characters, and so on [6 LAN 2.7.1-1]		[9 LAN 2.7.1-1]
	creates elements of own media text based on the read, including a literary text [6 LAN 2.7.2]	based on the read, creates own media product (cartoon, theater skit, video clip, blog, etc.) [6 LAN 2.7.2-1]	creates own text (a media text) based on the read [9 LAN 2.7.2]	based on the read, creates own or collective media product [6 LAN 2.7.2-1] independently selects and uses some methods of creative experimentation with text (in particular, a literary text, a media text), taking into account own needs and goals and realizing the risk of rejection of the created text [9 LAN 2.7.2-2]
	3. Expression of thoughts, feelings and attitudes, written interaction with other persons, in particular interpretation of literary works of the Ukrainian and foreign writers; interaction with other people in the digital environment, compliance with the norms of the literary language			
Creates written statements [LAN 3.1]	records in writing (by hand or using special, in particular digital, devices) own reasoning or information from various sources	records own reasoning or information from other sources [6 LAN 3.1.1-1]	records in writing (by hand or using special, in particular digital, devices) their own reasoning or information from various sources,	records own or someone else's speech, using, if necessary, appropriate techniques for optimizing the presentation of thoughts (various graphic techniques, abbreviations,

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 LAN 3.1.1]		taking into account the addressee	highlights, etc.) and means of speech expressiveness
			[9 LAN 3.1.1]	[9 LAN 3.1.1-1]
	creates and independently presents texts (in particular, literary texts, media texts) on a specific topic in a simple way	creates written texts (in particular, literary texts, media texts) of certain types, styles, and genres, taking into account the purpose, addressee, and own life experience	creates texts (including literary texts, media texts) of various types, styles, and genres, linking different ideas and arguing own position	creates and presents texts (in particular, literary texts, media texts) of various types, styles, and genres on current independently defined topics
	[6 LAN 3.1.2]	[6 LAN 3.1.2-1]	[9 LAN 3.1.2]	[9 LAN 3.1.2-1]
				compares own opinion, recorded in writing, with the opinion of other persons
				[9 LAN 3.1.2-2]
				defends own position on the problem raised, analyzing and summarizing various views and ideas
				[9 LAN 3.1.2-3]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	adheres to the basic principles of academic integrity when creating own texts [6 LAN 3.1.3]	formulates own statement, taking into account the basic principles of academic integrity [6 LAN 3.1.3-1]	adheres to the principles of academic integrity, in particular copyright rules, when creating own texts [9 LAN 3.1.3]	formulates own statement in compliance with the principles of academic integrity [9 LAN 3.1.3-1]
	selects the necessary language tools, adheres to the basic language norms [6 LAN 3.1.4]	composes and forms own utterance in accordance with established word-forming, lexical, spelling, grammatical, punctuation and stylistic norms [6 LAN 3.1.4-1] selects appropriate means of speech expression for the design of own utterance [6 LAN 3.1.4-2]	selects appropriate language tools, adheres to language norms to achieve the appropriate communicative goal [9 LAN 3.1.4]	composes and formulates own texts (in particular, literary texts, media texts) of various types, styles and genres in accordance with established word-forming, lexical, spelling, grammatical, punctuation and stylistic norms [9 LAN 3.1.4-1]
			independently creates texts (in particular, literary texts, media texts), showing creative individuality, using various ways of presenting them in	creates texts independently (in particular, literary texts, media texts), uses various forms of their presentation to achieve the corresponding communicative goal [9 LAN 3.1.5-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			accordance with the speech situation [9 LAN 3.1.5]	selects expressive language tools, showing creative individuality [9 LAN 3.1.5-2]
Interacts in writing in real time (in a digital environment) [LAN 3.2]	creates small standard messages/ media texts on secure digital services and social networks about issues related to personal experience and educational activities [6 LAN 3.2.1]	creates small standard messages on special (secure) digital services and social networks [6 LAN 3.2.1-1] speaks out in a secure digital environment about problems related to their own life experience, in particular, training, reading practice [6 LAN 3.2.1-2]	creates standard posts/ media texts (in particular, using hypertext links) in a digital environment to discuss personal and socially important issues [9 LAN 3.2.1]	creates messages/ media texts of various genres (posts, comments, articles, notes, etc.) in a digital environment using hypertext links to discuss personal and socially important issues, in particular, popularizing reading [9 LAN 3.2.1-1]
	participates in online discussions, recognizing differences of opinion, and tolerantly defends own position, adheres to the norms of etiquette [6 LAN 3.2.2]	discusses in an online environment on familiar topics related to own life experience, training, preferences, etc. [6 LAN 3.2.2-1] compares the positions of panelists [6 LAN 3.2.2-2]	participates in online interaction, performing different roles in small groups and using standard collaboration strategies in different situations [9 LAN 3.2.2]	performs various roles in group online communication, selects the necessary strategies for cooperation in different communication situations [9 LAN 3.2.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		tolerantly defends own position, pays attention to the common and different opinions of the participants in the discussion [6 LAN 3.2.2-3]		
		adheres to the norms of etiquette during online communication [6 LAN 3.2.2-4]		
	adheres to the basics of safe behavior in the digital environment and the basic principles of academic integrity [6 LAN 3.2.3]	interacts with others in a digital environment, taking care of security [6 LAN 3.2.3-1]	participates in online discussions, in particular acts as an organizer and moderator, recognizes differences of opinion, tolerantly defends own position, adheres to the norms of etiquette, the foundations of academic integrity, taking into account cross-cultural diversity [9 LAN 3.2.3]	organizes and conducts an online discussion, participates in the discussion of socially important issues [9 LAN 3.2.3-1]
		adheres to the principles of academic integrity during online interaction [6 LAN 3.2.3-2]		tolerantly comments on various views on the problem under discussion, summarizes them, defends own position, adheres to the norms of etiquette, the foundations of academic integrity during online communication [9 LAN 3.2.3-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			adheres to the basics of safe behavior in the digital environment, recognizes some manifestations of manipulative influences in the digital environment and avoids them [9 LAN 3.2.4]	distinguishes the manifestations of manipulative influences in the digital environment and avoids them [9 LAN 3.2.4-1] securely communicates in a digital environment with the principles of academic integrity in mind [9 LAN 3.2.4-2]
Edits written texts [LAN 3.3]	identifies and corrects errors made in the text, taking into account the learned language norms [6 LAN 3.3.1]	finds and corrects shortcomings and errors in the content, structure, and language design of own statements [6 LAN 3.3.1-1] explains individual corrections based on the rules studied [6 LAN 3.3.1-2]	identifies various types of errors, corrects and justifies corrections made [9 LAN 3.3.1]	identifies various types of errors at the level of content, structure, and language design, corrects and justifies corrections made taking into account the learned language norms [9 LAN 3.3.1-1]
	analyzes and improves the content of the written, complements its	analyzes the content of the written from the point of view of the integrity and	analyzes and improves the content of the written text in accordance with	analyzes and improves the content of the written text in

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
individual parts in accordance with the topic and purpose of the statement [6 LAN 3.3.2]	completeness of the presentation [6 LAN 3.3.2-1]	corrects the text based on the analysis performed [6 LAN 3.3.2-2]	the topic and purpose of the statement, eliminates shortcomings in the structure of the text, taking into account the stylistic and genre features of the text [9 LAN 3.3.2]	accordance with the topic and purpose of the statement [9 LAN 3.3.2-1] eliminates shortcomings in the text structure, taking into account the stylistic and genre features of the text [9 LAN 3.3.2-2]
	supplements and/or modifies individual parts of the text in accordance with the topic and purpose of the statement [6 LAN 3.3.2-3]	improves written text (own and someone else's) [6 LAN 3.3.2-4]		
chooses appropriate ways to improve own speech [6 LAN 3.3.3]	identifies ways to correct errors in own speech [6 LAN 3.3.3-1]	demonstrates the ability to interact constructively during the editing process	analyzes mistakes made in order to identify the advantages and disadvantages of own written texts, and determine own educational goals	identifies the advantages and disadvantages of own written texts and plans own educational development based on the analysis of mistakes made [9 LAN 3.3.3-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 LAN 3.3.3-2]	[9 LAN 3.3.3]	demonstrates tolerance and ability to interact constructively during the editing process [9 LAN 3.3.3-2]
	4.The study of individual speech, the use of language for their own speech creativity, observation of language and literature phenomena, their analysis			
Explores speech phenomena [LAN 4.1]	uses knowledge about the patterns of functioning of language units to improve own speech [6 LAN 4.1.1]	identifies and distinguishes language units of different levels (sounds, parts of a word, words, word forms, phrases, sentences, texts) [6 LAN 4.1.1-1] compares and checks language units of different levels based on certain characteristics [6 LAN 4.1.1-2]	distinguishes speech units of different levels based on the analysis of their characteristic features and functions in speech, identifies systemic inter-level relationships between them, typical patterns of their functioning based on the generalization of own observations [9 LAN 4.1.1]	defines and characterizes systemic inter-level relationships between language units of different levels, typical patterns of their functioning based on generalization of own observations of language and speech, in particular on the example of literary works [9 LAN 4.1.1-1] uses knowledge about the consistency of speech

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	observes individual linguistic phenomena in speech, in particular on the example of literary works [6 LAN 4.1.2]	distinguishes individual speech phenomena in own and someone else's speech, explains their essence [6 LAN 4.1.2-1]	determines the peculiarities of the development of the modern Ukrainian language, analyzing oral speech and texts (in particular, literary texts, media texts) [9 LAN 4.1.2]	phenomena to improve own speech [9 LAN 4.1.1-2] analyzes individual language phenomena in oral speech, texts (in particular, literary texts, media texts) and draws conclusions about the functioning and expediency of using certain language units [9 LAN 4.1.2-1]
Uses knowledge of the language for speech creativity [LAN 4.2]	identifies own language preferences when selecting language tools [6 LAN 4.2.1]	creatively uses language tools, choosing appropriate non-standard solutions from the proposed options, justifying the choice made [6 LAN 4.2.1-1]	uses the results of own linguistic creativity for personal expression [9 LAN 4.2.1]	creatively uses language tools, choosing non-standard solutions from the proposed options, showing artistic-imaginative, associative thinking [9 LAN 4.2.1-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>improvises with some artistic means, in particular with the use of information and communication technologies</p> <p>[6 LAN 4.2.2]</p>	<p>reproduces individual artistic means to embody own creative intentions</p> <p>[6 LAN 4.2.2-1]</p>	<p>improvises with various artistic means, in particular with the use of information and communication technologies</p> <p>[9 LAN 4.2.2]</p>	<p>improvises with a text (in particular, a literary text, a media text), using elements of stylization, parody, etc., defends their position and the right to self-expression</p> <p>[9 LAN 4.2.2-1]</p>
	<p>uses works of art as a means of communicating with others</p> <p>[6 LAN 4.2.3]</p>	<p>imitates certain stylistic features of texts (in particular, literary texts, media texts) in the process of creating own text or media text for interaction with other people</p> <p>[6 LAN 4.2.3-1]</p>	<p>uses works of art to create own texts (in particular, literary texts, media texts) and during communication</p> <p>[9 LAN 4.2.3]</p>	<p>interacts with other people, using works of art to create own texts (in particular, literary texts, media texts)</p> <p>[9 LAN 4.2.3-1]</p> <p>uses a variety of strategies (in particular, free recording of associations, “knowledge maps”, making lists of strange ideas, etc.) to produce new artistic ideas, uses and modifies the ideas of others on the basis of academic integrity</p> <p>[9 LAN 4.2.3-2]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

enriches own speech by using different sources
[6 LAN 4.2.4]

distinguishes common and different features between own speech and the speech of other people, diversifies own speech by reading literary works, working with dictionaries and reference sources
[6 LAN 4.2.4-1]

improves own speech style using different sources
[9 LAN 4.2.4]

explores own speech, analyzes the main features of the author's style of text (in particular, a literary text, a media text) to improve own speech style
[9 LAN 4.2.4-1]

REQUIREMENTS to mandatory students' learning outcomes in the language and literature education area (Ukrainian as the state language, Ukrainian literature, foreign literature (translated into Ukrainian))

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	1. Interactions with others orally, perception and use of information to achieve life goals in various communicative situations			
perceives oral information [ULS 1.1]	listens to clear normative speech in various forms (monologue, dialogue, polylogue) on well-known and simple new topics, in particular small literary texts, media texts or excerpts from them [6 ULS 1.1.1]	Listens carefully to monologue/dialogic statements (in particular, small literary texts, media texts, or excerpts from them) on general everyday topics [6 ULS 1.1.1-1]	listens to information voiced at a free pace from various sources on well-known and partially new topics (in particular, literary texts, media texts) [9 ULS 1.1.1]	appropriately applies the basic techniques of active listening [9 ULS 1.1.1-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>responds to what has been heard, clarifying important details for understanding [6 ULS 1.1.2]</p>	<p>answers frequently asked questions about the content of the message heard (in particular, a small literary text or an excerpt from it), if the speech is clearly articulated [6 ULS 1.1.2-1]</p> <p>understands and reproduces the main content of clearly structured information on familiar issues, tolerantly expresses own attitude to what has been heard using simple etiquette formulas [6 ULS 1.1.2-2]</p> <p>if necessary, asks the interlocutor again to clarify the details, adheres to the learned language norms [6 ULS 1.1.2-3]</p>	<p>actively participates in communication, using techniques of communicative interaction in accordance with the purpose and situation of communication [9 ULS 1.1.2]</p>	<p>answers various types of questions about the content of the message heard (in particular, the literary text, media text), if the speech is clearly articulated [9 ULS 1.1.2-1]</p> <p>appropriately reacts to the message heard on a well-known and partially new topic, demonstrating an understanding of the interlocutor's communicative intentions in standard communication situations [9 ULS 1.1.2-2]</p> <p>discusses, using standard phrases, the relevance, genre-generic affiliation, ideological and thematic features of the text (in particular, literary text, media text), the connection of the text with the situation</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				of communication, a certain era, and the artist's work
				[9 ULS 1.1.2-3] formulates clarifying questions to the message heard
				[9 ULS 1.1.2-3]
	conveys in simple phrases the hidden meaning of the message, expressed using standard, understandable non-verbal means [6 ULS 1.1.3]	notices standard non-verbal means (intonation, voice strength, tempo, pauses, facial expressions, gestures, postures) used to express the hidden meaning of the message, and reproduces this meaning in simple phrases [6 ULS 1.1.3-1]	conveys a communicatively important hidden meaning of the message heard, expressed non-verbally [9 ULS 1.1.3]	distinguishes non-verbal means that contribute to understanding the hidden content of the message heard (in particular, literary text, media text) [9 ULS 1.1.3-1] interprets in his/her own words the main hidden meaning, expressed non-verbally [9 ULS 1.1.3-2]
Converts information from the heard	verbally reproduces the content of the message heard (in particular, a small	briefly retells the actual content of the message heard (in particular, a small literary	retells the message heard (in particular, a literary text, a media text) in	retells a message heard about a well - known or

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
message to various forms of messages [ULS 1.2]	literary text, media text, or an excerpt from it) with attention to certain important details [6 ULS 1.2.1]	text, media text, or excerpt from it) on a familiar topic, if the information is simple, well-structured, and presented slowly and clearly [6 ULS 1.2.1-1] selectively retells the content of the message heard (in particular, a small literary text, media text, or an excerpt from it) related to a standard anticipated situation, subordinating the intention of the statement to the topic and main idea [6 ULS 1.2.1-2] paraphrases individual simple lines in the dialog [6 ULS 1.2.1-3]	different ways according to the purpose and situation of communication [9 ULS 1.2.1]	partially new topic in detail, concisely, or selectively [9 ULS 1.2.1-1] uses some techniques of creative retelling if the topic of communication is familiar [9 ULS 1.2.1-2] focuses on individual important details or fragments of the message heard (in particular, literary text, media text) on a well-known and partially new topic in accordance with the purpose and situation of communication [9 ULS 1.2.1-3]
	captures the main content of the message heard (in particular, a literary text, a media text) in accordance with the task at hand [6 ULS 1.2.2]	makes a simple plan of the message heard (in particular, a small literary text, media text, or excerpt from it) independently or with the	captures the message heard (in particular, a literary text, a media text) to optimize memorization, understanding, and further use of the heard	independently or with the help of a teacher or other persons, creates a comprehensive plan, gives a general description of the characters of a literary work,

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>help of a teacher or other persons [6 ULS 1.2.2-1]</p> <p>takes notes on the message heard, in particular, identifies keywords and phrases in the message heard, if the information offered is simple, well-structured, presented slowly and clearly [6 ULS 1.2.2-2]</p> <p>reproduces the main facts and individual significant thoughts, statements of characters in a literary work that reveal the meaning of what is heard, if the message is clear and the pace of speech is slow [6 ULS 1.2.2-3]</p>	<p>[9 ULS 1.2.2]</p>	<p>makes a summary, theses of the message heard, which concerns a well - known or partially new topic and is expressed in a slow pace, preferably using citations, abbreviations, symbols, symbols, etc. [9 ULS 1.2.2-1]</p> <p>reproduces significant facts and opinions that consistently reveal the content of the message heard (in particular, literary text, media text) [9 ULS 1.2.2-2]</p> <p>fixes positions that need to be clarified [9 ULS 1.2.2-3]</p>
	selects and creates with the help of a teacher or other persons (or independently) separate ways and means of visualizing the message	independently or with the help of a teacher or other persons, uses some methods and means of visualizing the message heard (in particular,	independently selects various ways and means of visualizing the message heard (in particular, literary text, media text)	using various visualization methods and tools, conveys the main content and important details of the message heard (in

Continued Annex 36

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	heard to convey information, in particular about a literary work (plot, distinguishing characters, establishing connections between them, etc.) [6 ULS 1.2.3]	a small literary text, media text or an excerpt from it) to reproduce the main content and individual important details, structuring information [6 ULS 1.2.3-1] uses some visualization methods and tools to convey the overall impression of the message heard (in particular, a small literary text, media text, or an excerpt from it) if the message is clear and the pace of speech is slow [6 ULS 1.2.3-2]	for transmitting information, and makes appropriate changes if necessary [9 ULS 1.2.3]	particular, of a literary text, media text), the sequence of information deployment, own impressions, if the topic is known or partially new [9 ULS 1.2.3-1]
Selects oral information [ULS 1.3]	selects specific information on familiar topics from one or more sources (in particular, small literary texts, media texts, or excerpts from them) in accordance with the task set or independently	finds answers to questions related to everyday topics in the message heard (in particular, a small literary text, media text, or an excerpt from it) [6 ULS 1.3.1-1]	selects information from one or more sources (in particular, literary texts, media texts) related to well-known or partially new topics in accordance with independently	finds the necessary information related to a well-known or partially new topic in one or more sources (in particular, literary texts, media texts) [9 ULS 1.3.1-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	defined goals, provided that there is a clear normative speech [6 ULS 1.3.1]	distinguishes between known and partially new information [6 ULS 1.3.1-2] identifies keywords in the message heard (in particular, a small literary text, media text, or an excerpt from it) on familiar topics [6 ULS 1.3.1-3]	defined goals, and uses it appropriately [9 ULS 1.3.1]	
Analyzes and interprets oral information [ULS 1.4]	defines the topic, individual micro-topics, and the main idea of the message heard (in particular, a small literary text, media text, or excerpt from it), if the information is simple, well-structured, and presented slowly and clearly [6 ULS 1.4.1]	formulates in simple phrases the topic and main idea of the message heard (in particular, a small literary text, media text, or an excerpt from it) [6 ULS 1.4.1-1] defines important micro-topics, individual important details in a well-structured oral message (in particular, a small literary text, media text, or an excerpt from it), provided that the normative speech is clear	defines the topic, idea, outlines the main problems raised in the text (in particular, the literary text, media text), identifies important details of the message related to a well-known or partially new topic for understanding of what is heard [9 ULS 1.4.1]	formulates, using standard phrases, the topic, main idea and main problems of the message (in particular, of a literary text, media text) on a well-known or partially new topic for its further interpretation [9 ULS 1.4.1-1] selects important details in a well-structured and clearly articulated message (in particular, a literary text,

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 ULS 1.4.1-2]		media text) to illustrate own understanding of the message heard [9 ULS 1.4.1-2]
	systematizes and summarizes various thoughts in simple heard messages (in particular, small literary texts, media texts, or excerpts from them), identifying common and different things in them [6 ULS 1.4.2]	identifies common and different things in other people's messages on familiar everyday topics [6 ULS 1.4.2-1] indicates constructive thoughts, being critical and tolerant of different views [6 ULS 1.4.2-2]	establishes a link between fragments of information obtained from one or more sources on a known or partially new topic [9 ULS 1.4.2]	connects fragments of information obtained from one or more sources that relate to a well-known or partially new topic to form an overall picture [9 ULS 1.4.2-1] clarifies, using standard phrases, own understanding of the main content of the message heard (in particular, the literary text, media text) in case of contradictions or uncertainty about own understanding of what was heard [9 ULS 1.4.2-2]
	explains the relationship between the content and form of a standard text (in	indicates the expressive features of the form of an oral message (in particular, of a	defines the relationship between the main elements of the form and	analyzes, using standard phrases, the main stylistic and genre features of the

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	particular, a small literary text, media text, or an excerpt from it) [6 ULS 1.4.3]	small literary text, media text, or an excerpt from it) due to its content, and explains this connection with standard phrases [6 ULS 1.4.3-1]	content of the message in standard communication situations [9 ULS 1.4.3]	message heard (in particular, artistic text, media text) and determines the expressive speech features of what is heard, if the topic is known or partially new, and the pace of speech is relatively slow [9 ULS 1.4.3-1] explains, using standard phrases, how the change of the form influences the content of the message (in particular, the literary text, media text) and how the change of the content influences the form if the topic is known or partially new [9 ULS 1.4.3-2]
	defines the purpose of the message (in particular, small literary texts, media texts, or excerpts from them) on familiar topics	formulates the main purpose of the messages heard (in particular, small literary texts, media texts, or excerpts from them) on everyday topics using standard phrases	defines the speaker's goal and assumes the interlocutor's communicative intention in standard communication situations	formulates the main goal and predicts the intentions of the interlocutor, if necessary, asking clarifying questions and quoting the message heard (in

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 ULS 1.4.4]	[6 ULS 1.4.4-1]	[9 ULS 1.4.4]	particular, literary text, media text), to establish communicative interaction and mutual understanding in standard communication situations [9 ULS 1.4.4-1] distinguishes between some elements of manipulation and propaganda, if the topic of the message heard (in particular, a literary text, media text) is known or partially new [9 ULS 1.4.4-2]
	connects or compares the message heard (in particular, a small literary text, media text, or an excerpt from it) with life experience [6 ULS 1.4.5]	compares the message heard (in particular, a small literary text, media text, or an excerpt from it) with own life experience, explaining the similarities and differences using standard language tools [6 ULS 1.4.5-1]	integrates the message heard (in particular, literary text, media text) with own and socio-historical experience, as far as a well - known or partially new topic is concerned [9 ULS 1.4.5]	explains, using standard phrases, the connection of the message heard (in particular, a literary text, media text) on a well-known or partially new topic with own and socio-historical experience in order to optimize own

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		reveals the relationship of the content or other components of a literary work (quotes, excerpts, episodes, actions of characters, etc.) with own needs for personal development [6 ULS 1.4.5-2]		activities, in particular, under new circumstances, and make decisions in various situations [9 ULS 1.4.5-1]
	distinguishes between facts, judgments, and arguments in the message heard (in particular, a small literary text, media text, or an excerpt from it) [6 ULS 1.4.6]	recognizes the main facts, judgments, and arguments present in the message heard (in particular, a small literary text, media text, or excerpt from it), if the information is simple, well-structured, and presented slowly and clearly [6 ULS 1.4.6-1]	distinguishes between basic facts and judgments, reveals the subtext in the message (in particular, the literary text, media text) [9 ULS 1.4.6]	recognizes key facts and judgments about them, identifies the author's interpretations, the main arguments in the message heard (in particular, a literary text, media text) concerning a well-known or partially new topic [9 ULS 1.4.6-1]
		formulates frequently asked questions to clarify the understanding of the message		detects some elements of subtext in the message heard

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Evaluates oral information [ULS 1.5]		heard (in particular, a small literary text, media text, or an excerpt from it) [6 ULS 1.4.6-2]		(in particular, a literary text, media text) [9 ULS 1.4.6-2]
	expresses his/her attitude to the content and form of the message heard (in particular, a small literary text, media text, or an excerpt from it), provided that the speech is normative and clear [6 ULS 1.5.1]	determines the completeness of information, if necessary, referring to the relevant sources, appropriately quoting some small fragments of the message heard (in particular, a small literary text, media text or an excerpt from it) [6 ULS 1.5.1-1]	evaluates the content and form of the message heard (in particular, literary text, media text) related to a well-known and partially new topic [9 ULS 1.5.1]	comments, using standard phrases, the information (in particular, partially incomplete) about a well-known or partially new topic, obtained from one or more sources [9 ULS 1.5.1-1]
		characterizes the message heard using typical speech tools (in particular, a small literary text, media text, or an excerpt from it) from the point of view of the basic rules of communication, adheres to them [6 ULS 1.5.1-2]		determines the reliability, novelty, consistency of Information, its compliance with their beliefs and views in standard communication situations [9 ULS 1.5.1-2]
				comments some expressive aspects of the form of the message heard (in particular, the literary text, media text) (compliance of

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>the communication situation with the main socio-cultural norms), concerning standard communication situations</p> <p>[9 ULS 1.5.1-3]</p> <p>explains, using standard phrases, his/her position regarding the message heard (in particular, the literary text, media text), referring to his/her own experience and sources that he considers authoritative</p> <p>[9 ULS 1.5.1-4]</p> <p>determines the position of the interlocutor/speaker and the degree of achievement of the communication goal</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				(provided that the speech is clear and normative) [9 ULS 1.5.1-5] listens to other opinions, demonstrating readiness to change own position, provided that sufficient arguments are received [9 ULS 1.5.1-6]
	identifies individual details that facilitate or hinder communication [6 ULS 1.5.2]	defines, using standard phrases, certain characteristic features that contribute to or hinder efficient communication in known life or educational situations [6 ULS 1.5.2-1]	identifies essential details that contribute to or hinder efficient communication [9 ULS 1.5.2]	identifies essential features that contribute to or hinder efficient communication in various communication situations [9 ULS 1.5.2-1]
	determines the influence of some expressive (clearly articulated) details, in particular, artistic details, the message heard (in particular, a small literary text, media text, or an	characterizes the influence of some expressive (clearly articulated) details, in particular, artistic details, on the listener's (addressee's) perception of the content of the message heard (in particular, a small artistic text,	highlights important details, including artistic ones, in the message heard (in particular, a literary text, a media text), explains their role [9 ULS 1.5.3]	characterizes the role and influence of expressive important details, including artistic details, the message heard (in particular, artistic text, media text) on the listener (addressee)

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	excerpt from it) on the listener (addressee) [6 ULS 1.5.3]	media text, or an excerpt from it) [6 ULS 1.5.3-1]		[9 ULS 1.5.3-1]
Expresses and defends own views, ideas, and beliefs [ULS 1.6]	communicates constructively using standard speech means [6 ULS 1.6.1]	initiates and maintains a dialogue on a well-known topic in standard communication situations [6 ULS 1.6.1-1] kindly expresses his/her attitude to the opinions of other persons, taking into account the incompleteness or inconsistency of the information heard [6 ULS 1.6.1-2]	justifies own position on personally and socially important issues, in particular, those raised in the message heard (in particular, a literary text, a media text) in the real situation of communication [9 ULS 1.6.1]	logically and consistently presents own views, ideas, and beliefs in an appropriate genre form, supporting them with arguments and giving relevant examples from own or socio-historical experience [9 ULS 1.6.1-1] communicates on well-known or partially new topics, recognizing the right of a different opinion for existence, in compliance with the principles of communication ethics, basic norms of literary pronunciation

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 ULS 1.6.1-2] uses quotes appropriately, in particular from literary texts, to confirm and specify own views, ideas, and beliefs
	defends own position on the issues discussed such as those raised in the text (in particular, a small literary text, a media text, or an excerpt from it), using standard speech tools	provides some simple arguments and examples to confirm own position, using standard speech tools [6 ULS 1.6.2-1]	compares different positions on problematic issues, such as those raised in the message heard (in particular, a literary text, a media text) with own position, using standard speech tools [9 ULS 1.6.2]	[9 ULS 1.6.1-3] provides arguments and examples to illustrate positions other than his/her own, and compares them with own position [9 ULS 1.6.2-1] logically structures own message [9 ULS 1.6.2-2]
Uses verbal and non-verbal means while presenting own thoughts	interacts with other people, accompanying own speech with appropriate verbal and non-verbal means to achieve a communicative goal [6 ULS 1.6.2]	appropriately uses standard verbal and non-verbal means in a familiar situation for efficient communication with interlocutors [6 ULS 1.6.2-2]	uses appropriate verbal and non-verbal means, taking into account the peculiarities of the communicative situation, justifies the choice of	selects and uses the necessary verbal and non-verbal means for efficient communication in standard communication situations, adapts them to new

Continued Annex 317

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
[ULS 1.7]	[6 ULS 1.7.1]	<p>[6 ULS 1.7.1-1] selects the style of speech in accordance with the conditions of communication in standard situations</p> <p>[6 ULS 1.7.1-2] adheres to basic speech norms in standard communication situations</p> <p>[6 ULS 1.7.1-3]</p>	<p>individual means for standard communication situations</p> <p>[9 ULS 1.7.1]</p>	<p>communication situations, taking into account the communicative intent, social and cultural context</p> <p>[9 ULS 1.7.1-1] controls the use of nonverbal means in the context of implementing standard communication strategies</p> <p>[9 ULS 1.7.1-2]</p> <p>appropriately uses standard speech tools, in particular intonation, depending on the communicative situation</p> <p>[9 ULS 1.7.1-3]</p>
	properly uses standard means of artistic expression in speech [6 ULS 1.7.2]	uses standard means of artistic expression in own speech and explains in simple phrases the expediency of their use	selects the necessary standard means of artistic expression and justifies the expediency of their use	uses proper standard means of artistic expression depending on the communication situation [9 ULS 1.7.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 ULS 1.7.2-1]	[9 ULS 1.7.2]	justifies, using standard phrases, the expediency of the used speech tools in known and partially new communication situations [9 ULS 1.7.2-2]
Regulates own emotional state [ULS 1.8]	explains the emotional state (his/her own and others'), taking into account its shades in standard life situations [6 ULS 1.8.1]	talks using simple phrases about own emotional state, pointing out certain shades of mood, feelings, experiences, etc., while reflecting on what was heard or seen [6 ULS 1.8.1-1]	manages own emotions in standard communication situations [9 ULS 1.8.1]	identifies and anticipates emotional reactions (his/her own and others') in standard and partially new communication situations [9 ULS 1.8.1-1]
		describes, using simple phrases, the emotional state of other people, in particular literary characters, analyzing their actions and statements related to known life and educational situations [6 ULS 1.8.1-2]		explains, using standard phrases, obvious and individual hidden causes of emotional states in different life situations [9 ULS 1.8.1-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		explains, using simple phrases, the reasons for the corresponding emotional state in standard life situations, showing tolerance [6 ULS 1.8.1-3]		performs emotional self-regulation, properly using verbal and non-verbal means (in particular, during a speech in front of an audience) [9 ULS 1.8.1-3]
regulates own emotions in communication [6 ULS 1.8.2]	simulates own emotions during a presentation, artistic recitation of a text (in particular, a small literary text, media text, or an excerpt from it) [6 ULS 1.8.2-1]	has a positive impact on the emotional state of the interlocutors in order to achieve the goal of communication [9 ULS 1.8.2]	positively influences the emotional state of participants in group communication, appreciating own cultural traditions and showing respect for others [9 ULS 1.8.2-1]	
enriches interpersonal communication with positive emotions [6 ULS 1.8.3]	uses standard verbal and non-verbal means in familiar situations to enrich interpersonal communication with positive emotions, create a comfortable atmosphere of communication, support, and encourage interlocutors to take certain actions [6 ULS 1.8.3-1]	characterizes interpersonal interactions in a familiar text (in particular, a literary text, a media text), pointing out a variety of emotional states and explaining them, for the development of own emotional intelligence [6 ULS 1.8.3]	comments, using simple phrases, the peculiarities of expressing emotional states in different cultures based on the analysis of the message heard (in particular, one or more literary texts, media texts) for the development of own emotional intelligence	

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>gives examples from texts (in particular, small literary texts, media texts or excerpts from them) regarding the ability or inability to manage emotions, explaining the emotional state of literary characters (taking into account situations, cultures, epochs, national traditions and customs, etc.) for the development of own emotional intelligence</p> <p>[6 ULS 1.8.3-2]</p>		[9 ULS 1.8.3-1]
<p>2. Perception, analysis, interpretation, critical evaluation of information in various types of texts (in particular, literary texts, media texts) and its use to enrich own experience</p>				
<p>Perceives the text</p> <p>[ULS 2.1]</p>	<p>in accordance with the goal, uses the main types of reading small texts that are not difficult in language terms (complete, interrupted, mixed) (in particular, literary texts, media texts, or excerpts from them)</p> <p>[6 ULS 2.1.1]</p>	<p>reads small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them) of various functional styles and speech genres on well-known and partially new topics, in which the meaning of unfamiliar words is</p>	<p>applies various types of critical reading of single and multiple texts (complete, interrupted, mixed) (in particular, literary texts, media texts or excerpts from them) on well-known and partially new topics in accordance</p>	<p>applies various types of critical reading of texts (in particular, literary texts, media texts) of various styles on well-known and partially new topics</p> <p>[9 ULS 2.1.1-1]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		revealed contextually and/or through illustrative material [6 ULS 2.1.1-1]	with the purpose of reading [9 ULS 2.1.1]	
	conscientiously uses the main components (title, content, abstract, bibliographic data, etc.) of the source of information (printed or digital), components of the structure of a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it) [6 ULS 2.1.2]	answers questions about the functions of the main components of a printed or digital text source of information (title, content, annotation, bibliographic data, etc.), distinguishes between components of the structure of a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it) [6 ULS 2.1.2-1] uses the title, content, and annotation to optimize work with text [6 ULS 2.1.2-2]	efficiently uses the components of a printed or digital text source of information to achieve the goal of reading [9 ULS 2.1.2]	uses various components of a printed or digital text source of information (division according to subject headings, headings, abbreviations, selections, etc.) to optimize working with text information [9 ULS 2.1.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Analyzes and interprets a text [ULS 2.2]	perceives a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it), taking into account the context of creation and the peculiarities of the reader's perception [6 ULS 2.1.3]	correlates the content of a perceived small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it) with the general historical and cultural context [6 ULS 2.1.3-1]	perceives texts that are simple in language terms (in particular, literary texts, media texts) in accordance with the peculiarities of the national culture and era [9 ULS 2.1.3]	correlates the general content of the perceived text (in particular, the literary text, media text) with the historical and socio-cultural context, the ideological position of the author [9 ULS 2.1.3-1]
	distinguishes between known and new, main and important secondary information, facts and judgments in a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it) [6 ULS 2.2.2]	compares information about what has been read with own experience, if necessary, rereading a small text that is not difficult in language terms (in particular, a literary text, media text, or an excerpt from it) [6 ULS 2.2.1-2]	highlights obvious and hidden information, distinguishing facts and subjective judgments in the text (in particular, literary text, media text) on well-known and partially new topics [9 ULS 2.2.2]	divides factual information, subjective judgments in the text (in particular, literary text, media text) into well-known and partially new topics, gives arguments for refuting or confirming judgments, gives examples from personal and public experience [9 ULS 2.2.2-1]
		finds known and new information in a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it)		recognizes hidden subtext if the subject of the text (in particular, a literary text, media text) is known, but

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>[6 ULS 2.2.2-1] finds known and new information in a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it)</p> <p>[6 ULS 2.2.2-2] understands the actual content of what has been read and obvious judgments in a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it), distinguishes between facts and judgments</p> <p>[6 ULS 2.2.2-3] formulates the topic and main idea of a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it) on a familiar topic or</p>		<p>the understanding of the subtext is not related to specific language knowledge, and comments on it</p> <p>[9 ULS 2.2.2-2] characterizes the relationship between the topic, micro-topics, and the main idea of the text (in particular, a literary text, a media text) in standard expressions</p>
	<p>defines the topic, main micro-topics, and main idea of a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it)</p>		<p>defines the relationship between elements of the text content (in particular, a literary text, a media text)</p> <p>[9 ULS 2.2.3]</p>	

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 ULS 2.2.3]	topic that concerns individual interests		[9 ULS 2.2.3-1]
		[6 ULS 2.2.3-1] finds known and new information in a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it)		
	compares small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them) at the level of individual important elements (topics, ideas, problems, images, plots, etc.)	[6 ULS 2.2.3-2] defines clearly traced common and different elements of the content of small texts simple in terms of language (in particular, literary texts, media texts, or excerpts from them), some features of which make them similar	compares texts (in particular, literary texts, media texts, etc.) of different styles, literary trends, and different cultures	finds common and different things in easy-to-understand texts (in particular, literary texts, media texts) of different cultures by subject, problem, style, structure, time of creation, etc.
	[6 ULS 2.2.4]	[6 ULS 2.2.4-1]	[9 ULS 2.2.4]	[9 ULS 2.2.4-1] shows clear signs of speech design of texts of various styles (in particular, literary texts)
				[9 ULS 2.2.4-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>comments, using standard expressions, common and miscellaneous things in literary texts of different cultures by subject, problem, structure, time of creation, etc.</p> <p>[9 ULS 2.2.4-3]</p>
	<p>integrates information presented in various ways (verbally, graphically, etc.) within one or more small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them)</p> <p>[6 ULS 2.2.5]</p>	<p>integrates information presented in various ways (verbally, graphically, etc.) within one or more small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them)</p> <p>[6 ULS 2.2.5-1]</p>	<p>integrates information presented in various ways within one or more texts (in particular, literary texts, media texts), as well as in hypertexts in a digital environment</p> <p>[9 ULS 2.2.5]</p>	<p>combines information presented in various ways from several texts (in particular, literary texts, media texts), as well as hypertexts in a digital environment, on well-known and partially new topics</p> <p>[9 ULS 2.2.5-1]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>characterizes some of the main features of the structure and individual details of the speech design of small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them) belonging to different styles and genres</p> <p>[6 ULS 2.2.6]</p>	<p>distinguishes between small texts that are simple in language terms (in particular, artistic texts, media texts, or excerpts from them) of various styles, types, and genres</p> <p>[6 ULS 2.2.6-1]</p> <p>outlines, using standard phrases, characteristic features of the structure of small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them) of various styles, types, and genres of speech</p> <p>[6 ULS 2.2.6-2]</p> <p>offers a literal interpretation of what has been read</p> <p>[6 ULS 2.2.6-3]</p>	<p>defines the relationship between the components of content and structure and individual expressive features of the language design of texts (in particular, literary texts, media texts) that belong to different genera, genres, directions, trends, epochs, national cultures</p> <p>[9 ULS 2.2.6]</p>	<p>characterizes the interdependence between the components of the content, structure and individual expressive features of the language design of texts (in particular, literary texts, media texts) on a known and partially new topic, different structures, types, styles and genres, epochs and national cultures, taking into account the cultural and historical context</p> <p>[9 ULS 2.2.6-1]</p> <p>recognizes standard means of artistic expression and expressive elements of the author's style in the text (in particular, a literary text, media text)</p> <p>[9 ULS 2.2.6-2]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	draws conclusions based on a small text that is not difficult to read in terms of language (in particular, a literary text, media text, or an excerpt from it) [6 ULS 2.2.7]	formulates conclusions based on the analysis of small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them) on a familiar topic [6 ULS 2.2.7-1]	draws conclusions based on the analysis and interpretation of several texts read (in particular, literary texts, media texts) [9 ULS 2.2.7]	formulates logical and consistent conclusions based on the analysis and interpretation of several texts read (in particular, literary texts, media texts) on well-known and partially new topics [9 ULS 2.2.7-1]
Enriches the aesthetic, emotional and sensual experience [ULS 2.3]	analyzes the emotional state of literary characters, their actions to simulate own behavior and form basic moral and ethical norms, showing tolerance [6 ULS 2.3.1]	characterizes the emotional state of characters in a literary text, their behavior and actions, using standard language means, showing tolerance [6 ULS 2.3.1-1]	analyzes the causes of the emotional state of characters in literary texts, commenting using simple phrases on their actions in the context of personal and social experience to simulate own behavior, form beliefs, moral and ethical values [9 ULS 2.3.1]	characterizes the behavior and causes of the emotional state of literary characters, comments on their actions and statements [9 ULS 2.3.1-1]
		draws parallels between images and situations depicted in a small text that is simple in language terms (in particular, a literary text, media text, or an excerpt from it) and own life experience [6 ULS 2.3.1-2]		projects the emotional and sensory experience of characters in texts (in particular, literary texts, media texts) on simulating own behavior, forming beliefs, attitudes and values [9 ULS 2.3.1-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	expresses own feelings and impressions about people, events, situations, and attitudes towards them depicted in a small text that is simple in language terms (in particular, a literary text, a media text, or excerpt from it) [6 ULS 2.3.2]	expresses own feelings, impressions caused by the text read, attitude to people, events, situations, phenomena, etc. depicted in a small text that is simple in language terms (in particular, a literary text, a media text, or an excerpt from it), in oral and/ or written form, using standard expressions [6 ULS 2.3.2-1] explains the influence of what has been read on the development of own aesthetic taste and reader's interests [6 ULS 2.3.2-2]	expresses own feelings and impressions from reading texts (in particular, literary texts, media texts) [9 ULS 2.3.2]	comments in simple phrases on own feelings while reading the text (in particular, a literary text, a media text) and impressions of the message read, analyzes the influence of frequently used expressive means on the emotional and aesthetic perception of the text (in particular, a literary text, a media text) [9 ULS 2.3.2-1]
			explains the aesthetic and artistic value of the texts read (in particular, literary texts, media texts) in a cultural and historical	justifies the aesthetic and artistic value of reading texts that are simple in speech terms (in particular, literary texts, media texts) in a cultural and historical

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			context, using simple phrases [9 ULS 2.3.3]	context, taking into account the interrelationships of Ukrainian and other national cultures [9 ULS 2.3.3-1]
Evaluates the text [ULS 2.4]	explains the meaning of information obtained from a text that is not difficult to read in terms of language (in particular, a literary text, a media text, or an excerpt from it) in the context of own experience in order to perform tasks [6 ULS 2.4.1]	explains the meaning of information obtained from a text that is not difficult to read in terms of language (in particular, a literary text, a media text, or an excerpt from it), using simple phrases in order to perform tasks [6 ULS 2.4.1-1]	evaluates the meaning of what has been read in several texts (in particular, literary texts, media texts) to achieve a defined goal of the activity [9 ULS 2.4.1]	finds out the importance and predicts the appropriateness of further use of information obtained from several easy-to-understand texts (in particular, literary texts, media texts) [9 ULS 2.4.1-1]
	establishes the relevance and consistency of information in a small text that is simple in language terms (in particular, a literary text, a media text, or an excerpt from it) based on own experience [6 ULS 2.4.2]	determines the relevance and reliability of a small text that is simple in language terms (in particular, a literary text, a media text, or an excerpt from it) based on own experience and the experience of others [6 ULS 2.4.2-1]	expresses an opinion regarding key elements of the form and language of the text (in particular, a literary text, a media text) [9 ULS 2.4.2]	characterizes key elements of the text structure (in particular, a literary text, a media text) on a well-known and partially new topic, defines the functions and role of meaningfully important language tools in it

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>reveals the relevance of small literary works in the context of modern challenges and own life needs [6 ULS 2.4.2-2]</p> <p>justifies own assessment of the text read that is simple in language terms (in particular, a literary text, a media text, or an excerpt from it), giving relevant quotes [6 ULS 2.4.2-3]</p>			[9 ULS 2.4.2-1]
			<p>defines the role and place of the text (in particular, a literary text, a media text) in the cultural and historical context [9 ULS 2.4.3]</p> <p>discusses texts (in particular, literary texts,</p>	<p>defends own opinion about the role and place of a text that is not difficult to understand (in particular, a literary text, a media text) in a cultural and historical context, using standard expressions [9 ULS 2.4.3-1]</p> <p>offers options for interpreting images, events,</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			media texts), demonstrating tolerance and awareness of multiple views and interpretations [9 ULS 2.4.4]	and situations in texts that are simple in language terms (in particular, literary texts, media texts), taking into account different context reading [9 ULS 2.4.4-1]
Selects texts to read [ULS 2.5]	selects texts with the help of other persons or independently (in particular, literary texts, media texts) of Ukrainian and foreign authors of various styles and genres, depending on the purpose of reading, and gives arguments regarding own choice [6 ULS 2.5.1]	selects small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them) that belong to different styles and genres for reading by himself/herself or with the help of a teacher or other persons, and explains his/her choice using simple phrases [6 ULS 2.5.1-1] describes own reader preferences using standard phrases, giving examples of small texts that are not	independently selects texts (in particular, literary texts, media texts) of Ukrainian and foreign authors of various styles and genres in accordance with the purpose of reading [9 ULS 2.5.1]	uses text/media text sources for tasks, information from which he/she considers true and reliable, argues using standard phrases for the choice of these sources, suggesting other significant criteria according to which the information has been selected [9 ULS 2.5.1-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>difficult to read in terms of language (in particular, literary texts, media texts, or excerpts from them)</p> <p>[6 ULS 2.5.1-2]</p> <p>efficiently uses information resources (libraries, websites, etc.) to meet own reader's needs and expand the range of reader's interests</p>		
	<p>selects from the list suggested by the teacher and uses the necessary texts (in particular, literary texts, media texts) from sources that he/she considers reliable</p> <p>[6 ULS 2.5.2]</p>	<p>[6 ULS 2.5.1-3]</p> <p>uses up-to-date and reliable text/media text sources of information to solve problems</p> <p>[6 ULS 2.5.2-1]</p>	<p>independently defines the selection criteria and methods for searching information</p> <p>[6 ULS 2.5.2]</p> <p>manages his/her own reading activities (with the help of a teacher or independently), navigates</p>	<p>discusses his/her artistic preferences with other people, giving examples and arguments, and presents a literary text read in various ways, based on own reading experience</p> <p>[9 ULS 2.5.2-1]</p> <p>uses various resources, including digital ones, to expand the range of reader's</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Converts text information [ULS 2.6]	conveys small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them) verbally (retelling, synopsis, etc.), graphically (diagram, table, etc.) [6 ULS 2.6.1]	retells the content of a small text that is not difficult in language terms (in particular, a literary text, a media text, or an excerpt from it) in different ways in accordance with the task, using simple phrases [6 ULS 2.6.1-1]	through information sources [9 ULS 2.5.3]	interests, demonstrating critical thinking skills [9 ULS 2.5.3-1]
		captures the necessary elements of a small text that is simple in language terms (in particular, a literary text, a media text, or an excerpt from it), optimizing what is written using some graphic signs [6 ULS 2.6.1-2]	conveys texts (in particular, literary texts, media texts) on well-known and partially new topics verbally and graphically, generalising, complementing, and reducing information [9 ULS 2.6.1]	conveys the content of the read from several sources in standard expressions, generalising, shortening, and verbally complementing information (summary, abstracts, etc.) [9 ULS 2.6.1-1]
		presents text information from a single source (in particular, a literary text, a media text) on a familiar		presents text information from one or more sources (in particular, literary texts, media texts), combining various methods and tools for visualizing the content [9 ULS 2.6.1-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		topic, using some visualization methods and tools [6 ULS 2.6.1-3]		
	transforms graphic information based on a single source into text information, using, among other things, multimedia tools [6 ULS 2.6.2]	creates a small text that is simple in language terms (in particular, a literary text, a media text, or an excerpt from it) based on certain graphic information (diagrams, graphs, etc.) [6 ULS 2.6.2-1]	transforms graphic information, which is based on multiple sources, into text information [9 ULS 2.6.2]	creates text based on several graphic sources of information, analyzing, comparing, systematizing, generalising and evaluating it [9 ULS 2.6.2-1]
Reads creatively [ULS 2.7]	experiments with small texts (in particular, literary texts, media texts, or excerpts from them), if necessary, seeking help from a teacher or other persons [6 ULS 2.7.1]	creatively processes the text read, which is simple in term of language (in particular, a literary text, a media text), changing characters if necessary, adding individual episodes, retelling the read from the position of one of the characters, etc. [6 ULS 2.7.1-1]	experiments with easy-to-understand text (in particular, a literary text, a media text) independently in line with a defined direction [9 ULS 2.7.1]	creatively processes the text read (in particular, a literary text, a media text) on a well-known and partially new topic, retelling it in a different cultural and historical context, creating fanfiction, booktrailers, etc. [9 ULS 2.7.1-1]
	draws conclusions based on a small text that is not	based on a small text that is not difficult to read in terms	creates own text (media text) based on the text	creates own or collective media product based on the

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	difficult to read in terms of language (in particular, a literary text, a media text, or an excerpt from it) [6 ULS 2.7.2]	of language (in particular, a literary text, a media text, or an excerpt from it), creates own media product (a cartoon, a simple theatrical scene, a video clip, a blog, etc.) [6 ULS 2.7.2-1]	read (in particular, a literary text, a media text) [6 ULS 2.7.2]	text read (in particular, a literary text, a media text) [9 ULS 2.7.2-1] independently selects and uses some methods of creative experimentation with text (in particular, a literary text, a media text), taking into account own needs and goals and realizing the risk of rejection of the created text [9 ULS 2.7.2-2]
	3. Expression of thoughts, feelings and attitudes, written interaction with other persons, in particular interpretation of literary works of the Ukrainian and foreign writers; interaction with other people in the digital environment, compliance with the norms of the literary language			
Creates written statements [ULS 3.1]	records in writing (by hand or using special, in particular digital, devices) own reasoning or	records own speech, as well as information from other sources, if it is simple, presented slowly and clearly	records in writing (by hand or using special, in particular digital, devices) own reasoning or	records own or someone else's speech, using, if necessary, appropriate techniques for optimizing

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	information from various sources [6 ULS 3.1.1]	[6 ULS 3.1.1-1]	information from various sources, taking into account the addressee [9 ULS 3.1.1]	the presentation of thoughts (various graphic techniques, abbreviations, highlights, etc.) [9 ULS 3.1.1-1]
	creates and independently presents small standard texts (in particular, literary texts, media texts) on a known topic [6 ULS 3.1.2]	creates and easily presents small standard written texts (in particular, literary texts, media texts) on a well-known topic of certain types, styles and genres, taking into account the purpose and addressee, based on own life experience [6 ULS 3.1.2-1]	creates standard texts (including literary texts, media texts) of various types, styles, and genres, linking different ideas and arguing own position [9 ULS 3.1.2]	creates and presents texts (in particular, literary texts, media texts) of various types, styles, and genres on current independently defined topics [9 ULS 3.1.2-1]
				compares own opinion, recorded in writing, with the arguments of other people [9 ULS 3.1.2-2]
				proves, appropriately using standard techniques of speech expression, own position on the problem raised, analyzing and

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				summarizing various views and ideas [9 ULS 3.1.2-3]
	adheres to the basic principles of academic integrity when creating own small standard texts (in particular, literary texts, media texts) [6 ULS 3.1.3]	formulates own small standard statement, taking into account the basic principles of academic integrity [6 ULS 3.1.3-1]	adheres to the principles of academic integrity, in particular copyright norms, when creating own texts (in particular, literary texts, media texts) [9 ULS 3.1.3]	formulates own statement, adhering to the principles of academic integrity (in particular, copyright) [9 ULS 3.1.3-1]
	selects the necessary language tools, adhering to the basic language norms [6 ULS 3.1.4]	composes and formulates a small standard expression in accordance with the basic language norms [6 ULS 3.1.4-1] selects appropriate standard means of artistic expression for the design of a small standard own statement [6 ULS 3.1.4-2]	selects appropriate language tools, based on established language norms, to achieve the appropriate communicative goal [9 ULS 3.1.4]	composes and formulates own texts (in particular, literary texts, media texts) of various types, styles and genres in accordance with the main word-forming, lexical, spelling, grammatical, punctuation norms [9 ULS 3.1.4-1] selects appropriate expressive language tools for achieving a communicative goal

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 ULS 3.1.4-2]
			independently creates texts (in particular, literary texts, media texts), using various ways of presenting them in accordance with the speech situation	creates standard texts independently (in particular, literary texts, media texts), uses various forms of their presentation to achieve the corresponding communicative goal
			[9 ULS 3.1.5]	[9 ULS 3.1.5-1]
Interacts in writing in real time (in a digital environment) [ULS 3.2]	creates small standard messages/ texts (in particular literary texts, media texts) on secure digital services and social networks about issues related to personal experience [6 ULS 3.2.1]	writes small standard messages on special secure digital services and social networks [6 ULS 3.2.1-1] speaks out in a secure digital environment about problems related to their own life experience and interests [6 ULS 3.2.1-2]	creates typical posts/media texts (in particular, using hypertext links) in a digital environment to discuss personal and certain socially significant issues [9 ULS 3.2.1]	writes standard messages, media texts of various genres (posts, comments, articles, notes, etc.) in a digital environment using hypertext links to discuss personally and socially important issues [9 ULS 3.2.1-1]
	participates in online discussions, recognizing main differences in opinion of interlocutors, and	discusses in an online environment on a familiar topic related to own life experience, training, preferences, etc.	participates in online interaction, performing different roles in small groups and using standard collaboration	performs various roles in group online communication, selects the necessary strategies for cooperation in

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	tolerantly defends own position, adhering to the norms of etiquette [6 ULS 3.2.2]	[6 ULS 3.2.2-1] compares main positions of panelists [6 ULS 3.2.2-2]	strategies in different situations [9 ULS 3.2.2]	different communication situations [9 ULS 3.2.2-1]
		tolerantly defends own position using standard language tools, focusing on the common and different opinions of the panelists [6 ULS 3.2.2-3] adheres to the norms of etiquette during online communication [6 ULS 3.2.2-4]		
	adheres to the basics of safe behavior in the digital environment and the basic principles of academic integrity [6 ULS 3.2.3]	interacts with others in a digital environment, taking care of security [6 ULS 3.2.3-1] adheres to the principles of academic integrity during online interaction	participates in online discussions, in particular acts as its organizer and moderator, recognizing differences of opinion, tolerantly defending own position, observing etiquette,	organizes and conducts an online discussion based on a standard model, participates in the discussion of major socially important issues [9 ULS 3.2.3-1] tolerantly comments on different views on the

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 ULS 3.2.3-2]	taking into account cultural diversity [9 ULS 3.2.3]	problem, summarizes them, defending own position, uses standard etiquette expressions in online communication, and takes into account cultural diversity [9 ULS 3.2.3-2]
			adheres to the basics of safe behavior in the digital environment, recognizes some manifestations of manipulative influences in the digital environment and avoids them [9 ULS 3.2.4]	distinguishes typical manifestations of manipulative influences in the digital environment and avoids them [9 ULS 3.2.4-1] communicates in a digital environment, adhering to security and academic integrity principles [9 ULS 3.2.4-2]
Edits written texts [ULS 3.3]	identifies and corrects typical mistakes made in the text and media text,	finds and corrects typical errors in the content, structure, and language design of own statements	identifies and corrects mistakes made in speech, and justifies the corrections made, based	identifies different types of errors at the level of content, structure, and language

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	based on the learned language norms [6 ULS 3.3.1]	[6 ULS 3.3.1-1]	on the learned language norms [9 ULS 3.3.1]	design of the utterance, if the subject is known [9 ULS 3.3.1-1]
		explains corrections made based on the rules studied [6 ULS 3.3.1-2]		corrects and justifies the corrections made, based on the learned norms [9 ULS 3.3.1-2]
	analyzes and improves the content of the written, complements its individual parts in accordance with the topic and purpose of the statement [6 ULS 3.3.2]	analyzes the content of the written from the point of view of the integrity and completeness of the presentation [6 ULS 3.3.2-1] corrects the written text based on the analysis performed [6 ULS 3.3.2-2] supplements and/or modifies individual parts of the written text in accordance with the topic and purpose	analyzes and improves the content of the written text in accordance with the topic and purpose of the statement, corrects mistakes in the structure, taking into account the stylistic and genre features of the text [9 ULS 3.3.2]	analyzes and improves the content of the written text in accordance with the topic and purpose of the statement [9 ULS 3.3.2-1] corrects errors in the text structure, taking into account its stylistic and genre features [9 ULS 3.3.2-2]

Continued Annex 342

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 ULS 3.3.2-3]		
	chooses appropriate ways (with the help of a teacher or other people) to improve own speech [6 ULS 3.3.3]	designs (with the help of a teacher) ways to correct errors in own speech [6 ULS 3.3.3-1]	develops own learning goals and strategies based on editing results [9 ULS 3.3.3]	formulates own educational goals, plans own educational progress, based on the analysis of mistakes made [9 ULS 3.3.3-1]
		demonstrates the ability to interact constructively during the editing process [6 ULS 3.3.2-2]		demonstrates tolerance and ability to interact constructively during the editing process [9 ULS 3.3.2-2]
4. The study of individual speech, the use of language for own speech creativity, observation of language and literature phenomena, their analysis				
Explores speech phenomena [ULS 4.1]	uses knowledge about the patterns of functioning of language units to improve own speech [6 ULS 4.1.1]	identifies and distinguishes language units of each level (sounds, parts of a word, words, word forms, phrases, sentences, texts) [6 ULS 4.1.1-1]	distinguishes between language units of different levels based on the analysis of their characteristic features and functions in speech [9 ULS 4.1.1]	distinguishes, characterizes, and uses language units of different levels appropriately [9 ULS 4.1.1-1]
		identifies characteristic differences between the Ukrainian language and the		

Continued Annex 343

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>native language, using such information to improve own speech</p> <p>[6 ULS 4.1.1-2]</p>		
	<p>observes individual language phenomena in speech</p> <p>[6 ULS 4.1.2]</p>	<p>distinguishes and names standard speech phenomena in own and someone else's speech, explains their essence</p> <p>[6 ULS 4.1.2-1]</p> <p>analyzes small texts that are simple in language terms (in particular, literary texts, media texts, or excerpts from them) from the point of view of the presence of certain language phenomena in them (in particular, synonymy, common root words, etc)</p> <p>[6 ULS 4.1.2-2]</p>	<p>identifies standard patterns of language units functioning based on generalization of own observations of own and other people's speech</p> <p>[9 ULS 4.1.2]</p>	<p>identifies typical patterns of language units functioning based on generalization of their own observations of language and speech</p> <p>[6 ULS 4.1.2-1]</p> <p>uses knowledge about the consistency of language phenomena in different languages to improve own speech</p> <p>[9 ULS 4.1.2-2]</p>
<p>Uses knowledge of the language for speech creativity</p> <p>[ULS 4.2]</p>	<p>identifies own language preferences when selecting language tools</p> <p>[6 ULS 4.2.1]</p>	<p>creatively uses the learned language tools, explaining the motives for choosing the appropriate tools in simple phrases</p>	<p>identifies own language preferences</p> <p>[9 ULS 4.2.1]</p>	<p>creatively uses standard language tools, choosing non-standard solutions from the proposed options, showing</p>

Continued Annex 344

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 ULS 4.2.1-1]		artistic-imaginative, associative thinking
				[9 ULS 4.2.1-1]
	improvises with standard means of artistic expression, in particular with the use of information and communication technologies [6 ULS 4.2.2]	reproduces standard means of artistic expression for own creative intentions [6 ULS 4.2.2-1]	improvises with standard and partially original means of artistic expression, in particular with the use of information and communication technologies [9 ULS 4.2.2]	improvises with a text (in particular, a literary text, a media text), defending own position in creativity and the right to self-expression [9 ULS 4.2.2-1]
	uses works of art as a basis for communication with others [6 ULS 4.2.3]	creates simple reviews of works of art, descriptions of paintings, etc. to interact with others [6 ULS 4.2.3-1]	uses works of art as a basis for communicating with other people and creating own simple texts (in particular, literary texts, media texts) [9 ULS 4.2.3]	interacts with other people through own creative product (in particular, text, poster, video clip, etc.) [9 ULS 4.2.3-1] uses a variety of strategies (in particular, free recording of associations, “knowledge maps”, making lists of strange ideas, etc.) to produce new artistic ideas, uses ideas of others

Continued Annex 345

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	enriches own speech style with certain features of other people's speech [6 ULS 4.2.4]	identifies clearly distinguishable common and different features between own speech and the speech of other people, diversifies own speech by reading literary works, working with dictionaries and reference sources [6 ULS 4.2.4-1]	improves own speech style using different sources [9 ULS 4.2.4]	and modifies them on the principles of academic integrity [9 ULS 4.2.3-2] explores own speech, analyzes the main features of the author's style of text (in particular, a literary text, a media text) to improve own speech style [9 ULS 4.2.4-1]

BASIC EDUCATION PLAN FOR GENERAL SECONDARY EDUCATION

Basic education plan for general secondary education institutions for classes (groups)
with the Ukrainian language of instruction

The name of the education area	Number of hours per year*								
	Grades 5-6			Grades 7-9			total (grades 5-9)		
	recommended	minimum	maximum	recommended	minimum	maximum	recommended	minimum	maximum
Language and literature**	770	700	910	1050	875	1260	1820	1575	2170
Mathematics	350	280	420	525	420	700	875	700	1120
Natural sciences	210	122.5	280	910	805	1050	1120	927.5	1330
Society and health-saving	105	70	210	157.5	105	315	262.5	175	525
Citizenship and history	122.5	87.5	175	245	192.5	315	367.5	280	490
Technology	140	70	210	105	105	210	245	175	420
Information technology	105	70	140	192.5	140	280	297.5	210	420
Art	140	70	210	140	105	245	280	175	455
Physical education***	210			315			525		
<u>Total</u>	2152.5			3640			5792.5		

Continued Annex 42

	Number of hours per year*		
	Grades 5-6	Grades 7-9	total (grades 5-9)
Additional hours for studying subjects of education areas, optional courses, individual consultations and group classes	122.5	105	227.5
Total annual number of training hours financed from the budget (without division into groups)	2275	3745	6020
Maximum permissible annual academic load for students****	2065	3430	5495

* The number of academic hours for studying each education area can be increased to the maximum indicator, taking into account the redistribution of the difference between the recommended and minimum number of academic hours in other education areas.

** Hours of language and literary education can be allocated for learning a second foreign language (at least two hours per week).

***Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.

****The total number of hours for studying all education areas should not exceed the total number of hours determined by the basic education plan.

Continued Annex 43

Basic education plan for general secondary education institutions for classes (groups)
with instruction in the language of an indigenous people or national minority

The name of the education area	Number of hours per year*								
	Grades 5-6			Grades 7-9			total (grades 5-9)		
	recommended	minimum	maximum	recommended	minimum	maximum	recommended	minimum	maximum
Language and literature**	805	770	910	1102.5	910	1260	1907.5	1680	2170
Mathematics	350	280	420	525	420	630	875	700	1050
Natural sciences	210	122.5	280	910	805	1015	1120	927.5	1295
Society and health-saving	70	70	210	105	105	315	175	175	525
Citizenship and history	122.5	87.5	210	245	192.5	315	367.5	280	525
Technology	140	70	175	105	105	315	245	175	490
Information technology	105	70	210	192.5	140	210	297.5	210	420
Art	140	70	140	140	105	280	280	175	420
Physical education***	210			315			525		
<u>Total</u>	2152.5			3640			5792.5		

Continued Annex 44

	Number of hours per year*		
	Grades 5-6	Grades 7-9	total (grades 5-9)
Additional hours for studying subjects of education areas, optional courses, individual consultations and group classes	122.5	105	227.5
Total annual number of training hours financed from the budget (without division into groups)	2275	3745	6020
Maximum permissible annual academic load for students****	2065	3430	5495

* The number of academic hours for studying each education area can be increased to the maximum indicator, taking into account the redistribution of the difference between the recommended and minimum number of academic hours in other education areas.

** Language and literature education hours may be allocated to the study of the language of an indigenous people, a national minority and/or a second foreign language.

***Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.

****The total number of hours for studying all education areas should not exceed the total number of hours determined by the basic education plan.

REQUIREMENTS
for compulsory learning outcomes of students in the language and literature education area
(language and literature of the relevant indigenous people/national minority)

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Interactions with others orally, perception and use of information to achieve life goals in various communicative situations				
Perceives oral information [RLL 1.1]	listens to statements in various forms (monologue, dialogue, polylogue), perceiving information of the appropriate volume presented at a fairly free pace on well-known and partially new topics [6 RLL 1.1.1]	listens carefully to monologue/dialogic statements, taking into account the purpose and conditions of communication [6 RLL 1.1.1-1]	listens to information from various sources on well-known and new topics, presented at a free pace [9 RLL 1.1.1]	consciously uses active listening techniques [9 RLL 1.1.1-1]
	respond to what they hear, clarifying	fully answers questions about the content of the	actively participates in communication, using	answers questions about the content of the message

Continued Annex 46

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
important details for understanding [6 RLL 1.1.2]		message heard (in particular, a literary text, a media text) [6 RLL 1.1.2-1]	techniques of communicative interaction in accordance with the purpose and situation of communication [9 RLL 1.1.2]	heard (in particular, a literary text, a media text), focusing on important details, in particular artistic details in the piece of literature [9 RLL 1.1.2-1]
		understands and reproduces the content of the heard, reacts tolerantly, using formulas of speech etiquette, ethically expresses their own attitude to the heard [6 RLL 1.1.2-2]		discusses the relevance, genre-generic affiliation, ideological, thematic and generally aesthetic features of the text (in particular, literary text, media text), the connection of the text with the situation and certain era, and the artist's work [9 RLL 1.1.2-2]
		if necessary correctly ask the interlocutor to clarify the details [6 RLL 1.1.2-3]		responds appropriately to the heard, demonstrating an understanding of the interlocutor's communicative intentions [9 RLL 1.1.2-3]

Continued Annex 47

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				formulates clarifying questions to the heard for their understanding [9 RLL 1.1.2-4]
	conveys the hidden meaning of the message, expressed through standard nonverbal means [6 RLL 1.1.3]	detects and reproduces with attention to ethno-cultural specifics of the hidden content of the heard message (in particular, a literary text, a media text), distinguishing nonverbal means (intonation, voice strength, logical accents, tempo, pauses, facial expressions, gestures, poses) used to convey hidden content [6 RLL 1.1.3-1]	recognizes and conveys the hidden meaning of the heard message (in particular, a literary text, a media text), expressed nonverbally [9 RLL 1.1.3]	distinguishes, taking into account the ethno-cultural specifics, nonverbal means that contribute to understanding the content of the message that is not expressed verbally [9 RLL 1.1.3-1] detects nonverbal means that indicate the presence of hidden information in the heard message (in particular, a literary text, a media text), and conveys the hidden meaning of the heard [9 RLL 1.1.3-2]
Converts information from the heard message to various forms of messages [RLL 1.2]	verbally reproduces the content of the message heard (in particular, a literary text, a media	briefly retells the content of the message heard (in particular, a literary text, a media text), subordinating the intention of the	retells the message heard (in particular, a literary text, a media text) in different ways according to	retells the message heard (in particular a literary text, a media text) in detail, concisely, selectively, creatively, focusing on the

Continued Annex 48

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	text), focusing on individual details [6 RLL 1.2.1]	statement to the topic and main idea [6 RLL 1.2.1-1] selectively retells the content of the message heard [6 RLL 1.2.1-2] rephrases lines in the dialog [6 RLL 1.2.1-3]	the purpose and situation of communication [9 RLL 1.2.1]	content as a whole, on individual important details or fragments of the heard in accordance with the purpose and situation of communication [9 RLL 1.2.1-1]
	captures the main content of the message heard (in particular, a literary text, a media text) in accordance with the task at hand [6 RLL 1.2.2]	independently makes a simple plan of the heard [6 RLL 1.2.2-1] uses elements of taking notes (in particular, identifies keywords and phrases in the message heard) [6 RLL 1.2.2-2] reproduces the main thoughts and facts, individual statements of characters in a literary	captures the message heard (in particular, a literary text, a media text) to optimize memorization, understanding, and further use of the heard [6 RLL 1.2.2]	independently composes and combines a complex plan, creates a synopsis, theses of what he/she has heard, gives a description of the characters of a literary work, correctly uses quotes, abbreviations, symbols, etc. [9 RLL 1.2.2-1]

Continued Annex 49

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		work that reveal the content of the heard [6 RLL 1.2.2-3]		
	selects and creates with the help of a teacher or other persons or independently separate ways and means of visualizing to convey information, in particular about a literary work (plot, distinguishing characters, establishing connections between them, etc) [6 RLL 1.2.3]	displays and visualizes the message heard (independently or with the help of other persons), using various tools (drawings, diagrams, tables, comics, etc.) to reproduce the content, structure information [6 RLL 1.2.3-1]	independently selects various visualization methods and tools for transmitting information related to the message you hear (in particular, a literary text, a media text), making appropriate changes if necessary [9 RLL 1.2.3]	independently transmits own understanding of the message heard (in particular, a literary text, a media text) using various methods and visualization tools, structuring the information using diagrams, tables, graphs, etc. [9 RLL 1.2.3-1]
Selects oral information [RLL 1.3]	selects information from one or more sources (in particular, literary texts, media texts) in accordance with the task set or independently defined goals)	finds answers to the questions asked in the message heard (in particular, a literary text, a media text) [6 RLL 1.3.1-1]	selects information from one or more sources (in particular, literary texts, media texts) in accordance with independently defined goals, and uses it appropriately	finds the necessary information, known or new, in one or more sources (in particular, literary texts, media texts) and uses it in accordance with independently defined goals

Continued Annex 410

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 RLL 1.3.1]	distinguishes between known and new information [6 RLL 1.3.1-2] defines keywords in the message heard (in particular, a literary text, a media text) [6 RLL 1.3.1-3]	[9 RLL 1.3.1]	[9 RLL 1.3.1-1]
Analyzes and interprets oral information [RLL 1.4]	defines the topic, individual microtopics, the main idea, and important details of the oral message (in particular, a literary text, a media text) [6 RLL 1.4.1]	formulates the topic and idea of the oral message (in particular, a literary text, a media text) [6 RLL 1.4.1-1] defines the main and secondary information, microtopics, and important details in the oral message (in particular, a literary text, a media text) [6 RLL 1.4.1-2]	defines the topic, main idea, outlines the range of problems raised in the message heard (in particular, a literary text, a media text), and distinguishes details that are important for understanding of the heard [9 RLL 1.4.1]	outlines the subject and problems of the message (in particular, a literary text, a media text) for further interpretation [9 RLL 1.4.1-1] identifies important details of the message heard (in particular, a literary text, a media text) to illustrate your own understanding of the information heard [9 RLL 1.4.1-2]

Continued Annex 411

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	explains the relationship between the content and form of the message heard (in particular, a literary text, a media text) [6 RLL 1.4.3]	characterizes the features of the form of the message heard (in particular, a literary text, a media text), defined by its content [6 RLL 1.4.3-1]	determines and predicts the mutual influence of elements of the form and content of an oral message in different communication situations [9 RLL 1.4.3]	analyzes the style, genre, aesthetic, and language features of the message heard (in particular, a literary text, a media text) [9 RLL 1.4.3-1] predicts how changing the form affects the content of the message (in particular, a literary text, a media text), and changing the content affects the form [9 RLL 1.4.3-2]
	defines the purpose of the message [6 RLL 1.4.4]	formulates the main purpose of the message heard [6 RLL 1.4.4-1] basing on the goal formulation, predicts the course of further communication and/or its result	defines the speaker's goal and assumes the interlocutor's communicative intention [9 RLL 1.4.4]	formulates the main goal and predicts the intentions of the interlocutor, if necessary, asking clarifying questions and quoting what they have heard, in order to establish communicative interaction and mutual understanding [9 RLL 1.4.4-1]

Continued Annex 412

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 RLL 1.4.4-2]		distinguishes between individual elements of manipulation and propaganda [9 RLL 1.4.4-2]
	connects and compares the heard with their life experience [6 RLL 1.4.5]	reasonably compares the heard with their life experience [6 RLL 1.4.5-1] reveals the relationship of the content or other components of a literary work (quotes, excerpts, episodes, actions of characters, etc.) with their own needs for personal development [6 RLL 1.4.5-2]	integrates the heard with own and socio-historical experience [9 RLL 1.4.5]	justifies the connection of the heard message (in particular, a literary text, a media text) with their own and socio-historical, in particular ethno-cultural experience (supports the dialogue "reader — text — author") to optimize their own activities, in particular in new circumstances, decision-making in various situations [9 RLL 1.4.5-1]
	distinguishes between facts, judgments, and arguments in the heard [6 RLL 1.4.6]	recognizes facts, judgments, and arguments present in the message heard (in particular, a literary text, a media text)	distinguishes between basic facts and judgments, understands the subtext in the message heard (in particular, a literary text, a media text)	recognizes key facts and judgments about them, identifies author's interpretations, understands the arguments in the message heard (in

Continued Annex 413

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 RLL 1.4.6-1] formulates questions to clarify the understanding of the message heard (in particular, a literary text, a media text)	[9 RLL 1.4.6]	particular, literary text, media text), and comments on the subtext [9 RLL 1.4.6-1]
Evaluates oral information [RLL 1.5]	justifies its attitude to the content and form of the message heard (in particular, a literary text, a media text) [6 RLL 1.5.1]	justifies the accuracy and completeness of information, if necessary, referring to the relevant sources, appropriately quoting individual fragments of the message heard (in particular, a literary text, a media text) [6 RLL 1.5.1-1] characterizes the heard from the point of view of the basic rules of communication, adheres to them [6 RLL 1.5.1-2]	evaluates the content and form of the message heard (in particular, a literary text, a media text) [9 RLL 1.5.1]	comments on information (including partially incomplete information) received from one or more sources [9 RLL 1.5.1-1] determines the reliability, novelty, consistency of the information, compliance with their beliefs and views [9 RLL 1.5.1-2] comments on certain aspects of the form of the message (compliance of the

Continued Annex 414

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>communication situation and socio-cultural norms) [9 RLL 1.5.1-3]</p> <p>justifies their position on the message heard (in particular, a literary text, a media text), taking into account own experience and information from certain sources that they consider authoritative [9 RLL 1.5.1-4]</p> <p>determines the position of the interlocutor/speaker and the degree of achievement of the communication goal [9 RLL 1.5.1-5]</p> <p>listens to other opinions, demonstrating readiness to change own position, provided that sufficient arguments are received [9 RLL 1.5.1-6]</p>

Continued Annex 415

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	identifies individual details that facilitate or hinder communication [6 RLL 1.5.2]	indicates certain features, in particular ethno-cultural ones, that contribute to or hinder effective communication in a particular communication situation [6 RLL 1.5.2-1]	identifies essential details that contribute to or hinder efficient communication [9 RLL 1.5.2]	identifies essential features, in particular ethno-cultural ones, that contribute to or hinder effective communication in various communication situations [9 RLL 1.5.2-1]
	determines the influence of individual details, in particular artistic details, of the message heard (in particular, a literary text, a media text) on the listener (addressee) [6 RLL 1.5.3]	characterizes the influence of individual details, in particular artistic details, on the listener's (addressee's) perception of the content of the message heard (in particular, a literary text, a media text) [6 RLL 1.5.3-1]	highlights important details, including artistic ones, in the message heard (in particular, a literary text, a media text), explains their role, and evaluates expressive capabilities [9 RLL 1.5.3]	characterizes the role, expressive capabilities and influence on the listener (addressee) of important details, in particular artistic details, the message heard (in particular a literary text, a media text) [9 RLL 1.5.3-1]
Expresses and defends its own views, ideas, and beliefs [RLL 1.6]	communicates constructively using standard speech means [6 RLL 1.6.1]	kindly expresses their attitude to the opinions of other persons, taking into account the incompleteness or inconsistency of the information heard [6 RLL 1.6.1-1]	justifies own position on personally and socially important issues, in particular those raised in the message heard (in particular, a literary text, a	logically and consistently presents own views, ideas, and beliefs in an appropriate genre form, supporting them with arguments and giving relevant examples from own

Continued Annex 416

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>defends own position on certain issues, in particular those raised in the message heard (in particular, a literary text, a media text)</p> <p>[6 RLL 1.6.2]</p>	<p>gives several arguments and examples to support own position, using standard speech constructions, appropriate quotes from the text (in particular, a literary text, a media text) to express own views, ideas, beliefs</p> <p>[6 RLL 1.6.2-1]</p> <p>logically structures own message</p> <p>[6 RLL 1.6.2-2]</p>	<p>media text) in the real situation of communication</p> <p>[6 RLL 1.6.1]</p>	<p>or socio-historical experience</p> <p>[9 RLL 1.6.1-1]</p> <p>communicates, recognizing the right to the existence of a different opinion, in compliance with the principles of communication ethics, norms of literary pronunciation</p> <p>[9 RLL 1.6.1-2]</p> <p>appropriately uses quotes from various sources, in particular, pieces of the national literature to confirm and express own views, ideas, and beliefs</p> <p>[9 RLL 1.6.1-3]</p>
Uses verbal and non-verbal means	interacts with other people, accompanying their own speech with	uses verbal and nonverbal means to communicate	performs and justifies the independent choice of verbal and nonverbal, in	selects and uses the necessary verbal and nonverbal means for

Continued Annex 417

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
while presenting own thoughts [RLL 1.7]	separate verbal and nonverbal means to achieve a communicative goal [6 RLL 1.7.1]	effectively with interlocutors [6 RLL 1.7.1-1] selects the style of speech in accordance with the purpose, needs and conditions of communication [6 RLL 1.7.1-2] adheres to the norms in the choice of speech tools [6 RLL 1.7.1-3]	particular implicitly expressed, means [9 RLL 1.7.1]	effective communication, taking into account the communication situation and communicative intentions, social and cultural context [9 RLL 1.7.1-1] controls the use of nonverbal means in the context of implementing standard communication strategies [9 RLL 1.7.1-2] modifies the use of intonation tools depending on the communicative situation [9 RLL 1.7.1-3]
	enriches own speech with separate means of artistic expression [6 RLL 1.7.2]	uses separate means of artistic expression in own speech [6 RLL 1.7.2-1]	uses means of artistic expression to develop own communication style [9 RLL 1.7.2]	uses various means of artistic expression in own speech, justifying the expediency of their choice

Continued Annex 418

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Regulates own emotional state [RLL 1.8]	explains the emotional state (own and others') with attention to its shades [6 RLL 1.8.1]	tells about own emotional state, describing individual shades of mood, feelings, experiences, etc. during the reflection of own activities or perception of a text (in particular, a literary text, a media text) [6 RLL 1.8.1-1]	analyzes and takes into account various emotional reactions (own and others') for effective communication [9 RLL 1.8.1]	[9 RLL 1.7.2-1]
		describes the emotional state of other persons or literary characters, analyzing their actions and statements [6 RLL 1.8.1-2]		identifies and anticipates emotional reactions in various communication situations [9 RLL 1.8.1-1] explains the reasons for the corresponding emotional state in typical life situations [9 RLL 1.8.1-2]
	regulates own emotional state during communication [6 RLL 1.8.2]	controls own emotional state during the presentation of the text (in particular, a literary text, a media text), in particular during artistic recitation [6 RLL 1.8.2-1]	manages own emotions in standard communication situations [9 RLL 1.8.2]	performs emotional self-regulation, appropriately using verbal and nonverbal means (in particular, during a speech in front of an audience) [9 RLL 1.8.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
enriches interpersonal communication with positive emotions [6 RLL 1.8.3]	uses the necessary verbal and nonverbal means to enrich interpersonal communication with positive emotions, create a comfortable atmosphere of communication, and encourage interlocutors to take certain actions [6 RLL 1.8.3-1]	has a positive impact on the emotional state of the interlocutors in order to achieve the goal of communication [9 RLL 1.8.3]	has a positive effect on the emotional state of participants in group communication, appreciating own cultural traditions and showing respect for others [9 RLL 1.8.3-1]	
	gives examples from texts (in particular, literary texts, media texts) regarding the ability (inability) to manage emotions, explaining the emotional state of literary characters (taking into account the situation, era, national traditions and customs, etc.) for the development of own emotional intelligence [6 RLL 1.8.3-2]	characterizes interpersonal interactions in the text (in particular, a literary text, a media text), pointing out a variety of emotional states and explaining them for the development of one's own emotional intelligence [9 RLL 1.8.4]	comments on the peculiarities of expressing an emotional state in different cultures based on the analysis of the message heard (in particular, a literary text, a media text) for the development of one's own emotional intelligence [9 RLL 1.8.4-1]	
2. Perception, analysis, interpretation, critical evaluation of information in various types of texts (in particular, literary texts, media texts) and its use to enrich own experience				

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Perceives the text [RLL 2.1]	in accordance with the goal, uses the main types of reading texts (complete, interrupted, mixed) (in particular, literary texts, media texts) [6 RLL 2.1.1]	reads texts of various (in particular, literary texts, media texts) functional styles and genres in different ways (overview, selective, etc.) in accordance with the purpose of reading [6 RLL 2.1.1-1]	applies various types of critical reading of single and multiple texts (complete, interrupted, mixed) (in particular, literary texts, media texts) on well-known and new topics in accordance with the purpose of reading [9 RLL 2.1.1]	applies various types of critical reading of texts (in particular, literary texts, media texts) of various styles, in particular fragmentary ones, or excerpts from them [9 RLL 2.1.1-1]
	consciously uses the main components (title, content, annotation, etc.) of the source of information (printed or digital), as well as the components of the text structure (in particular, a literary text, a media text) [6 RLL 2.1.2]	explains the functions of the main components of a printed or digital text source of information (title, content, annotation, etc.), distinguishes the components of the text structure (in particular, a literary text, a media text) according to its genre-generic affiliation and style features [6 RLL 2.1.2-1]	efficiently uses the components of a printed or digital text source of information to achieve the goal of reading [9 RLL 2.1.2]	uses various components of a printed or digital text source of information (division according to subject headings, headings, abbreviations, selections, etc.) to optimize working with text information [9 RLL 2.1.2-1] determines the specifics of the components of the structure of texts (in particular, literary texts, media texts) of various genera and genres, the

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		uses the title, content, and annotation to optimize work with text [6 RLL 2.1.2-2]		features of intergenerational and inter-genre formations [9 RLL 2.1.2-2]
	perceives texts (in particular, literary texts, media texts), taking into account the context of creation and reader perception [6 RLL 2.1.3]	correlates the content of the perceived text (in particular, a literary text, a media text) with the historical and cultural context [6 RLL 2.1.3-1]	perceives texts (in particular, literary texts, media texts) in accordance with the peculiarities of national culture and era [9 RLL 2.1.3]	correlates the content of the perceived text (in particular, a literary text, a media text) with the historical and socio-cultural contexts, the ideological position of the author [9 RLL 2.1.3-1]
Analyzes and interprets a text [RLL 2.2]	identifies the main problems raised in the text (in particular, a literary text, a media text), linking them with life experience [6 RLL 2.2.1]	characterizes the problems raised in the text (in particular, a literary text, a media text) [6 RLL 2.2.1-1] projects own or known life experience on the problems raised in the text	identifies and comments on issues raised in one or more texts (in particular, literary texts, media texts) [9 RLL 2.2.1]	comments and justifies the relevance of problems raised in one or more texts (in particular, literary texts, media texts), taking into account own experience and cultural and historical context [9 RLL 2.2.1-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		(in particular, a literary text, a media text) [6 RLL 2.2.1-2]		
	distinguishes between known and new, main and secondary information, facts and judgments in the text (in particular, a literary text, a media text) [6 RLL 2.2.2]	finds known and new information in the text (in particular, a literary text, a media text) [6 RLL 2.2.2-1] defines the main and secondary information in the text read (in particular, a literary text, a media text) [6 RLL 2.2.2-2] questions information from the text (in particular, a literary text, a media text) based on the distinction between facts and judgments about facts [6 RLL 2.2.2-3]	identifies obvious and hidden information, distinguishes between objective facts and subjective judgments in the text (in particular, a literary text, a media text) [9 RLL 2.2.2]	distinguishes between factual information, subjective judgments, and hidden subtext in the text (in particular, a literary text, a media text), provides arguments for refuting or confirming judgments, comments on the subtext, and provides examples from personal and public experience [9 RLL 2.2.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>defines the topic and microtopics, the main idea of the text (in particular, a literary text, a media text)</p> <p>[6 RLL 2.2.3]</p>	<p>formulates the main idea of the text (in particular, a literary text, a media text)</p> <p>[6 RLL 2.2.3-1]</p> <p>highlights microtopics in the text (in particular, a literary text, a media text)</p> <p>[6 RLL 2.2.3-2]</p>	<p>defines the relationship between elements of the text content (in particular, a literary text, a media text)</p> <p>[9 RLL 2.2.3]</p>	<p>characterizes the relationship between the topic, microtopics, and the main idea of the text (in particular, a literary text, a media text)</p> <p>[9 RLL 2.2.3-1]</p>
	<p>compares individual elements (topics, ideas, problems, images, plots, etc.) of the text (in particular, a literary text, a media text)</p> <p>[6 RLL 2.2.4]</p>	<p>defines common and different elements of the content and form of texts that are similar in certain structural features (in particular, literary texts, media texts), works of national literature</p> <p>[6 RLL 2.2.4-1]</p>	<p>compares texts (in particular, literary texts, media texts) of similar topics, in particular literary works of different styles, literary trends</p> <p>[9 RLL 2.2.4]</p>	<p>defines common and different things in certain literary works by subject, comparing their problems, style, language design, etc.</p> <p>[9 RLL 2.2.4-1]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>integrates information presented in various ways (verbal, graphic, numerical, etc.) within one or more texts (in particular, literary texts, media texts)</p> <p>[6 RLL 2.2.5]</p>	<p>combines information presented in various ways (verbal, graphic, numerical, etc.) within one or more texts (in particular, literary texts, media texts)</p> <p>[6 RLL 2.2.5-1]</p>	<p>integrates information presented in various ways within one or more texts (in particular, literary texts, media texts), as well as in hypertexts in a digital environment</p> <p>[9 RLL 2.2.5]</p>	<p>combines information presented in various ways from several texts (in particular, literary texts, media texts), hypertexts in a digital environment</p> <p>[9 RLL 2.2.5-1]</p>
	<p>describes the main features of the structure and language design of texts (in particular, literary texts, media texts) belonging to different styles and genres</p> <p>[6 RLL 2.2.6]</p>	<p>distinguishes texts (in particular, literary texts, media texts) of different styles, types and genres in the context of the author's idea</p> <p>[6 RLL 2.2.6-1]</p> <p>recognizes the main expressive means and uses some of them</p> <p>[6 RLL 2.2.6-2]</p>	<p>defines the relationship between elements of the content, structure and language design of texts (in particular, literary texts, media texts) of various styles, as well as literary works belonging to different types, genres, directions, trends, epochs</p> <p>[9 RLL 2.2.6]</p>	<p>characterizes the interdependence of elements of the content, structure and language design of texts (in particular, texts of national literature) of various types, styles and genres, epochs, taking into account the cultural and historical context, aesthetic and value potential</p> <p>[9 RLL 2.2.6-1]</p> <p>recognizes visual and expressive means and signs of the author's style, ethno-cultural symbols in the text</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				(in particular, a literary text, a media text) [9 RLL 2.2.6-2]
	draws conclusions based on the analysis of the text (in particular, a literary text, a media text) [6 RLL 2.2.7]	formulates conclusions in accordance with the task at hand based on the analysis of the processed text (in particular, a literary text, a media text) [6 RLL 2.2.7-1]	draws conclusions based on the analysis and interpretation of several texts read (in particular, literary texts, media texts) [9 RLL 2.2.7]	formulates logical and consistent conclusions based on the analysis of structural and semantic unity and interpretation of several texts read (in particular, literary texts, media texts) [9 RLL 2.2.7-1]
Enriches the aesthetic, emotional and sensual experience [RLL 2.3]	analyzes the emotional state of literary characters, their actions to model own behavior and form basic moral and ethical norms, showing tolerance [6 RLL 2.3.1]	characterizes the emotional state of characters in a literary work, their behavior and actions, showing tolerance, with attention to ethno-cultural specifics [6 RLL 2.3.1-1] draws parallels between the images and situations depicted in the text (in particular, a literary text, a media text), and own life experience	analyzes the causes of the emotional state of literary characters, commenting on their actions in the context of own and social experience [9 RLL 2.3.1]	characterizes the behavior and causes of the emotional state of literary characters, comments on their actions and statements [9 RLL 2.3.1-1] projects the emotional and sensory experience of characters in texts (in particular, literary texts, media texts) on own behavior, beliefs, attitudes, and values

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 RLL 2.3.1-2] projects own behavior in situations similar to those depicted in the text (in particular, a literary text, a media text)		[9 RLL 2.3.1-2]
	expresses own feelings, impressions, and attitudes about the people, events, and situations etc. depicted in the text (in particular, a literary text, a media text)	[6 RLL 2.3.1-3] expresses in oral and/or written form own feelings, impressions evoked by the read, their attitude to the people, events, situations, etc. depicted in the text (in particular, a literary text, a media text)	expresses own feelings and impressions from the texts (in particular, literary texts, media texts), analyzing the expressive means available in them [9 RLL 2.3.2]	comments on own feelings while reading the text (in particular, a literary text, a media text) and impressions of the read, analyzes the influence of expressive means on the emotional and aesthetic perception of the text [9 RLL 2.3.2-1]
	[6 RLL 2.3.2]	[6 RLL 2.3.2-1] explains the influence of what has been read on the development of own aesthetic taste and the range of the reader's interests [6 RLL 2.3.2-2]	explains the aesthetic and artistic value of the texts read (in particular, literary	substantiates the opinion about the aesthetic and artistic value of the texts read

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			texts, media texts) in a cultural and historical context [9 RLL 2.3.3]	(in particular, literary texts, media texts) in a cultural and historical context, taking into account the interrelationships of the national culture and other cultures [9 RLL 2.3.3-1]
Evaluates the text [RLL 2.4]	explains the meaning of the information obtained from the text read (in particular, a literary text, a media text), in the context of own experience in solving problems [6 RLL 2.4.1]	justifies the significance of the information obtained from the text read (in particular, a literary text, a media text) for solving problems using various genres, forms and methods of presenting messages [6 RLL 2.4.1-1]	evaluates the meaning of what has been read in several texts (in particular, literary texts, media texts) to achieve a defined goal of the activity [9 RLL 2.4.1]	finds out the importance and predicts the feasibility of further use of information obtained from several texts (in particular, literary texts, media texts), taking into account what has been read and other sources [9 RLL 2.4.1-1]
	establishes the relevance and consistency of information in the text (in particular, a literary text, a media text) based on own experience [6 RLL 2.4.2]	determines the relevance and consistency of the text (in particular, a literary text, a media text) (for example, whether the information provided is truthful, up-to-date, and does not contain contradictions) based on	determines the quality and reliability of information based on own experience, critically perceiving the opinions of others [9 RLL 2.4.2]	provides arguments about the relevance and reliability of information based on own experience, analysis of the text read and critical judgments of other persons [9 RLL 2.4.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>own experience and the experience of others</p> <p>[6 RLL 2.4.2-1]</p> <p>reveals the relevance of literary works in the context of modern challenges and own life needs</p> <p>[6 RLL 2.4.2-2]</p> <p>argues for own assessment of the text read (in particular, a literary text, a media text), giving relevant quotes</p> <p>[6 RLL 2.4.2-3]</p>		<p>makes reasoned conclusions about the presence of signs of manipulative influence in the text (in particular, a literary text, a media text), appropriately quoting the fragments</p> <p>[9 RLL 2.4.2-2]</p>
			<p>expresses own opinion on how the features of the form and language of the text (in particular, the a literary text, a media text) affect the expression of the content and the achievement of the corresponding goal</p> <p>[9 RLL 2.4.3]</p>	<p>characterizes the features of the text structure (in particular, a literary text, a media text), defining the functions and role of language tools in it</p> <p>[9 RLL 2.4.3-1]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			<p>defines the role and place of the text (in particular, a literary text, a media text) in the cultural and historical context [9 RLL 2.4.4]</p>	<p>defends own opinion about the role and place of the text (in particular, a literary text, a media text etc.) in the cultural and historical context [9 RLL 2.4.4-1]</p>
			<p>discusses texts (in particular, literary texts, media texts), demonstrating tolerance and awareness of multiple views and interpretations [9 RLL 2.4.5]</p>	<p>offers options for interpreting images, events, and situations in texts (in particular, literary texts, media texts), taking into account the potential multiplicity of readings in different contexts [9 RLL 2.4.5-1]</p>
<p>Selects texts to read [RLL 2.5]</p>	<p>selects with the help of teacher or other persons or independently texts, in particular, works of</p>	<p>depending on the purpose of reading, chooses texts independently or with the help of other persons, in</p>	<p>independently selects texts, in particular works of national literature of various styles and genres in</p>	<p>uses reliable and trusted text/media text sources to perform tasks, and argues</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
national literature of various styles and genres, depending on the purpose of reading, and gives separate arguments regarding their choice [6 RLL 2.5.1]	particular works of national literature of various styles and genres, and argues for the choice [6 RLL 2.5.1-1]	accordance with the purpose of reading [9 RLL 2.5.1]	for the choice of such sources [9 RLL 2.5.1-1]	
	describes own literary preferences, giving examples of the books read [6 RLL 2.5.1-2]	effectively uses information resources (libraries, websites, etc.) to meet own readers' needs and expand the range of readers' interests [6 RLL 2.5.1-3]		
uses reliable sources for selecting texts (in particular, literary texts, media texts) [6 RLL 2.5.2]	uses up-to-date and reliable text/media text sources of information to solve problems [6 RLL 2.5.2-1]	independently defines the selection criteria and methods for searching information [9 RLL 2.5.2]	discusses their reading preferences with other people, giving examples and arguments, and presents the	

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				literary work they have read in various ways [9 RLL 2.5.2-1]
			manages own reading activities, focuses on relevant sources of information [9 RLL 2.5.3]	uses various resources, including digital ones, to expand the range of reader's interests, demonstrating critical thinking skills [9 RLL 2.5.3-1]
Converts text information [RLL 2.6]	transmits texts (in particular, literary texts, media texts) verbally (retelling, synopsis, etc.), graphically (diagram, table, etc.) [6 RLL 2.6.1]	retells the content of the text (in particular, a literary text, a media text) in different ways according to the task [6 RLL 2.6.1-1]	transmits texts (in particular, literary texts, media texts) verbally and graphically, summarizing, complementing, interpreting, and shortening information [9 RLL 2.6.1]	conveys the content of the read from several sources, summarizing, shortening, and verbally complementing information (summary, abstracts, etc.) [9 RLL 2.6.1-1]
		captures the necessary text elements (in particular, a literary text, a media text), optimizing what is written using separate graphic marks [6 RLL 2.6.1-2]		presents text information from one or more sources (in particular, literary texts, media texts), combining various methods and tools for visualizing the content

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		presents text information from a single source (in particular, a literary text, a media text), using various methods and means of visualizing the content [6 RLL 2.6.1-3]		[9 RLL 2.6.1-2]
	transforms graphic information based on a single source into text information, including using multimedia tools [6 RLL 2.6.2]	creates text based on certain characteristics based on certain graphic information (charts, graphs, etc.) [6 RLL 2.6.2-1]	transforms graphic information based on multiple sources into text information [9 RLL 2.6.2]	creates text based on several graphic sources of information, analyzing, comparing, systematizing, summarizing and evaluating it [9 RLL 2.6.2-1]
Reads creatively [RLL 2.7]	experiments with a text (in particular, a literary text, a media text) by analogy, if necessary, turns to other persons for help [6 RLL 2.7.1]	creatively processes the text read (in particular, a literary text, a media text), changing characters if necessary, adding individual episodes, retelling the read from the position of one of the characters, and so on [6 RLL 2.7.1-1]	experiments with a text (in particular, a literary text, a media text) in a self-defined direction [9 RLL 2.7.1]	creatively processes the text read (in particular, a literary text, media text), transmits it in a different cultural and historical context [9 RLL 2.7.1-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	creates elements of own media text based on the read, including a literary text [6 RLL 2.7.2]	based on the read, creates own media product (cartoon, theater skit, video clip, blog, etc.) [6 RLL 2.7.2-1]	creates own text (a media text) based on the read [9 RLL 2.7.2]	creates own or collective media product based on the read [9 RLL 2.7.2-1] independently selects and uses some methods of creative experimentation with text (in particular, a literary text, a media text), taking into account own needs and goals, ethno-cultural context and realizing the risk of rejection of the created product [9 RLL 2.7.2-2]
3. Expression of thoughts, feelings and attitudes, written interaction with other persons, in particular interpretation of literary works of the national writers; interaction with other people in the digital environment, compliance with the norms of the literary language				
Creates written statements [RLL 3.1]	records in writing (by hand or using special, in particular digital, devices) own reasoning or	records own reasoning or information from other sources [6 RLL 3.1.1-1]	records in writing (by hand or using special, in particular digital, devices) own reasoning or	records own or someone else's speech, using, if necessary, appropriate techniques for optimizing the

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	information from various sources [6 RLL 3.1.1]		information from various sources, taking into account the addressee [9 RLL 3.1.1]	presentation of thoughts (various graphic techniques, abbreviations, highlights, etc.) and means of speech expressiveness [9 RLL 3.1.1-1]
	creates and independently presents texts (in particular, literary texts, media texts) on a specific topic in a simple way [6 RLL 3.1.2]	creates written texts (in particular, literary texts, media texts) of certain types, styles, and genres, taking into account the purpose, addressee and own life experience [6 RLL 3.1.2-1]	creates texts (including literary texts, media texts) of various types, styles, and genres, linking different ideas and arguing own position [9 RLL 3.1.2]	creates and presents texts (in particular, literary texts, media texts) of various types, styles, and genres on current independently defined topics [9 RLL 3.1.2-1] compares own opinion, recorded in writing, with the opinions of other people [9 RLL 3.1.2-2] defends own position on the problem raised, analyzing

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				and summarizing various views and ideas [9 RLL 3.1.2-3]
	adheres to the principles of academic integrity when creating own texts [6 RLL 3.1.3]	formulates own statement, taking into account principles of academic integrity [6 RLL 3.1.3-1]	adheres to the principles of academic integrity when creating own texts [9 RLL 3.1.3]	formulates own statement in compliance with the principles of academic integrity [9 RLL 3.1.3-1]
	selects the necessary language tools, adhering to the basic language norms [6 RLL 3.1.4]	composes and forms own utterance in accordance with established word-forming, lexical, spelling, grammatical, punctuation and stylistic norms [6 RLL 3.1.4-1] selects appropriate means of speech expression for the design of own utterance	selects appropriate language tools to achieve the appropriate communicative goal, adheres to established language norms [9 RLL 3.1.4]	composes and formulates own texts (in particular, literary texts, media texts) of various types, styles and genres in accordance with established word-forming, lexical, spelling, grammatical, punctuation and stylistic norms [9 RLL 3.1.4-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 RLL 3.1.4-2]		
			independently creates texts (in particular, literary texts, media texts), showing creative individuality, using various ways of presenting them in accordance with the speech situation [9 RLL 3.1.5]	creates texts independently (in particular, literary texts, media texts), uses various forms of their presentation to achieve the corresponding communicative goal [9 RLL 3.1.5-1] selects expressive language tools, showing creative individuality [9 RLL 3.1.5-2]
Interacts in writing in real time (in a digital environment) [RLL 3.2]	creates small standard messages/ media texts on secure digital services and social networks about issues related to personal experience and educational activities	writes small standard messages on secure digital services and social networks [6 RLL 3.2.1-1] speaks out in a secure digital environment about problems related to their	creates typical posts/media texts (in particular, using hypertext links) in a digital environment to discuss personal and socially significant issues [9 RLL 3.2.1]	creates messages/ media texts of various genres (posts, comments, articles, notes, etc.) in a digital environment using hypertext links to discuss personal and socially important issues

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 RLL 3.2.1]	own life experience, in particular, training, reading practice [6 RLL 3.2.1-2]		[9 RLL 3.2.1-1]
	participates in online discussions, recognizing differences of opinion, and tolerantly defends own position, adheres to the norms of etiquette [6 RLL 3.2.2]	discusses in an online environment on familiar topics related to own life experience, training, preferences, etc. [6 RLL 3.2.2-1] compares the positions of panelists [6 RLL 3.2.2-2] tolerantly defends own position, pays attention to the common and different opinions of the participants in the discussion [6 RLL 3.2.2-3] adheres to the norms of etiquette during online communication [6 RLL 3.2.2-4]	participates in online interaction, performing different roles in small groups and using standard collaboration strategies in different situations [9 RLL 3.2.2]	performs various roles in group online communication, selects the necessary strategies for cooperation in different communication situations [9 RLL 3.2.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
<p>adheres to the basics of safe behavior in the digital environment and the principles of academic integrity [6 RLL 3.2.3]</p>	<p>interacts with others in a digital environment, taking care of security [6 RLL 3.2.3-1]</p> <p>adheres to the principles of academic integrity during online interaction [6 RLL 3.2.3-2]</p>	<p>participates in online discussions, in particular acts as an organizer and moderator, recognizes differences of opinion, tolerantly defends own position, adheres to the norms of etiquette, the foundations of academic integrity, taking into account cross-cultural diversity [9 RLL 3.2.3]</p>	<p>organizes and conducts an online discussion, participates in the discussion of socially important issues [9 RLL 3.2.3-1]</p> <p>tolerantly comments on various views on the problem under discussion, summarizes them, defends own position, adheres to the norms of etiquette, the foundations of academic integrity during online communication [9 RLL 3.2.3-2]</p>	
		<p>adheres to the basics of safe behavior in the digital environment, recognizes some manifestations of manipulative influences in the digital environment and avoids them [9 RLL 3.2.4]</p>	<p>distinguishes the manifestations of manipulative influences in the digital environment and avoids them [9 RLL 3.2.4-1]</p> <p>securely communicates in a digital environment with the</p>	

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Edits written texts [RLL 3.3]	identifies and corrects mistakes made in the text, based on the learned language norms [6 RLL 3.3.1]	corrects errors in the content, structure, and language design of own statements [6 RLL 3.3.1-1] explains individual corrections [6 RLL 3.3.1-2]	identifies various types of errors, corrects and justifies corrections made [9 RLL 3.3.1]	principles of academic integrity in mind [9 RLL 3.2.4-2] identifies various types of errors in the content, structure, and construction, corrects and justifies corrections made [9 RLL 3.3.1-1]
	analyzes and improves the content of the written, complements its individual parts in accordance with the topic and purpose of the statement [6 RLL 3.3.2]	analyzes the content of the written from the point of view of the integrity and completeness of the presentation [6 RLL 3.3.2-1] corrects the text based on the analysis performed [6 RLL 3.3.2-2] supplements and/or modifies individual parts of the text in accordance	analyzes and improves the content of the written text in accordance with the topic and purpose of the statement, eliminates mistakes in the structure of the text, taking into account the stylistic and genre features of the text [9 RLL 3.3.2]	analyzes and improves the content of the written text in accordance with the topic and purpose of the statement, cultural context [9 RLL 3.3.2-1] eliminates mistakes in the text structure, taking into account the stylistic and genre features of the text [9 RLL 3.3.2-2]

Continued Annex 440

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		with the topic and purpose of the statement [6 RLL 3.3.2-3] improves the written text [6 RLL 3.3.2-4]		
	chooses appropriate ways to improve own speech [6 RLL 3.3.3]	identifies ways to prevent errors in own speech [6 RLL 3.3.3-1] demonstrates the ability to interact constructively during the editing process [6 RLL 3.3.3-2]	analyzes mistakes made in order to learn better the advantages and disadvantages of own written texts, and determine own educational goals [9 RLL 3.3.3]	identifies the advantages and disadvantages of hand-written texts and plans own educational progress based on the analysis of mistakes made [9 RLL 3.3.3-1] demonstrates tolerance and ability to interact constructively during the editing process [9 RLL 3.3.3-2]
	4.The study of individual speech, the use of language for own speech creativity, observation of language and literature phenomena, their analysis			
Explores speech phenomena [RLL 4.1]	uses knowledge about the patterns of functioning of language	identifies and distinguishes language units of each level (sounds, parts of a	distinguishes speech units of different levels based on the analysis of their characteristic features and	defines and characterizes systemic inter-level relationships between language units of different

Continued Annex 441

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
units to improve own speech [6 RLL 4.1.1]		word, words, word forms, phrases, sentences, texts) [6 RLL 4.1.1-1]	functions in speech, identifies systemic inter-level relationships between them, typical patterns of their functioning based on the generalization of own observations [9 RLL 4.1.1]	levels, typical patterns of their functioning based on generalization of own observations of language and speech, in particular on the basis of literary works [9 RLL 4.1.1-1]
		compares and checks language units of each level based on certain characteristics [6 RLL 4.1.1-2]		uses knowledge about the consistency of speech phenomena to improve own speech [9 RLL 4.1.1-2]
observes individual linguistic phenomena in speech, in particular on the example of literary works [6 RLL 4.1.2]		distinguishes individual speech phenomena in own and someone else's speech, explains their essence [6 RLL 4.1.2-1]	determines the specifics of the development of the national language by analyzing oral speech and texts (in particular, literary texts, media texts) [9 RLL 4.1.2]	analyzes individual language phenomena in oral speech, works of national literature, media texts and draws conclusions about the functioning and expediency of using certain language units [9 RLL 4.1.2-1]
		compares texts (in particular, literary texts, media texts) in terms of the presence of certain language phenomena in them [6 RLL 4.1.2-2]		

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Uses knowledge of the language for speech creativity [RLL 4.2]	identifies own language preferences when selecting language tools [6 RLL 4.2.1]	creatively uses language tools, choosing appropriate non-standard solutions from the proposed options, justifying the choice made [6 RLL 4.2.1-1]	uses the results of own linguistic creativity for personal expression [9 RLL 4.2.1]	creatively uses language tools, choosing non-standard solutions from the proposed options, showing artistic-imaginative, associative thinking [9 RLL 4.2.1-1]
	improvises with some artistic means, in particular with the use of information and communication technologies [6 RLL 4.2.2]	reproduces individual artistic means to embody own creative intentions [6 RLL 4.2.2-1]	improvises with various artistic means, in particular with the use of information and communication technologies [9 RLL 4.2.2]	improvises with a text (in particular, a literary text, a media text), using elements of stylization, parody, etc., defends their position and the right to self-expression [9 RLL 4.2.2-1]
	uses works of art as a means of communicating with others [6 RLL 4.2.3]	imitates certain stylistic features of text (in particular, a literary text, a media text) in the process of creating own text or media text for interaction with other people	uses works of art to create own texts (in particular, literary texts, media texts) and during communication [9 RLL 4.2.3]	interacts with other people through own language creation, in particular through text or media text (poster, video clip, etc.) [9 RLL 4.2.3-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

[6 RLL 4.2.3-1]

uses a variety of strategies (free recording of associations, “knowledge maps”, making lists of strange ideas, etc.) to produce new artistic ideas, uses ideas of others and modifies them on the principles of academic integrity

[9 RLL 4.2.3-2]

enriches own speech by using different sources
[6 RLL 4.2.4]

distinguishes common and different features between own speech and the speech of other people, diversifies own speech by reading literary works, working with dictionaries and reference sources

[6 RLL 4.2.4-1]

improves own speech style using different sources
[9 RLL 4.2.4]

explores own speech, analyzes the main features of the author's style of text (in particular, a literary text, a media text) to improve own speech style

[9 RLL 4.2.4-1]

Annex 5
to the State Standard

REQUIREMENTS
to mandatory learning outcomes of
students in the language and literature area (Foreign Language Education)

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Perception of oral information and written texts in a foreign language in the conditions of direct and indirect intercultural communication				
Perceives oral information [FOR 1.1]	understands a conversation between other people if the speech is clear and slow [6 FOR 1.1.1]	determines the speech situation and the content of a short, simple conversation, if the speech is clear and slow [6 FOR 1.1.1-1]	understands a conversation between other people if the speech is clear and slow [9 FOR 1.1.1]	follows the main content of a detailed discussion if the speech is clear and slow [9 FOR 1.1.1-1]
	understands information expressed by a person to the audience if the speech is clear and slow, with long pauses from time to time [6 FOR 1.1.2]	correlates information perceived by ear, which is provided using visual aids, if the speech is clear and slow, with repetitions, and the topic is familiar [6 FOR 1.1.2-1]	understands information expressed by a person to the audience if the speech is clear and slow [9 FOR 1.1.2]	defines the main content of simple short statements on familiar topics, in particular a simple statement of one person, if the speech is clear and slow [9 FOR 1.1.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>defines simple information that is explained in a predictable situation, if the speech is clear and slow, with long pauses from time to time [6 FOR 1.1.2-2]</p>		<p>correlates the information received by ear during a simple, well-structured presentation with slides, specific examples or diagrams, and understands the explanation for it [9 FOR 1.1.2-2]</p>
	<p>understands the content of the ad and instructions if the speech is clear and slow [6 FOR 1.1.3]</p>	<p>highlights the main content of short, simple messages, ads, and instructions [6 FOR 1.1.3-1]</p> <p>recognizes basic instructions about time, dates, etc., and performing everyday tasks [6 FOR 1.1.3-2]</p>	<p>understands the content of the ad and instructions if the speech is clear and slow [9 FOR 1.1.3]</p>	<p>recognizes simple technical information, such as instructions for household appliances [9 FOR 1.1.3-1]</p> <p>executes detailed instructions [9 FOR 1.1.3-2]</p> <p>understands ads at airports, train stations, and transport if the broadcast is clear and slow, and extraneous noise is minimal [9 FOR 1.1.3-3]</p>
	<p>understands what audio recordings are</p>	<p>highlights basic information from short audio recordings on everyday predictable</p>	<p>understands what audio recordings are</p>	<p>defines the main content of news releases and simple material on familiar topics</p>

Continued Annex 53

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	about if the speech is clear and slow [6 FOR 1.1.4]	issues if speech is clear and slow [6 FOR 1.1.4-1]	about if the speech is clear and slow [9 FOR 1.1.4]	recorded on an audio carrier, if the speech is clear and slow [9 FOR 1.1.4-1]
		highlights important information from TV programs if the broadcast is clear and slow [6 FOR 1.1.4-2]		recognizes the main content and individual details of oral messages if the speech is clear and slow [9 FOR 1.1.4-2]
		recognizes important points of the story, follows the plot of the message, if the speech is clear and slow [6 FOR 1.1.4-3]		
	perceives oral information from video recordings if speech is clear and slow [6 FOR 1.1.5]	identifies topics in viewed videos and creates an impression of their main content [6 FOR 1.1.5-1]	perceives oral information from videos, TV programs, or movies if the speech is clear and slow	understands the content of films if you can get an idea of the plot from the events and actions of the characters, and the speech is clear and slow [9 FOR 1.1.5-1]

Continued Annex 54

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			[9 FOR 1.1.5]	defines the main content of TV programs on familiar topics, if the broadcast is clear and slow [9 FOR 1.1.5-2]
Perceives written text [FOR 1.2]	understands short simple emails [6 FOR 1.2.1]	highlights the necessary information obtained from short, simple personal emails [6 FOR 1.2.1-1] defines the main content of simple online messages [6 FOR 1.2.1-2]	understands personal correspondence [9 FOR 1.2.1]	defines the content of descriptions of events, feelings, and wishes in personal letters and postcards for regular communication with friends [9 FOR 1.2.1-1] selects information about events and emotions from simple personal emails, postcards, and online messages [9 FOR 1.2.1-2] recognizes the content of standard correspondence and online messages related to personal interests [9 FOR 1.2.1-3]
	understands the written text, searches for the necessary	finds specific information in plain text stated in writing [6 FOR 1.2.2-1]	understands the written text, searches	searches for information in the text related to everyday life (letters, brochures)

Continued Annex 55

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	information, if it is in simple language [6 FOR 1.2.2]	finds the necessary information in lists and highlights details [6 FOR 1.2.2-2] recognizes familiar, frequently used labels and ads in public places [6 FOR 1.2.2-3]	for the necessary information [6 FOR 1.2.2]	[9 FOR 1.2.2-1] perceives important information placed on packages, instructions (cooking, using medicines, etc.) [9 FOR 1.2.2-2] determines whether a short abstract corresponds to a specific topic of the article [9 FOR 1.2.2-3] highlights important information in simple, clearly structured advertisements in print media, if they contain few abbreviations [9 FOR 1.2.2-4]
	perceives the read text, searches for information and arguments, if simple language tools are used [6 FOR 1.2.3]	selects relevant information from texts that describe people, places, everyday life, culture, etc., if they use simple language tools [6 FOR 1.2.3-1] recognizes information provided in Illustrated brochures and tourist maps [6 FOR 1.2.3-2]	perceives the read text, highlights information and arguments [9 FOR 1.2.3]	highlights the main content of simple articles on familiar topics [9 FOR 1.2.3-1] recognizes most of the factual information on familiar topics if has enough time to read it again [9 FOR 1.2.3-2] defines the main content of short descriptions on

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>defines facts in a short description or story on topics related to everyday activities, if they use simple language tools and do not contain unpredictable details</p> <p>[6 FOR 1.2.3-3]</p>		<p>information boards, in particular at exhibitions and museums</p> <p>[9 FOR 1.2.3-3]</p>
		<p>defines personal information in texts posted on the Internet</p> <p>[6 FOR 1.2.3-4]</p>		
	<p>understands written instructions if they use simple language tools</p> <p>[6 FOR 1.2.4]</p>	<p>sets the sequence of simple instructions for household appliances and food products, if they are illustrated and not presented as solid text</p> <p>[6 FOR 1.2.4-1]</p> <p>defines the stages of cooking dishes based on simple recipes, if they are illustrated</p> <p>[6 FOR 1.2.4-2]</p>	<p>reads simple clear instructions</p> <p>[9 FOR 1.2.4]</p>	<p>sets the sequence of following simple, clear instructions for household appliances, cooking, and safety instructions (in particular, instructions on public transport or the use of electrical appliances)</p> <p>[9 FOR 1.2.4-1]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	selects and reads texts for fun, if they use simple language tools [6 FOR 1.2.5]	determines what is discussed in short stories, comics, descriptions of people's lives, etc., and makes up an idea of the characters [6 FOR 1.2.5-1] finds important information that is provided in the person's brief description [6 FOR 1.2.5-2]	selects and reads texts if the language tools used in them belong to the sphere of everyday communication [9 FOR 1.2.5]	recognizes detailed descriptions of places, events, feelings, and plans in stories, travel guides, and magazine articles, if language tools are often used in everyday communication [9 FOR 1.2.5-1] finds information in the traveler's diary about events, personal experiences, and discoveries during the trip [9 FOR 1.2.5-2] recognizes the plot of short stories, simple short stories with a clear storyline, and uses a dictionary if necessary [9 FOR 1.2.5-3]
Uses effective strategies for perceiving oral information and written text [FOR 1.3]	identifies individual facts and guesses the meaning of unknown words from the context, if the information listened to or written text is accessible and relevant to everyday topics	understands the general meaning of short texts and specific statements on everyday topics, identifies the likely meaning of unknown words from the context [6 FOR 1.3.1-1] uses the meaning of known words to guess the meaning	identifies individual facts and guesses the meaning of unknown words from the context [9 FOR 1.3.1]	correlates the content of a part of the text with the content of the text as a whole, uses the structure and means of coherence of the text to better understand the argument [9 FOR 1.3.1-1] determines from the context the meaning of individual unknown

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 FOR 1.3.1]	<p>of unknown words in short statements used in everyday situations</p> <p>[6 FOR 1.3.1-2]</p> <p>uses numbers, dates, names, proper nouns, etc. to determine the subject of the text</p> <p>[6 FOR 1.3.1-3]</p> <p>understands the meaning and function of unknown expressions by placing them in a written text (for example, at the beginning or end of a letter)</p> <p>[6 FOR 1.3.1-4]</p>		<p>words and the content of the sentence as a whole, if the topic under discussion is familiar</p> <p>[9 FOR 1.3.1-2]</p> <p>draws conclusions or forecasts about the content of the text from the title</p> <p>[9 FOR 1.3.1-3]</p> <p>assumes a sequence of events based on the beginning of the story read</p> <p>[9 FOR 1.3.1-4]</p> <p>adheres to the sequence of arguments or events in the narrative, taking into account the means of coherence of the text</p> <p>[9 FOR 1.3.1-5]</p> <p>guesses the meaning of unknown words in a written text by identifying their parts</p> <p>[9 FOR 1.3.1-6]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

2. Interaction with other persons in oral and written form and in real time by means of a foreign language

Oral interaction [FOR 2.1]	participates in conversations, discussions on familiar topics, demonstrates understanding of the interlocutor in predictable everyday situations [6 FOR 2.1.1]	responds to appeals if the speech is clear and slow, in simple everyday situations, if the interlocutor makes some effort to achieve understanding [6 FOR 2.1.1-1]	participates in a conversation, discussion on topics related to personal interests, or on topics related to everyday life, using simple speech tools, demonstrates the interlocutor's understanding in predictable everyday situations [9 FOR 2.1.1]	enters into conversations on familiar topics without preparation [9 FOR 2.1.1-1]
	[6 FOR 2.1.1]	uses simple everyday polite forms of greeting and addressing [6 FOR 2.1.1-2]		supports a conversation or discussion where individual statements are unclear [9 FOR 2.1.1-2]
		communicates with peers, asks questions, and understands the answers if they relate to everyday life [6 FOR 2.1.1-3]		expresses own views and opinions and asks about the views and opinions of the interlocutor, discussing topics related to personal interests [9 FOR 2.1.1-3]
		offers, invites, excuses [6 FOR 2.1.1-4]		expresses its thoughts on solving practical problems taking into account the

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>talks about own wellbeing using simple language tools [6 FOR 2.1.1-5]</p> <p>talks about own preferences and plans, expresses own opinion and argues for it [6 FOR 2.1.1-6]</p>		<p>emotional state of the interlocutors [9 FOR 2.1.1-4]</p>
	<p>purposefully communicates with the interlocutor, who, if necessary, offers help [6 FOR 2.1.2]</p>	<p>demonstrates that follows the course of the conversation, and determines what needs to be done if the other person makes some effort to achieve understanding [6 FOR 2.1.2-1]</p> <p>talks about simple everyday tasks using simple phrases [6 FOR 2.1.2-2]</p>	<p>purposefully cooperates with the other person [9 FOR 2.1.2]</p>	<p>determines the main content of what is said, if necessary, repeats part of what is said by the interlocutor in order to make sure of mutual understanding [9 FOR 2.1.2-1]</p> <p>makes assumptions about a possible solution to the issue, giving arguments and explanations [9 FOR 2.1.2-2]</p>
				<p>asks the other person to speak out about further actions</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 FOR 2.1.2-3]
	performs oral interaction in order to receive goods and services, using simple phrases in the usual context [6 FOR 2.1.3]	asks for simple information about travel, use of public transport, asks and explains how to get to a certain place, buy tickets [6 FOR 2.1.3-1] asks for the necessary information, tells what purchase they want to make and in what quantity, and orders food [6 FOR 2.1.3-2] reports health problems, in particular with the use of nonverbal means of communication, and reveals their emotions to the response received [6 FOR 2.1.3-3]	performs oral interaction in order to receive goods and services [9 FOR 2.1.3]	focuses on most situations that may arise during the trip: filling out a questionnaire, ordering food, etc.; if necessary, communicates with the relevant staff [9 FOR 2.1.3-1] focuses on typical situations or those that go beyond the standard ones, in the store, at the post office [9 FOR 2.1.3-2] asks to explain the difference between two or more similar products in the store in order to choose one of them, and asks clarifying questions if necessary [9 FOR 2.1.3-3]
	exchanges information on familiar and everyday topics [6 FOR 2.1.4]	communicates while performing simple everyday tasks that require a simple and	exchange information on topics related to everyday life using simple language tools	finds and transmits simple factual information [9 FOR 2.1.4-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		direct exchange of information [6 FOR 2.1.4-1]	[9 FOR 2.1.4]	asks how to get to a specific location and understands detailed explanations [9 FOR 2.1.4-2]
		asks and talks about studies and leisure activities [6 FOR 2.1.4-2]		gives advice on solving simple situations in accordance with their competence [9 FOR 2.1.4-3]
		asks and explains how to get to a specific location using a map or a plan [6 FOR 2.1.4-3]		
		asks and tells about the event [6 FOR 2.1.4-4]		
Written interaction [FOR 2.2]	interacts in writing, writes short, simple letters [6 FOR 2.2.1]	provides personal standard information by introducing oneself [6 FOR 2.2.1-1]	interacts in writing, provides simple up-to-date information in personal emails [9 FOR 2.2.1]	writes personal letters, describes in detail own experiences, feelings and events [9 FOR 2.2.1-1]
		writes short, simple thank-you letters and apologies [6 FOR 2.2.1-2]		writes simple letters and e-mails of a factual nature, in particular, requests information, provides it, or asks for confirmation [9 FOR 2.2.1-2]

Continued Annex 513

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		writes short simple text messages, notes, in particular using electronic means [6 FOR 2.2.1-3]		writes simple requests with a limited number of clarifying details [9 FOR 2.2.1-3]
		writes short greeting cards [6 FOR 2.2.1-4]		
	requests and provides information in notes, messages, and fills out standard forms [6 FOR 2.2.2]	writes short, simple notes and messages related to important needs [6 FOR 2.2.2-1]	interacts through writing notes, messages, and filling out forms [9 FOR 2.2.2]	writes notes that convey relevant information to friends, service workers, teachers, and others, explaining what they think is important in an accessible way [9 FOR 2.2.2-1]
		records events, records dates and times that need to be remembered [6 FOR 2.2.2-2]		
		enters personal and other information in standard forms [6 FOR 2.2.2-3]		records phone messages consisting of several items, if the other person dictates them clearly, and understands the level of language proficiency of the other person [9 FOR 2.2.2-2]

Continued Annex 514

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Performs online interaction [FOR 2.3]	performs online interaction in the form of a simple conversation with discussion elements [6 FOR 2.3.1]	participates in online communication, responds to comments, expresses gratitude, or excuses oneself using simple language tools [6 FOR 2.3.1-1] makes short online comments using simple language tools, and turns to online dictionaries if necessary [6 FOR 2.3.1-2]	performs online interaction in the form of a conversation and a simple discussion [9 FOR 2.3.1]	initiates, supports and completes simple online discussions on familiar topics, pauses during real-time communication [9 FOR 2.3.1-1] writes simple posts on familiar topics during online discussions that relate to the sphere of personal interests, prepares text and uses online tools (in particular, dictionaries) to check the correctness of what is written [9 FOR 2.3.1-2] posts messages about personal experiences, feelings, and events on the Internet, and responds in detail to comments [9 FOR 2.3.1-3]
	purposefully establishes online cooperation [6 FOR 2.3.2]	fills out an online questionnaire, provides personal and other data [6 FOR 2.3.2-1]	purposefully establishes online cooperation in various situations of everyday life	performs online cooperation and exchange, which requires a simple explanation of important details, in particular, registers

Continued Annex 515

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>follows simple instructions and asks simple questions when completing a joint online task, if the other person is willing to help [6 FOR 2.3.2-2]</p>	<p>[9 FOR 2.3.2]</p>	<p>for a training course, excursion, event [9 FOR 2.3.2-1] performs online interaction with the other person or a small group working on the project, if there are visualization tools (images, statistics, graphs) that illustrate the concepts associated with the task [9 FOR 2.3.2-2] follows instructions and asks questions or asks for clarification to complete a shared online task [9 FOR 2.3.2-3]</p>
<p>Uses effective interaction strategies (oral and written and online interaction) [FOR 2.4]</p>	<p>initiates, supports, and ends a short, simple conversation [6 FOR 2.4.1]</p>	<p>uses simple techniques to start, support, and end a conversation [6 FOR 2.4.1-1] attracts attention by verbal and nonverbal means, initiating a conversation [6 FOR 2.4.1-2]</p>	<p>initiates, supports, and ends a conversation and simple discussion [9 FOR 2.4.1]</p>	<p>participates in discussions on topics related to everyday life, uses appropriate speech tools [9 FOR 2.4.1-1] initiates, supports, and ends a simple conversation on a familiar topic related to personal interests [9 FOR 2.4.1-2]</p>

Continued Annex 516

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	asks simple questions when performing a joint task [6 FOR 2.4.2]	demonstrates that follows the course of a short, simple conversation [6 FOR 2.4.2-1]	asks simple questions when performing a joint task [9 FOR 2.4.2]	uses own speech experience and communication strategies to support a conversation or discussion [9 FOR 2.4.2-1] summarizes the main idea expressed in the discussion [9 FOR 2.4.2-2] repeats parts of what the other person said to confirm mutual understanding and follow the sequence of the conversation [9 FOR 2.4.2-3] invites the other person to communicate [9 FOR 2.4.2-4]
	requests clarification and details of the information received [6 FOR 2.4.3]	asks the other person to repeat if they don't understand the information they received [6 FOR 2.4.3-1]	requests clarification and clarification of the details of the information received	asks for additional details and asks for clarification from the interlocutors to support the conversation

Continued Annex 517

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		asks to refine keywords or expressions using standard phrases [6 FOR 2.4.3-2]	[9 FOR 2.4.3]	[9 FOR 2.4.3-1] asks the interlocutor to clarify and detail the opinion expressed [9 FOR 2.4.3-2]
		notifies that doesn't understand the information received, and asks to spell the word [6 FOR 2.4.3-3]		
	3. Providing information, expressing thoughts, feelings and attitudes in a foreign language			
Verbally expresses own thoughts, feelings, attitudes and positions [FOR 3.1]	talks about people, the world around and everyday life, taking into account own experience, and expresses opinion in simple phrases [6 FOR 3.1.1]	describes family, housing conditions, education, people, places, and personal belongings in simple language tools [6 FOR 3.1.1-1] talks about what one can do well and not very well [6 FOR 3.1.1-2] briefly describes plans for the weekend or vacation	talks about people, the world around and everyday life, taking into account own experience, and expresses opinion [9 FOR 3.1.1]	describes objects and interests by ordering the sequence of descriptions [9 FOR 3.1.1-1] describes a variety of familiar subjects that fall within the sphere of personal interests, using simple language tools [9 FOR 3.1.1-2] produces simple stories or descriptions

Continued Annex 518

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 FOR 3.1.1-3]		[9 FOR 3.1.1-3] talks in detail about own experience, describes own feelings and impressions [9 FOR 3.1.1-4] conveys the content of a book or movie and communicates your attitude and feelings [9 FOR 3.1.1-5]
	provides information to the other person during a long monologue in simple phrases [6 FOR 3.1.2]	provides explanations about everyday activities using simple language tools [6 FOR 3.1.2-1]	provides information to the other person during a long monologue [9 FOR 3.1.2]	provides simple factual information on familiar topics [9 FOR 3.1.2-1]
	justifies own opinion using simple language tools during a monologue [6 FOR 3.1.3]	expresses own reasoned opinion using simple language tools during a monologue [6 FOR 3.1.3-1]	justifies own opinion, gives arguments during a long monologue [6 FOR 3.1.3]	expresses own opinion on issues related to everyday life [9 FOR 3.1.3-1] briefly argues and explains own thoughts, plans, and actions [9 FOR 3.1.3-2]

Continued Annex 519

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>approves or disapproves of the other person's actions and argues for their opinion</p> <p>[9 FOR 3.1.3-3]</p>
	<p>speaks to the audience with a short simple prepared monologue</p> <p>[6 FOR 3.1.4]</p>	<p>makes a short prepared simple presentation on a familiar topic</p> <p>[6 FOR 3.1.4-1]</p> <p>answers simple clarifying questions, asks you to repeat the questions if necessary, and gets help formulating the answers</p> <p>[6 FOR 3.1.4-2]</p>	<p>performs in front of the audience with a prepared speech</p> <p>[9 FOR 3.1.4]</p>	<p>makes a clear, short presentation on a familiar topic, clearly explains the main questions</p> <p>[9 FOR 3.1.4-1]</p> <p>answers clarifying questions and asks you to repeat them if the pace of speech was fast</p> <p>[9 FOR 3.1.4-2]</p>
<p>Expresses own thoughts, feelings, attitudes and positions in writing</p> <p>[FOR 3.2]</p>	<p>provides written information about oneself, the world around, and everyday life, using various types of texts</p> <p>[6 FOR 3.2.1]</p>	<p>writes simple phrases and sentences about oneself, family, housing conditions, education, people and places, tells short invented biographies, uses phrases and sentences with simple words-connections</p> <p>[6 FOR 3.2.1-1]</p>	<p>writes simple coherent texts on familiar topics that fall within the sphere of personal interests, combines individual short elements of a written statement, ordering the</p>	<p>writes simple, detailed messages on familiar topics that fall within the sphere of personal interests</p> <p>[9 FOR 3.2.1-1]</p> <p>tells about experience, describes feelings and reactions in the form of a simple coherent text</p> <p>[9 FOR 3.2.1-2]</p>

Continued Annex 520

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			sequence of descriptions [9 FOR 3.2.1]	writes short reports in a standard simplified format using photos and illustrations, reports current factual information, and argues for their actions [9 FOR 3.2.1-3]
Uses effective strategies for building utterances orally and in writing [FOR 3.3]	makes a plan for an oral or written statement [6 FOR 3.3.1]	writes an Introduction to the text or its continuation, and uses a dictionary and reference materials if necessary [6 FOR 3.2.1-2] uses the necessary set of phrases from one's language and speech experience [6 FOR 3.3.1-1]	makes a plan for an oral or written statement using new language and speech material [9 FOR 3.3.1]	selects and tests new phrases and expressions, initiating feedback [9 FOR 3.3.1-1]
	supports a conversation when the other person can't find the necessary language and speech material [6 FOR 3.3.2]	uses nonverbal means (gestures) to clarify what they want to say [6 FOR 3.3.2-1] defines what they mean by pointing it out in the statement [6 FOR 3.3.2-2]	supports conversation by helping the other person choose the necessary language and speech material and taking into account their emotional state [9 FOR 3.3.2]	characterizes an object or phenomenon that they can't remember the exact word [9 FOR 3.3.2-1] conveys the meaning of a word using another one that means something similar [9 FOR 3.3.2-2]

Continued Annex 521

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	notices and corrects own simple language errors [6 FOR 3.3.3]	if necessary, asks the other person to confirm that the language form is correct [6 FOR 3.3.3-1]	notices and corrects own language errors, avoiding misunderstandings [9 FOR 3.3.3]	corrects errors in the use of time forms that lead to misunderstandings if the other person points out a problem [9 FOR 3. 3.3-1] uses other strategies to build a statement to avoid misunderstandings [9 FOR 3.3.3-2]

Annex 6
to the State Standard

REQUIREMENTS
to compulsory learning outcomes for students
in the language and literature area (Foreign Language Education, second foreign language)

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Perception of oral information and written texts in a foreign language in the conditions of direct and indirect inter-cultural communication				
Perceives oral information [FORS 1.1]	understands a conversation between other people if the speech is clear, well-articulated, and slow [6 FORS 1.1.1]	highlights some words and expressions when people talk about themselves, family, educational Institution, hobbies, or environment, if the speech is clear, well-articulated, and slow [6 FORS 1.1.1-1]	understands a conversation between other people if the speech is clear and slow [9 FORS 1.1.1]	determines the speech situation and the content of a short, simple conversation, if the speech is clear and slow [9 FORS 1.1.1-1]
	understands information expressed by a person to the audience if the speech is clear and slow, with long pauses [6 FORS 1.1.2]	recognizes simple information presented in a predictable situation (in particular, on a tour), if the speech is clear and slow, with long pauses [6 FORS 1.1.2-1]	understands information expressed by a person to the audience if the speech is clear and slow [9 FORS 1.1.2]	correlates information perceived by ear, which is supported by visual aids, if the speech is clear and slow, and the topic is familiar [9 FORS 1.1.2-1]

Continued Annex 62

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				understands simple information in a predictable situation if speech is clear and slow [9 FORS 1.1.2-2]
	understands the content of the ad and instructions if the speech is clear, well-articulated, and slow [6 FORS 1.1.3]	understands ads and instructions if the speech is clear, well-articulated, and slow, and follows short, simple instructions [6 FORS 1.1.3-1]	understands the content of the ad and instructions if the speech is clear and slow [9 FORS 1.1.3]	understands the main content of short, simple messages and ads, instructions [9 FORS 1.1.3-1]
		indicates an item whose location is clearly and slowly reported [6 FORS 1.1.3-2]		understands instructions on time, dates, numbers, etc. for everyday tasks [9 FORS 1.1.3-2]
		understands information that contains information about numbers, prices, and times, if it is reported clearly and slowly [6 FORS 1.1.3-3]		

Continued Annex 63

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	understands what audio recordings are about if the speech is clear, well-articulated, and slow [6 FORS 1.1.4]	selects specific information (in particular, about the place, time) from short audio recordings about everyday predictable events, if the speech is clear, well-articulated and slow [6 FORS 1.1.4-1]	understands what audio recordings are about if the speech is clear and slow [9 FORS 1.1.4]	highlights basic information about everyday predictable events from short audio recordings, if the speech is clear and slow [9 FORS 1.1.4-1] highlights important information from programs if the broadcast is clear and slow [9 FORS 1.1.4-2] recognizes important points in the story and follows the plot if the speech is clear and slow [9 FORS 1.1.4-3]
	perceives oral information from video recordings if the speech is clear, well-articulated, and slow [6 FORS 1.1.5]	selects the necessary information from short videos if the speech is clear, well-articulated, and slow [6 FORS 1.1.5-1]	perceives oral information from video recordings if speech is clear and slow [9 FORS 1.1.5]	defines the topics of viewed videos and forms an idea of their main content [9 FORS 1.1.5-1]
Perceives written text [FORS 1.2]	understands short emails that are read if simple language tools are used	understands short letters by reading them repeatedly, recognizes familiar names, words, and basic phrases,	understands short emails that are read if simple language tools are used	highlights the necessary information obtained from personal emails

Continued Annex 64

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 FORS 1.2.1]	and rereads them if necessary [6 FORS 1.2.1-1]	[9 FORS 1.2.1]	[9 FORS 1.2.1-1] defines the main content of simple online messages [9 FORS 1.2.1-2]
	understands the written text, searches for the necessary information, if it is in simple language [6 FORS 1.2.2]	recognizes familiar names, words, and basic phrases from simple ads for common everyday situations [6 FORS 1.2.2-1] finds simple information in flyers and brochures [6 FORS 1.2.2-2]	understands the written text, searches for the necessary information, if it is in simple language [9 FORS 1.2.2]	finds the necessary information in plain text stated in writing [9 FORS 1.2.2-1] finds the information in lists and highlights necessary details [9 FORS 1.2.2-2] recognizes familiar, frequently used labels and ads in public places [9 FORS 1.2.2-3]
	understands the read text, searches for information and arguments, if simple language tools are used [6 FORS 1.2.3]	defines the main content of information materials, in particular if there are illustrations [6 FORS 1.2.3-1] recognizes short written texts about personal	understands the read text, searches for information and arguments, if simple language tools are used [9 FORS 1.2.3]	selects relevant information from texts that describe people, places, everyday life, culture, etc., if they use simple language tools [9 FORS 1.2.3-1]

Continued Annex 65

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>interests, such as news about sports, music, and travel, if simple language tools, illustrations or drawings are used, [6 FORS 1.2.3-2]</p>		<p>recognizes information provided in Illustrated brochures and tourist maps [9 FORS 1.2.3-2]</p> <p>defines facts in a short description or story on topics related to everyday activities, if they use simple language tools [9 FORS 1.2.3-3]</p> <p>highlights personal information posted on the Internet [9 FORS 1.2.3-4]</p>
	<p>understands written instructions if they use simple language tools [6 FORS 1.2.4]</p>	<p>recognizes simple, short instructions if they are illustrated and not presented as solid text [6 FORS 1.2.4-1]</p>	<p>understands written instructions if they use simple language tools [9 FORS 1.2.4]</p>	<p>sets the sequence of simple instructions for household appliances and food products, if they are illustrated and not presented as solid text [9 FORS 1.2.4-1]</p> <p>defines the stages of cooking dishes according to simple</p>

Continued Annex 66

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>recipes, in particular if they are illustrated</p> <p>[9 FORS 1.2.4-2]</p>
	<p>selects and reads texts if they use simple language tools</p> <p>[6 FORS 1.2.5]</p>	<p>perceives short illustrated stories about everyday life, if they use simple language tools</p> <p>[6 FORS 1.2.5-1]</p> <p>accepts short illustrated stories if the images help guess the meaning of the text</p> <p>[6 FORS 1.2.5-2]</p>	<p>selects and reads texts if they use simple language tools</p> <p>[9 FORS 1.2.5]</p>	<p>determines what is discussed in short stories, comics, descriptions of people's lives, etc., and makes up an idea of the characters</p> <p>[9 FORS 1.2.5-1]</p> <p>finds important information that is provided in the person's brief description</p> <p>[9 FORS 1.2.5-2]</p>
<p>Uses effective strategies for perceiving oral information and written text</p> <p>[FORS 1.3]</p>	<p>identifies individual facts and guesses the meaning of unknown words from the context, if the information listened to or written text is relevant to everyday topics</p> <p>[6 FORS 1.3.1]</p>	<p>understands the meaning of an unknown word for a specific action or subject, provided that the text is related to everyday topics</p> <p>[6 FORS 1.3.1-1]</p>	<p>identifies individual facts and guesses the meaning of unknown words from the context, if the information listened to or written text is relevant to everyday topics</p> <p>[9 FORS 1.3.1]</p>	<p>understands the general meaning of short texts and specific statements on everyday topics, understands the meaning of unknown words from the context</p> <p>[9 FORS 1.3.1-1]</p> <p>uses the meaning of known words to guess the meaning of unfamiliar words in short expressions related to everyday topics</p>

Continued Annex 67

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 FORS 1.3.1-2] uses numbers, dates, proper names, etc. to define the subject of the text
				[9 FORS 1.3.1-3] understands the meaning and function of unknown expressions by placing them in a written text (in particular, at the beginning or end of a letter)
				[9 FORS 1.3.1-4]
		2. Interaction with other persons in oral and written form and in real time by means of a foreign language		
Oral interaction [FORS 2.1]	participates in the conversation, which deals with urgent needs and familiar topics, demonstrates the interlocutor's understanding in predictable everyday situations [6 FORS 2.1.1]	responds to everyday expressions used to meet urgent needs, if the interlocutor repeats what was said if necessary, and the speech is clear and slow [6 FORS 2.1.1-1] perceives slowly articulated questions and instructions	participates in conversations, discussions on familiar topics, demonstrates understanding of the interlocutor in predictable everyday situations [9 FORS 2.1.1]	responds to clear and slow speech in simple everyday situations, if the interlocutor makes some effort to achieve understanding [9 FORS 2.1.1-1] communicates with peers, asks questions, and understands the answers if they relate to everyday situations

Continued Annex 68

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>addressed directly to them, follows simple instructions [6 FORS 2.1.1-2]</p> <p>talks about own wellbeing using simple language tools and cliches [6 FORS 2.1.1-3]</p> <p>introduces oneself and uses simple expressions for greeting and saying goodbye [6 FORS 2.1.1-4]</p>		<p>[9 FORS 2.1.1-2] participates in a simple conversation on a familiar topic</p> <p>[9 FORS 2.1.1-3] talks about own preferences and plans, expresses own opinion and argues for it</p> <p>[9 FORS 2.1.1-4]</p>
	<p>purposefully communicates if the other person speaks directly to them, and the speech is clear and slow [6 FORS 2.1.2]</p>	<p>responds to questions and instructions if the other person speaks directly to them, and the speech is clear and slow [6 FORS 2.1.2-1]</p> <p>executes simple instructions that specify the time, place, number, etc. [6 FORS 2.1.2-2]</p>	<p>purposefully communicates with the interlocutor, who offers help if necessary [9 FORS 2.1.2]</p>	<p>demonstrates that follows the course of the conversation, and determines what needs to be done if the other person makes some effort to achieve understanding [9 FORS 2.1.2-1]</p> <p>conducts a conversation about simple everyday tasks, using simple phrases, in particular to ask or give, get simple information and discuss further actions</p>

Continued Annex 69

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 FORS 2.1.2-2]
	performs oral interaction in order to receive goods and services, using simple phrases in the usual context [6 FORS 2.1.3]	asks for a favor using simple expressions [6 FORS 2.1.3-1]	performs oral interaction in order to receive goods and services, using simple phrases in the usual context [9 FORS 2.1.3]	asks for simple information about travel, use of public transport, in particular asks and explains how to get to a certain place, buy tickets [9 FORS 2.1.3-1]
		it operates in the categories of numbers, quantity, cost, and time [6 FORS 2.1.3-2]		asks for the necessary information, in particular tells what purchase they want to make and in what quantity, and orders food [9 FORS 2.1.3-2]
				reports health problems, in particular with the use of nonverbal means of communication, and reveals their emotions to the response received [9 FORS 2.1.3-3]
	exchanges information on familiar and everyday topics [6 FORS 2.1.4]	asks and answers simple questions, expresses impressions [6 FORS 2.1.4-1]	exchanges information on familiar and everyday topics [9 FORS 2.1.4]	communicates while performing simple everyday tasks that require exchange of information [9 FORS 2.1.4-1]
		asks and answers questions about yourself and others,		asks and talks about studies and leisure activities

Continued Annex 610

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		in particular your place of residence [6 FORS 2.1.4-2]		[9 FORS 2.1.4-2] asks and explains how to get to a specific location using a map or a plan [9 FORS 2.1.4-3] asks and tells about the event [9 FORS 2.1.4-4]
Written interaction [FORS 2.2]	interacts in writing, writes short, simple letters, providing personal information [6 FORS 2.2.1]	writes messages consisting of short sentences about hobbies, preferences, using simple words and stable expressions, if necessary, using a dictionary [6 FORS 2.2.1-1] writes short messages in postcards [6 FORS 2.2.1-2]	interacts in writing, writes simple letters [9 FORS 2.2.1]	provides personal standard information by introducing oneself [9 FORS 2.2.1-1] writes simple thank-you letters and apologies [9 FORS 2.2.1-2] writes simple notes and messages, in particular using electronic means [9 FORS 2.2.1-3] writes greeting cards [9 FORS 2.2.1-4]
	requests and provides information in notes,	writes numbers and dates, own name, nationality, address, age, date of birth,	requests and provides information in notes,	writes short, simple notes and messages related to important needs

Continued Annex 611

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	messages related to urgent needs [6 FORS 2.2.2]	etc. in notes and short messages [6 FORS 2.2.2-1]	messages, and fills out standard forms [9 FORS 2.2.2]	[9 FORS 2.2.2-1] records events, corresponding dates and times that need to be remembered [9 FORS 2.2.2-2] enters personal and other information in standard forms [9 FORS 2.2.2-3]
Performs online interaction [FORS 2.3]	performs online interaction in the form of a simple conversation [6 FORS 2.3.1]	makes short simple messages and online posts that consist of short sentences [6 FORS 2.3.1-1]	performs online interaction in the form of a simple conversation with discussion elements [9 FORS 2.3.1]	participates in online communication at a basic level, using stable expressions; responds to comments; expresses gratitude or asks for forgiveness using simple language tools [9 FORS 2.3.1-1] makes short online comments using simple language tools, and turns to online dictionaries if necessary [9 FORS 2.3.1-2]

Continued Annex 612

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Uses effective interaction strategies (oral and written) [FORS 2.4]	establishes online collaboration using simple language tools [6 FORS 2.3.2]	uses simple words, symbols, and stable expressions, responds concisely to simple online posts, links, and media objects, and expresses gratitude or apologies [6 FORS 2.3.2-1]	purposefully establishes online cooperation [9 FORS 2.3.2]	fills out an online questionnaire, provides personal and other data [9 FORS 2.3.2-1] follows simple instructions and asks simple questions when completing a joint online task, if the partner is willing to help [9 FORS 2.3.2-2]
	requests details or clarification of the information received using simple language tools [6 FORS 2.4.1]	explains using intonation and gestures that they do not understand the information received [6 FORS 2.4.1-1] explains using simple language tools that they don't understand the information they receive [6 FORS 2.4.1-2]	initiates, supports, and ends a short, simple conversation [9 FORS 2.4.1]	uses simple techniques to start, support, and end a conversation [9 FORS 2.4.1-1] attracts attention by verbal and nonverbal means to initiate a conversation [9 FORS 2.4.1-2]

Continued Annex 613

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			asks simple questions when performing a joint task [9 FORS 2.4.2]	demonstrates that follows the course of a short, simple conversation [9 FORS 2.4.2-1]
			requests clarification or details of the information received [9 FORS 2.4.3]	asks the other person to repeat if they don't understand the information they received [9 FORS 2.4.3-1]
				asks to clarify keywords and phrases using stable expressions [9 FORS 2.4.3-2]
				notifies that doesn't understand the information received, and asks to spell the word [9 FORS 2.4.3-3]

3. Providing information, expressing thoughts, feelings and attitudes in a foreign language

Verbally expresses own	uses simple, mostly separate phrases to tell	describes oneself, the place where they live	tells In simple phrases about people, the world	describes family, housing conditions, education, people,
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Continued Annex 614

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
thoughts, feelings, attitudes and positions [FORS 3.1]	you about people and everyday life [6 FORS 3.1.1]	[6 FORS 3.1.1-1] describes daily life using simple language tools [6 FORS 3.1.1-2]	around and everyday life, taking into account own experience, expresses attitude to what was said [9 FORS 3.1.1]	places, and personal belongings using simple language tools [9 FORS 3.1.1-1] briefly describes plans, in particular for the weekend or vacation [9 FORS 3.1.1-2]
	provides information to the other person in simple phrases during a monologue [6 FORS 3.1.2]	describes an object or drawing using simple words and expressions, if there is an opportunity to prepare in advance [6 FORS 3.1.2-1]	provides information during a monologue using simple language tools [9 FORS 3.1.2] justifies own opinion, gives arguments using simple language tools [9 FORS 3.1.3]	provides simple explanations about everyday activities using simple language tools [9 FORS 3.1.2-1] expresses own reasoned opinion using simple language tools during a monologue [9 FORS 3.1.3-1]
			speaks to the audience with a short simple prepared message [9 FORS 3.1.4]	makes a short prepared simple presentation on a familiar topic [9 FORS 3.1.4-1] answers simple clarifying questions, asks you to repeat the

Continued Annex 615

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				questions if necessary, and gets help formulating the answers [9 FORS 3.1.4-2]
Expresses own thoughts, feelings, attitudes in writing [FORS 3.2]	provides written information about oneself using simple language tools [6 FORS 3.2.1]	describes a room using simple language tools [6 FORS 3.2.1-1] writes simple phrases and sentences about oneself and others [6 FORS 3.2.1-2] uses simple language tools to describe subjects [6 FORS 3.2.1-3]	provides written information about oneself, the world around, and everyday life, using various types of texts [9 FORS 3.2.1]	writes simple phrases and sentences about oneself, family, living conditions, education; people and places, short simple imaginary biographies [9 FORS 3.2.1-1] writes an Introduction to the text or its continuation, and uses a dictionary and reference materials if necessary [9 FORS 3.2.1-2]
Uses effective strategies for building oral and written utterances [FORS 3.3]	uses simple, mostly separate phrases to keep the conversation going [6 FORS 3.3.1]	uses nonverbal means (gestures) to clarify the meaning of simple words [6 FORS 3.3.1-1]	makes a plan for an oral or written statement [9 FORS 3.3.1] supports a conversation when the other person can't find the necessary language and speech material [9 FORS 3.3.2]	uses the necessary set of phrases from one's language and speech experience [9 FORS 3.3.1-1] uses nonverbal means (gestures) to clarify what they want to say [9 FORS 3.3.2-1] explains what they mean and clarifies the statement

Continued Annex 616

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

[9 FORS 3.3.2-2]

notices and corrects
own simple language
errors

if necessary, it asks to confirm
that the message does not contain
errors

[9 FORS 3.3.3]

[9 FORS 3.3.3-1]

MATHEMATICS

Competence potential

Key competencies	Skills and attitude
<p>Fluency in the state language</p>	<p>Skills: clearly and clearly formulate thoughts, argue, ask questions and recognize problems formulate conclusions based on information presented in various forms to use mathematical terminology in speech appropriately and correctly, conduct a critical and constructive dialogue to enrich vocabulary</p> <p>Attitude: recognition of the importance of clear and concise language and respect for the state language</p>
<p>The ability to communicate in their native language (if different from the state language) and foreign languages</p>	<p>The ability to communicate in their native language (if different from the state language)</p> <p>Skills: understand and transform mathematical texts in one's native language compare mathematical terms and concepts in the native and state languages correctly and appropriately use mathematical terminology, express oneself correctly</p> <p>Attitude: understanding the value of linguistic diversity and respect for the native language</p>

Ability to communicate in foreign languages

Continued Annex 72

Key competencies	Skills and attitude
	<p>Skills:</p> <ul style="list-style-type: none"> fill up one's vocabulary with mathematical terms of foreign origin compare a mathematical term or its letter designation with the corresponding one in a foreign language to search for information in foreign language sources <p>Attitude:</p> <ul style="list-style-type: none"> awareness of the importance of correct use of mathematical terms and their designation in different languages in teaching and everyday life
Mathematical competence	<p>Skills:</p> <ul style="list-style-type: none"> use text and numeric information, geometric objects on a plane and in space establish quantitative and spatial relationships between real objects of the surrounding reality (natural, cultural, technical, etc.) select, create and research the simplest mathematical models of real objects, processes and phenomena, interpret and evaluate the results implement forecasts in the context of educational and practical tasks prove the correctness of statements apply logical ways of thinking when solving cognitive and practical problems related to real objects use mathematical methods in life situations <p>Attitude:</p> <ul style="list-style-type: none"> willingness to seek explanations and evaluate the correctness of arguments awareness of the importance of mathematics as a language of science, techniques and technology
Competencies in the field of natural sciences,	<p>Skills:</p> <ul style="list-style-type: none"> build and investigate mathematical models of natural phenomena and processes

Continued Annex 73

Key competencies	Skills and attitude
engineering and technology	<p>draw conclusions based on reasoning and evidence</p> <p>justify the decision</p> <p>Attitude:</p> <p>critical assessment of scientific and technological progress achievements</p> <p>awareness of the importance of mathematics for describing and understanding the world around us</p>
Innovativeness	<p>Skills:</p> <p>generate new ideas for solving the problem situation, analyze and plan their implementation</p> <p>Attitude:</p> <p>openness to innovation, positive evaluation and support of other people's constructive ideas</p>
Environmental competence	<p>Skills:</p> <p>recognize problems that arise in the environment that can be solved using mathematical tools</p> <p>evaluate and predict the impact of human activity on the environment through the construction and research of mathematical models of natural processes and phenomena</p> <p>Attitude:</p> <p>interest in meeting the conditions of environmental safety and sustainable development of society</p> <p>recognition of the role of mathematics in solving environmental problems</p>
Information and communication competence	<p>Skills:</p> <p>structure data</p> <p>act according to the algorithm and create an algorithm</p> <p>determine whether data is sufficient to solve the problem</p>

Continued Annex 74

Key competencies	Skills and attitude
Lifelong learning	<p>use different sign systems</p> <p>evaluate accuracy of the information</p> <p>prove the truth of statements</p> <p>Attitude:</p> <p>critical understanding of information and sources of its receipt</p> <p>awareness of the importance of information and communication technologies for effective solution of mathematical problems</p> <p>Skills:</p> <p>organize and plan one's educational activities</p> <p>model own educational path, analyze, monitor, correct and evaluate the results of the educational activities</p> <p>prove the correctness or fallacy of judgments</p> <p>Attitude:</p> <p>awareness of own educational needs and the value of new knowledge and skills</p> <p>interest in learning about the world and understanding the importance of lifelong learning</p> <p>striving to improve the results of human activity</p>
Citizenship and social competencies	<p style="text-align: center;">Citizenship competencies</p> <p>Skills:</p> <p>express own opinion, hear and listen to others, evaluate arguments and change opinions based on evidence</p> <p>analyze and critically evaluate socio-economic events in the state based on statistical data</p> <p>take into account the legal, ethical and social consequences of decision-making</p>

Continued Annex 75

Key competencies	Skills and attitude
Cultural competence	<p>recognize information manipulations</p> <p>Attitude:</p> <p>attitude to logical justification of the position without premature jump to conclusions</p> <p>Social competencies</p> <p>Skills:</p> <p>collaborate as a team to solve a problem</p> <p>argue and defend own position</p> <p>make reasoned decisions based on the analysis of all data and the formation of causal relationships of the problem situation</p> <p>make consumer choices about services and products based on clear criteria, using mathematical skills</p> <p>Attitude:</p> <p>thrift and moderation</p> <p>equal treatment of others and responsibility for the common case</p>
	<p>Skills:</p> <p>see math in works of art</p> <p>build shapes, graphs, charts, diagrams, etc.</p> <p>define mathematical models</p> <p>perform the necessary calculations to establish proportions, reproduce perspectives, and create three-dimensional compositions</p> <p>Attitude:</p> <p>awareness of the relationship between mathematics and culture using examples from painting, music, architecture, etc.</p>

Continued Annex 76

Key competencies	Skills and attitude
Entrepreneurship and financial literacy	<p>understanding the importance of mathematicians contribution to global culture</p> <p>Skills:</p> <p>generate new ideas, analyze, make optimal decisions, and solve life's problems</p> <p>defend own position, discuss</p> <p>use different strategies and look for optimal ways to solve problem situations</p> <p>build and investigate mathematical models of economic processes</p> <p>plan and organize activities to achieve your goals</p> <p>analyze your own economic situation and family budget using mathematical methods</p> <p>Attitude:</p> <p>responsibility and initiative, self-confidence</p> <p>understanding the importance of mathematical calculations and risk assessment</p>

Basic knowledge

Methodology of Mathematics: Mathematical terminology and symbolism; mathematical statements; axioms and theorems; methods of proving statements; inductive and deductive reasoning; formulation, proof and refutation of hypotheses; method of mathematical modeling.

Numbers and expressions: numerical sets; natural, integer, rational and irrational numbers, actions with them and their comparison; decimals; relations and relative quantities, percentages, proportions; expressions and their transformations.

Equations and inequations: equations and systems of equations; inequations and systems of inequations.

Functions: functional dependencies; elementary functions and their properties; numerical sequences; arithmetic and geometric progressions.

Continued Annex 77

Geometry and measurement of geometric quantities: primary geometric objects (shapes and relationships); axioms of planimetry; the simplest geometric shapes; triangles, polygons; basic geometric shapes: lines, planes, objects; circle and sphere; polyhedra and objects of rotation: prism, pyramid, cylinder, cone, sphere; geometric transformations (movements, similarity transformations); equality and similarity of shapes; measurement of segments and angles; area of a flat geometric shape; volume and surface area of the body; measurement and calculation of areas and volumes of shapes.

Coordinates and vectors: coordinate system, rectangular Cartesian coordinate system; lines in a rectangular Cartesian coordinate system on a plane; scalar and Vector quantities; vector coordinates; ratio of vector quantities; operations on vectors.

Data, statistics and probability: data, their types, representations and transformations; statistical research and its main stages; numerical characteristics of the sample; elements of combinatorics; probability of a random event.

REQUIREMENTS
to mandatory learning outcomes for students
in mathematics

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Exploring situations and identifying problems that can be solved using mathematical methods				
Distinguishes among the situations of everyday life those that are solved by mathematical methods [MAT 1.1]	distinguishes among problem situations those that are solved by mathematical methods [6 MAT 1.1.1]	identifies problem situations that can be solved by well-known mathematical methods [6 MAT 1.1.1-1] identifies its individual components in a particular problem situation, which can be solved by mathematical methods [6 MAT 1.1.1-2]	distinguishes among problem situations those that are solved by mathematical methods [9 MAT 1.1.1]	identifies problem situations that can be solved by mathematical methods [9 MAT 1.1.1-1] identifies its components in a particular problem situation, which can be solved by mathematical methods [9 MAT 1.1.1-2]
	highlights similar situations [6 MAT 1.1.2]	identifies a problem situation with a similar solution method [6 MAT 1.1.2-1]	identifies a group of problem situations that can be solved using similar methods [9 MAT 1.1.2]	identifies a group of common features that can be solved using similar methods [9 MAT 1.1.2-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Examines and analyzes data and relationships between them, evaluates their reliability and feasibility [MAT 1.2]	examines the problem situation, receives data, and verifies the accuracy of the data [6 MAT 1.2.1]	distinguishes mathematical data in a problem situation [6 MAT 1.2.1-1] Distinguishes between the source data and the required results [6 MAT 1.2.1-2]	examines the problem situation using various sources of information, evaluates the completeness and reliability of information [9 MAT 1.2.1]	explores the problem situation using a variety of information sources [9 MAT 1.2.1-1] recognizes incomplete information, data manipulation [9 MAT 1.2.1-2]
	analyzes data, describes the relationships between them, and presents data in various forms [6 MAT 1.2.2]	describes the relationships between data [6 MAT 1.2.2-1] records and presents data in text, tabular, and graphical form [6 MAT 1.2.2-2]	interprets data and establishes relationships, presents data in various forms [9 MAT 1.2.2]	interprets data, evaluates the reliability of data, analyzes and systematizes related data, and presents it in various forms [9 MAT 1.2.2-1]
	selects the data needed to solve the problem situation [6 MAT 1.2.3]	defines the data that is necessary to solve the problem situation [6 MAT 1.2.3-1]	selects data necessary for solving a problem situation, which may have certain limitations or require certain assumptions to be made [9 MAT 1.2.3]	decides on the selection of data necessary for solving a problem situation, which may have some limitations or require the establishment of certain assumptions [9 MAT 1.2.3-1]

Continued Annex 83

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Predicts the result of solving the problem situation [MAT 1.3]	determines what exactly can be the result of solving a problem situation [6 MAT 1.3.1]	predicts limits, accuracy, and possible forms of result representation [6 MAT 1.3.1-1]	determines what exactly can be the result of solving a problem situation [9 MAT 1.3.1]	predicts limits, accuracy, availability of multiple solutions, and possible forms of representation of the result [9 MAT 1.3.1-1]
			assumes the possibility of an alternative solution option [9 MAT 1.3.2]	provides for the possibility of an alternative solution to the problem situation taking into account possible risks [9 MAT 1.3.2-1]
2. Modeling of processes and situations, developing strategies, plans, for solving problem situations				
Perceives and transforms information of mathematical content [MAT 2.1]	selects, organizes, captures, and converts audio, text, and graphic information of mathematical content, including in a digital environment [6 MAT 2.1.1]	uses information and communication technologies to search for and store information of mathematical content [6 MAT 2.1.1-1]	selects, organizes, captures, and converts audio, text, and graphic information of mathematical content from reliable sources [9 MAT 2.1.1]	finds and processes information of mathematical content, determines the sufficiency of information and reliability of sources [9 MAT 2.1.1-1]
		reads tables, charts, formulas, and graphs [6 MAT 2.1.1-2]		uses the computational and graphical capabilities of specialized software to systematize and interpret data and build auxiliary models [9 MAT 2.1.1-2]

Continued Annex 84

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	transforms, presents and distributes information of mathematical content using various means, in particular digital ones [6 MAT 2.1.2]	converts text information of mathematical content into tables and diagrams [6 MAT 2.1.2-1] presents its conclusions or solutions orally or in writing, in particular using information and communication technologies [6 MAT 2.1.2-2]	uses information and communication technologies to process, transform and disseminate information of mathematical content, expresses own judgments [9 MAT 2.1.2]	presents and distributes information of mathematical content using various means, in particular digital ones, and expresses own judgments [9 MAT 2.1.2-1] transforms information of mathematical content in various ways into various forms, in particular using information and communication technologies [9 MAT 2.1.2-2]
Develops strategies for solving problem situations [MAT 2.2]	selects the methods and develops a plan of actions necessary to solve a problem situation [6 MAT 2.2.1]	plans own actions aimed at solving a problem situation [6 MAT 2.2.1-1] offers ideas on how to solve a problem situation [6 MAT 2.2.1-2]	searches for approaches and determines own way to solve a problem situation [9 MAT 2.2.1]	in cooperation with other persons, plans actions aimed at solving a problem situation [9 MAT 2.2.1-1] takes the initiative and offers ideas on how to solve a problem situation [9 MAT 2.2.1-2]
	looks for alternative ways to solve a problem situation	offers an alternative way to solve a problem situation	uses a variety of approaches to solve a problem situation	offers alternative ways to solve a problem situation

Continued Annex 85

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Creates a mathematical model of a problem situation [MAT 2.3]	[6 MAT 2.2.2] defines the components of the mathematical model of a problem situation and relationships between them [6 MAT 2.3.1]	[6 MAT 2.2.2-1] defines the components of the mathematical model of a problem situation, the relationships between them, and their completeness [6 MAT 2.3.1-1]	[9 MAT 2.2.2] defines the components of the problem situation and relationships between them, makes the transition from the abstract to the concrete and vice versa [9 MAT 2.3.1]	[9 MAT 2.2.2-1] defines the components of the mathematical model of the problem situation, the relationships between them, and their sufficiency to record the problem situation in mathematical form [9 MAT 2.3.1-1] makes the transition from the abstract to the concrete and vice versa [9 MAT 2.3.1-2]
	[6 MAT 2.3.2] builds a mathematical model of a problem situation using a certain mathematical apparatus	[6 MAT 2.3.2-1] builds a mathematical model using expressions, equations, inequalities, graphs, and other forms of model representation	[9 MAT 2.3.2] builds a mathematical model of the problem situation, and appropriately selects the mathematical apparatus for constructing the model	[9 MAT 2.3.2-1] independently and in a group, builds a mathematical model of the problem situation, and appropriately selects the mathematical apparatus for constructing the model

Continued Annex 86

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				finds additional data to improve the model and takes into account possible risks [9 MAT 2.3.2-2]
Presents the results of solving a problem situation and discusses them constructively [MAT 2.4]	formulates and reflects in an easy-to-understand form the results of solving a problem situation, in particular with the use of information and communication technologies [6 MAT 2.4.1]	presents the results of solving a problem situation using various methods and tools, in particular information and communication technologies [6 MAT 2.4.1-1]	formulates and reflects in an easy-to-understand form the results of solving a problem situation, in particular with the use of information and communication technologies [9 MAT 2.4.1]	formulates the results of solving a problem situation [9 MAT 2.4.1-1] reflects in an easy-to-understand form the results of solving a problem situation, in particular with the use of information and communication technologies [9 MAT 2.4.1-2]
	presents the results of solving a problem situation and explains their application [6 MAT 2.4.2]	presents its conclusions, responds constructively to the arguments of other people, while managing own emotions [6 MAT 2.4.2-1]	presents the results of solving a problem situation and explains their application [9 MAT 2.4.2]	presents the results of solving a problem situation, gives arguments, formulates counterarguments, while managing own emotions [9 MAT 2.4.2-1] expresses ideas related to understanding the problem situation

Continued Annex 87

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 MAT 2.4.2-2]
	3. Critical assessment of the process and result of solving problem situations			
Assesses the data of the problem situation, necessary and sufficient to solve it [MAT 3.1]	evaluates the need and sufficiency of data to solve the problem situation [6 MAT 3.1.1]	distinguishes between a condition and a requirement, data and unknown elements of a problem situation [6 MAT 3.1.1-1]	evaluates the need and sufficiency of data to solve the problem situation [9 MAT 3.1.1]	analyzes data and unknown elements of the problem situation, determines their sufficiency or redundancy [9 MAT 3.1.1-1] establishes a relationship between the elements of the problem situation [9 MAT 3.1.1-2]
	determines whether the data is insufficient or redundant to solve the problem situation [6 MAT 3.1.2]	answers questions about the condition, the relationship between elements of the problem situation, and the insufficiency and redundancy of data [6 MAT 3.1.2-2]	predicts the result of solving a problem situation depending on changes in the available data [9 MAT 3.1.2]	establishes an analogy between the result of the proposed and the result of a known problem situation [9 MAT 3.1.2-1]
Critically evaluates the method of solving and various models of the problem situation,	evaluates various ways to solve a problem situation [6 MAT 3.2.1]	selects models and methods, develops a plan for solving the problem situation by analogy [6 MAT 3.2.1-1]	evaluates different solutions and different models of the problem situation [9 MAT 3.2.1]	evaluates the limits and accuracy of the result of solving a problem situation, interprets it depending on the nature and environment of the problem situation

Continued Annex 88

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
chooses a rational way to solve it [MAT 3.2]		identifies simpler problems as part of the proposed problem situation [6 MAT 3.2.1-2]		[9 MAT 3.2.1-1] predicts the result of solving a problem situation, provided that additional data can be used [9 MAT 3.2.1-2]
	selects a mathematical model for the standard situation [6 MAT 3.2.2]	makes a decision on choosing a rational way to solve a problem situation [6 MAT 3.2.2-1] takes the initiative and discusses possible options for attracting additional resources and data [6 MAT 3.2.2-2]	selects the appropriate mathematical model for the problem situation from several possible ones [9 MAT 3.2.2]	makes decisions on choosing a rational way to solve a problem situation, identifies and controls intermediate results of solving a problem situation [9 MAT 3.2.2-1] corrects errors and draws conclusions based on the results obtained [9 MAT 3.2.2-2]
4. Development of mathematical thinking for cognition and transformation of reality, proficiency in mathematical language				
Thinks mathematically [MAT 4.1]	defines and describes the relationships between mathematical objects and real world objects [6 MAT 4.1.1]	defines and describes the mathematical characteristics of surrounding objects (number, size, shape) [6 MAT 4.1.1-1]	defines the relationships between mathematical objects and real world objects [9 MAT 4.1.1]	defines, describes, and analyzes relationships between mathematical objects and real-world objects, as well as between mathematical objects

Continued Annex 89

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		recognizes and interprets numerical information, recognizes geometric objects and their elements on a plane and in space [6 MAT 4.1.1-2]		[9 MAT 4.1.1-1] reasonably explains the course of arguments, analyzes and evaluates them, taking into account the evidence [9 MAT 4.1.1-2]
	connects various elements of mathematical knowledge and skills, draws conclusions, and supports own opinion with arguments [6 MAT 4.1.2]	groups mathematical objects by common features and describes their properties [6 MAT 4.1.2-1] uses the properties of mathematical objects to justify their actions and their consequences [6 MAT 4.1.2-2]	connects various elements of mathematical knowledge and skills, summarizes them, and draws conclusions [9 MAT 4.1.2]	formulates an assumption and explores their truth in various ways [9 MAT 4.1.2-1] connects various mathematical knowledge and skills, summarizes them, and draws conclusions [9 MAT 4.1.2-2]
			identifies shortcomings in own mathematical knowledge and skills and tries to eliminate them	identifies shortcomings in own mathematical knowledge and skills and tries to eliminate them

Continued Annex 810

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Applies mathematical concepts, facts, and sequences of actions to solve problem situations [MAT 4.2]	uses mathematical concepts, facts, and the proposed sequence of actions to solve problem situations [6 MAT 4.2.1]	selects mathematical data, uses well-known rules and a sequence of actions with mathematical objects to solve problem situations [6 MAT 4.2.1-1]	[9 MAT 4.1.3] Selects mathematical concepts, facts, and sequences of actions to solve problem situations [9 MAT 4.2.1]	[9 MAT 4.1.3] Selects mathematical concepts, facts, and sequences of actions to solve problem situations and get results [9 MAT 4.2.1-1]
	performs operations with mathematical objects and uses various forms of information representation [6 MAT 4.2.2]	presents mathematical information in various forms (numerical, graphical, tabular, etc.), analyzes it, and draws conclusions [6 MAT 4.2.2-1]	performs operations with mathematical objects and uses various forms of information representation, makes transitions between them in the process of solving a problem situation [9 MAT 4.2.2]	uses previously acquired knowledge and skills in other contexts [9 MAT 4.2.2-1] performs operations with mathematical objects and uses various forms of information representation [9 MAT 4.2.2-2] performs the transition from one action to another in the process of solving a problem situation [9 MAT 4.2.2-3]

Continued Annex 811

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	uses the necessary equipment and information and communication technologies [6 MAT 4.2.3]	uses drawing tools and information and communication technologies to solve a problem situation [6 MAT 4.2.3-1]	uses equipment and information and communication technologies [9 MAT 4.2.3]	uses accessories and information and communication technologies to find and present the result [9 MAT 4.2.3-1]
Knows mathematical terminology and uses it effectively [MAT 4.3]	knows mathematical terms and symbols, and uses them wisely [6 MAT 4.3.1]	reads and understands texts with mathematical content [6 MAT 4.3.1-1] appropriately formulates and uses mathematical concepts and facts [6 MAT 4.3.1-2]	reads and understands texts of mathematical content, formulates mathematical concepts and facts, and uses mathematical terminology and symbols correctly and appropriately [9 MAT 4.3.1]	reads and understands texts of mathematical content, uses mathematical concepts and facts, explains their application, and provides arguments [9 MAT 4.3.1-1] makes appropriate and correct use of mathematical terminology and symbols [9 MAT 4.3.1-2]
	expresses meaningfully, accurately, and concisely [6 MAT 4.3.2]	expresses meaningfully, accurately, and concisely [6 MAT 4.3.2-1]	expresses in a meaningful, accurate, concise way, clearly structuring own speech [9 MAT 4.3.2]	formulates a given problem situation in mathematical language [9 MAT 4.3.2-1]
				expresses in a meaningful, accurate, concise way, structuring its own speech

Continued Annex 812

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

and adhering to the message plan

[9 MAT 4.3.2-2]

NATURAL SCIENCES

Competence potential

Key competencies	Skills and attitude
Fluency in the state language	<p>Skills:</p> <ul style="list-style-type: none"> use Ukrainian language sources to obtain natural and technical information interpret information of natural content, describe it orally or in writing, and analyze research in the language of Natural Sciences clearly, concisely and clearly formulate questions, opinions, argue, prove the correctness of statements and judgments, effectively communicate in the group in the process of discussing and solving problems interpret information presented in infographics, tables, charts, graphs, etc. fill up vocabulary with scientific terminology in Ukrainian <p>Attitude:</p> <ul style="list-style-type: none"> respect for the state language, awareness of its importance for the implementation of various types of communication
The ability to communicate in their native language (if different from the state language) and foreign languages	<p>The ability to communicate in their native language (if different from the state language)</p> <p>Skills:</p> <ul style="list-style-type: none"> use various sources in one's native language to obtain natural and technical information interpret information of natural content orally or in writing in the native language, using scientific terminology describe orally or in writing and analyze the research in one's native language discuss in their native language and solve problems of natural content, in particular environmental ones fill up vocabulary with scientific terminology in their native language

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Key competencies	Skills and attitude
	<p>Attitude:</p> <p>appreciation of the achievements of natural scientists and inventors, interest in popularizing science in their native language</p> <p style="text-align: center;">Ability to communicate in foreign languages</p> <p>Skills:</p> <p>perceive natural concepts and terms in oral or written texts in foreign languages</p> <p>use educational foreign language sources to obtain natural and technical information</p> <p>analyze and evaluate information of natural and technical content in foreign languages, using foreign-language scientific terminology</p>
Mathematical competence	<p>Attitude:</p> <p>understanding the need to popularize the achievements of Ukrainian natural scientists for the foreign community in foreign languages</p> <p>Skills:</p> <p>use mathematical concepts and quantities to characterize natural objects, phenomena, and technological processes</p> <p>solve problems of natural content using mathematical methods and mathematical models of natural objects, phenomena and processes, graphs, tables, diagrams, etc.</p> <p>Attitude:</p> <p>evaluate the feasibility of mathematical methods in solving problems of natural content</p>
Competencies in the field of natural sciences, engineering and technology	<p>Skills:</p> <p>perform measurements, record results, and evaluate measurement accuracy</p> <p>classify objects, natural phenomena, and technological processes</p>

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Key competencies	Skills and attitude
	<p>characterize objects, explain natural phenomena and technological processes using the language of natural sciences and scientific terminology</p> <p>identify research problems, explore nature independently or in a group, establish cause-and-effect relationships, and present research results</p> <p>use scientific knowledge, achievements of technology and technologies to solve problems</p> <p>Attitude:</p> <p>emotional and value perception of nature and its knowledge for a successful life in a socio-natural environment</p> <p>identification of curiosity and cognitive interest in natural problems, civilized interaction with nature</p> <p>critical assessment of the achievements of natural sciences and techniques</p>
Innovativeness	<p>Skills:</p> <p>describe trends in the development of natural sciences, engineering and technologies</p> <p>generate and implement new ideas in models, developments, and projects</p> <p>support other people's constructive ideas and promote their implementation</p> <p>Attitude:</p> <p>awareness of innovation as the key to success and competitive advantage</p> <p>assessment of risks of implementing ideas and achievements in the field of natural sciences and technology, their impact on the quality of life and the state of the environment</p>
Environmental competence	<p>Skills:</p> <p>identify and analyze environmental issues</p> <p>use natural resources responsibly and economically</p> <p>respond to environmental challenges</p> <p>initiate solutions to local environmental problems, implement environmental projects</p>

Continued Annex 94

Key competencies	Skills and attitude
Information and communication competence	<p>predict the environmental consequences of human activity results</p> <p>Attitude:</p> <p>awareness of the importance of rational use of natural resources</p> <p>assessment of one's own actions in nature from the standpoint of life safety, ethical norms and principles of sustainable development of society</p> <p>appreciating the diversity of nature, recognizing life as the highest value</p> <p>Skills:</p> <p>find, process, store information about natural science, transform it from one type to another using information and communication technologies</p> <p>use and create digital content regarding natural science</p> <p>explore the environment with modern information and communication technologies</p> <p>Attitude:</p> <p>critical assessment of natural science information obtained from various sources</p> <p>compliance with copyright, the principles of academic integrity and ethical interaction in the virtual space</p>
Lifelong learning	<p>Skills:</p> <p>determine the goals of educational activities, ways and means of achieving them</p> <p>plan and organize educational and cognitive activities during research or problem solving</p> <p>work on self-improvement, adapt to changing business conditions</p> <p>develop the ability to explore nature</p> <p>reflect on your own activities</p> <p>Attitude:</p> <p>awareness of the importance of self-education for personal development</p>

Continued Annex 95

Key competencies	Skills and attitude
<p>Citizenship and social competencies</p>	<p style="text-align: center;">Citizenship competencies</p> <p>Skills:</p> <ul style="list-style-type: none"> disseminate information of natural content that is important for society participate in solving local environmental problems and involve the community in it comply with the norms of legislation on nature protection defend your own position on decision-making in the field of Environmental Conservation and protection, participate in environmental protection activities <p>Attitude:</p> <ul style="list-style-type: none"> recognition of different opinions and views on problems, compliance with the principles of democracy in their solution <p style="text-align: center;">Social competencies</p> <p>Skills:</p> <ul style="list-style-type: none"> collaborate in a group during problem solving, nature research, and project implementation apply the acquired experience of conducting research and environmental protection activities to preserve own health and the health of others choose a healthy lifestyle convince others about the priority of maintaining health in the information and technology society <p>Attitude:</p> <ul style="list-style-type: none"> assessment of the impact of natural science and technology achievements on human well-being and health appreciating everyone's contribution to the group's activities awareness of the benefits of constructive cooperation for problem solving
<p>Cultural competence</p>	<p>Skills:</p>

Continued Annex 96

Key competencies	Skills and attitude
Entrepreneurship and financial literacy	<p>apply the achievements of natural sciences and technologies, technical means for the implementation of artistic ideas</p> <p>explain the natural science background of various types of art</p> <p>Attitude:</p> <p>awareness of the importance of natural sciences and technology in the development of culture</p> <p>reverence for science as a component of world culture</p> <p>Skills:</p> <p>generate, present and implement initiatives for project activities, efficient use of Natural Resources</p> <p>use the opportunities of project activities to create values (material, social, cultural)</p> <p>predict the impact of natural sciences on the development of technologies and new areas of entrepreneurial activity</p> <p>explain the importance of saving natural resources, investing in environmental protection, insuring own health and life, etc.</p> <p>calculate the economic impact of initiatives and activities related to the implementation of applied scientific solutions</p> <p>Attitude:</p> <p>identifying constructive activity</p> <p>responsibility for making informed decisions during individual and group activities</p> <p>awareness of the importance of acquired competencies for successful self-realization</p> <p>awareness of the dependence of well being and financial success on the level of mastering the achievements of modern science and technology</p> <p>defending the importance of economical and rational use of natural resources and their processed products, rational management, etc.</p>

Continued Annex 97

Basic knowledge

Methodology of natural sciences: science and pseudoscience; language of natural sciences and scientific terminology; scientific facts, their interpretation; problem as a cognitive situation; methods of cognition of nature; scientific research as a method of cognition; research hypothesis; models in cognition of nature: real, graphic, mathematical, verbal, computer, sign; measurements, measuring devices and measures; measurement accuracy; forms of data representation: graphs, tables, diagrams, infographics, scaling, etc.; interpretation and critical evaluation of research results; laws and principles of science.

Scientific worldview and holistic natural science picture of the world: the environment as a source of substances, energy and Information; levels of organization of living and inanimate nature; interaction and interrelations in nature; human-nature relationships, ecological balance; renewable and non-renewable natural resources; the latest technologies, processes, devices and materials; the concept of sustainable development of society; the importance of science and technology for sustainable development.

Astronomical component: astronomy as a science; structure and development of the universe, galaxies, stars, solar system, earth and moon, movement of celestial bodies, the importance of astronomy in human life.

Biological component: biology as a science; the role of biology in human life; modern directions of biological research; the system of the organic world; the main systematic categories, their subordination; the diversity of organisms and the evolution of living nature; the results of evolution: adaptation of organisms to the environment, distribution on the planet earth; signs of organisms, their manifestation in plants, animals, fungi, bacteria: cellular structure, features of chemical composition, metabolism and energy transformation, growth, development, reproduction, movement, irritability, heredity and variability; human beings and their health; interrelations of organisms and the environment; environmental factors, their influence on organisms; ecosystem organization of wildlife: diversity of ecosystems, features of the structure and cycle of substances and energy conversion.

Geographical component: geography as a science; the role of geographical education in human life; Earth on a geographical map; Geographical Information Systems; Earth as a geosystem, geosystem levels; geographical consequences of parameters and movements of the Earth; geographical covering; anthroposphere; interrelation of processes in the lithosphere, hydrosphere, atmosphere, biosphere, anthroposphere; natural complexes; resource potential of Earth shells, modern aspects of its use; global problems of humanity.

Physical component: physics as a science; physics and technology; physical foundations of modern technologies and production; physics in everyday life; substance and field; structure of matter; properties of substances in various aggregate states; motion, types of motion; basic parameters of motion; vibrations and waves; sound; light; optical phenomena; interaction of bodies;

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force, types of forces; energy; thermal motion; types of heat exchange; phase transformations; electric current; electromagnetic interaction; basic physical laws that determine the course of mechanical, thermal, light, electric, magnetic and nuclear phenomena; conservation laws.

Chemical component: chemistry as a science; chemistry in everyday life; chemistry and environment; safety rules when working with substances; chemical element; atom, its structure; periodic law of D. Mendeleev and periodic system of chemical elements; chemical elements in nature, their cycle; metallic and non-metallic elements; substance; simple and complex substances; systematic nomenclature in chemistry; chemical formulas; chemical bond; substances of atomic, molecular, Ionic structure; main classes of inorganic compounds; organic compounds; chemical properties of substances; dispersed systems; solutions; electrolytic dissociation; chemical reactions; classification of chemical reactions according to various characteristics; influence of various factors on the course of chemical reactions; chemical equations; laws of chemistry: the law of conservation of mass of substances, the law of volume relations of gases, Avogadro constant.

Annex 10
to the State Standard

Requirements
to mandatory learning outcomes
of students in the natural sciences field of education

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Learning the natural world by means of scientific research				
Identifies and formulates a research problem [NAT 1.1]	recognizes independently or with the help of a teacher or other persons those of the proposed problems that can be solved in a research way [6 NAT 1.1.1]	asks questions about the structure and properties of natural objects, the conditions of occurrence and course of natural phenomena, and their features [6 NAT 1.1.1-1]	chooses independently or with the help of a teacher or other persons a cognitive situation that can be solved in a research way, argues for their choice [9 NAT 1.1.1]	identifies independently or with the help of a teacher or other persons contradictions in information about the features, structure and properties of natural objects, conditions for the occurrence and course of natural phenomena [9 NAT 1.1.1-1]
		selects individual objects / phenomena, properties of objects / phenomena that can be studied independently or with the help of a teacher or other persons [6 NAT 1.1.1-2]		formulates independently or with the help of a teacher or other persons a problem available for research, explains their choice [9 NAT 1.1.1-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Defines the purpose and objectives of the research and formulates a hypothesis [NAT 1.2]	defines the purpose and objectives of the research, formulates the expected results in accordance with the goal with the help of a teacher or other persons [6 NAT 1.2.1]	determines with the help of a teacher or other persons the purpose and objectives of the research in accordance with the formulated problem [6 NAT 1.2.1-1] formulates the expected results of the study with the help of a teacher or other persons [6 NAT 1.2.1-2]	Defines the purpose and objectives of the study and formulates a hypothesis of the study [9 NAT 1.2.1]	determines the goal and objectives in accordance with the formulated research problem independently / with the help of a teacher or other persons [9 NAT 1.2.1-1] formulates the research hypothesis independently / with the help of a teacher or other persons [9 NAT 1.2.1-2]
Plans a research [NAT 1.3]	determines stages of the research with the help of a teacher or other persons [6 NAT 1.3.1]	determines and explains the necessary stages of the research with the help of a teacher or other persons [6 NAT 1.3.1-1] anticipates with the help of a teacher or other persons the results of each stage of the study [6 NAT 1.3.1-2]	determines with the help of a teacher or other persons the stages of research in accordance with the conditions for its implementation [9 NAT 1.3.1]	defines and explains with the help of a teacher or other persons the necessary stages of the research, taking into account the conditions for its implementation [9 NAT 1.3.1-1] predicts independently the results of each stage of the research in accordance with the conditions for its implementation [9 NAT 1.3.1-2]

Continued Annex 103

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	plans the research independently / with the help of a teacher or other persons [6 NAT 1.3.2]	prepares a plan of the research with the help of a teacher or other persons [6 NAT 1.3.2-1]	plans the research independently [9 NAT 1.3.2]	makes a research plan independently [9 NAT 1.3.2-1]
Explores (observes, experiments, models) [NAT 1.4]	models objects and phenomena with the help of a teacher or other persons [6 NAT 1.4.1]	suggests and creates independently / in a group, with the help of a teacher or other persons, material learning models for research [6 NAT 1.4.1-1] examines objects and phenomena using appropriate models, in particular digital ones [6 NAT 1.4.1-2]	models objects and phenomena independently or with the help of a teacher or other persons [9 NAT 1.4.1]	observes and examines objects and phenomena independently / in a group according to a plan drawn up using mathematical, real, and computer models [9 NAT 1.4.1-1]
	performs observations, experiments, and records the results obtained with the help of a teacher or other persons [6 NAT 1.4.2]	performs independently / in a group, with the help of a teacher or other persons, observations and experiments according to the drawn-up plan, using the	observes, performs research independently / in a group, records the results obtained in	selects independently the necessary tools for performing the research [9 NAT 1.4.2-1]

Continued Annex 104

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		proposed tools / created models [6 NAT 1.4.2-1]	an independently defined way [9 NAT 1.4.2]	records the results of the research in an independently defined way [9 NAT 1.4.2-2]
		describes the stages of research [6 NAT 1.4.2-2]		complies with the rules of life safety during the research [9 NAT 1.4.2-3]
		records the results of the research stages in the proposed way [6 NAT 1.4.2-3]		
		explains the purpose of the tools / created models that were used for research and recording results [6 NAT 1.4.2-4]		
		complies with the rules of life safety during the researches [6 NAT 1.4.2-5]		
Analyzes the results, formulates conclusions, and	analyzes the results of research based on the proposed criteria with	explains with the help of a teacher or other persons	analyzes the results of the research according to the	establishes causal relationships between the structure and properties of research objects

Continued Annex 105

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
presents the results of the research [NAT 1.5]	the help of a teacher or other persons [6 NAT 1.5.1]	the impact of research conditions on its results [6 NAT 1.5.1-1] determines with the help of a teacher or other persons whether the results obtained correspond to the expected results and the purpose of the research [6 NAT 1.5.1-2] compares the obtained research results with known (reference) data [6 NAT 1.5.1-3]	provided / independently defined criteria [9 NAT 1.5.1]	based on the results of the research independently or with the help of a teacher or other persons [9 NAT 1.5.1-1]
	formulates conclusions on achieving the research goal with the help of a teacher or other persons [6 NAT 1.5.2]	formulates conclusions of the research goal with the help of a teacher or other persons [6 NAT 1.5.2-1] offers independently or with the help of a teacher or other persons ways of practical use of research results	evaluates the correctness of the formulated hypothesis independently or with the help of a teacher or other persons [9 NAT 1.5.2]	confirms /refutes the research hypothesis independently or with the help of a teacher or other persons [9 NAT 1.5.2-1]

Continued Annex 106

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 NAT 1.5.2-2]		
	presents the results of the research in the proposed way [6 NAT 1.5.3]	presents the results of the research in the proposed way, in particular using digital devices [6 NAT 1.5.3-1]	formulates conclusions based on the results of the research independently [9 NAT 1.5.3]	formulates independently conclusions in accordance with the purpose of the research [9 NAT 1.5.3-1] evaluates independently or with the help of a teacher or other persons the possibility of using the results of the research to solve an educational / life problem [9 NAT 1.5.3-2]
			presents the results of the study in a self-selected way [9 NAT 1.5.4]	presents the results of the research in a self-selected way, in particular using digital devices [9 NAT 1.5.4-1]
Conducts self-assessment of research activities [NAT 1.6]	confirms / refutes the achievement of the research goal with the help of a teacher or other persons [6 NAT 1.6.1]	explains based on personal experience, that nature can be learned, exploring it [6 NAT 1.6.1-1] provides reasoning / evidence confirming /	analyzes the research plan and its results independently or with the help of a teacher or other persons	explains, based on personal experience, the importance of different species, types and forms of nature research [9 NAT 1.6.1-1] offers various ways to achieve the research goal independently

Continued Annex 107

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>refuting the achievement of the research goal with the help of a teacher or other persons</p> <p>[6 NAT 1.6.1-2]</p> <p>identifies with the help of a teacher or other persons factors that contributed /prevented (if any) the achievement of the research goal</p> <p>[6 NAT 1.6.1-3]</p>	<p>[9 NAT 1.6.1]</p>	<p>or with the help of a teacher or others</p> <p>[9 NAT 1.6.1-2]</p> <p>provides independently or with the help of a teacher or other persons variable ways of performing the research taking into account the influence of various factors</p> <p>[9 NAT 1.6.1-3]</p> <p>analyzes independently the feasibility of certain stages and the developed research plan</p> <p>[9 NAT 1.6.1-4]</p> <p>explains the risks of performing the research independently or with the help of a teacher or other persons, and is aware of the need to take risks into account</p> <p>[9 NAT 1.6.1-5]</p>

Continued Annex 108

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	shows an emotional and value attitude to their own research [6 NAT 1.6.2]	evaluates own contribution to the research and the importance of acquired research skills [6 NAT 1.6.2-1]	detects emotional and value attitude to nature and its research [9 NAT 1.6.2]	justifies the importance of acquired research skills for understanding nature [9 NAT 1.6.2-1]
2. Processing, systematization and presentation of natural content information				
Searches for information, evaluates it, and organizes it [NAT 2.1]	searches, compares and systematizes information of natural content independently or with the help of a teacher or other persons [6 NAT 2.1.1]	uses separate ways to search for information sources to solve a life / learning problem [6 NAT 2.1.1-1] searches independently or with the help of a teacher or other persons for natural content information in available sources [6 NAT 2.1.1-2] compares information of natural content obtained from various sources independently or with the	searches, evaluates, and organizes information of natural content independently [9 NAT 2.1.1]	analyzes and systematizes independently processed information of natural content obtained from various sources [9 NAT 2.1.1-1] uses an independent set of data to evaluate natural objects, phenomena, and processes [9 NAT 2.1.1-2] compares with the help of a teacher or other persons the scientific and pseudoscientific explanation of the same information of natural content [9 NAT 2.1.1-3]

Continued Annex 109

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>help of a teacher or other persons</p> <p>[6 NAT 2.1.1-3]</p> <p>summarizes independently or with the help of a teacher or other persons the processed information of natural content</p> <p>[6 NAT 2.1.1-4]</p> <p>identifies independently / with the help of a teacher or other persons what is essential in natural content information</p> <p>[6 NAT 2.1.1-5]</p> <p>explains independently or with the help of a teacher or other persons the importance of information for solving a life / learning problem</p> <p>[6 NAT 2.1.1-6]</p>		<p>independently evaluates the reliability of the information obtained and its necessity / importance for solving a life / educational problem</p> <p>[6 NAT 2.1.1-4]</p>

Continued Annex 1010

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Presents information in various forms [NAT 2.2]	presents independently or with the help of a teacher or other persons information of natural content in various forms [6 NAT 2.2.1]	describes phenomena and processes independently or with the help of a teacher or other persons, using appropriate scientific terminology [6 NAT 2.2.1-1]	interprets data and independently presents information of natural content in various forms [9 NAT 2.2.1]	describes independently phenomena and processes using scientific terminology [9 NAT 2.2.1-1]
		formulates verbal descriptions of objects, phenomena, and processes based on non-text information independently or with the help of a teacher or other persons [6 NAT 2.2.1-2]		selects and integrates independently / with the help of a teacher or other persons information of natural content presented in various forms, in particular in symbolic form, linking it with real objects and phenomena [9 NAT 2.2.1-2]
		provides text information/ audio information in the form of graphic, tabular information or infographics independently or with the help of a teacher or other persons		presents independently obtained information in the form of text, video, audio, graphic, tabular information or infographics, including using digital technologies and devices [9 NAT 2.2.1-3]

Continued Annex 1011

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 NAT 2.2.1-3] creates independently / in a group or with the help of other persons presentations of the obtained information of natural content in the proposed way, in particular using digital technologies and devices		formulates independently verbal descriptions of objects, phenomena, and processes based on non-text information (tabular, graphic, or infographic)
		[6 NAT 2.2.1-4]		[9 NAT 2.2.1-4] develops independently / in a group relevant products (projects, booklets, collages, posters, models, etc.) based on the processed information of natural content, in particular using digital technologies and devices
				[9 NAT 2.2.1-5] presents created products in the selected way, including using digital technologies and devices
				[9 NAT 2.2.1-6]
	3. Awareness of the diversity and laws of nature, the role of natural sciences and technology in human life; responsible behavior for the sustainable development of society			
Aware of the diversity of nature	understands the diversity of nature and its patterns	provides examples of natural objects and phenomena	justifies diversity and certain laws of nature	characterizes independently the properties of natural objects, explains natural phenomena and

Continued Annex 1012

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
[NAT 3.1]	[6 NAT 3.1.1]	<p>[6 NAT 3.1.1-1] characterizes with the help of a teacher or other persons the properties of research objects, using the appropriate scientific terminology</p> <p>[6 NAT 3.1.1-2] establishes certain patterns in nature independently or with the help of a teacher or other persons, confirms them with independently selected examples</p> <p>[6 NAT 3.1.1-3]</p>	[9 NAT 3.1.1]	<p>processes based on the laws of nature, using the language of natural science and appropriate terminology</p> <p>[9 NAT 3.1.1-1] determines independently or with the help of a teacher or other persons the properties of natural objects / phenomena that are essential for solving a life / educational problem</p> <p>[9 NAT 3.1.1-2] evaluates the environment as a source of human and social health, well-being and safety</p> <p>[9 NAT 3.1.1-3]</p>
Classifies natural objects / phenomena [NAT 3.2]	distinguishes and compares objects / phenomena of nature and their properties independently or with	<p>defines the main feature(s) by which natural objects / phenomena are grouped into separate groups</p> <p>[6 NAT 3.2.1-1]</p>	classifies natural objects, phenomena, and processes according to certain	<p>defines the main feature(s) by which natural objects / phenomena are grouped into separate groups</p> <p>[9 NAT 3.2.1-1]</p>

Continued Annex 1013

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	<p>the help of a teacher or other persons</p> <p>[6 NAT 3.2.1]</p>	<p>distinguishes between natural objects / phenomena those that have one or more common features</p> <p>[6 NAT 3.2.1-2]</p> <p>groups (organizes) objects / phenomena of nature independently or with the help of a teacher or other persons according to a certain feature</p> <p>[6 NAT 3.2.1-3]</p>	<p>characteristics and properties</p> <p>[9 NAT 3.2.1]</p>	<p>distinguishes from natural objects / phenomena those that have several common features / properties</p> <p>[9 NAT 3.2.1-2]</p> <p>distinguishes / systematizes / organizes independently objects / phenomena of nature by certain features / properties</p> <p>[9 NAT 3.2.1-3]</p>
<p>Identifies relationships between objects and natural phenomena</p> <p>[NAT 3.3]</p>	<p>establishes with the help of a teacher or other persons the interrelationships of natural objects, phenomena and processes</p> <p>[6 NAT 3.3.1]</p>	<p>explains independently or with the help of a teacher or other persons possible changes in natural objects and phenomena depending on certain conditions; responsible / irresponsible use of scientific and technological achievements</p> <p>[6 NAT 3.3.1-1]</p>	<p>justifies relationships independently between natural objects, phenomena, and processes</p> <p>[9 NAT 3.3.1]</p>	<p>independently establishes causal relationships between certain phenomena and processes and their consequences</p> <p>[9 NAT 3.3.1-1]</p> <p>uses research skills and basic knowledge about relationships in nature to predict changes in natural objects, phenomena, and processes</p>

Continued Annex 1014

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	uses independently / with the help of a teacher or other persons ideas about the interrelationships of objects and natural phenomena to solve the proposed life / educational problem [6 NAT 3.3.2]	gives examples of the interrelationships of objects and natural phenomena, in particular those related to their own actions in the environment [6 NAT 3.3.2-1] complies with the rules for handling natural objects to preserve health and the environment [6 NAT 3.3.2-2]	identifies significant relationships in nature to solve the proposed life / learning problem [9 NAT 3.3.2]	[9 NAT 3.3.1-2] justifies the influence of human activity / own activity on the preservation / violation of relationships in nature [9 NAT 3.3.2-1] complies with the rules of behavior in nature to preserve health and the environment [9 NAT 3.3.2-2]
Understands the importance of natural sciences, technologies, and engineering [NAT 3.4]	finds out and explains with the help of a teacher or other persons the importance of natural sciences, technologies and techniques in human life [6 NAT 3.4.1]	explains with the help of a teacher or other persons the importance of science for creating new technologies and modern technology [6 NAT 3.4.1-1] illustrates with examples independently or with the help of a teacher or other persons the use of natural	explains independently the importance of natural sciences, technologies and techniques for the sustainable development of society [9 NAT 3.4.1]	explains independently or with the help of a teacher or other persons the causes of global problems of humanity and gives examples of using the achievements of natural sciences, technologies and techniques to solve them [9 NAT 3.4.1-1] evaluates the contribution of natural sciences, technologies

Continued Annex 1015

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		science achievements for the sustainable development of society [6 NAT 3.4.1-2]		and techniques to ensuring the sustainable development of society [9 NAT 3.4.1-2]
	understands the significance of the activities of natural scientists and inventors [6 NAT 3.4.2]	understands the contribution of natural scientists and inventors to the creation of new technologies and the improvement of technology [6 NAT 3.4.2-1]	is aware of the social role of natural scientists and inventors and their achievements [9 NAT 3.4.2]	expresses judgments about the importance of natural science knowledge and the activities of natural scientists and inventors for ensuring social progress and improving the quality of life [9 NAT 3.4.2-1]
4. Development of scientific thinking, acquisition of problem-solving experience in natural content [individually and in collaboration]				
Distinguishes between scientific and unscientific thinking [NAT 4.1]	identifies scientific information with the help of a teacher or other persons , uses it in his/her activities among other things [6 NAT 4.1.1]	selects with the help of a teacher or other persons a scientific explanation of natural phenomena / facts / data [6 NAT 4.1.1-1] uses scientific facts to formulate own judgments [6 NAT 4.1.1-2]	determines independently or with the help of a teacher or other persons arguments / statements / theories based on scientific facts [9 NAT 4.1.1]	distinguishes scientific facts, their interpretations, and judgments with the help of a teacher or other persons [9 NAT 4.1.1-1] interprets scientific facts independently or with the help of a teacher or other persons [9 NAT 4.1.1-2]

Continued Annex 1016

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				critically evaluates information and the reliability of judgments independently or with the help of a teacher or other persons [9 NAT 4.1.1-3]
				explains with the help of a teacher or other persons the risks of using scientific / unscientific / pseudoscientific / distorted information to solve problems of natural content [9 NAT 4.1.1-4]
Recognizes the problem and analyzes it [NAT 4.2]	recognizes with the help of a teacher or other persons a cognitive problem in the described situation [6 NAT 4.2.1]	discovers new knowledge [6 NAT 4.2.1-1] answers independently to clearly formulated questions based on known / processed information of natural content [6 NAT 4.2.1-2] identifies with the help of a teacher or other persons contradictions in the described situation	formulates the problem as a cognitive situation of natural content [9 NAT 4.2.1]	identifies independently / in the group contradictions in the cognitive situation [9 NAT 4.2.1-1] puts it with the help of a teacher or other persons / independently / in the group problematic questions and formulates the problem [9 NAT 4.2.1-2]

Continued Annex 1017

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 NAT 4.2.1-3]		presents with the help of a teacher or other persons complex problems as a set of simple ones [9 NAT 4.2.1-3]
Solves problems [NAT 4.3]	chooses independently or with the help of a teacher or other persons ideas, methods, means for the solution educational / life problems [6 NAT 4.3.1]	reflects on the proposed ways to solve a certain educational / life problem, expresses their thoughts [6 NAT 4.3.1-1]	chooses independently strategies for solving an educational / life problem from the suggested ones or offers their own [9 NAT 4.3.1]	generates ideas for solving an educational / life problem, evaluates the possibilities of implementing them [9 NAT 4.3.1-1] develops independently / with the help of a teacher or other persons strategies for solving an educational / life problem and offers appropriate tools [9 NAT 4.3.1-2]
	uses independently or with the help of a teacher or other persons the acquired knowledge and experience to solve an educational / life problem [6 NAT 4.3.2]	uses independently or with the help of a teacher or other persons the acquired knowledge and experience to solve an educational / life problem [6 NAT 4.3.2-1] chooses from the suggested methods	uses the acquired knowledge and experience to solve an educational / life problem [9 NAT 4.3.2]	solves educational / life problems independently / in a group, using the acquired knowledge and experience [9 NAT 4.3.2-1] offers own ways to check the solution of educational / life problems

Continued Annex 1018

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		independently / with the help of a teacher or other persons to check the solution of an educational / life problem [6 NAT 4.3.2-2]		[9 NAT 4.3.2-2] evaluates with the help of a teacher or other persons the effectiveness / variability of the selected ways / means of solving an educational / life problem [9 NAT 4.3.2-3]
Works in a group to solve a problem [NAT 4.4]	understands the importance of cooperation in the solution of an educational program / life problems [6 NAT 4.4.1]	with the help of a teacher or other persons, makes a plan of own activities to solve an educational / life problem in accordance with their role in the group [6 NAT 4.4.1-1]	offers options for cooperation in a group to solve an educational / life problem [9 NAT 4.4.1]	draws up independently and if necessary adjusts the plan of own activities to solve the problem in accordance with their role in the group [9 NAT 4.4.1-1] defends own opinion, discusses, gives arguments, confirms them with facts, cooperating in a group [9 NAT 4.4.1-2]

Continued Annex 1019

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	interacts in a group to solve an educational / life problem [6 NAT 4.4.2]	suggests rules for interaction in the group and adheres to them [6 NAT 4.4.2-1] participates in joint decision-making [6 NAT 4.4.2-2]	interacts in a group and is aware of personal responsibility for achieving the overall result [9 NAT 4.4.2]	takes into account the opinions / views of others when making joint decisions [9 NAT 4.4.2-1] explains, based on the experience gained, the benefits of cooperation for solving an educational / life problem [9 NAT 4.4.2-2]
Evaluates own activities/ group activities [NAT 4.5]	shows an emotional and value attitude to their own actions / actions of the group in order to achieve results [6 NAT 4.5.1]	evaluates own activities and the effectiveness of the group's actions to achieve results based on jointly developed criteria with the help of a teacher or other persons [6 NAT 4.5.1-1]	shows an emotional and value attitude to individual / joint activities and the results achieved [9 NAT 4.5.1]	analyzes independently / with the help of a teacher or other persons the group's activities to complete a task / solve an educational / life problem [9 NAT 4.5.1-1] evaluates the results of solving the problem according to jointly developed criteria [9 NAT 4.5.1-2] expresses judgments about their own motivation, personal actions in the group to achieve results [9 NAT 4.5.1-3]

Continued Annex 1020

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

reflects on personal development based on the results of group work

[9 NAT 4.5.1-4]

Technology field of study

Competence potential

Key competencies	Skills and attitude
Fluency in the state language	<p>Skills:</p> <ul style="list-style-type: none"> use technological concepts and facts in the state language in oral and written form discuss issues related to the implementation of the project in the state language justify the technology of designing and manufacturing products in the state language <p>Attitude:</p> <ul style="list-style-type: none"> awareness of the importance of developing Ukrainian technical and technological terminology and nomenclature respect for the state language when performing tasks in various fields of activity
The ability to communicate in their native language (if different from the state language) and foreign languages	<p>The ability to communicate in their native language (if different from the state language)</p> <p>Skills:</p> <ul style="list-style-type: none"> express own ideas, opinions, comment and evaluate own activities and those of others in one's native language search for information in technical literature, textbooks, manuals, technological documentation, periodicals, electronic, in particular online sources, in your native language; critically evaluate and use it <p>Attitude:</p> <ul style="list-style-type: none"> awareness of the importance of developing technical and technological terminology and nomenclature in one's native language
	<p>Ability to communicate in foreign languages</p> <p>Skills:</p>

Continued Annex 112

Key competencies	Skills and attitude
Mathematical competence	<p>read process maps, understand technical entries in instructions, and video materials in foreign languages</p> <p>search, critically evaluate, and use information to complete tasks, and if necessary, present projects in foreign languages</p> <p>use foreign languages if necessary for effective activities</p> <p>Attitude:</p> <p>awareness of the growth of their own capabilities in working on the project, provided that they speak foreign languages</p> <p>Skills:</p> <p>apply mathematical methods to perform technological tasks in various fields of activity</p> <p>understand, use, and build simple mathematical models to solve technological problems</p> <p>Attitude:</p> <p>awareness of the role and significance of accuracy and correctness of measurements, calculations and calculations for the design and manufacture of products</p>
Competencies in the field of natural sciences, engineering and technology	<p>Skills:</p> <p>compare the properties of structural materials</p> <p>it is logical to justify the design and manufacturing technologies of the product</p> <p>to produce products using technologies and equipment appropriately</p> <p>formulate hypotheses, collect data, conduct experiments (tests) with manufactured products, analyze and summarize the results of design and technological activities</p> <p>use scientific information to achieve the goal of design and technological activities, make informed decisions or formulate conclusions</p> <p>Attitude:</p>

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Key competencies	Skills and attitude
Innovativeness	<p>awareness of the importance of technology in everyday life, the need to observe the technological sequence in the manufacture of products, the use of scientific basis in the design process</p> <p>Skills:</p> <p>transform the acquired knowledge about materials, technologies and equipment into an improvement of the technological process, a new or improved product (service) with new qualities used in practice, or a new approach to the implementation of social services, adapt them to the urgent needs of society</p> <p>Attitude:</p> <p>awareness of the importance of innovation in technological processes for the sustainable development of society</p>
Environmental competence	<p>Skills:</p> <p>use natural resources wisely and efficiently, and use materials sparingly</p> <p>participate in waste-free production and recycling of materials in an affordable way</p> <p>use scientific information to preserve the environment</p> <p>Attitude:</p> <p>awareness of the role of the environment for human life and health, understanding the importance of proper disposal of household waste and industrial waste</p> <p>showing respect for nature and work</p>
Information and communication competence	<p>Skills:</p> <p>safely and effectively use social networks to discuss ideas related to the implementation of technology projects, critically apply information and communication technologies to create, search, process, exchange information, ethically work with information in compliance with the principles of academic integrity (intellectual property rights, etc.)</p> <p>use digital technologies in modern production, in particular robotics</p>

Continued Annex 114

Key competencies	Skills and attitude
	<p>carry out design using a digital environment</p> <p>use digital devices to present own and joint results</p> <p>Attitude:</p> <p>respect for copyright, showing respect for intellectual property</p> <p>awareness of the role of modern information technologies in the design, manufacture and promotion of a product in the market</p>
Lifelong learning	<p>Skills:</p> <p>determine own need for training, search for and apply the necessary information for project implementation</p> <p>participate in the organization of the educational process (own and group), in particular through effective management of resources and information flows</p> <p>define learning goals and ways to achieve them</p> <p>Attitude:</p> <p>identification of curiosity and perseverance, independence, ability to overcome difficulties and respond to changes</p> <p>awareness of the need for constant self-improvement, the desire to learn new things, improving the level of their own knowledge</p>
Citizenship and social competencies	<p style="text-align: center;">Citizenship competencies</p> <p>Skills:</p> <p>apply available strategies for effective and constructive participation in public life and implementation of public projects</p> <p>collaborate, communicate, interact, make collective decisions, evaluate their effectiveness and impact on society, prevent and resolve conflicts, and reach a compromise</p>

Key competencies	Skills and attitude
	<p>work, perform various roles in the group, participate in complex tasks (project implementation), solve group problems, and make joint decisions</p> <p>Attitude:</p> <p>recognition of equality, human rights and freedoms, compliance with the principles of collegiality in decision-making</p> <p style="text-align: center;">Social competencies</p> <p>Skills:</p> <p>initiate and participate in socially important projects aimed at improving their own well-being and the well-being of others and society</p> <p>apply technologies to design products or services that improve a healthy lifestyle</p> <p>take care of own well-being</p> <p>safely use the technique in the process of life activity</p> <p>Attitude:</p> <p>awareness of the importance of equal rights and opportunities for all project participants as the key to effective work aimed at achieving a successful final result</p>
Cultural competence	<p>Skills:</p> <p>express own ideas, experiences and feelings through manufactured products, in particular works of decorative and applied arts</p> <p>promote the decorative and applied arts of own community, native land, and country</p> <p>study and popularize the culture of Ukraine and the world in the manufacture of products and implementation of projects</p> <p>to study the techniques of manufacturing decorative and applied arts products</p>

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Key competencies	Skills and attitude
<p>Entrepreneurship and financial literacy</p>	<p>Attitude:</p> <p>honoring the creative expression of ideas, folk customs, traditions, and culture</p> <p>preservation and development of traditional technologies for manufacturing decorative and applied arts products</p> <p>Skills:</p> <p>design own professional activities according to the abilities, advantages and disadvantages</p> <p>think creatively, generate new ideas and initiatives, implement them to improve own well-being, develop society and the state</p> <p>formulate goals and objectives, develop plans to achieve them, predict and minimize risks, make decisions and evaluate their effectiveness</p> <p>calculate and use resources efficiently</p> <p>apply economic knowledge in everyday life, calculate independently or with the help of other persons the cost of materials necessary for the manufacture of the designed product, operate with money when creating a product (or service), calculate and evaluate (with the help of other persons, if necessary) the cost of an idea that involves the design and manufacture of a product or service</p> <p>Attitude:</p> <p>identification of initiative, openness to new ideas, confidence and determination in the implementation of their own ideas; recognition of their talents, abilities, skills and demonstration of them in work and creativity</p> <p>responsibility for the final result of own and group activities</p> <p>awareness of the role of finance as one of the resources in working on a project, the need for economical and efficient use of money in everyday life and during the organization of project activities (own or group)</p> <p>Basic knowledge</p>

Continued Annex 117

Design: the purpose and objectives of the project; stages of design and technological activity; criteria that the project must meet; the concept of marketing; the history of the development of the object of design, technologies; styles in design; the right to respect for the result of creative design and technological activity (intellectual property); creative idea; project design; artistic design; composition as the basis of artistic and design activity: means, principles, coloristics; design methods: combinatorics, elements of bionics, etc.; technical design; computer-aided design systems as a means of developing design and technological projects of products; mathematical calculations in the project; properties of structural materials; ecology of the project, its impact on the environment; terminology of natural sciences in improving the technological process; invention; entrepreneurship and professional intentions.

Fundamentals of graphic literacy: fundamentals of standardization of graphic images; graphic images; projection on one, two, three projection planes; scale; graphic and verbal description of the project.

Manufacturing technologies of the product: requirements for the organization of technological activities; tools and devices; technological sequence of manufacturing the product according to the scheme or graphic image; technological operations; requirements for processing structural materials; part: precision of processing of a part, connection of parts, methods of connecting parts, technology of processing parts.

Evaluation and presentation of results: results of design and technological activities; product quality; calculation of materials for the project; assessment and self-assessment; forms of presentation of results; digital devices; communication channels; public speech.

Decorative and applied art: subject environment; traditional technologies of decorative and applied art; authenticity; stylization; ethnostille; design in decorative and applied art; identity.

Modern equipment and technologies: technogenic environment; innovative technologies; innovations in production and service; environmental risks; technological process; materials of natural and chemical origin; materials of secondary use; the latest structural materials; mechanized and automated means of labor; environmental consequences of production; robotization, development patterns.

Self-contamination in everyday life: organization of everyday life; labeling of household items; instructions for household appliances; rules for safe operation of household appliances, means of work; safe self-service; responsible consumption; individual style; repair and renewal of clothing, household items; basics of rational nutrition; aesthetics of food; Ukrainian national cuisine and culinary traditions; competencies for personal growth, career, labor market; entrepreneurship as a key to life success; manipulation in the media; advertising, popularization of project results.

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Annex 12
to the State Standard

Requirements
to mandatory learning outcomes of students in technological field of study

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Implementation of the idea in the finished product according to the algorithm of design and technological activities				
Designs a personally and socially significant product [TEC 1.1]	generates an idea and selects the design object for implementation with the help of a teacher or other persons, explains their choice [6 TEC 1.1.1]	discusses together with the teacher or other persons personally and socially important needs for creating products, based on their own knowledge and judgments [6 TEC 1.1.1-1]	generates and justifies a creative idea or identified problem and selects a design object for implementation/solution [9 TEC 1.1.1]	finds, selects and evaluates up-to-date information to identify the creative idea [of the problem], determines the reliability of sources [9 TEC 1.1.1-1] discusses together with other persons existing personally and socially important problems to solve them in the project [9 TEC 1.1.1-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>argumentatively proves the importance of the future project in accordance with own interests and predicts its positive impact on the budget of their own [family, community]</p> <p>[9 TEC 1.1.1-3]</p>
	<p>formulates independently or with the help of a teacher or other persons the purpose of design and technological activities</p> <p>[6 TEC 1.1.2]</p>	<p>discusses together with the teacher or other persons the purpose of design and technological activities</p> <p>[6 TEC 1.1.2-1]</p> <p>plans independently or with the help of a teacher or other persons the main tasks and results of design and technological activities</p> <p>[6 TEC 1.1.2-2]</p>	<p>formulates the goal of own/joint design and technological activities and develops a strategy for achieving it</p> <p>[9 TEC 1.1.2]</p>	<p>reflects in the formulation of the goal of own or joint design and technological activity its idea or problem</p> <p>[9 TEC 1.1.2-1]</p> <p>defines project tasks independently or in cooperation with other persons, monitors possible ways to solve project tasks</p> <p>[9 TEC 1.1.2-2]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		critically evaluates own capabilities and existing experience in performing tasks, in particular in the group [6 TEC 1.1.2-3]		predicts possible difficulties in the project and chooses ways to overcome them [9 TEC 1.1.2-3]
		describes possible difficulties and risks in the process of implementing the idea in the finished product [6 TEC 1.1.2-4]		defines the stages of design and technological activity and the corresponding structure of the project folder [9 TEC 1.1.2-4]
		discusses and determines together with the teacher and other persons the rational use of digital devices at various stages of design and technological activities [6 TEC 1.1.2-5]		reasonably applies digital devices at various stages of design and technological activities: search, analysis and use of Information, project presentation, etc. [9 TEC 1.1.2-5]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
performs marketing research and search for information about the design object [6 TEC 1.1.3]	<p>defines the needs and tastes of consumers of the selected design object, features of its design, functionality, aesthetics through small-scale marketing research [6 TEC 1.1.3-1]</p> <p>searches for up-to-date information about the design object and organizes it [6 TEC 1.1.3-2]</p> <p>develops with the help of a teacher or other persons the criteria that the design object must meet, and determines its parameters [6 TEC 1.1.3-3]</p>	performs marketing research, search and analysis of information about the design object [9 TEC 1.1.3]	<p>performs marketing research for the purpose of developing a design project [9 TEC 1.1.3-1]</p> <p>collects up-to-date information from various sources about the design object, analyzes and organizes it [9 TEC 1.1.3-2]</p> <p>assesses risks and makes decisions about project objectives based on the results of marketing research [9 TEC 1.1.3-3]</p> <p>discusses and reflects on market research results through available presentation forms [9 TEC 1.1.3-4]</p>	

Continued Annex 125

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
performs artistic design of the product using design methods [6 TEC 1.1.4]	searches for and selects analog models in accordance with the planned design object [6 TEC 1.1.4-1]	performs artistic design of the product, applying the basics of design using design methods [9 TEC 1.1.4]	applies design techniques to the planned design object, discussing ideas and interacting constructively with others [9 TEC 1.1.4-1]	
	discusses ideas, interacts constructively with other people in the process of combining their own model based on the analysis of the best features of analog models [6 TEC 1.1.4-2]		develops a model of the design object, analyzing different design styles [9 TEC 1.1.4-2]	
	applies design methods in accordance with individual abilities and their own interests in order to implement creative ideas in the design of the product [6 TEC 1.1.4-3]		performs artistic design of the product, applying the principles and means of design [9 TEC 1.1.4-3]	
			defines the capabilities of graphic editors for artistic design of the product, and applies them if necessary [9 TEC 1.1.4-4]	
			evaluates its own or joint results of artistic design of the	

Continued Annex 126

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>produces and reflects creative ideas in a convenient way [6 TEC 1.1.4-4]</p> <p>evaluates own results of artistic design of the product [6 TEC 1.1.4-5]</p>		<p>product according to certain criteria [9 TEC 1.1.4-5]</p>
	<p>constructs the design object, reads and uses graphic images [6 TEC 1.1.5]</p>	<p>plans the sequence of actions for manufacturing a product model, approximate deadlines for their implementation, and the possibility of using digital tools [6 TEC 1.1.5-1]</p> <p>defines the technical characteristics of the product model [technical description of the design object] [6 TEC 1.1.5-2]</p>	<p>performs technical design of the design object, performs graphic images, reads them [6 TEC 1.1.5]</p>	<p>performs technical design of the design object from its layout to the execution of drawings, sketches, etc. [9 TEC 1.1.5-1]</p> <p>explains the choice of image construction method, the number of projections, etc. [9 TEC 1.1.5-2]</p> <p>reads and explains or retells graphic images in own words [9 TEC 1.1.5-3]</p> <p>reads graphic images and reproduces what is read as an algorithm of own actions for</p>

Continued Annex 127

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		performs a technical drawing or sketch of the details of the product model, notes the information necessary for its manufacture [6 TEC 1.1.5-3]		manufacturing the product, and vice versa, if necessary, makes changes to the graphic images during the production of the product in accordance with the changes made in the work [9 TEC 1.1.5-4]
	focuses on the selection of materials, determines their quantity and cost [6 TEC 1.1.6]	selects materials for making the product and calculates expenses on them [6 TEC 1.1.6-1]	justifies the selection of materials, calculates their number and cost [9 TEC 1.1.6]	justifies the design of the object through the selection of materials, methods of their processing, calculation of the cost of manufacturing the product, etc [9 TEC 1.1.6-1]
				reasonably makes changes to the design or structural elements of the product, changes structural materials if necessary [9 TEC 1.1.6-2]
				applies if necessary the computer environment in the design process

Continued Annex 128

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 TEC 1.1.6-3]
	determines the sequence of technological operations for the implementation of the designed product independently or with the help of a teacher or other persons [6 TEC 1.1.7]	determines independently or with the help of other persons the sequence of technological operations for manufacturing the designed product [6 TEC 1.1.7-1] selects the necessary tools and devices in accordance with a certain technological sequence [6 TEC 1.1.7-2] creates a technology map, applies digital devices and image editors [if necessary] [6 TEC 1.1.7-3]	determines independently the types and sequence of technological operations, an individual implementation plan for the designed product [9 TEC 1.1.7]	characterizes the types of technological operations, reasonably selects them for the manufacture of the product [9 TEC 1.1.7-1] determines the sequence of technological operations for manufacturing the designed product [9 TEC 1.1.7-2] justifies the manufacturing technology of the product, based on the principles of industrial design [9 TEC 1.1.7-3] evaluates planned work and predicts possible obstacles [9 TEC 1.1.7-4] creates an individual plan of product manufacturing technology, using [if

Continued Annex 129

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				necessary] digital devices and image editors [9 TEC 1.1.7-5]
Manufactures the designed product according to a certain technological sequence [TEC 1.2]	organizes independently or with the help of a teacher or other persons work for the production of the designed product according to a certain sequence [6 TEC 1.2.1]	prepares the necessary tools and accessories for work independently or with the help of a teacher or other persons [6 TEC 1.2.1-1] works independently or jointly with other persons in accordance with the instructions provided, distributing parts of the work if necessary [6 TEC 1.2.1-2] uses tools and devices independently or with the help of others, observing the rules of safe work and sanitary standards	organizes independently work for the production of the designed product according to a certain sequence, reads and understands technological documentation [9 TEC 1.2.1]	organizes and plans independently work on the production of the designed product according to a pre determined sequence [9 TEC 1.2.1-1] reads with understanding the content of technological documentation and reproduces the product [9 TEC 1.2.1-2] takes care of own health and the safety of others when setting up and using manual and mechanized tools [9 TEC 1.2.1-3] uses tools, devices, mechanized tools appropriately; complies with labor safety rules and sanitary standards

Continued Annex 1210

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 TEC 1.2.1-3]		[9 TEC 1.2.1-4]
	applies technologies for processing various materials [6 TEC 1.2.2]	reasonably selects methods of processing materials in accordance with their properties and characteristics [6 TEC 1.2.2-1]	applies technologies for processing various materials in the manufacturing process of the product [9 TEC 1.2.2]	applies the necessary knowledge of natural sciences in technological activities [9 TEC 1.2.2-1] manufactures the designed product according to an individual plan, if necessary, reasonably makes changes to the design of the design object on drawings, sketches [9 TEC 1.2.2-2]
	calculates the time required to perform technological operations [6 TEC 1.2.3]	performs planned technological operations in a certain sequence, efficiently distributing time [6 TEC 1.2.3-1]	calculates the time required for the production of the designed product, individual plan [9 TEC 1.2.3]	allocates appropriate time for the implementation of each technological operation, individual plan [9 TEC 1.2.3-1]

Continued Annex 1211

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
assesses the risks associated with the manufacture of the designed product [6 TEC 1.2.4]	assesses the risks associated with the manufacture of the product, if necessary, finds ways to eliminate them independently or with the help of a teacher or other persons [6 TEC 1.2.4-1]	assesses risks and adjusts the manufacturing technology of the product to improve it [9 TEC 1.2.4]	assesses the risks associated with the manufacture of the product, makes reasoned unplanned design changes; if necessary, corrects and improves the manufacturing technology of the product by using appropriate methods and technological or technical methods of work [9 TEC 1.2.4-1]	
demonstrates proper personal qualities in the work during the manufacture of the product [6 TEC 1.2.5]	demonstrates concentration, accuracy, caution, responsibility, etc in work [6 TEC 1.2.5-1] monitors and evaluates the process and quality of manufacturing the product,	manages emotions, explains ways to set oneself up for technological activities, constructive interaction with other people [9 TEC 1.2.5]	demonstrates positive personal qualities in the work during the manufacture of the product [9 TEC 1.2.5-1] cooperates with other persons during the implementation of their own / joint project	

Continued Annex 1212

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		correcting defects if necessary [6 TEC 1.2.5-2] shows respect for their own or other people's results of design and technological activities [6 TEC 1.2.5-3]		[9 TEC 1.2.5-2] participates in the distribution and performance of responsibilities while working on a joint project [9 TEC 1.2.5-3] takes responsibility for own or joint results [9 TEC 1.2.5-4] if necessary, it helps other people in the manufacture of the product [9 TEC 1.2.5-5]
Evaluates and presents the results of design and technological activities [TEC 1.3]	evaluates the results of own or joint design and technological activities based on the specified criteria, eliminates the consequences of mistakes made [6 TEC 1.3.1]	analyzes the compliance of the results of own or joint design and technological activities with its goals and developed criteria [6 TEC 1.3.1-1] determines the efficiency of using material and time	evaluates the process and results of own or joint design and technological activities based on certain criteria, analysis of portfolio materials, and reasoned criticism of other persons [9 TEC 1.3.1]	evaluates the effectiveness of own or joint process of design and technological activities through the analysis of the results obtained, discussion and argumentation of own position [9 TEC 1.3.1-1]

Continued Annex 1213

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		resources, methods of organizing design and technological activities [6 TEC 1.3.1-2]		makes reasonable changes to the finished design object [if necessary] [9 TEC 1.3.1-2]
		evaluates personal and social importance of the created product [6 TEC 1.3.1-3]		performs a reflection of their own activities, in particular, indicates their own abilities that allowed them to implement the project [9 TEC 1.3.1-3]
		critically formulates own judgments, defends them reasonably, taking into account the suggestions of other persons [6 TEC 1.3.1-4]		consciously applies new knowledge and skills acquired in the project [9 TEC 1.3.1-4]
		identifies shortcomings and corrects mistakes made, analyzes them and draws appropriate conclusions [6 TEC 1.3.1-5]		indicates shortcomings in their own knowledge [skills] and determines ways to eliminate them [9 TEC 1.3.1-5]
	presents the results of own or joint design and technological activities	selects presentation forms and tools in accordance with the purpose and	uses various forms and tools to present the results	distinguishes and selects forms and means of presenting the results of

Continued Annex 1214

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 TEC 1.3.2]	content of design and technological activities	of own / joint design and technological activities	design and technological activities
		[6 TEC 1.3.2-1] presents the results of own / joint design and technological activities	[9 TEC 1.3.2]	[9 TEC 1.3.2-1] analyzes your own experience in the project and selects the best achievements of this activity for presentation
		[6 TEC 1.3.2-2] shows respect for their own or joint results of design and technological activities		[9 TEC 1.3.2-2] presents and discusses the results of own or joint design and technological activities
		[6 TEC 1.3.2-3] applies digital devices and an information environment if necessary to present design results		[9 TEC 1.3.2-3] applies one of the strategies of public speaking, overcoming possible excitement
		[6 TEC 1.3.2-4]		[9 TEC 1.3.2-4] analyzes and evaluates the evidentiary value and weight of arguments in their own or other people's statements and judgments

Continued Annex 1215

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>[9 TEC 1.3.2-5] takes into account the intellectual property rights of developers, innovators, inventors, and other persons in their own activities, and is aware of their responsibility for violating these rights</p> <p>[9 TEC 1.3.2-6] applies, if necessary, digital devices and an information environment for presenting and distributing the results of own</p> <p>design and technological activities</p> <p>[9 TEC 1.3.2-7]</p>
	<p>tracks own educational progress, analyzes the acquired educational experience as an incentive for further achievements [6 TEC 1.3.3]</p>	<p>together with the teacher or other persons determines their level of academic achievement [6 TEC 1.3.3-1]</p>	<p>recognizes successes and shortcomings at every stage of design and technological activities, protects and values their own or joint achievements</p>	<p>analyzes the acquired experience of design and technological activities, compares it with their own motives, interests, opportunities and professional intentions</p>

Continued Annex 1216

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		discusses prospects for further design and technological activities, ways to improve them [6 TEC 1.3.3-2]	[9 TEC 1.3.3]	[9 TEC 1.3.3-1] discusses with other persons ways to improve the effectiveness of their own design and technological activities [9 TEC 1.3.3-2]
		plans further design and technological activities based on the acquired experience to realize their own interests, abilities, and opportunities [6 TEC 1.3.3-3]		
2. Creative application of traditional and modern technologies of decorative and applied arts				
Identifies types of decorative and applied arts [TEC 2.1]	distinguishes works of various types of decorative and applied arts, names their creators [6 TEC 2.1.1]	based on own knowledge, it recognizes materials and tools used in the main types of decorative and applied arts [6 TEC 2.1.1-1]	analyzes traditions and current trends in decorative and applied arts [9 TEC 2.1.1]	it characterizes decorative and applied arts and crafts as a separate design direction [9 TEC 2.1.1-1] distinguishes authentic works, stylized products, products in ethnic style, scientifically interpreting own knowledge

Continued Annex 1217

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		names works of famous Ukrainian masters of decorative and applied arts [6 TEC 2.1.1-2]		[9 TEC 2.1.1-2] forms own judgments based on cultural information about decorative and Applied Arts from various sources, including informational ones, and applies it appropriately in the implementation of own projects [9 TEC 2.1.1-3] recognizes ethno style in various types of design [clothing, environment, graphics, Industrial, etc.] [9 TEC 2.1.1-4]
	finds, analyzes and appropriately disseminates information about the types of decorative and applied arts, in particular in digital environments	uses several sources of information about traditions and current trends in decorative and applied arts, determines its authenticity [6 TEC 2.1.2-1]	identifies and compares the characteristics of various types of decorative and applied arts in the ethnographic regions of Ukraine [9 TEC 2.1.2]	defines the characteristics of decorative and applied arts by ethnographic regions of Ukraine [9 TEC 2.1.2-1]

Continued Annex 1218

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 TEC 2.1.2]			<p>participates in public events, projects to create and popularize works of decorative and applied art of their community [region, country] and the art of European cultural heritage</p> <p>[9 TEC 2.1.2-2]</p>
	<p>justifies the importance of decorative and applied arts in the life of a person, people</p> <p>[6 TEC 2.1.3]</p>	<p>evaluates and justifies the importance of decorative and Applied Arts in one's own life based on the collected information</p> <p>[6 TEC 2.1.3-1]</p> <p>distinguishes authentic decorative and applied art products by their characteristic features when working on a project</p> <p>[6 TEC 2.1.3-2]</p>	<p>based on the collected information, characterizes decorative and applied art as a means of communication between generations and people of different national cultures; identifies itself as a participant in the creation of the culture of native people through hand-created products of decorative and applied art</p>	<p>studies the history of the development of traditional crafts and decorative and applied arts as the basis for self-knowledge, folk culture and the creation of modern products in the ethnic style</p> <p>[9 TEC 2.1.3-1]</p> <p>identify themselves as a carrier of the culture of their people, is aware of their belonging to the Ukrainian people through research and</p>

Continued Annex 1219

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			[9 TEC 2.1.3]	<p>study of their labor traditions, folk customs and other cultural information, in the content of techniques and technologies of decorative and applied arts</p> <p>[9 TEC 2.1.3-2]</p>
				<p>applies information from works of decorative art to create a product</p> <p>[9 TEC 2.1.3-3]</p> <p>reasonably uses decorative elements during the artistic design of the product, consciously searches for new options [versions] of the product's stylization</p> <p>[9 TEC 2.1.3-4]</p>
applies technologies of	uses the ideas of decorative and applied arts in their own	uses the developed cultural information about the technology of decorative	effectively uses technologies of decorative and applied	independently or jointly with other persons creates a product in an ethnic style

Continued Annex 1220

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
decorative and applied arts [TEC 2.2]	creativity-creating a product [6 TEC 2.2.1] studies the possibilities of implementing the created products in the ethnic style [6 TEC 2.2.2]	and applied arts and the technique of artistic decoration in the design of products [6 TEC 2.2.1-1] applies technologies and techniques of decorative and applied arts in the process of manufacturing and, accordingly, finishing products, aestheticizing their own everyday life, etc. [6 TEC 2.2.2-1] shows initiative and partnership in the process of joint work on creating a product using decorative and applied arts techniques [6 TEC 2.2.2-2]	arts in creating a subject environment in the ethnic style [6 TEC 2.2.1]	[9 TEC 2.2.1-1] with understanding selects and applies design methods in creating a subject environment in the ethnic style [9 TEC 2.2.1-2] stylizes the product with decorative and applied art technologies, artistic finishing techniques, taking into account the functional and aesthetic requirements for the design object [9 TEC 2.2.1-3] shows entrepreneurship through the study of consumer demand in created products using decorative and applied art techniques [9 TEC 2.2.1-4]

Continued Annex 1221

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

uses digital devices to advertise and sell created products in an ethnic style
[9 TEC 2.2.1-5]

3. Efficient use of machinery and materials without harming the environment

Determines the risks of exposure of modern materials, equipment and technologies to the environment
[TEC 3.1]

assesses the benefits and dangers of technological progress for the environment
[6 TEC 3.1.1]

meaningfully gives examples of globalization processes that radically changed the world in the XXI century
[6 TEC 3.1.1-1]

discusses the likely development of technologies in various fields of human activity
[6 TEC 3.1.1-2]

explains the expediency of humanity's refusal to use disposable products made

conducts independent search work and assesses environmental risks of technological progress and residual pollution
[9 TEC 3.1.1]

uses information sources and logically justifies the role of Science and technology for sustainable [balanced] development
[9 TEC 3.1.1-1]

substantiates the relationship between the development of Science, Technology, Engineering and nature conservation
[9 TEC 3.1.1-2]

discusses and predicts environmental risks, risks of innovative technologies for

Continued Annex 1222

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>of synthetic and other harmful materials [6 TEC 3.1.1-3]</p> <p>generates ideas that can be useful for preserving the environment and sustainable [balanced] development [6 TEC 3.1.1-4]</p> <p>proves the advantages of using secondary material resources in the implementation of new projects [6 TEC 3.1.1-5]</p>		<p>human health and the environment [9 TEC 3.1.1-3]</p> <p>reasonably provides recommendations for reducing environmental risks to human health and the environment, in particular during the implementation of new projects [9 TEC 3.1.1-4]</p>
	<p>determines the types of materials based on their properties, in particular for the benefit of own health and the health of others [6 TEC 3.1.2]</p>	<p>recognizes the main types of structural materials by their properties [technological, mechanical, physical, hygienic] [6 TEC 3.1.2-1]</p> <p>with understanding determines the value of hygienic properties of materials of natural origin for human health and</p>	<p>wisely uses materials and household products to form a high-quality living space [9 TEC 3.1.2]</p>	<p>characterizes the latest materials and techniques, determines their cost indicators, justifying their use in the project [9 TEC 3.1.2-1]</p> <p>designs own living space with the appropriate use of eco-friendly materials and household products</p>

Continued Annex 1223

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		improving the quality of life [6 TEC 3.1.2-2]		[9 TEC 3.1.2-2] offers recipes for household products without harmful substances, based on scientific data [9 TEC 3.1.2-3]
		creates eco-friendly products that take into account the hygienic properties of materials [6 TEC 3.1.2-3]		creates eco-friendly products that take into account the hygienic properties of materials [9 TEC 3.1.2-4]
	uses information about the main types of materials and equipment [6 TEC 3.1.3]	distinguishes between reliable and unreliable information about materials and equipment, referring to primary sources [6 TEC 3.1.3-1]	determines independently ways to improve the design object [9 TEC 3.1.3]	selects materials for manufacturing the product, taking into account information about them from markings, barcodes, trademarks, etc. [9 TEC 3.1.3-1]
		analyzes information about materials and equipment, uses it to solve practical problems in everyday life		efficiently replaces materials, reasonably changes the design of the product in

Continued Annex 1224

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 TEC 3.1.3-2] reads and deciphers product markings, trademarks, and other marks, including using digital devices		accordance with the calculated costs [9 TEC 3.1.3-2]
Uses materials efficiently [TEC 3.2]	demonstrates responsibility for preserving the environment, in particular for sorting waste [6 TEC 3.2.1]	[6 TEC 3.1.3-3] argues for the exhaustion of natural resources [6 TEC 3.2.1-1] makes judgments about the consequences of own actions for the environment [6 TEC 3.2.1-2] reasonably and expediently replaces natural materials with secondary material resources [6 TEC 3.2.1-3] complies with the rules of waste sorting while working on the project and in everyday life [6 TEC 3.2.1-4]	conducts independent search work to study the problems of waste disposal and reuse of material resources, in particular through the implementation of STEM projects [9 TEC 3.2.1]	using information sources, it justifies the expediency of responsible consumer behavior and environmental production [9 TEC 3.2.1-1] models own consumer behavior, ways to reduce the load on the ecosystem [9 TEC 3.2.1-2] based on the processed information, offers ways to minimize waste generation and problems of their disposal [9 TEC 3.2.1-3] performs innovative projects, STEM projects that involve

Continued Annex 1225

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				research related to the use of secondary resources and household waste [9 TEC 3.2.1-4]
critically evaluates sources of information about materials and uses them reasonably, in particular secondary material resources [6 TEC 3.2.2]	explains verified information about the feasibility of using various materials and their reuse [6 TEC 3.2.2-1] analyzes the effectiveness of the selected materials for creating the product and indicates the risks of their use [6 TEC 3.2.2-2] calculates the required amount of materials for manufacturing the designed product [6 TEC 3.2.2-3] uses economical materials during the manufacture of the product [6 TEC 3.2.2-4]	sparingly uses a wide range of materials, in particular secondary material resources, to implement own ideas [9 TEC 3.2.2]	reasonably explains the expediency of the selected materials, the rationality of their use in the implementation of new projects [9 TEC 3.2.2-1] analyzes own ecological footprint in nature [9 TEC 3.2.2-2] reasonably explains own model of balanced consumer and environmental behavior [9 TEC 3.2.2-3] characterizes a complex of diverse actions and the use of a range of materials that ensure sustainable [balanced] development [9 TEC 3.2.2-4]	

Continued Annex 1226

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		applies technologies for processing recycled materials to create new products [6 TEC 3.2.2-5]		
	4. Care about own life, meeting own needs and the needs of others.			
Organizes own activities in everyday life [TEC 4.1]	plans own activities in everyday life in accordance with own needs or the needs of other persons [6 TEC 4.1.1]	determines own/other people's needs in the organization of everyday life [6 TEC 4.1.1-1] analyzes own experience and opportunities in everyday life [6 TEC 4.1.1-2] plans labour actions to perform household tasks independently or in cooperation with other persons [6 TEC 4.1.1-3]	operates with information and offers ideas for organizing or creating own or joint life, things, and living space in accordance with the design requirements [9 TEC 4.1.1]	determines own needs and the needs of other people regarding the organization of everyday life [9 TEC 4.1.1-1] evaluates the aesthetics and functionality of organizing own or joint living space, subject environment [9 TEC 4.1.1-2] performs search and processing of information for generating ideas for arranging their own or joint living space, subject environment, and organization of everyday life [9 TEC 4.1.1-3]

Continued Annex 1227

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>explains the principles of arranging the living space in accordance with the design requirements [9 TEC 4.1.1-4]</p> <p>applies artistic design tools in designing your own living space [9 TEC 4.1.1-5]</p> <p>evaluates the results of designing own living space in accordance with the design requirements [9 TEC 4.1.1-6]</p>
	<p>improves own or joint living space in various areas of household activity [interior, clothing, food, etc.] [6 TEC 4.1.2]</p>	<p>distinguishes and describes the main styles in different spheres of human life [6 TEC 4.1.2-1]</p>	<p>arranges own or joint living space in everyday life [interior, clothing, food aesthetics, etc.] and improves it based on design requirements and</p>	<p>expresses judgments about trends in the development of design of the XXI century [9 TEC 4.1.2-1]</p>

Continued Annex 1228

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		distinguishes healthy elements of living space, justifies the rationality of their use [6 TEC 4.1.2-2]	own needs, interests, and opportunities [9 TEC 4.1.2]	implements the project in own living space using various structural materials, methods and design tools [9 TEC 4.1.2-2]
		evaluates consumer qualities, aesthetic appearance, and health benefits of the selected or created product [6 TEC 4.1.2-3]		focuses on modern styles for arranging living space, their own needs [9 TEC 4.1.2-3]
		carries out design and technological activities related to solving everyday problems, self-service [6 TEC 4.1.2-4]		
		arranges or improves own living space, taking into account own needs, the needs of others [6 TEC 4.1.2-5]		
			creates own style based on individual	defines individual characteristics and takes them

Continued Annex 1229

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			characteristics and interests [9 TEC 4.1.3]	into account when choosing own style [9 TEC 4.1.3-1] characterizes and evaluates own style [9 TEC 4.1.3-2] critically analyzes the opinion of other people about creating their own style [9 TEC 4.1.3-3] presents the results of the project through various communication channels, presentation tools, in particular using digital devices [9 TEC 4.1.3-4]
			finds and analyzes information about professions from various	studies short-term and long-term forecasting of labor

Continued Annex 1230

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			sources according to own interests, life intentions, or strategies [9 TEC 4.1.4]	market demand at the local level [9 TEC 4.1.4-1] describes competencies that are relevant to their own life interests, needs, and global challenges of society [9 TEC 4.1.4-2] reflects and projects a vision of own life strategy, successful career [9 TEC 4.1.4-3]
Solves practical problems in everyday life [TEC 4.2]	searches for and selects up-to-date information about types of household appliances, their application and technical characteristics [6 TEC 4.2.1]	consciously formulates tasks in cooperation with other persons in accordance with their own needs in everyday life [6 TEC 4.2.1-1] distinguishes types of household appliances by their functional purpose in	operates with information about household appliances using instructions/diagrams; predicts the risks of incorrect use of technical equipment [9 TEC 4.2.1]	reads and applies instructions, diagrams on the structure and principle of operation of household appliances, determines unnecessary information in their content [9 TEC 4.2.1-1] finds hidden information in the content of instructions and diagrams and identifies it

Continued Annex 1231

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		accordance with certain tasks [6 TEC 4.2.1-2]		as useful for practical and safe use of household appliances [9 TEC 4.2.1-2]
		reads and explains in own words technical information, diagrams, and other graphic images about household appliances in instructions using information sources and using digital devices [6 TEC 4.2.1-3]		
	studies the purpose of household appliances [6 TEC 4.2.2]	suggests ways to use different types of household appliances for solving household problems [6 TEC 4.2.2-1]	studies and applies various types of equipment as a means of improving their own living environment, self-harm in everyday life [9 TEC 4.2.2]	uses household appliances for taking care of household items, clothing, shoes, etc. [9 TEC 4.2.2-1]
		explains the general principles of operation of household appliances in		improves technical devices or other household items if necessary [9 TEC 4.2.2-2]

Continued Annex 1232

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		accordance with their functions and purpose [6 TEC 4.2.2-2]		takes care of oneself in everyday life [9 TEC 4.2.2-3] recognizes misinformation and manipulation, in particular in advertising [9 TEC 4.2.2-4] interprets natural science knowledge in connection with the practical use of household appliances, including the ability to take care of their own safety and the safety of others [9 TEC 4.2.2-5]
	complies with the rules for using technical devices and various materials in domestic conditions	complies with the established safety requirements during the operation of technical	adheres to the rules of safe organization of their own educational, cognitive and design-technological activities	economically and safely uses household appliances to solve practical problems [9 TEC 4.2.3-1]

Continued Annex 1233

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 TEC 4.2.3]	devices in domestic conditions [6 TEC 4.2.3-1]	[9 TEC 4.2.3]	characterizes various types of household appliances in connection with the economical use of natural resources as a leading factor in the balanced development of society [9 TEC 4.2.3-2]

Information science field of study

Competence potential

Key competencies	Skills and attitude
Fluency in the state language	<p>Skills:</p> <ul style="list-style-type: none"> create digital information objects in the state language communicate in the state language using information and communication technologies speak out and discuss modern digital technologies using appropriate terminology present own or group activities in Ukrainian, including using digital technologies use dictionaries and other software tools for interpreting words, checking spelling, translating text and web pages, in particular when entering text by voice <p>Attitude:</p> <ul style="list-style-type: none"> providing an advantage to software tools and resources with an interface in the state language recognition of the communication role of Information Technologies
The ability to communicate in their native language (if different from the state language) and foreign languages	<p>The ability to communicate in their native language (if different from the state language)</p> <p>Skills:</p> <ul style="list-style-type: none"> create information objects in your native language communicate in your native language using digital technologies use software tools, services, and resources with a native language interface use software tools to translate texts into your native language use dictionaries and other software tools for word interpretation, spell checking, and translation

Continued Annex 132

Key competencies	Skills and attitude
Mathematical competence	<p>Attitude:</p> <p>awareness of the role of modern information technologies for translation into their native language</p> <p style="text-align: center;">Ability to communicate in foreign languages</p> <p>Skills:</p> <p>create information objects in foreign languages</p> <p>communicate in foreign languages using digital technologies</p> <p>use software tools, services, and resources with a foreign language interface</p> <p>use software tools for translating texts, in particular when entering text by voice</p> <p>use dictionaries and other software tools to interpret foreign words</p> <p>use international terminology in the field of Information Technology</p>
	<p>Attitude:</p> <p>awareness of the role of modern information technologies for translation into foreign languages</p> <p>understanding the need for foreign language proficiency for online learning and communication</p> <p>Skills:</p> <p>use mathematical methods to solve problems using digital technologies</p> <p>create mathematical models of objects and processes for solving problems in various subject areas using digital technologies</p> <p>conduct research using mathematical models through digital technologies</p> <p>create various types of charts using digital technologies for visualizing numerical data and analyzing it</p> <p>Attitude:</p> <p>awareness of the importance of mathematics as one of the foundations of Information Technology</p>

Continued Annex 133

Key competencies	Skills and attitude
Competencies in the field of natural sciences, engineering and technology	<p>Skills:</p> <ul style="list-style-type: none"> use scientific methods to solve problems of natural and technical content by means of digital technologies conduct educational research and experiments of natural and technological content using digital technologies build and use information models of objects, phenomena and processes to solve problems of the real and virtual world, conduct experiments and research use technological tools and devices, in particular robotic ones determine the general physical principles of the structure and functioning of Information Systems and environments, digital devices <p>Attitude:</p> <ul style="list-style-type: none"> awareness of the impact of digital technologies on the modernization of Information Processes in science and technology recognition of the role of scientific ideas in the development of Information Technologies involvement in the formation of one's own scientific culture, cultural values of science
Innovativeness	<p>Skills:</p> <ul style="list-style-type: none"> recognize and describe the spread of digital innovations in science and society generate and implement ideas using digital technologies give examples of the implementation of innovative ideas in various subject areas and life situations using information and communication technologies <p>Attitude:</p> <ul style="list-style-type: none"> openness to new things in the field of Information Technology, Readiness for changes, acceptance of unexpected results in the implementation of Information Processes readiness to integrate knowledge from various subject areas during the creation of information products, training

Continued Annex 134

Key competencies	Skills and attitude
Environmental competence	<p>Skills:</p> <p>use information systems, digital devices, and software tools to monitor and solve environmental problems</p> <p>solve problems of environmental content by means of digital technologies</p> <p>Attitude:</p> <p>recognition of the need to apply environmental principles for the use and disposal of digital devices</p> <p>awareness of the environmental impact of information and communication technologies and devices</p>
Information and communication competence	<p>Skills:</p> <p>solve problems with the use of digital devices, information and communication technologies for their own and social development and well-being</p> <p>find, submit, transform, analyze, summarize and systematize data using digital devices and programs to solve life's problems</p> <p>apply an algorithmic approach and computational thinking to plan, develop and debug software projects for effective problem solving and creative expression</p> <p>create information products individually or in a group using various digital devices and information technologies</p> <p>use logical, systematic and structural thinking to build information models and understand the information picture of the world</p> <p>Attitude:</p> <p>willingness to critically evaluate information, its significance and impact on people and society</p> <p>striving to use information and communication technologies and digital devices responsibly and safely for information access, communication and collaboration</p> <p>balanced approach to the use of Information technologies, compliance with ethical, cross-cultural and legal norms of information interaction</p>
Lifelong learning	<p>Skills:</p>

Key competencies	Skills and attitude
	<p>use work planning software tools for organizing educational activities and personal development</p> <p>cooperate and communicate with others to achieve educational goals by means of Information Technology</p> <p>use criteria for evaluating own achievements</p> <p>use a variety of approaches and forms of learning, the possibilities of modern learning environments (in particular, online environments) to build own development path</p> <p>Attitude:</p> <p>desire to independently master new information technologies and digital tools</p> <p>openness to new experience, curiosity, perseverance, initiative, motivation for educational activities in the field of Information Technology</p> <p>responsibility for own learning</p> <p>willingness to share own experience with others</p> <p>awareness of own achievements and training needs in the field of Information Technology</p>
<p>Citizenship and social competencies</p>	<p style="text-align: center;">Citizenship competencies</p> <p>Skills:</p> <p>adhere to the principles of digital citizenship</p> <p>conduct a discussion and defend own position on topical issues of our time related to the field of Information Technology</p> <p>Attitude:</p> <p>recognition of the impact of modern information technologies on the development of the individual, society and society</p> <p>respect for rights and freedoms, in particular freedom of speech, privacy on the Internet, copyright and intellectual property, the right to protect personal data, etc.</p> <p>responsible civic position on compliance with software licensing standards</p>

Key competencies	Skills and attitude
Cultural competence	<p style="text-align: center;">Social competencies</p> <p>Skills:</p> <ul style="list-style-type: none"> use digital tools to work and communicate in an educational institution based on the principles of inclusivity, accessibility and equality plan and organize own activities and recreation using information and communication technologies protect yourself and your digital devices from typical cyber threats show flexibility in communication and collaboration using digital devices recognize the signs and consequences of computer addiction, seek help if necessary, collaborate with others, and understand and take into account the views and emotional state of other group members when working on information products show initiative, provide support to others, and, if necessary, contribute to the prevention or resolution of conflicts in group work on information products adhere to the basic rules of safe and responsible use of information and communication technologies, network etiquette <p>Attitude:</p> <ul style="list-style-type: none"> constructive attitude to problematic situations that arise when using digital devices and technologies awareness of the advantages and risks of using information and communication technologies and devices for yourself, society, and the environment
	<p>Skills:</p> <ul style="list-style-type: none"> correctly and logically express opinion, conduct a reasoned dialogue, taking into account the national and cultural characteristics of the interlocutors in the virtual space create diverse media products using information technologies take into account the artistic and aesthetic aspect when creating information products

Continued Annex 137

Key competencies	Skills and attitude
Entrepreneurship and financial literacy	<p>Attitude:</p> <p>awareness of own cultural identity, respect for the diversity of cultural expression of others in the Global Information Society</p> <p>willingness to defend the importance of continuous development of own information culture</p> <p>Skills:</p> <p>plan own and group activities for designing and creating an information product</p> <p>identify the possibilities of digital technologies and devices for creating values, carrying out activities and developing entrepreneurship</p> <p>evaluate and take into account own strengths and weaknesses in group and personal activities</p> <p>identify possible solutions to the problem and check the results using digital technologies and devices</p> <p>reasonably defend own position, conduct negotiations during the implementation of information activities</p> <p>comply with copyright laws in information activities</p> <p>identify areas of human activity related to computer science and information technology for choosing a future profession</p> <p>use digital technologies to solve problems related to financial activities</p> <p>make simple financial decisions based on data analysis using information technology</p> <p>Attitude:</p> <p>responsibility for their own activities and the results of working on a joint project to create an information product, tolerance towards other group members</p> <p>perception of errors as an impetus for improving the information product and their own development</p> <p>identification of leadership and initiative in the implementation of information activities</p> <p>striving for high standards of own and group activities when creating an information product</p>

Key competencies	Skills and attitude
	<p>a balanced approach to evaluating own activities that builds your digital reputation</p> <p>understanding the role of internet technologies as a means of marketing and entrepreneurship</p> <p>respect for the private, in particular financial, information of others</p>

Basic knowledge

Information processes and systems: information, messages, information processes; data and their types; Data Processing; information systems; the role of information technologies and data in the life of a modern person; encoding and decoding messages; binary encoding; encoding of data of various types; objects and their properties; connections between objects; actions on objects; models and modeling.

Computer: types of modern computer systems and their application; history of computing and computer devices; hardware and software components of the information system; components of computers, their technical characteristics and purpose; computer networks; local network; life safety when working with computer systems.

Software: classification of software; operating systems, their purpose; main objects of operating systems and working with them; system software; installation of programs and applications; software licenses, their types; data compression and archiving; malicious software and its control; information security.

Internet: search for information on the Internet; secure use of the Internet; copyright; critical evaluation of information obtained from the Internet; Internet postal services; electronic communication etiquette; use of Internet resources for collaboration; equal access rights; cloud services; Internet of things; artificial intelligence.

Algorithms and programs: algorithms; generalization and abstraction during the construction of algorithms; performers of algorithms, command systems of algorithm performers; methods of describing the algorithm; environment for describing and executing algorithms; program; modern programming languages; variables; types and data structures; logical expressions and operations; linear algorithms; algorithms with branches; algorithms with repetitions; nested algorithmic structures; dividing the

problem into subtasks (decomposition); object in the programming language, its properties and methods; the concept of events and their processing; graphical interface, the main components of the program with a graphical interface; basic algorithms working through various data structures.

Computer graphics: bitmap and vector images, their objects and properties; construction and processing of graphic images in various software environments; three-dimensional graphics; animation; the concept of 3D modeling programs and 3D printing.

Text documents: a text document, its objects and properties; software for text processing; creating, editing and formatting text documents; adding tables, graphic images and other objects; automated tools for processing text documents; document structure; working with a document; printing a document.

Computer presentations: visualization of messages, computer presentations, their objects and properties; stages of creating a presentation and requirements for its design; presentation objects and tools for managing its demonstration; animation effects, movement of objects in presentations; planning the presentation and delivery to the audience.

Spreadsheets: table processors, their purpose; spreadsheets, their objects and properties; data types, their input, editing and formatting; addressing; formulas; logical, mathematical and statistical functions; diagrams; sorting; simple and advanced filters; calculating totals.

Databases: the concept of a table, field, record, table key; adding, deleting, editing data; filtering and sorting data; automated query creation.

Web resources: automated tools for creating and publishing web resources; HyperText Markup Language; ergonomic placement of information on a web page.

Multimedia: working out multimedia objects; building audio and video sequences; publishing multimedia.

Annex 14
to the State Standard

Requirements
to mandatory learning outcomes
in the computer field of study

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	1. Search, representation, transformation, analysis, generalization and systematization of data, critical evaluation of information for solving life problems			
Studies and evaluates the impact of Information Technologies on their lives, the world around them, and development [INF 1.1]	explains the purpose and uses digital devices and technologies to implement information processes in everyday life and educational activities [6 INF 1.1.1]	distinguishes and explains information processes in the environment in the context of solving specific tasks [6 INF 1.1.1-1] recognizes life and learning problems that can be solved using digital technologies [6 INF 1.1.1-2]	recognizes and formulates tasks from various subject areas and life situations, for which it is advisable to use information technology tools [9 INF 1.1.1]	names a wide range of professions and industries, including interdisciplinary ones that use digital technologies [9 INF 1.1.1-1] gives examples of the use of basic concepts of Computer Science in various subject areas, in the life of society and society [9 INF 1.1.1-2]

Continued Annex 142

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				generates ideas, explains their value, experiments with various technologies, and considers alternative solutions using available digital resources in various subject areas for learning and leisure [9 INF 1.1.1-3]
	selects digital devices and / or information technologies to solve the problem [6 INF 1.1.2]	describes the purpose and application of digital devices and technologies for carrying out information processes using appropriate terminology [6 INF 1.1.2-1]	evaluates the feasibility of using digital devices and / or information technologies for problem solving, communication, own development and learning [9 INF 1.1.2]	evaluates their own experience of information interaction, self-expression through digital technologies, and the impact of their own digital activities on others [9 INF 1.1.2-1]
		explains the selection and uses digital devices and technologies to solve specific tasks [6 INF 1.1.2-2]		argues for the choice of appropriate digital devices and / or information technologies for solving problems in various industries [9 INF 1.1.2-2]
				describes how information technology promotes or

Continued Annex 143

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				hinders new forms of experience, self-expression, communication, and collaboration [9 INF 1.1.2-3]
	expresses thoughts on modern information technologies and their place in society [6 INF 1.1.3]	gives examples of the spread of digital innovations in society, their application for learning, communication and creativity [6 INF 1.1.3-1]	assesses the role of information technologies for the development of science and society [9 INF 1.1.3]	describes the consequences of large-scale collection and analysis of personal data by means of digital technologies [9 INF 1.1.3-1]
		describes and evaluates the positive and negative impact of Information Technologies on one's own life and society [6 INF 1.1.3-2]		expresses and justifies own opinion on the spread of digital innovations and the impact of Information Technologies on own development, the development of Science and society [9 INF 1.1.3-2]
				discusses historical changes in information technologies and their impact on education,

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				production, society, and culture over time [9 INF 1.1.3-3]
Finds, collects, stores, presents, transforms, structures, analyzes, and summarizes various types of data [INF 1.2]	determines the need for data acquisition, searches, collects, and stores data using various devices, technologies, and methods [6 INF 1.2.1]	defines the format and amount of data needed to solve the problem, confirm or refute statements [6 INF 1.2.1-1]	explains the information processes that are performed when solving a problem using digital technologies and computational methods [9 INF 1.2.1]	recognizes information processes in educational or life tasks, explains their essence [9 INF 1.2.1-1]
		selects and applies digital tools for data collection or retrieval [6 INF 1.2.1-2]		builds a diagram of the sequence of processes and interactions in the information system [9 INF 1.2.1-2]
		recognizes different types of data and provides examples of them [6 INF 1.2.1-3]		selects resources and technologies for implementing information processes [9 INF 1.2.1-3]
		saves search results or own work on external media or network / cloud resources [6 INF 1.2.1-4]		

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
analyzes data to confirm or refute statements [6 INF 1.2.2]	selects keywords and search methods, formulates various types of questions and / or queries to search for the necessary information and / or files on media [6 INF 1.2.2-1]	evaluates the feasibility and reliability of various types of data and sources of their production, and uses this data to solve life problems [9 INF 1.2.2]	recognizes whether data belongs to a specific type based on common properties and processing methods [9 INF 1.2.2-1]	
	defines simple patterns based on data set analysis [6 INF 1.2.2-2] creates / selects and submits datasets for validation or proof of statements [6 INF 1.2.2-3]			
selects the method of structuring and visualizing the collected or received data using various types of infographics [6 INF 1.2.3]	presents data by creating tables, diagrams, schemes, etc., and performing the necessary intermediate transformations [6 INF 1.2.3-1]	applies various strategies for finding, collecting, transmitting, and storing information [9 INF 1.2.3]	adapts keywords and simple search strategies, including advanced ones, to search for relevant information [9 INF 1.2.3-1]	

Continued Annex 146

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		explains schemes and diagrams of real and virtual world systems [6 INF 1.2.3-2]		offers sources of additional information for solving a life / learning problem [9 INF 1.2.3-2] saves previous search results using hyperlinks or bookmarks to the site [9 INF 1.2.3-3] creates annotated lists of information sources [9 INF 1.2.3-4] uses basic techniques for collecting data sets of various volumes and types [9 INF 1.2.3-5]
			explains the essence of coding and executes it in accordance with the outlined rules [9 INF 1.2.4]	explains the essence of the coding method [9 INF 1.2.4-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>performs coding of various types of data according to the specified rules [9 INF 1.2.4-2]</p> <p>explains the principles of representing and processing various types of data (numbers, text, sounds, images) in binary and other types of coding [9 INF 1.2.4-3]</p> <p>reasonably chooses the data format for saving objects of different types, taking into account the possibility of data loss [9 INF 1.2.4-4]</p>
		<p>reasonably chooses the method of visual representation of data and systems of the real and virtual world [9 INF 1.2.5]</p>		<p>visually presents data, justifies the chosen method, and implements it using digital technologies for real and virtual world systems [9 INF 1.2.5-1]</p>

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				compiles a message based on the visual representation of data [9 INF 1.2.5-2]
Builds information models of objects, phenomena and processes [INF 1.3]	selects the essential properties of objects and their meanings necessary to represent these objects in the context of solving a life / learning problem [6 INF 1.3.1]	assesses the materiality/ importance / necessity/ adequacy of information in the context of solving a life / educational problem [6 INF 1.3.1-1]	builds and uses information models of objects, phenomena, and processes to solve problems in the real and virtual world [9 INF 1.3.1]	identifies problems that can be solved by modeling and simulation [9 INF 1.3.1-1] formulates hypotheses for solving the problem using information technologies [9 INF 1.3.1-2]
		selects the properties of objects that are essential for solving the problem and determines their acceptable values [6 INF 1.3.1-2] explains simple cause-and-effect relationships in the finished model using the “If,		creates and reviews datasets to test, confirm, or refute a statement/hypothesis [9 INF 1.3.1-3] defines objects, their properties, the value of properties in a given subject area, and the relationships between them [9 INF 1.3.1-4]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		then”, “what needs to be done to” template [6 INF 1.3.1-3]		builds, tests, and modifies an information model to confirm/refute a hypothesis, or studies real-world systems [9 INF 1.3.1-5] explains the limitations of models compared to real objects or systems [9 INF 1.3.1-6] distinguishes between dependent and independent events that change the state of the information model [9 INF 1.3.1-7]
	uses ready - made or created models for research, experiments with them [6 INF 1.3.2]	plans and implements an experiment with ready made or created models to confirm or refute the hypothesis [6 INF 1.3.2-1] draws conclusions about how much the results of the experiment with the model	justifies conclusions, identifies risks, and predicts the consequences of possible decisions made based on information models [9 INF 1.3.2]	defines causal relationships in the finished model, as well as ways to confirm them [9 INF 1.3.2-1] predicts the results/risks of changing the state of the model due to changes in property values and draws conclusions about how much

Continued Annex 1410

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		correspond to the hypothesis/forecast [6 INF 1.3.2-2]		the results of the experiment with the model correspond to the hypothesis/forecast [9 INF 1.3.2-2]
				it offers options for solving problems of the real and virtual world based on computer modeling [9 INF 1.3.2-3]
Critically evaluates information obtained from various sources [INF 1.4]	explains the influence of information sources on the formation of one's own views and other points of view [6 INF 1.4.1]	recognizes facts and judgments in information sources [6 INF 1.4.1-1] compares information from different sources based on the criteria provided [6 INF 1.4.1-2]	argues and defends own position using various resources, compares alternative views from several information sources [9 INF 1.4.1]	uses the suggested resources and independently searches for additional resources to verify questionable information [9 INF 1.4.1-1] uses the provided ones and offers own criteria for evaluating the reliability of information sources [9 INF 1.4.1-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				recognizes strong and weak arguments for evaluating sources and data in alternative views [9 INF 1.4.1-3]
				uses facts and implicit evidence when forming own conclusions based on the analysis of media texts [9 INF 1.4.1-4]
builds own judgments about media texts, determining the reliability of information and the reliability of sources [6 INF 1.4.2]	provides arguments about the reliability of sources and reliability of information in media texts [6 INF 1.4.2-1]		argumentatively proves/refutes the authenticity of media (images, videos, audio, etc.) [9 INF 1.4.2]	confirms/denies the fact of editing photos, images, audio, video, etc. using digital tools and technologies [9 INF 1.4.2-1]
		uses the suggested resources to check questionable information and the reliability of sources [6 INF 1.4.2-2]		
			evaluates the role and recognizes the technique of manipulation and	describes the impact and risks of using unreliable or distorted information on

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
			propaganda in media texts [9 INF 1.4.3]	decision making or the emotional state of recipients [9 INF 1.4.3-1]
				names several manipulative techniques and common propaganda techniques carried out by means of digital technologies [9 INF 1.4.3-2]
				distinguishes between manipulative techniques and propaganda in media texts and informational messages [9 INF 1.4.3-3]
				recognizes false and biased statements in informational messages [9 INF 1.4.3-4]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	2. Creation of information products and programs for effective solution of tasks/problems, creative expression (individually and in collaboration) with or without digital devices			
Develops and implements algorithms [INF 2.1]	develops algorithms by combining basic structures to solve problems [6 INF 2.1.1]	compiles linear, branched, and cyclic algorithms for solving problems [6 INF 2.1.1-1] presents the algorithm in one or more ways [6 INF 2.1.1-2] combines basic structures for solving the problem [6 INF 2.1.1-3] offers ways to check the correctness of the algorithm and uses them [6 INF 2.1.1-4]	develops algorithms with nested structures and various types of data [9 INF 2.1.1]	formulates and performs the main stages of algorithmic problem solving [9 INF 2.1.1-1] explains operations with various types of data, including logical and string data, and uses them in algorithms [9 INF 2.1.1-2] creates algorithms with nested structures and iterative calculations, and argues for their choice [9 INF 2.1.1-3] explains the basic search and sorting algorithms [9 INF 2.1.1-4]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	adjusts the algorithm if necessary [6 INF 2.1.2]	finds, explains, and offers options for correcting simple logical errors [6 INF 2.1.2-1] makes a conclusion about the compliance of the algorithm for solving the problem [6 INF 2.1.2-2]	arguments for the effectiveness of the algorithm for processing data sets and structures [9 INF 2.1.2]	predicts the impact of changes in the algorithm and input data sets on the result of the algorithm [9 INF 2.1.2-1] selects data sets to verify that the algorithm is working correctly [9 INF 2.1.2-2] compares alternative algorithms for solving the same problem based on different criteria [9 INF 2.1.2-3]
Creates and adjusts software projects [INF 2.2]	compiles and adjusts software projects for problem solving and creative expression [6 INF 2.2.1]	provides examples of performers and the commands they execute [6 INF 2.2.1-1] creates and executes a software project in a programming environment (visual, block-based, or otherwise) [6 INF 2.2.1-2]	adjusts the project based on an analysis of the results of its implementation and user feedback [9 INF 2.2.1]	individually and in a group, develops programs that contain commands with nested structures and various types of data [9 INF 2.2.1-1]

Continued Annex 1415

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>checks the operation of the software project using the specified examples and draws conclusions about the correctness of its operation [6 INF 2.2.1-3]</p> <p>offers own ways to check whether the project is working correctly [6 INF 2.2.1-4]</p>		<p>develops and implements software projects that handle events [9 INF 2.2.1-2]</p> <p>uses the appropriate tools for self-debugging the program [9 INF 2.2.1-3]</p> <p>uses an iterative approach to software product development (identifies a problem, generates ideas, develops, tests, and improves solutions) to solve problems [9 INF 2.2.1-4]</p> <p>creates, improves, or modifies already created programs to add new features and use various forms of user interaction, taking into account risks [9 INF 2.2.1-5]</p>
	shows perseverance when faced with errors	recognizes common errors that occur when starting a software	solves problems, fixes bugs, and uses them as an opportunity to improve	creates test data sets and evaluates the result in terms of

Continued Annex 1416

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	and problems while working on a project [6 INF 2.2.2]	project and suggests ways to fix them [6 INF 2.2.2-1] makes efforts and shows flexibility, using available resources and strategies to overcome obstacles and solve problems in the implementation of software projects [6 INF 2.2.2-2] predicts changes in the project result as a result of making changes to it [6 INF 2.2.2-3]	the project or own development [9 INF 2.2.2]	compliance with the task at hand [9 INF 2.2.2-1] distinguishes between syntactic, logical, and runtime errors, and suggests ways to correct them [9 INF 2.2.2-2] helps to get and use user feedback to develop and improve the app [9 INF 2.2.2-3] shows perseverance, adaptability, initiative, openness to creative experimentation in the development of software projects [9 INF 2.2.2-4]
Develops modular projects [INF 2.3]	divides the task into subtasks and solves them by combining the	creates a list of subtasks for solving a large or complex problem	explains the value of decomposition and modular technology for	plans the activities of the project team to create a modular project

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	project from command blocks [6 INF 2.3.1]	[6 INF 2.3.1-1] defines the functionality of individual parts of the project [6 INF 2.3.1-2] creates a project for solving individual subtasks [6 INF 2.3.1-3] coordinates the interaction of individual subtasks in a modular project [6 INF 2.3.1-4]	solving complex problems [9 INF 2.3.1] creates complex programs by coordinating the interaction of their functional parts [9 INF 2.3.2] understands the advantages of using functions as an abstract solution to certain types of problems [9 INF 2.3.3]	[9 INF 2.3.1-1] identifies simple components in complex problems and defines their interaction [9 INF 2.3.1-2] develops solutions for individual parts of the project in the form of procedures or functions [9 INF 2.3.2-1] uses libraries or other previously created software modules in the project, in particular for solving new or similar tasks [9 INF 2.3.3-1]
Creates and processes information	evaluates own capabilities and available resources for	recognizes and implements opportunities for creating information products in the	experiments with ideas and resources, solutions and technologies when	selects and combines a range of texts, images, sounds, animations, videos, etc. for

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
products using various types of data [INF 2.4]	creating information products to solve life / learning problems [6 INF 2.4.1]	context of solving a life / learning problem [6 INF 2.4.1-1]	creating information products, improving them for self-expression, solving educational and life problems, creating values or influencing the community [9 INF 2.4.1]	designing, developing, publishing, and presenting information products, as well as performing creative and educational projects [9 INF 2.4.1-1]
	explains the choice of software tools for processing various types of data (at least three) and creating appropriate information products [6 INF 2.4.2]	provides examples of various software tools for data processing, compares them according to the provided criteria, and explains the choice of the necessary ones [6 INF 2.4.2-1] uses various types of data (at least three of the following: text, graphic, numeric, and Multimedia) to create information products [6 INF 2.4.2-2]	analyzes the capabilities of software tools and justifies their choice for creating various types of information products (numeric, text, hypertext, graphic, video, audio, presentation, etc.) [9 INF 2.4.2]	analyzes the capabilities of software tools for creating information products for processing standard data types according to their own criteria, and independently studies new ones [9 INF 2.4.2-1] reasonably selects and uses software tools and technologies to create and improve information products [9 INF 2.4.2-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
creates information products and evaluates their quality according to the specified criteria [6 INF 2.4.3]	creates, edits, and formats text document objects, preparing them for printing [6 INF 2.4.3-1] selects and applies tools for building a drawing in one of the image editors [6 INF 2.4.3-2] uses software for simple calculations and visualization of results [6 INF 2.4.3-3] creates multimedia presentations [6 INF 2.4.3-4] complies with the design and quality criteria of information products [6 INF 2.4.3-5] describes own activities and experience gained in creating an information product [6 INF 2.4.3-6]	creates information products and integrates their components, working individually or in collaboration with others, and reasonably offers own criteria for evaluating the quality of these products [9 INF 2.4.3]	creates information products in different modes (on-line, off-line), processes and stores them in different formats [9 INF 2.4.3-1] creates text documents with different types of objects, creates multi-page documents, uses stylistic design, automated tools, and various data entry methods [9 INF 2.4.3-2] reasonably selects and applies tools for building drawings of different types in different image editors [9 INF 2.4.3-3] uses software for processing numerical data, visualizing results using mathematical,	

Continued Annex 1420

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				statistical, financial, and logical functions [9 INF 2.4.3-4] analyzes numerical data presented in the form of tables and diagrams [9 INF 2.4.3-5] creates audio and video products, extensive multimedia presentations with the adjustment of their demonstration [9 INF 2.4.3-6] uses hypertext documents and creates hypertext links in various types of documents [9 INF 2.4.3-7] explains the features of non-linear text [9 INF 2.4.3-8] integrates the use of various types of electronic document processing tools [9 INF 2.4.3-9]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				determines whether the content and type of an information product matches the target audience, and collects user reviews to improve the product [9 INF 2.4.3-10] offers own criteria for the design and quality of information products [9 INF 2.4.3-11]
Collaborates in a team to create an information product [INF 2.5]	makes a plan for the implementation of their work on creating an information product in accordance with the role in the group [6 INF 2.5.1]	participates in a joint project (on-line and off-line) to create information products for the implementation of their own and public interests [6 INF 2.5.1-1] plans work before completing the task and, if necessary, makes adjustments to the plan during the task [6 INF 2.5.1-2]	designs and develops a software product while working in a group [9 INF 2.5.1]	draws up a work plan for creating an information product, determines the steps and roles of participants, taking into account the qualities and abilities necessary to perform various tasks [9 INF 2.5.1-1] develops the group's work rules and adheres to them [9 INF 2.5.1-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
explains the role of group members and the benefits of collaboration to complete a common task of creating an information product [6 INF 2.5.2]	explains, distributes, and responsibly performs group interaction roles during project development [6 INF 2.5.2-1]	offers and adheres to the rules of interaction and making joint decisions when creating a collective project [6 INF 2.5.2-2]	uses effective digital communication tools, knows digital tools and technologies to support collaboration processes and present the group's work [9 INF 2.5.2]	offers various digital tools and technologies for organizing group work on a common information product [9 INF 2.5.2-1] reasonably chooses digital tools and technologies for presenting and discussing the results of group activities [9 INF 2.5.2-2]
	provides examples of the benefits of constructive cooperation [6 INF 2.5.2-3]			
participates in the joint creation of an information product, taking into account their own and group emotional state [6 INF 2.5.3]	if necessary, offers assistance to other persons [6 INF 2.5.3-1]	participates in the presentation of the results of group work [6 INF 2.5.3-2]	cooperates with others, understands and takes into account the views and emotional state of other group members; shows initiative, provides support to others, and, if necessary, contributes to the prevention or resolution of conflicts	explains the influence of personal characteristics on the interaction of group members [9 INF 2.5.3-1] explains the impact of emotions on team work, knows and uses ways to manage emotions [9 INF 2.5.3-2]
	describes the influence of own thoughts, emotions, and moods on own activities and			

Continued Annex 1423

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		work results (their own and group's) [6 INF 2.5.3-3]	[9 INF 2.5.3]	takes the initiative to resolve problems and conflicts that affect the work of the group, taking into account the opinions and feelings of others [9 INF 2.5.3-3]
				takes responsibility for performing simple tasks in group activities to create an information product [9 INF 2.5.3-4]
	comments on own and other people's activities in creating an information product, and provides constructive feedback if necessary [6 INF 2.5.4]	provides friendly and constructive advice on improving the process and/or outcome of collaboration [6 INF 2.5.4-1]	constructively discusses the results and progress of teamwork to create an information product based on cooperation criteria [9 INF 2.5.4]	distinguishes between constructive and destructive feedback [9 INF 2.5.4-1] names the criteria for cooperation in group activities [9 INF 2.5.4-2]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		describes own activities as a group member and the experience they have gained [6 INF 2.5.4-2]		evaluates group work, makes arguments, and convinces others based on collaboration criteria [9 INF 2.5.4-3]
<p>3. Conscious use of information and communication technologies and digital devices to access information, communication and cooperation as a creator and / or consumer</p>				
Uses a wide range of digital devices [INF 3.1]	understands the purpose, capabilities, and limitations of various types of digital devices due to their components, and uses them for their own learning and life needs [6 INF 3.1.1]	selects groups of digital devices by their functions and purpose [6 INF 3.1.1-1] names the components of the computer and tells about their purpose, describing their interaction, main characteristics, capabilities, and limitations [6 INF 3.1.1-2] demonstrates the proper level of skills in working with the	independently explores the capabilities of various digital devices for optimal use in their own information activities [9 INF 3.1.1]	interested in new digital devices, their capabilities and functions and explores them [9 INF 3.1.1-1] justifies the choice of a hardware or software method for solving the problem [9 INF 3.1.1-2] develops and applies criteria for evaluating and selecting a computer system and / or its components for a given task [9 INF 3.1.1-3]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		keyboard and other data input and output devices [6 INF 3.1.1-3]		
	explains the relationship between the hardware and software components of an information system [6 INF 3.1.2]	describes the relationship between computer software and hardware [6 INF 3.1.2-1] explains the purpose of the operating system and application software [6 INF 3.1.2-2] simulates the operation of a simple information system [6 INF 3.1.2-3]	describes the process of data processing in Information Systems [9 INF 3.1.2]	explains the functional purpose, main characteristics and interrelation of components of Information Systems, in particular robotic ones, and networks [9 INF 3.1.2-1]
Organizes its own information environment [INF 3.2]	organizes own information environment based on available devices and technologies,	formulates own needs and requirements for digital tools and possible technological solutions [6 INF 3.2.1-1]	creates own information environments for various purposes and independently maintains them	identifies own information needs, collects and uses feedback to determine the information needs of others [9 INF 3.2.1-1]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
configures software and hardware depending on own needs [6 INF 3.2.1]	selects, configures depending on personal needs, and uses software from the available list [6 INF 3.2.1-2]	recognizes changes in the interface of the software environment, updates of digital devices and adapts to them [6 INF 3.2.1-3]	[9 INF 3.2.1]	distinguishes between information environments for different purposes [9 INF 3.2.1-2] selects, combines, and configures software and hardware tools according to the needs, characteristics/ parameters of the task, and existing limitations [9 INF 3.2.1-3] uses the created digital environment to maintain personal productivity, eliminate skill gaps, find solutions to problems, improve the information environment, learn independently, and meet own interests [9 INF 3.2.1-4]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	distinguishes and formulates obvious hardware and software problems, suggests ways to solve them, and turns to other people for help if necessary [6 INF 3.2.2]	distinguishes and formulates simple hardware and software problems in their own information environment, suggests ways to solve them, turning to other people for help if necessary [6 INF 3.2.2-1]	suggests and applies strategies to identify the source of a typical hardware and / or software problem, and fixes typical malfunctions according to the instructions [9 INF 3.2.2]	uses standard diagnostic tools to identify the source of a hardware and / or software problem in the digital environment [9 INF 3.2.2-1]
Uses communication technologies and networks for own development, communication and collaboration [INF 3.3]	uses online services and online resources for individual or group activities and communication [6 INF 3.3.1]	provides examples of using and building local networks and organizing Internet access [6 INF 3.3.1-1] provides examples of online services and their capabilities [6 INF 3.3.1-2] chooses relevant and safe means and methods of communication for itself and offers them to others [6 INF 3.3.1-3]	sets up online services and online resources for individual or group activities and communication [9 INF 3.3.1]	explains the structure of a simple local (home, personal) network [9 INF 3.3.1-1] describes the key processes that underlie online services [9 INF 3.3.1-2] creates online documents for sharing [9 INF 3.3.1-3]

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>uses online resources to access information, communicate, learn, meet their own interests, or participate in public activities</p> <p>[6 INF 3.3.1-4]</p>		<p>differentiates access levels to network documents by applying them to different types of documents</p> <p>[9 INF 3.3.1-4]</p>
		<p>explains the advantages and disadvantages of digital communication</p> <p>[6 INF 3.3.1-5]</p>		<p>reasonably selects the appropriate online service for digital communication and cooperation, taking into account the purpose and audience of communication</p> <p>[9 INF 3.3.1-5]</p>
				<p>sets up an online service account (including an email address)</p> <p>[9 INF 3.3.1-6]</p>
				<p>saves a backup copy of files on external media or in cloud services, syncs them</p> <p>[9 INF 3.3.1-7]</p>

Continued Annex 1429

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
4. Awareness of the results of using information technologies for yourself, society, and the environment and sustainable development of society, compliance with ethical and legal norms of information interaction				
Justifies the impact of technologies on the environment and their own well-being, protects themselves and their information space [INF 4.1]	describes the impact of digital technologies on the environment and the well-being of society [6 INF 4.1.1]	provides examples of the benefits and dangers of using digital technologies for the environment and well-being in familiar situations [6 INF 4.1.1-1] understands the importance of balancing screen time and own well-being [6 INF 4.1.1-2] distinguishes between digital and non-digital information "garbage" [6 INF 4.1.1-3]	justifies the negative impact of information "garbage", misinformation and emotional overload on one's own well-being [9 INF 4.1.1]	provides examples of the benefits and dangers of using digital technologies for the environment and well-being in new situations [9 INF 4.1.1-1] explains ways to reduce risks and threats to physical, mental, and social health through the use of digital devices and the Internet [9 INF 4.1.1-2] does not consume or distribute information "garbage " in digital and non-digital format [9 INF 4.1.1-3]
	complies with cybersecurity rules [6 INF 4.1.2]	provides examples and applies security and protection measures for personal	adheres to the principles of cybersecurity, independently applies	discusses the impact of distributed digital content,

Continued Annex 1430

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	information space, devices, and data [6 INF 4.1.2-1] creates and uses strong passwords [6 INF 4.1.2-2] does not disclose confidential data about oneself or others [6 INF 4.1.2-3]	procedures for organizing information security for oneself, own devices and data [9 INF 4.1.2]	contacts, and online communication behavior [9 INF 4.1.2-1] expresses own assumptions about real and possible information threats, vulnerabilities of digital devices and services [9 INF 4.1.2-2] explains standard information security principles and applies ways to protect personal data and privacy in digital environments [9 INF 4.1.2-3]	
distinguishes between oneself in the real and virtual world, and assumes own “digital footprint”	explains what a “digital footprint” and online reputation are, and responsibly forms their own [6 INF 4.1.3-1]	creates a positive digital reputation and predicts the consequences of own actions [9 INF 4.1.3]	configures digital services to create own virtual image [9 INF 4.1.3-1] takes into account/ names the risks and opportunities of	

Continued Annex 1431

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 INF 4.1.3]			creating various virtual images (of own and other faces) [9 INF 4.1.3-2]
Consciously adheres to the norms of social, intercultural and interpersonal interaction [INF 4.2]	adheres to the rules of communication etiquette in digital networks [6 INF 4.2.1]	explains the rules of communication etiquette in digital networks and adheres to them [6 INF 4.2.1-1] recognizes dangerous virtual communities and does not participate in them [6 INF 4.2.1-2] recognizes dangerous / conflict situations during online communication (in particular, as a result of negative or derogatory messages), knows who to turn to for help if they occur 6 INF 4.2.1-3]	interacts productively with other people, communicates using various digital means, taking into account their own needs and the needs of other people [9 INF 4.2.1]	confidently and reasonably conducts substantive discussion, adhering to the ethics of communication and interaction in real and virtual space [9 INF 4.2.1-1] distinguishes the hate speech, statements that humiliate or discredit a person or group of persons [9 INF 4.2.1-2] demonstrates responsible behavior, behaves sensibly on the Internet, and applies several ways to protect oneself and others from human rights violations using

Continued Annex 1432

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				information and communication technologies [9 INF 4.2.1-3]
	expands the range of means and methods of communication that it uses, taking into account own needs and needs of others [6 INF 4.2.2]	creates messages on available resources, following the rules and taking into account the social, cultural and other features of participants in online communication [6 INF 4.2.2-1]	explains possible obstacles and limitations to universal access to information products and suggests ways of accessibility [9 INF 4.2.2]	explains what obstacles and restrictions on access to information resources can be reduced using digital technologies [9 INF 4.2.2-1]
		provides examples of improving the availability of digital devices for different categories of users and offers these solutions if necessary [6 INF 4.2.2-2]		provides examples of digital technologies created for users with special needs, in particular people with disabilities [9 INF 4.2.2-2]
		is interested in the new means and methods of communication, talks about them [6 INF 4.2.2-3]		makes changes to the interface and content of information products in order to improve inclusivity and accessibility [9 INF 4.2.2-3]
				adapts communication strategies to a specific audience, taking into account cultural

Continued Annex 1433

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				diversity and generational contradictions in digital environments [9 INF 4.2.2-4]
Adheres to the norms of legal interaction [INF 4.3]	complies with copyright and takes into account various types of permissions for the use of information resources in their own and group work and creativity [6 INF 4.3.1]	explains the importance of observing the principles of academic integrity and copyright in information activities [6 INF 4.3.1-1]	explains the relationship between rules, needs and law and laws in the field of digital technologies [9 INF 4.3.1]	explains the reasons and history of legal relations in the field of digital technologies [9 INF 4.3.1-1]
		distinguishes between different types of permissions for using other people's information resources and adheres to them in their own or group work [6 INF 4.3.1-2]		
		notes the sources used in their works		

Continued Annex 1434

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 INF 4.3.1-3]		<p>complies with the laws on the protection of human dignity and Human Rights, Data Protection, intellectual and private property in own information activities, and explains responsibility for their violation</p> <p>[9 INF 4.3.2]</p>	<p>provides examples of norms of legal interaction and liability for violations of laws and legal norms in the field of digital technologies</p> <p>[9 INF 4.3.2-1]</p> <p>provides examples of the consequences of violation of intellectual property rights</p> <p>[9 INF 4.3.2-2]</p> <p>distinguishes between the types and severity of citation violations</p> <p>[9 INF 4.3.2-3]</p> <p>reasonably selects a license for created information products</p> <p>[9 INF 4.3.2-4]</p>

Continued Annex 1435

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

recognizes information products with free and closed source code
 [9 INF 4.3.2-5]
 understands licensing (legal and ethical) restrictions on the use and editing of own and other people's information products
 [9 INF 4.3.2-6]

Social and health-preserving field of study

Competence potential

Key competence	Skills and attitude
Fluency in the state language	<p>Skills:</p> <p>communicate in Ukrainian orally and in writing in various life situations, express thoughts, feelings, experiences</p> <p>interpret concepts, facts, basic concepts, instructions, and danger warnings</p> <p>listen, discuss and present own vision and joint solutions for safety, health, well-being in accordance with their aspirations and needs</p> <p>Attitude:</p> <p>appreciation of the state language, the need for a socially responsible attitude to it, awareness of the need to speak the state language for one's own well-being</p>
The ability to communicate in their native language (if different from the state language) and foreign languages	<p>The ability to communicate in their native language (if different from the state language)</p> <p>Skills:</p> <p>communicate in their native language, use it effectively in various life situations related to safety, health and well-being</p> <p>understand and apply danger warnings, instructions, and use reference tools in their native language in accordance with their needs</p> <p>Attitude:</p> <p>appreciation of the native language as a means of communication, expression of emotions, feelings, experiences as a factor of spiritual and mental health</p> <p>awareness of the need to speak their native language for own well-being</p>

Key competence	Skills and attitude
	<p>awareness of the role of the native language proficiency in conflict prevention</p> <p>Ability to communicate in foreign languages</p> <p>Skills:</p> <p>perceive, understand, analyze, interpret, transform, and evaluate information in foreign languages</p> <p>distinguish between markings, warnings, and instructions when using goods of foreign origin in various life situations</p> <p>Attitude:</p> <p>awareness of the need for foreign language proficiency for cross-cultural communication, their own safety, health and well-being</p>
Mathematical competence	<p>Skills:</p> <p>apply mathematical thinking, use formulas, graphical and statistical methods, calculations, schemes, models</p> <p>track chains of arguments for solving problems and issues of safety in everyday life, for maintaining health, improving well-being (personal, family, public)</p> <p>Attitude:</p> <p>awareness of the value of mathematical thinking, the desire to look for causes and evaluate them for solving issues of safety, health, and well-being</p>
Competencies in the field of natural sciences, engineering and technology	<p>Skills:</p> <p>use scientific information to achieve a goal, make a decision or formulate a conclusion based on the information obtained, taking into account trends in the development of health and safety science</p> <p>recognize the impact of natural and technological factors on safety, health and well-being</p> <p>show a willingness to admit the fallacy of their beliefs if they contradict confirmed scientific experimental data</p>

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Key competence	Skills and attitude
Innovativeness	<p>critically assess the impact of using modern technologies on the natural and social environment</p> <p>Attitude:</p> <p>awareness of the basic principles of safety in the context of scientific and technological progress related to health and well-being (personal, family, public)</p> <p>Skills:</p> <p>generate and implement new ideas for ensuring health, safety and well-being (personal, family, public)</p> <p>assess the risks of implementing innovative ideas and achievements</p> <p>adjust individual wellness programs and models of safe behavior in accordance with life situations</p> <p>Attitude:</p> <p>openness to new ideas, awareness of the importance of initiating changes; introduction of innovative technologies for the preservation, formation and development of individual, family and public health, well-being and Safety, Environmental Protection</p>
Environmental competence	<p>Skills:</p> <p>rational use of Natural Resources</p> <p>follow the rules of safe behavior in nature</p> <p>identify the relationship between the state of the environment and the level of safety, health and well-being of society</p> <p>predict the impact of modern technologies on the environment</p> <p>create and implement socially important environmental projects, predict the consequences of the impact of the natural and man-made environment on human safety, health and well-being</p> <p>Attitude:</p> <p>value attitude to the environment as a potential source of human and social health, well-being and safety</p> <p>awareness of the importance of lean nature management, responsibility for one's own activities in nature</p>

Continued Annex 154

Key competence	Skills and attitude
Information and communication competence	<p>Skills:</p> <p>use digital technologies to actively participate in public life, collaborate with others to achieve personal or social goals</p> <p>find, present, transform, analyze, generalize and logically organize information about safety, health and well-being (personal, family, public) using information and communication technologies</p> <p>critically evaluate the reliability and reliability of information and digital content</p> <p>safely apply information and communication technologies in everyday life (Digital Wellbeing)</p> <p>Attitude:</p> <p>compliance with safe, responsible and ethical communication in information networks</p> <p>awareness of the advantages and threats of using information and communication technologies and social networks, understanding the problems and consequences of computer addiction</p>
Lifelong learning	<p>Skills:</p> <p>determine own style and ways of individual effective learning, and plan your time efficiently</p> <p>carry out self-assessment and self-control, develop and use individual learning strategies that involve rational planning, reflection and evaluation of results</p> <p>manage training, and if necessary, seek help from competent persons</p> <p>Attitude:</p> <p>positive attitude to mistakes, openness to criticism, ability to overcome difficulties and respond to changes, motivation and interest in learning throughout life, confidence in the success of own training as a means of improving the level of well-being and maintaining health</p>
Citizenship and social competencies	<p>Citizenship competencies</p> <p>Skills:</p>

Key competence	Skills and attitude
	<p>act as a responsible citizen, take a constructive part in public activities related, in particular, to well-being, health, and safety</p> <p>identify patterns in the development of democracy and public trust</p> <p>Attitude:</p> <p>respect for Human Rights</p> <p>perception of democratic values</p> <p>awareness of the need for social justice</p> <p>responsibility for personal and public well-being</p> <p style="text-align: right;">Social competencies</p> <p>Skills:</p> <p>maintain own health and well-being, and lead a healthy lifestyle</p> <p>show tolerance and understanding of different views and beliefs</p> <p>create an atmosphere of trust</p> <p>work in a team, defend the interests of personal, family and public well-being</p> <p>communicate constructively in different environments, act responsibly in different life situations, in particular in dangerous ones, and provide first aid</p> <p>follow the rules of safe, responsible and ethical behavior</p> <p>Attitude:</p> <p>respect for themselves and others</p> <p>willingness to cooperate, perseverance, honesty, tolerance, responsiveness</p> <p>responsible attitude to safety, health and well-being (personal, family, public)</p>
Cultural competence	Skills:

Continued Annex 156

Key competence	Skills and attitude
<p>Entrepreneurship and financial literacy</p>	<p>develop the emotional and sensory sphere based on the perception of art, apply creativity and life skills in various situations</p> <p>correct own psychoemotional and physical state with the help of art</p> <p>critically assess the impact of culture on safety, health, and well-being (personal, family, and public)</p> <p>Attitude:</p> <p>perception of art as a means of self-identification, transfer of spiritual values</p> <p>ethical and responsible attitude to intellectual property</p> <p>Skills:</p> <p>identify own weaknesses and strengths for designing future professional activities and own well-being</p> <p>act in unpredictable situations, define a goal and achieve it, predict and assess decision-making risks</p> <p>think critically, initiate and implement social projects of cultural, commercial or social value</p> <p>identify financial well-being factors that have a positive impact on safety, health, and well-being (personal, family, and public)</p> <p>plan and control own income and expenses</p> <p>understand the legislative framework of economic processes (rights and obligations, consumer protection, etc.)</p> <p>Attitude:</p> <p>awareness of the importance of knowing tools for planning and controlling income and expenses for future well being</p> <p>understanding the importance of thrift and rational use of funds</p>

Basic knowledge

Continued Annex 157

Safety: the value of life; personal safety; national security; global security; safety and danger; threats to security; types of hazards (natural, man-made, social); risks, risk levels; causes and consequences of dangerous situations; life safety; safe behavior in an educational institution, everyday life, on the road, in nature; safe space (environmental, physical, psychological and informational); security in a digital environment; safe leisure; safe communication; algorithms of actions in dangerous situations of various origins; assistance in case of danger.

Health: individual, group and public health; factors influencing the state of health; disease; infectious and non-communicable diseases; the spread of diseases; epidemics and pandemics; help in case of deterioration of Health; Pre-Medical Care; Health Protection (prevention, vaccination, quarantine, etc.); health components; physical health and physical development; age-related changes in the body as a sign of growing up; reproductive and sexual health; sexually transmitted infections; culture and sexuality; mental and emotional health; personality development, its mental processes; emotional intelligence; behavioral features and its consequences; effective communication; self-control; bullying and countering its manifestations; critical attitude to information; social health; social determinants of health; family; fatherhood; consequences of social influences on health, safety and well-being; socially dangerous diseases and their prevention; spiritual health; components of spiritual health; moral and ethical values; life self-identification; meaning of life; ideals and worldview; interrelation of health components; Health integrity; health culture.

Well-being: public and personal well-being; components of well-being; quality of life and lifestyle; level and conditions of life; ability to learn; Educational Progress; ways of assimilation of educational information; teaching aids; rational organization of training and recreation; opportunities and ideas; resources; value creation activities for others; initiative; effective cooperation; own activities for a successful future; entrepreneurship and ethical behavior to improve health, safety and well-being; labor market; labor legislation; financial literacy; social and economic opportunities and challenges of modern society; economy; needs and resources; income and expenses; rational use of resources; financial health and literacy; culture of consumption; behavior of a responsible consumer; human needs and limited resources; recycling; reuse; careful attitude to one's own property and inviolability of others; charity; signs of charity; humanity; responsiveness; helping others; supporting persons with special needs; accepting differences between people; tolerant attitude to the views and beliefs, interests and needs of others; respect for the ideas of others; respect for living beings; compassion; countering animal cruelty; sponsorship; patronage; volunteering; volunteer movement in Ukraine.

Annex 16
to the State Standard

Requirements
to mandatory learning outcomes
of students in the social and health-saving field of study

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

1. Taking care of personal health and safety, avoiding risk factors, responding to factors and activities,
which poses a threat to the life, health, and well-being of one's own and other persons

<p>Acts responsibly [SOC 1.1]</p>	<p>demonstrates a commitment to safe and beneficial behavioral practices that reduce or prevent life and health risks [6 SOC 1.1.1]</p>	<p>demonstrates a model of safe behavior according to instructions and rules in the social and natural environment [6 SOC 1.1.1-1]</p> <p>operates according to the algorithm in dangerous situations, using the information contained in the text of the instructions [6 SOC 1.1.1-2]</p> <p>justifies the need for own responsibility for behavior in everyday life and public places [6 SOC 1.1.1-3]</p>	<p>demonstrates a responsible attitude to the safety, health, and well-being of one's own and others [9 SOC 1.1.1]</p>	<p>demonstrates a model of safe behavior in accordance with social and personal values in the social and natural environment [9 SOC 1.1.1-1]</p> <p>creates an algorithm of actions in dangerous situations based on knowledge and own experience [9 SOC 1.1.1-2]</p> <p>uses warnings and instructions about hazards [9 SOC 1.1.1-3]</p>
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Continued Annex 162

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				analyzes, uses regulatory documents on safety, health and well-being, draws conclusions, justifies responsibility for violations of the norms defined in these documents [9 SOC 1.1.1-4]
Defends own interests and the interests of others [SOC 1.2]	defends own interests and the interests of others, countering manifestations of pressure, disrespect and humiliation [6 SOC 1.2.1]	counteracts manifestations of pressure, aggression, manipulation and disrespect towards yourself and others [6 SOC 1.2.1-1] highlights information and discusses bullying situations, in particular cyberbullying [6 SOC 1.2.1-2] thrifty treats own property and the property of other persons, justifies the inviolability of other people's property [6 SOC 1.2.1-3]	actively counteracts manifestations of pressure, disrespect and humiliation against oneself and others, taking into account the need to value one's own dignity and Human Rights [9 SOC 1.2.1]	defends the right of each person to an individual (different from others) perception of reality [9 SOC 1.2.1-1] detects signs of bullying and violence, in particular in the digital environment, knows ways to counteract violence and harassment, and resources for reporting detected cases [9 SOC 1.2.1-2] defends everyone's right to personal space, recognizes the privacy of others

Continued Annex 163

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Gives help [SOC 1.3]	<p>provides first aid, applies to the necessary services in accordance with the situation [6 SOC 1.3.1]</p> <p>identifies ways and opportunities to provide the necessary assistance to themselves and / or others to resolve a conflict situation [6 SOC 1.3.2]</p>	<p>simulates the situation of providing first aid in case of injuries or poor health [6 SOC 1.3.1-1]</p> <p>able to call the necessary rescue services, providing the necessary information in accordance with the situation [6 SOC 1.3.1-2]</p> <p>identifies the causes and consequences of conflicts in various situations [6 SOC 1.3.2-1]</p> <p>models the situation with constructive conflict resolution [6 SOC 1.3.2-2]</p> <p>develops a strategy for overcoming bullying, identifies sources of assistance to victims of bullying, and turns to other people for help</p>	<p>provides first aid to oneself and others within the limits of their capabilities [9 SOC 1.3.1]</p> <p>provides the necessary assistance to oneself and / or others to resolve a conflict situation [9 SOC 1.3.2]</p>	<p>[9 SOC 1.2.1-3]</p> <p>determines the degree of complexity of injuries, provides first aid to oneself and others in case of injuries within their capabilities [9 SOC 1.3.1-1]</p> <p>identifies ways to provide pre-medical care and applies to the necessary services in accordance with the situation [9 SOC 1.3.1-2]</p> <p>uses techniques of active listening, providing feedback, nonverbal support, focusing on resources, etc. to resolve a conflict situation [9 SOC 1.3.2-1]</p> <p>behaves confidently, exercising self-control in conflict and dangerous life situations [9 SOC 1.3.2-2]</p>

Continued Annex 164

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 SOC 1.3.2-3]		selects and helps others choose an effective strategy for behavior in a conflict situation [9 SOC 1.3.2-3]
	2. Identifying alternatives, predicting consequences, and making useful decisions for own safety and the safety of others, health and well-being			
Recognizes dangerous situations [SOC 2.1]	identifies possible hazards in everyday life [6 SOC 2.1.1]	identifies potential environmental hazards to human health and safety (road traffic, pollution, chemicals, ultraviolet radiation, etc.) [6 SOC 2.1.1-1] recognizes possible hazards of natural, man-made, social nature and domestic origin [6 SOC 2.1.1-2] identifies substances that pose a threat in case of improper use [6 SOC 2.1.1-3] identifies risks of non-compliance with their own needs and capabilities [6 SOC 2.1.1-4]	assesses the level of risks in the situation and place that threaten personal security in accordance with their own social level of development [9 SOC 2.1.1]	examines and evaluates the level of environmental risks to personal health and safety, suggests ways to avoid or reduce identified hazards [9 SOC 2.1.1-1] assesses the probability of the risk of a dangerous situation as a result of own activities [9 SOC 2.1.1-2] justifies the level of risk of improper use of substances that may pose a danger (medicines, alcohol, household chemicals, etc.) [9 SOC 2.1.1-3]

Continued Annex 165

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		identifies risks of improper treatment of animals (domestic, homeless, wild) [6 SOC 2.1.1-5]		determines the level of possible risks in interpersonal communication situations [9 SOC 2.1.1-4] justifies the level of risks in situations of animal cruelty [9 SOC 2.1.1-5]
Predicts consequences [SOC 2.2]	predicts the consequences of their actions for health, safety and well-being, in particular during the use of information and communication technologies technologies and other media tools [6 SOC 2.2.1]	predicts the consequences of their actions in unpredictable and emergency situations, appealing to the acquired knowledge and reliable information [6 SOC 2.2.1-1] explains the consequences of non-compliance with a healthy lifestyle based on information contained in various texts [6 SOC 2.2.1-2] implies the impact on one's own health, safety, well-being and health, safety, and the	predicts the consequences of dangerous situations of natural, man-made, social and domestic origin, taking into account several related factors [9 SOC 2.2.1]	establishes causal relationships of various factors of dangerous situations of natural, man-made, social nature and domestic origin [9 SOC 2.2.1-1] distinguishes between acceptable or unacceptable risks in dangerous situations of natural, man-made, social nature and domestic origin [9 SOC 2.2.1-2] predicts the consequences of changing the social environment [9 SOC 2.2.1-3]

Continued Annex 166

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>well-being of others because of improper use of digital devices</p> <p>[6 SOC 2.2.1-3]</p> <p>predicts communication risks in a virtual environment</p> <p>[6 SOC 2.2.1-4]</p>		<p>justifies the consequences and harms of manipulative and other dangerous relationships for physical and emotional health</p> <p>[9 SOC 2.2.1-4]</p> <p>determines the impact of social influences on decision-making regarding one's own health, safety, well-being and health, safety, well-being of others (advertising, influence of others, media information, etc.)</p> <p>[9 SOC 2.2.1-5]</p>
<p>Makes decisions [SOC 2.3]</p>	<p>uses verified information to make decisions in typical (familiar) everyday situations</p> <p>[6 SOC 2.3.1]</p>	<p>uses verified information to make decisions about choosing everyday behaviors in favor of health, safety, and well-being</p> <p>[6 SOC 2.3.1-1]</p> <p>makes decisions about providing self-help and assistance to others,</p>	<p>makes decisions with benefits for safety, health and well-being in various life situations</p> <p>[9 SOC 2.3.1]</p>	<p>selects appropriate (effective) decision-making strategies that benefit own safety and the safety of others, health and well-being</p> <p>[9 SOC 2.3.1-1]</p> <p>models own strategy for a healthy lifestyle (sufficient physical activity, healthy eating), giving up bad habits</p>

Continued Annex 167

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		contacting others or relevant services [6 SOC 2.3.1-2]		(using alcohol, tobacco, drugs and other chemicals), and safe sexual behavior [9 SOC 2.3.1-2] makes informed decisions about the possibilities of using and restoring their own life resources [9 SOC 2.3.1-3]
Behaves safely [SOC 2.4]	explains the sequence of actions in dangerous situations of natural, man-made, social and domestic origin [6 SOC 2.4.1]	simulates the sequence of actions in dangerous situations of natural, man-made, social and domestic origin [6 SOC 2.4.1-1] turns to specialists in dangerous situations, the consequences of which can not help on their own [6 SOC 2.4.1-2]	demonstrates safe behavior in everyday life, educational institutions, on the street, in public places and, if necessary, turns to adults for help [9 SOC 2.4.1]	uses protocols for responding to dangerous situations [9 SOC 2.4.1-1] adheres to the rules of safe relationships during interpersonal communication [9 SOC 2.4.1-2] adheres to hygiene rules and norms of personal and social behavior [9 SOC 2.4.1-3]

Continued Annex 168

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		behaves safely when communicating, in particular with animals [6 SOC 2.4.1-3]		operates according to standard models in case of a certain type of hazard [9 SOC 2.4.1-4] manages own behavior to preserve health and well-being (own and others') [9 SOC 2.4.1-5]
	3. Reasoned choice of a healthy lifestyle, analysis and assessment of consequences and risks			
Considers alternatives to their own actions and decisions [SOC 3.1]	considers alternative solutions regarding their health, safety and personal well-being in the conditions of choice [6 SOC 3.1.1]	explains the choice of own alternatives and solutions based on the influence of external factors [6 SOC 3.1.1-1] justifies the consequences of choosing an alternative solution for behavioral patterns aimed at maintaining health, well-being and safety [6 SOC 3.1.1-2]	chooses alternative actions and makes decisions in favor of a healthy lifestyle and reducing risks [9 SOC 3.1.1]	proves the benefits of a healthy lifestyle for maintaining health and personal well-being [9 SOC 3.1.1-1] selects the best ways to solve problems from alternative options [9 SOC 3.1.1-2] applies formulas, graphical and statistical methods, calculations, models for rapid assessment and monitoring of health status, understanding social phenomena, solving

Continued Annex 169

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				everyday issues and life situations [9 SOC 3.1.1-3] selects solutions from the perspective of their impact on the formation of safety, health and well-being [9 SOC 3.1.1-4]
Accepts changes of own body [SOC 3.2]	identifies and explains age related changes in the body as a sign of health and development [6 SOC 3.2.1]	identifies and discusses the physical, mental (including emotional), and social changes that occur during the transition to secondary school [6 SOC 3.2.1-1] accepts individual rates of age related changes in the body as a manifestation of the norm [6 SOC 3.2.1-2] determines the causes of age-related changes in the body, in particular during puberty [6 SOC 3.2.1-3]	perceives and analyzes various age-related changes in the body in relation [9 SOC 3.2.1]	establishes the relationship and explains the interdependence of physical, mental and other changes in the body in adolescence [9 SOC 3.2.1-1] analyzes the impact of people's attitudes to their own bodies and their changes on their health, self-esteem, and behavior [9 SOC 3.2.1-2] explores and explains changes in one's own emotional state and the emotional state of others

Continued Annex 1610

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Analyzes the impact of behavior on health [SOC 3.3]	is aware of the impact of individual behavior on health [6 SOC 3.3.1]	examines and discusses factors affecting the health and development of the body, in particular preventive measures against infectious and non-communicable diseases [6 SOC 3.3.1-1]	identifies the main characteristics of safe and dangerous behavior patterns for life, health, and well-being [9 SOC 3.3.1]	[9 SOC 3.2.1-3] explains the impact of one person's behavior on shaping the health, safety, and well-being of society [9 SOC 3.3.1-1] identifies the main signs of influence of social behavioral stereotypes
		analyzes the negative impact of non-compliance with the rules/instructions of safe behavior on the preservation of life and health [6 SOC 3.3.1-2]		on public and personal health [9 SOC 3.3.1-2] defines the characteristics of behavior in safe and dangerous life situations [9 SOC 3.3.1-3]
		justifies the need to avoid high-risk areas [6 SOC 3.3.1-3]		analyzes the influence of culture, art, and folk traditions on the formation of one's own safety, health, well-being and safety, health, and well-being of others [9 SOC 3.3.1-4]
		recognizes examples of behavior that is friendly to the environment [6 SOC 3.3.1-4]		

Continued Annex 1611

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Makes a choice that brings benefits and pleasure (joy) [SOC 3.4]	analyzes and identifies various aspects of the lifestyle that bring benefits and pleasure (joy) for a full life [6 SOC 3.4.1]	analyzes the reasons for choosing unhealthy behavior [6 SOC 3.3.1-5]	consciously chooses, taking into account the safety, preservation of one's own health and well-being, and the health and well-being of others, behaviors that bring benefits and satisfaction [9 SOC 3.4.1]	chooses a model of behavior that is safe for health and well-being, brings benefits and pleasure [9 SOC 3.4.1-1]
		defines behaviors that bring pleasure without harming own health and the health of others [6 SOC 3.4.1-1]		selects healthy alternatives for success, identifies resources and opportunities for their implementation [9 SOC 3.4.1-2]
		chooses food, leisure activities, appropriate clothing, etc. that bring pleasure and benefits for health, safety and well-being [6 SOC 3.4.1-2]		demonstrates rejection of victim behavior [9 SOC 3.4.1-3]
		analyzes the choice of own and others, taking into account the benefits and pleasure (joy) for a healthy, safe life [6 SOC 3.4.1-3]		proficient in techniques for maintaining and restoring vital resources [9 SOC 3.4.1-4]

4. Entrepreneurial spirit and ethical behaviour to improve health, safety and well-being.

Continued Annex 1612

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Learning to learn [SOC 4.1]	tracks own progress and expresses your desire to learn new things without harm to health [6 SOC 4.1.1]	organizes own educational space, efficiently distributes time [6 SOC 3.4.1-1] uses learning aids, in particular digital devices, without harm to health [6 SOC 3.4.1-2] defines effective ways to assimilate educational information [6 SOC 3.4.1-3] analyzes own learning development, pointing out the reasons for success and failure [6 SOC 3.4.1-4] defines the aspirations and needs in the field of their own personal development and training [6 SOC 3.4.1-5]	improves (develops) their own mental, emotional, and social skills to build their own educational path without compromising their own health and well-being [9 SOC 4.1.1]	determines priorities in various areas of their own educational activities, rationally allocating own intellectual, physical, emotional and other resources to ensure progress in learning [9 SOC 4.1.1-1] chooses appropriate and effective training tools and strategies, taking into account the characteristics of own body [9 SOC 4.1.1-2] evaluates strengths (in particular, talent, abilities) and weaknesses, uses own learning potential without harming health [9 SOC 4.1.1-3] attracts reputable experience and health-safe practices to optimize own learning activities

Continued Annex 1613

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 SOC 4.1.1-4] analyzes information about professions and their acquisition [9 SOC 4.1.1-5]
Finds and validates information [SOC 4.2]	finds, analyzes, and verifies health, safety, and well-being information obtained from various sources [6 SOC 4.2.1]	finds information about health, safety and well-being in various sources and verifies its accuracy [6 SOC 4.2.1-1] evaluates the reliability of various sources of information (mass media, advertising, social networks, etc.) [6 SOC 4.2.1-2]	critically evaluates health, safety and well-being information obtained from various sources, including digital ones [9 SOC 4.2.1]	actively searches, compares various sources of information that help reduce risks when making decisions about own health and well-being [9 SOC 4.2.1-1] avoids dangerous / malicious content [9 SOC 4.2.1-2] develops criteria for evaluating content based on own knowledge and life experience [9 SOC 4.2.1-3]

Continued Annex 1614

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Acts effectively and independently [SOC 4.3]	acts effectively to achieve short term goals to achieve success and meet own needs and the needs of others [6 SOC 4.3.1]	defines own needs, desires, interests, and goals [6 SOC 4.3.1-1] independently creates and implements short-term plans for achieving success, in particular in school, sports, and everyday life [6 SOC 4.3.1-2] models the steps to meet their own needs taking into account the capabilities of their own and others [6 SOC 4.3.1-3]	acts effectively and independently, showing perseverance in achieving goals to realize their needs, desires and interests in a legitimate way [9 SOC 4.3.1]	legally implements own needs and interests, taking into account their capabilities, showing perseverance [9 SOC 4.3.1-1] develops a plan of their own actions, determines motivation, records results, adequately assesses their strength, forms useful habits through systematic repetition [9 SOC 4.3.1-2] uses own and other people's positive experiences [9 SOC 4.3.1-3] models new opportunities for own development taking into account difficulties and failures [9 SOC 4.3.1-4]
Communicates constructively [SOC 4.4]	achieves effective communication, showing respect for the personal space of	explains the impact of communication on health, safety, and well-being components	adjusts own communicative behavior to ensure constructive	constructively communicates in various life situations related to health, safety and well-being [9 SOC 4.4.1-1]

Continued Annex 1615

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	others, for organizing effective joint activities, meeting their own needs and the needs of others [6 SOC 4.4.1]	[6 SOC 4.4.1-1] uses verbal and nonverbal communication tools for constructive communication [6 SOC 4.4.1-2]	interaction and preserve health, safety and well-being [9 SOC 4.4.1]	uses active listening during communication; shows the ability to understand the state and intentions of the interlocutor [9 SOC 4.4.1-2]
		distinguishes between situations where the power of persuasion has been used with positive or negative intentions [6 SOC 4.4.1-3] distinguishes between the components of personal space (intimate, social, public), respects own and other people's personal space during communication [6 SOC 4.4.1-4]		perceives constructive suggestions (criticism) as new opportunities and incentives for improvement [9 SOC 4.4.1-3] chooses an appropriate strategy for conflict behavior [9 SOC 4.4.1-4]
Demonstrates a culture of consumption [SOC 4.5]	explains resource constraints, the need for savings, and the need to	analyzes the relationship between human needs and limited resources [6 SOC 4.5.1-1]	realizes the limitation of one's own needs by physiological, social, moral and spiritual	uses resources sparingly, taking into account the possibility of reuse, repair and recycling

Continued Annex 1616

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	reuse them for health, safety, and well-being [6 SOC 4.5.1]	determines the need for economical use of resources and recycling of secondary raw materials [6 SOC 4.5.1-2] justifies limited resources (in particular, time, health, and finances) [6 SOC 4.5.1-3] selects resources for recycling [6 SOC 4.5.1-4]	factors, critically assessing the redundancy of needs [9 SOC 4.5.1]	[9 SOC 4.5.1-1] plans and, if necessary, limits the use of resources for different periods, taking into account the Sustainable Development Goals [9 SOC 4.5.1-2] critically evaluates redundancy of needs and exaggerated consumption [9 SOC 4.5.1-3]
Plan the future [SOC 4.6]	analyzes the potential for mastering various types of activities [6 SOC 4.6.1]	proves that health, safety and well-being are the foundation of a successful future [6 SOC 4.6.1-1] shows interest in long-term systematic activities (hobbies, sports, art, training, etc.) and perseverance in achieving the goal [6 SOC 4.6.1-2]	critically evaluates their skills and competencies, shows perseverance in achieving the goal [9 SOC 4.6.1]	determines the motivation of one's own activity, formulates the purpose and objectives of the activity [9 SOC 4.6.1-1] plans family expenses (own) to maintain health, safety and well-being [9 SOC 4.6.1-2] defines the path to achieving short-term goals, develops a

Continued Annex 1617

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		understands the prospects of their activities for a successful future [6 SOC 4.6.1-3]		plan in accordance with their strengths, interests and experience [9 SOC 4.6.1-3]
		defines the goals of own activities and strategies for achieving them [6 SOC 4.6.1-4]		determines the need to spend time on various types of activities [9 SOC 4.6.1-4]
			analyzes and evaluates own characteristics and abilities for future professional growth, builds its model [9 SOC 4.6.2]	creates own flexible plan for professional future [9 SOC 4.6.2-1] justifies the relationship between professional, personal and family future [9 SOC 4.6.2-2]
Collaborates to achieve results [SOC 4.7]	works independently or with others, performing various roles and establishing new contacts [6 SOC 4.7.1]	participates in group work, taking into account individual characteristics and needs [6 SOC 4.7.1-1] understands the mutual influence of the emotional	cooperates with other persons to receive support, achieve the result of activities aimed at maintaining safety, health and well-being	takes the initiative and coordinates the work of the group to achieve a certain result [9 SOC 4.7.1-1]

Continued Annex 1618

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		state, beliefs, and behavior of all participants in joint activities [6 SOC 4.7.1-2] performs various roles in group work [6 SOC 4.7.1-3] establishes new contacts and effectively cooperates to achieve results, uses various means of communication [6 SOC 4.7.1-4]	[9 SOC 4.7.1]	acts as a mediator in conflict prevention or resolution [9 SOC 4.7.1-2] convincingly presents own (joint) ideas to other persons in various ways, including using digital means [9 SOC 4.7.1-3] establishes emotional contact in the group [9 SOC 4.7.1-4] adjusts own goals based on the group's goals and interests [9 SOC 4.7.1-5]
Behaves ethically [SOC 4.8]	shows respect for the feelings of other people, respects their views on the preservation of health, safety and well-being [6 SOC 4.8.1]	defines differences between people as a value trait of individuality [6 SOC 4.8.1-1] tolerant of the views, beliefs, interests and needs of others	adheres to ethical and moral standards when making decisions about safety, health and well-being [9 SOC 4.8.1]	demonstrates the conscious use of ethical norms, taking into account the individual values of others [9 SOC 4.8.1-1] adheres to the rules of interpersonal communication,

Continued Annex 1619

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	tolerant and correct attitude to the differences of other persons (legally protected features) [6 SOC 4.8.2]	that do not threaten health, safety and kindness [6 SOC 4.8.1-2] explains the feelings of others and recognizes their right to express their feelings [6 SOC 4.8.2-1] shows a sensitive attitude towards people with special needs [6 SOC 4.8.2-2] shows an understanding of the individual differences of others [6 SOC 4.8.2-3]	understands that the creation of value (safety, health and well-being) should be based on principles of social justice [9 SOC 4.8.2]	respecting the right of the interlocutor to personal space [9 SOC 4.8.1-2] identifies manifestations of discrimination, the emergence of stereotypes, cognitive distortions, idealization [9 SOC 4.8.1-3] adheres to the rules of comfortable coexistence, develops own rules based on them [9 SOC 4.8.2-1] ethically treats wildlife, takes care of animals and plants [9 SOC 4.8.2-2]
Plans, implements, and evaluates financial decisions [SOC 4.9]	explains the potential of financial resources [6 SOC 4.9.1]	operates with basic economic concepts (money, employment, entrepreneurship, etc.) [6 SOC 4.9.1-1] distinguishes and indicates legitimate sources of income for their age	analyzes and applies simple economic concepts [9 SOC 4.9.1] analyzes information to overcome the challenges of life associated with the use	explains simple economic concepts (supply and demand, market price, trade, forms of ownership, insurance, pension, taxes, currency exchange rate, etc.) [9 SOC 4.9.1-1]

Continued Annex 1620

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 SOC 4.9.1-2] knows how to manage own money efficiently	of financial and economic resources for well-being	consciously chooses the sequence of actions to achieve financial goals
		[6 SOC 4.9.1-3] understands the weight of adults' efforts to generate income	[9 SOC 4.9.2]	[9 SOC 4.9.2-1]
		[6 SOC 4.9.1-4] knows how to select products based on quality indicators, expiration dates, and composition		knows tools for planning and controlling income and expenses
		[6 SOC 4.9.1-5] correctly interprets the information provided on labels, packages for the safe and rational use of food and industrial products		[9 SOC 4.9.2-2] understands the impact of borrowing and debt on achieving financial goals
		[6 SOC 4.9.1-6]		[9 SOC 4.9.2-3] evaluates the cost of health formation (maintenance) and compares them with the cost of treatment and rehabilitation
				[9 SOC 4.9.2-4] explains the legislative framework of economic processes (own rights and obligations, consumer protection, etc.)
				[9 SOC 4.9.2-5]

Continued Annex 1621

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				justifies indicators for assessing financial health [9 SOC 4.9.2-6]
				identifies financial situation factors that have a positive impact on health and well-being [9 SOC 4.9.2-7]
Supports charity [SOC 4.10]	recognizes charitable activities [6 SOC 4.10.1]	identifies signs of charity [6 SOC 4.10.1-10] shows sensitivity to people, who need help [6 SOC 4.10.1-2] explains the importance of volunteering [6 SOC 4.10.1-3]	identifies ways and opportunities to perform charity work [9 SOC 4.10.1]	defines the methods of charitable activities [9 SOC 4.10.1-1] justifies the essence of volunteer activity [9 SOC 4.10.1-2] explains the importance of the volunteer movement in Ukraine [9 SOC 4.10.1-3]

Citizenship and history field of study

Competence potential

Key competence	Skills and attitude
<p>Fluency in the state language</p>	<p>Skills:</p> <p>read and understand written sources translated and adapted in the state language, author's publications on historical and relevant topics for society</p> <p>search for information and use different types of sources, formulate and present reasonable arguments</p> <p>master terminology within the citizenship and history field of study</p> <p>create statements of different styles in oral and written form on historical and relevant topics for society</p> <p>conduct a reasoned discussion</p> <p>recognize speech means of influence, distinguish between persuasion and manipulation techniques</p> <p>Attitude:</p> <p>respect for the Ukrainian language as the state language, interest in its development, understanding the value of each language</p> <p>critical perception of historical and socio-political information</p> <p>understanding and using language in a positive and socially responsible way</p>
<p>The ability to communicate in</p>	<p>The ability to communicate in their native language (if different from the state language)</p> <p>Skills:</p>

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Key competence	Skills and attitude
<p>their native language (if different from the state language) and foreign languages</p>	<p>create oral and written statements about the history and modernity of the national (ethnic, linguistic) community in Ukraine</p> <p>create information products about the history, culture and development of society in the region and / or country with which the family origin is associated</p> <p>conduct a discussion on the foundations of the development of the state and society, the foundations of democracy, human rights and freedoms</p> <p>master the basic terminology of the native language within the citizenship and history field of study</p> <p>Attitude:</p> <p>respect for the native language, understanding its value</p> <p style="text-align: center;">Ability to communicate in foreign languages</p> <p>Skills:</p> <p>read and understand popular science publications, journalistic and artistic works in foreign languages</p> <p>search for the necessary information in foreign languages</p> <p>speak orally and in writing in a foreign language on current topics of history and society</p> <p>communicate with native speakers of other languages to exchange historical, legal and other relevant information for society</p> <p>Attitude:</p> <p>interest in the history and modernity of other countries</p> <p>understanding the importance of learning foreign languages to expand social circle and gain information about the world</p> <p>appreciation of cultural diversity, interest in different languages and cross-cultural communication</p>
<p>Mathematical competence</p>	<p>Skills:</p>

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Key competence	Skills and attitude
Competencies in the field of natural sciences, engineering and technology	<p>correctly use digital data and mathematical concepts for deep knowledge, explanation of past and modern social events</p> <p>convert information from one form to another (text, graph, table, diagram, etc.) and use it in explanations</p> <p>establish relationships between data fragments and different types of sources</p> <p>use mathematical methods and data, and understand how to manipulate them</p> <p>Attitude:</p> <p>the desire to choose rational ways to explain past events, causes and possible ways to solve modern social, political, and economic problems</p> <p>understanding the importance of mathematical data processing to create evidence-based conclusions</p> <p>Skills:</p> <p>evaluate and explain the interaction of a human being and the environment in different historical periods</p> <p>reveal the content, significance, and influence of technologies, technical inventions, and scientific achievements on the course of historical events, phenomena, and processes</p> <p>Attitude:</p> <p>sustained interest in scientific achievements and achievements of natural sciences</p> <p>recognition of the value of natural resources for present and future generations and their rational use in everyday life</p>
Innovativeness	<p>Skills:</p> <p>generate new ideas, evaluate their benefits and risks</p> <p>give historical examples of the impact of innovations on public life</p> <p>Attitude:</p>

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Key competence	Skills and attitude
Environmental competence	<p>готовність ініціювати, критично оцінювати та впроваджувати нові знання, способи діяльності, норми, що забезпечують сталий розвиток громади та суспільства</p> <p>Skills:</p> <p>determine the risks and consequences of human impact on the environment, anticipate the possibility of environmental threats</p> <p>model own behavior based on understanding existing environmental threats</p> <p>critically assess the role of individuals and states in achieving the UN Sustainable Development Goals</p> <p>Attitude:</p> <p>willingness to respond to the risks of environmental threats</p> <p>awareness of the importance of protecting nature and promoting sustainable development of society</p>
Information and communication competence	<p>Skills:</p> <p>use digital technologies to search for the necessary historical and social information, select it, verify it, organize it, and distribute it</p> <p>critically evaluate and identify manipulations of historical and relevant information for society in the process of analyzing electronic media</p> <p>comply with copyright and ethical standards when working with information and during online communication</p> <p>create verbal and visual (graphs, diagrams, movies) messages, multimedia presentations of social and historical content, and distribute them</p> <p>Attitude:</p> <p>critical attitude to information from various sources</p> <p>responsible use of mass media</p>
Lifelong learning	<p>Skills:</p>

Key competence	Skills and attitude
Citizenship and social competencies	<p>define own learning goals</p> <p>analyze the process of own learning, track changes in the perception of information</p> <p>find and process sources of socially important information using appropriate methods</p> <p>understand the role of education, learning for individuals and society today and in historical retrospect</p> <p>analyze and summarize the received information</p> <p>Attitude:</p> <p>openness to constant self-study and mutual learning, the desire to share the acquired knowledge with others</p> <p style="text-align: center;">Citizenship competencies</p> <p>Skills:</p> <p>model own behavior as an active and responsible member of civil society who knows the basics of law, is well aware of the content of human rights and is able to protect them in a legal way</p> <p>form and defend own civic position on local and global issues</p> <p>refrain from abusing your rights</p> <p>show responsibility, avoid negative stereotypes and generalizations, as well as hate speech in the discussion of social problems and various social groups</p> <p>participate in solving the problems of various communities, taking into account the interests of their representatives</p> <p>cooperate constructively with other persons, initiate or participate in the implementation of projects and public events</p> <p>critically evaluate the ideological platforms and activities of political parties, social movements, and organizations and understand their role in the development of a democratic society</p> <p>Attitude:</p>

Key competence	Skills and attitude
	<p>awareness of oneself as a responsible citizen of Ukraine, understanding of one's rights and obligations as a citizen of Ukraine and readiness to fulfill them; self-respect and respect for the rights and dignity of others</p> <p>civic behavior based on a sense of self-esteem and inner freedom, a developed legal awareness and defense of democratic values</p> <p>nurturing intolerance to corruption in all its manifestations, understanding the inadmissibility of tolerating inequality and dishonesty</p> <p>willingness to abandon dishonest practices when solving problems</p> <p>recognizing the value of another person and respecting their privacy</p> <p>tolerance and readiness for mutually beneficial resolution of socio-political contradictions</p>
	<p style="text-align: center;">Social competencies</p> <p>Skills:</p> <p>identify oneself as a member of various communities, a citizen of Ukraine</p> <p>formulate and defend own views and beliefs in the discussion, communicate constructively on various topical topics of history and society</p> <p>find historical examples of resolving contradictions and conflicts</p> <p>work in a group, reach mutual understanding and establish collaboration with others with different ideas and values, using their own experience and the experience of others, in particular taken from history</p> <p>Attitude:</p> <p>awareness of the value of a person, their life, health, honor and dignity, inviolability and security</p> <p>respect for the laws and traditions, the experience of other peoples, religions and cultures</p> <p>tolerant attitude to the life position of another person, public opinion, features of social behavior, lifestyle and forms of self-expression of others</p> <p>managing own emotions, willingness to find compromises</p>

Continued Annex 177

Key competence	Skills and attitude
Cultural competence	<p>volunteering, support of public projects and initiatives aimed at solving current public problems</p> <p>Skills:</p> <p>figuratively think and imagine</p> <p>describe the main trends in cultural development in the past and present</p> <p>use artistic artifacts to learn about the past, comprehend works of art in a historical context</p> <p>compare different cultures, their values, traditions, and so on</p> <p>identify the influence of belonging to various communities and external factors on the formation of views and beliefs of a person</p> <p>determine and explain the meaning of belonging to a socio cultural community</p> <p>Attitude:</p> <p>respect for the individual, countering and preventing discrimination and unequal treatment</p> <p>appreciation of social and cultural diversity, explanation of its advantages and challenges in modern society</p> <p>conscious preservation and development of one's own culture, respect for the cultures of other peoples</p> <p>responsible behavior and care of cultural heritage sites</p> <p>openness to intercultural dialogue</p>
Entrepreneurship and financial literacy	<p>Skills:</p> <p>use the experience of learning history to choose effective life strategies</p> <p>take into account changes in history and society, assess their risks and benefits for your own life and the life of the community</p> <p>identify the interests of different communities/groups and look for ways to coordinate them to solve problems</p> <p>plan, organize, implement individual or team projects, evaluate their effectiveness, and present results</p>

Key competence	Skills and attitude
	<p>characterize Economic Policy and Trade Development, determine their impact on public life</p> <p>explain the way national economies are organized and the impact of economic and financial processes on the functioning of society</p> <p>Attitude:</p> <p>willingness to use the experience of history for self-knowledge and achieving the goals of sustainable development of society</p> <p>informed decision-making based on the experience of past and present social life</p> <p>ability to take responsibility for the result of their own and collective activities, initiative, openness to new ideas</p> <p>awareness of economic and social opportunities and challenges facing society</p> <p>ability to make financial decisions based on possible risks</p>
	<p style="text-align: center;">Basic knowledge</p> <p>Human being and nature: creation of a socio-natural environment; formation and settlement of people; development and transformation of nature by man in the past and present; development of new spaces; sustainable development.</p> <p>Human being and the world of material things: production and consumption in different historical epochs; materials and technologies; tools and household items; scientific and technical inventions; living and working conditions in the city and village; urbanization; material culture of agricultural, industrial and post-industrial societies.</p> <p>Human being and society: society and communities: families, classes, nations, cultural, religious, ethnic and other groups; interaction of people, interests and values, human identity and dignity; patriotism; culture and civilization; information and media; tolerance and inclusion; conflicts and their resolution.</p> <p>Human being and power: political organization of society; metropolises and colonies; empires and nation-states; political regimes; democracy, its advantages and risks; self-government; Human Rights and countering discrimination; citizenship; protest movements, revolutions and reforms; international relations.</p>

Continued Annex 179

Human being and the world of ideas: worldview and values, identity and foundations of its formation, science and art; history of ideas, ideologies and their impact on people and society; religion, myths, symbols; images of the past, present and future in public thought.

Annex 18
to the State Standard

Requirements
to mandatory student learning outcomes
in the citizenship and history field of study

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Historical and chronological thinking, orientation in historical time, establishment of causal relationships between events, phenomena and processes, the activities of people and their results in time, identification of changes and difficulties in the life of society				
Understands historical time [HIS 1.1]	explains how time counts down in history [6 HIS 1.1.1]	explains the difference between historical time units and correlates them (Year — Century — Millennium) [6 HIS 1.1.1-1]	compares different chronology systems [9 HIS 1.1.1]	explains the cultural and historical origins of various chronology systems [9 HIS 1.1 1-1]
	demonstrates knowledge of the	distinguishes between chronology systems and explains them with examples [6 HIS 1.1.1-2]	connects events, phenomena, and	demonstrates knowledge of the course of events, phenomena, and processes over time within historical epochs [9 HIS 1.1.2-1]
		places events in chronological order,		determines the distance and duration of some events,

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General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	course of events in time within the topic, localizes events in time [6 HIS 1.1.2]	concludes a chronological table [6 HIS 1.1.2-1] sets the sequence of historical events using a time line [6 HIS 1.1.2-2]	processes with certain historical periods [9 HIS 1.1.2]	phenomena, and processes relative to others [9 HIS 1.1.2-2]
	sets the distance and duration of events [6 HIS 1.1.3]	establishes the simultaneity of events in historical space, the duration of events, phenomena, processes and their distance from each other (within the topic, with the help of the teacher) [6 HIS 1.1.3-1]	synchronizes events, phenomena, and processes [9 HIS 1.1.3]	compiles a synchronistic table, gives examples of common and different things in historical events, phenomena and processes [9 HIS 1.1.3-1] distinguishes between chronological and historical time [9 HIS 1.1.3-2] identifies and explains signs of cultural and historical eras [9 HIS 1.1.3-3]
Reveals the interrelationships and continuity of	explains the relationship between events, distinguishes	identifies and distinguishes with the help of the teacher the causes and reasons,	analyzes the mutual influence of historical events, phenomena,	distinguishes economic, political, cultural and intellectual factors of society

Continued Annex 183

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Social Development [HIS 1.2]	the causes, incentives, results, and consequences of events [6 HIS 1.2.1]	results and consequences of historical events, phenomena, processes [6 HIS 1.2.1-1] describes the course of historical events and determines the continuity in the historical process [6 HIS 1.2.1-2]	processes, and actions of historical figures [9 HIS 1.2.1]	development and explains their mutual influence on the basis of the acquired knowledge [9 HIS 1.2.1-1] establishes relationships between events, phenomena, processes, and actions of people, and gives examples [9 HIS 1.2.1-2]
	explains the presence of the past in the modern public space [6 HIS 1.2.2]	gives examples of historical monuments and other manifestations of the presence of the past in the present – toponymy, vocabulary, folklore, social practices, etc. [6 HIS 1.2.2-1]	justifies the influence of human actions, social ideas, and technological changes on the course of historical events, phenomena, and processes [9 HIS 1.2.2]	explains the dependence of the course of historical events, phenomena and processes on human actions and prevailing social ideas [9 HIS 1.2.2-1] argues with the help of historical facts the influence on human behavior of events of political, economic and spiritual life [9 HIS 1.2.2-2] compares the intentions and results of the activities of historical and contemporary figures and social groups

Continued Annex 184

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 HIS 1.2.2-3] makes sound judgments about the role of a person in the past and present
				[9 HIS 1.2.2-4] defines prerequisites, distinguishes the results and consequences of historical events, phenomena, and processes
		recognizes signs, defines criteria, and characterizes the manifestations of historical changes and the pull of historical processes in a certain period (historical epoch)		[9 HIS 1.2.3-1] defines criteria for changes in the life of society (with the help of a teacher)
		[9 HIS 1.2.3]		[9 HIS 1.2.3-2] gives examples of changes and continuity in the history of society, explains this interaction
				[9 HIS 1.2.3-3] compares the pace and direction of historical changes in chronological and spatial dimensions

Continued Annex 185

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Identifies and predicts social (historical) changes [HIS 1.3]	correlates well-known historical events and personalities with the studied period (epoch), determines the spheres of public life that have undergone changes [6 HIS 1.3.1]	distinguishes between natural, economic, political, social, technological and cultural changes and gives examples of the impact of these changes on human and social life in the past and present [6 HIS 1.3.1-1]	defines and distinguishes historical periods (epochs) by their characteristic features [9 HIS 1.3.1]	[9 HIS 1.2.3-4] correlates an event, phenomenon, process, and historical period [9 HIS 1.3.1-1] according to historical sources, determines the period and era [9 HIS 1.3.1-2] uses historical periods to characterize historical events, phenomena, and processes [9 HIS 1.3.1-3]
	explains how the life of a person and society depends on natural changes, scientific and technical inventions, and social circumstances	formulates questions about the possible impact of certain events on the life of society, individual groups of people [6 HIS 1.3.2-1]	defines and characterizes causal relationships between events, phenomena, and processes in time and space [9 HIS 1.3.2]	explains the causes and incentives, results and consequences of historical events, phenomena, and processes, using appropriate concepts and terms [9 HIS 1.3.2-1]

Continued Annex 186

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 HIS 1.3.2]	explains how people's views and needs today and in the past are related to the events of their lives and the state of society [6 HIS 1.3.2-2]		based on the logic of causal and spatial relationships, predicts the further course of events, phenomena, and processes and evaluates possible changes [9 HIS 1.3.2-2] predicts changes in various sectors of public life, predicts the risks and benefits associated with them [9 HIS 1.3.2-3]
2. Geospatial thinking, orientation in socio-historical space, identification of interdependence in the development of society, economy, culture and the environment				
is oriented in the socio-historical space [HIS 2.1]	uses the map as a source of information [6 HIS 2.1.1]	highlights the main map elements and explains their meaning [6 HIS 2.1.1-1] compares cartographic information from different historical periods [6 HIS 2.1.1-2]	defines the spatial (territorial) boundaries of historical events, phenomena and processes; establishes relationships between historical and geographical spaces [9 HIS 2.1.1]	describes historical events, phenomena, and processes on the map [9 HIS 2.1.1-1] indicates historical events and objects, the course of events, phenomena, and processes on the map

Continued Annex 187

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>correlates map data with other sources of information (teacher's story, book text, etc.) [6 HIS 2.1.1-3]</p> <p>distinguishes between relatively stable and variable map objects [6 HIS 2.1.1-4]</p>		<p>[9 HIS 2.1.1-2]</p> <p>compares information from different maps, determines its completeness and reliability [9 HIS 2.1.1-3]</p> <p>converts information from historical and geographical maps, other conditional graphic material to text form, and vice versa [9 HIS 2.1.1-4]</p>
	<p>determines the geographical location of the corresponding/ specified natural and social objects [6 HIS 2.1.2]</p>	<p>determines the orientation of objects relative to the cardinal directions of the subject of observation [6 HIS 2.1.2-1]</p> <p>defines the location of geographical features, cultural and historical monuments, and places of historical events on the map</p>	<p>defines local, regional, national, and global dimensions of historical events, phenomena, and processes [9 HIS 2.1.2]</p>	<p>connects historical facts and artifacts with geographical space [9 HIS 2.1.2-1]</p> <p>determines whether cultural and historical monuments and economic objects belong to geographical, ethnographic and historical regions, countries, and civilizations [9 HIS 2.1.2-2]</p>

Continued Annex 188

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 HIS 2.1.2-2] indicates the placement of objects on the map, plots imaginary routes, and determines distances		tracks and explains the variability and variability of object names in historical and geographical spaces
		[6 HIS 2.1.2-3]		[9 HIS 2.1.2-3] provides examples of the duration and variability of geographical and historical names (toponyms, ethnonyms, etc.)
				[9 HIS 2.1.2-4]
Detects the interaction of natural and social environments [HIS 2.2]	explains how geographical location affects people's lifestyle and worldview [6 HIS 2.2.1]	identifies factors that influence people's occupation, way of farming, and social structure (climate, geographical location, access to natural resources) [6 HIS 2.2.1-1] identifies (with the help of a teacher) and explains the challenges facing a person and society in different natural environments	determines the conditionality of historical events, phenomena, processes, and people's activities by the natural and geographical environment [9 HIS 2.2.1]	describes human activity in the natural and geographical environment in different historical periods, gives examples of human influence on nature in the past and present [9 HIS 2.2.1-1]

Continued Annex 189

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 HIS 2.2.1-2]		
reveals the impact of human activities on the environment		gives examples of the impact of human activity on the environment in time and space, the interaction of a human being and nature	establishes the relationship between human activities and the state of the natural environment in the past and present	formulates questions about the consequences of human activity in nature
[6 HIS 2.2.2]		[6 HIS 2.2.2-1]	[9 HIS 2.2.2]	[9 HIS 2.2.2-1]
		acts to preserve the environment		characterizes factors affecting people's occupations, the way they manage their economy, and the social structure, and determines trends in economic development
		[6 HIS 2.2.2-2]		[9 HIS 2.2.2-2]
				finds reliable information about the essence of environmental problems and suggests ways to solve them
				[9 HIS 2.2.2-3]
			characterizes colonization and migration processes	defines the causes, describes the course, and establishes
			[9 HIS 2.2.3]	

Continued Annex 1810

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				the essence of colonization and migration processes [9 HIS 2.2.3-1]
Orients oneself in the public space and participates in its formation [HIS 2.3]	explains what a public space is and its significance for society [6 HIS 2.3.1]	explains the differences between public and private space [6 HIS 2.3.1-1] provides examples and explains the purpose of public space objects in the past and present [6 HIS 2.3.1-2] adheres to certain rules and suggests, if necessary, changes to them when organizing trips to learn about historical and cultural monuments,	explains the influence of various factors on the formation of public space [9 HIS 2.3.1] participates in the formation of an inclusive space [9 HIS 2.3.2]	explains the importance of measures to preserve and promote historical, cultural and tourist monuments and participates in such events [9 HIS 2.3.1-1] characterizes the state of a public space object according to certain criteria [9 HIS 2.3.1-2] explains the criteria for inclusivity of public space [9 HIS 2.3.2-1]

Continued Annex 1811

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		tourist sites, as well as for walking and recreation [6 HIS 2.3.1-3]		participates in public initiatives to create an inclusive space [9 HIS 2.3.2-2]
		explains the need for accessibility of public space for people with disabilities or people with limited mobility [6 HIS 2.3.1-4]		
	3. Critical thinking, working with various sources of information and formulation of historically based questions			
Selects the source of the historical and socially important information [HIS 3.1]	distinguishes information sources by type [6 HIS 3.1.1]	distinguishes information sources by type (tangible/intangible, primary/secondary, text-visual, etc.) [6 HIS 3.1.1-1]	classifies sources of historical and public information by type and origin [9 HIS 3.1.1]	distinguishes between primary and secondary historical sources [9 HIS 3.1.1-1]
		explains how to accumulate and search for information [6 HIS 3.1.1-2]		sets the type, time and place of appearance, purpose and authorship of the historical source [9 HIS 3.1.1-2]
	selects information sources based on the	selects information based on the specified criteria	selects information necessary for performing	according to independently defined criteria, selects information for completing

Continued Annex 1812

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	proposed topic and origin [6 HIS 3.1.2]	[6 HIS 3.1.2-1] uses search engines to get information, learns the meaning of unfamiliar words [6 HIS 3.1.1-2]	cognitive and creative tasks [9 HIS 3.1.2]	the task and argues for their choice [9 HIS 3.1.2-1] compiles a list of sources used, adhering to the principles of integrity [9 HIS 3.1.2-2]
Analyzes and synthesizes historical and socially important information [HIS 3.2]	uses historical and socially important information from the proposed resources [6 HIS 3.2.1]	distinguishes between social and historical texts [6 HIS 3.2.1-1] highlights the main and secondary elements in the text [6 HIS 3.2.1-2] explains and appropriately applies the terms and concepts used in the proposed sources [6 HIS 3.2.1-3]	determines the information completeness of the source, highlights the main provisions of its content [9 HIS 3.2.1]	determines the essence, importance of the source of information, and its cognitive capabilities [9 HIS 3.2.1-1] asks reasonable / relevant questions about the content of the information received [9 HIS 3.2.1-2] identifies semantic connections between different pieces of information and different types of sources [9 HIS 3.2.1-3]

Continued Annex 1813

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		formulates various types of questions for text/ media text, visual sources [6 HIS 3.2.1-4]		compares the content of historical sources according to independently defined criteria [9 HIS 3.2.1-4]
	explains the origin of a historical or media source based on external features [6 HIS 3.2.2]	defines the features/ attributes of an artifact (museum object), written and visual source [6 HIS 3.2.2-1]	qualifies historical and socially significant information according to independently defined criteria [9 HIS 3.2.2]	based on the analysis of the source, identifies events and phenomena of political, social, economic, cultural and intellectual history, the history of everyday life, etc. [9 HIS 3.2.2-1]
		defines the topic and origin of the proposed source of historical and public information [6 HIS 3.2.2-2]		characterizes information depending on the source of origin, time and place of origin, and methods of information dissemination in society [9 HIS 3.2.2-2]

Continued Annex 1814

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				creates own intellectual product, adhering to the principles of academic integrity [9 HIS 3.2.2-3]
Determines the reliability of historical and public information [HIS 3.3]	distinguishes between fact and judgment in the proposed text/ media text [6 HIS 3.3.1]	formulates questions about the reliability of information from various sources [6 HIS 3.3.1-1] applies criteria for determining the accuracy of information (with the help of a teacher) [6 HIS 3.3.1-2] recognizes manifestations of information manipulation based on specific examples [6 HIS 3.3.1-3]	determines the reliability and completeness of the source in accordance with established (independently defined) criteria [9 HIS 3.3.1]	applies criteria to determine the accuracy and completeness of information [9 HIS 3.3.1-1] classifies information sources based on their reliability, and completeness [9 HIS 3.3.1-2]

Continued Annex 1815

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	evaluates information based on its reliability, and completeness [6 HIS 3.3.2]	defines features that link documents, artifacts (museum objects), and illustrative material with the historical period (within the topic) [6 HIS 3.3.2-1] compares sources of information about reliability and completeness [6 HIS 3.3.2-2]	explains the reasons for different interpretations of historical and public information [9 HIS 3.3.2] recognizes ways of manipulating information and signs of propaganda [9 HIS 3.3.3]	determines the influence of economic, political, social and cultural circumstances on the views and life position of the author of the source [9 HIS 3.3.2-1] gives examples of different interpretations of the past by the subjects of the historical process [9 HIS 3.3.2-2] detects the facts of manipulation of mass information in text and visual sources [9 HIS 3.3.3-1] gives examples of the action of propaganda in society [9 HIS 3.3.3-2]

Continued Annex 1816

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
4. Systems thinking, identification of interconnectedness, interdependence and mutual influence of historical events, phenomena, processes, figures in the context of the corresponding epochs; understanding multiplicity of interpretations of the past and present and comparison of their interpretations				
Systematizes and summarizes social and historical information [HIS 4.1]	organizes information about a person, event, phenomenon, process, or historical monument (according to the specified criteria) [6 HIS 4.1.1]	selects examples that reveal the concepts/ terms used in the topic [6 HIS 4.1.1-1] uses information from various sources in explanations, including texts and videos, oral historical evidence, museum expositions, and their own observations [6 HIS 4.1.1-2]	establishes system-structural links in the historical process [9 HIS 4.1.1]	defines a combination of political, economic, social, technological, cultural and other factors that influenced each other and created the historical era [9 HIS 4.1.1-1] formulates questions about the interaction of socio-historical events, phenomena, processes, and people's activities, and makes assumptions about their impact on society [9 HIS 4.1.1-2]
	distinguishes historical and	compares similar historical, natural, and	defines the properties of a socio-historical	defines the features and explains the integrity of

Continued Annex 1817

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
cultural monuments, historical events, individuals and their actions, social objects and phenomena by certain characteristics [6 HIS 4.1.2]	cultural monuments and explains their significance [6 HIS 4.1.2-1]	formulates a conclusion, judgment based on the above facts [6 HIS 4.1.2-2]	community by its components: politics, economy, social sphere, cultural and intellectual activity [9 HIS 4.1.2]	historical epochs in the political, economic, social, cultural and intellectual spheres [9 HIS 4.1.2-1]
			summarizes, details (concretizes) historical information, looks for analogies in the phenomena and processes of socio-historical development, people's activities [9 HIS 4.1.3]	explains the differences between social systems with examples, characterizes the stable and unstable states of historical communities, and explains the causes of these states [9 HIS 4.1.2-2]
				distinguishes between short- and long-term phenomena and processes in chronological, geographical, and human dimensions [9 HIS 4.1.3-1]
				offers (with the help of a teacher) ways to solve existing social problems that

Continued Annex 1818

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Selects and evaluates arguments [HIS 4.2]	uses sources to describe historical events, phenomena, processes, and people's activities [6 HIS 4.2.1]	determines the suitability of the received information for selecting arguments with the help of the teacher [6 HIS 4.2.1-1]	finds and uses information about a historical fact, artifact, or historical person to explain the multidimensional nature of historical processes [9 HIS 4.2.1]	have a historical basis, analyzes public and personal experience [9 HIS 4.1.3-2]
		describes and characterizes a natural, historical, and cultural monument using a specific algorithm [6 HIS 4.2.1-2]		examines historical sources, uses proofs and refutations to analyze historical processes [9 HIS 4.2.1-1]
	argumentatively explains the course and essence of historical and modern events, phenomena, processes, and people's activities	formulates judgments about the actions of historical figures and modern figures, events, phenomena, processes, taking into account the acquired knowledge and own experience	selects logical and sufficient arguments to support a particular judgment [9 HIS 4.2.2]	uses information from related branches of knowledge to characterize past and present social events, phenomena, and processes [9 HIS 4.2.1-2]
				recognizes trending information [9 HIS 4.2.2-1]

Continued Annex 1819

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 HIS 4.2.2]	[6 HIS 4.2.2-1] consistently lays out information, builds a speech in compliance with the structure [6 HIS 4.2.2-2]	discusses issues of the past and present that are important for society [9 HIS 4.2.3]	detects contradictions, logical and factual errors in arguments [9 HIS 4.2.2-2] clearly formulates and expresses judgments about social ideas, taking into account their own experience, various types of information [6 HIS 4.2.3-1] justifies own judgments with the help of historical facts, available research, available historical sources and taking into account humanistic values [9 HIS 4.2.3-2]
Interprets facts, phenomena, and processes from the past and present; formulates	evaluates the significance of an event, phenomenon, or cultural monument for a	determines the significance of a historical and modern event for a person and society [6 HIS 4.3.1-1]	explains the ways of cognition of the past and the reasons for various interpretations of historical events, phenomena and	describes, analyzes, and evaluates various interpretations of historical events, phenomena, processes, and activities of historical figures

Continued Annex 1820

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
judgments and hypotheses [HIS 4.3]	specific historical period [6 HIS 4.3.1]	<p>makes assumptions about the possible course of historical events [6 HIS 4.3.1-2]</p> <p>identifies differences in interpretations of the past and present using concrete examples [6 HIS 4.3.1-3]</p>	<p>processes, assessment of the activities of historical persons [9 HIS 4.3.1]</p> <p>explains historical reality (events, phenomena, processes), taking into account causal and system-structural dependencies [9 HIS 4.3.2]</p>	<p>[9 HIS 4.3.1-1]</p> <p>identifies the origins of various interpretations of the past, gives examples of controversial issues [9 HIS 4.3.1-2]</p> <p>explains the impact of a particular act and event in terms of public needs and interests, importance for one's own experience [9 HIS 4.3.2-1]</p> <p>explains and gives examples of the unity, diversity and multidimensional nature of the past and its impact on the present [9 HIS 4.3.2-2]</p> <p>puts forward hypotheses based on knowledge and understanding about the</p>

Continued Annex 1821

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				impact of historical events on the future [9 HIS 4.3.2-3] embodies the results of cognitive activity in media texts [9 HIS 4.3.2-4]
5. Awareness of one's own dignity, activities taking into account one's own rights and freedoms, respect for the rights and dignity of others, tolerance, countering discrimination and unequal treatment				
Forms oneself as a person and part of society, is aware of own dignity [HIS 5.1]	recognizes oneself as a unique person, endowed with dignity [6 HIS 5.1.1]	justifies the uniqueness of each person [6 HIS 5.1.1-1] behaves with respect for the dignity of others [6 HIS 5.1.1-2] distinguishes and identifies local, regional, national	analyzes own membership in different communities [9 HIS 5.1.1]	defines and explains what it means for them to belong to a socio-cultural community [9 HIS 5.1.1-1] explains how belonging to different communities and external factors influence the formation of their views and beliefs

Continued Annex 1822

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		and cultural communities, relates oneself with them [6 HIS 5.1.1-3]		[9 HIS 5.1.1-2]
		describes in detail and characterizes oneself and other people in general according to various characteristics (interests, worldview, etc.) [6 HIS 5.1.1-4]		
identifies oneself as a member of various communities, a citizen of Ukraine [6 HIS 5.1.2]	justifies the benefits of sharing experience and mutual learning; explains the importance of education in a person's life [6 HIS 5.1.2-1]	learns about oneself, their qualities and abilities, develops and constructively implements them [9 HIS 5.1.2]	identifies own strengths and weaknesses and formulates ways to improve oneself [9 HIS 5.1.2-1]	
	describes the socio-cultural practices of the various communities to which they belong, compares them with others (food preferences, ways of		evaluates and monitors the impact of emotions on own behavior [9 HIS 5.1.2-2]	
			plans own life in the short and/ or long term, plans ways to achieve own goals	

Continued Annex 1823

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		greeting and addressing people, formulas of politeness, etc.) [6 HIS 5.1.2-2] explains how a person influences various communities and the state through their activities [6 HIS 5.1.2-3]		[9 HIS 5.1.2-3] formulates and reasonably expresses, defends own views and beliefs in the discussion [9 HIS 5.1.2-4]
	explains the rules that must be followed in these communities [6 HIS 5.1.3]	adapts their behavior to new situations, taking into account the acquired experience [6 HIS 5.1.3-1] flexibly and constructively interacts with new people, adapts to new places and situations [6 HIS 5.1.3-2] identifies negative emotions and applies ways	demonstrates an understanding of human dignity and ways to defend it in the community of an educational institution [9 HIS 5.1.3]	explains the concept of "dignity " and identifies cases of protection and violation of human dignity in the past and present [9 HIS 5.1.3-1] justifies the need to respect for one's own dignity and the dignity of another person [9 HIS 5.1.3-2] analyzes the environment of an educational institution regarding respect for dignity

Continued Annex 1824

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		to master them and respond to them [6 HIS 5.1.3-3]		and respect for human rights (according to certain criteria) [9 HIS 5.1.3-3]
	explains its right to personal space (privacy) and the right of other persons on this [6 HIS 5.1.4]	complies with the requirements for non-violation of the personal space of other persons [6 HIS 5.1.4-1]	explains what it means to be a responsible citizen of Ukraine [9 HIS 5.1.4]	describes the role of the state and democracy in ensuring human rights and creating conditions for individual development [9 HIS 5.1.4-1]
		detects violations of the right to personal space and counteracts it [6 HIS 5.1.4-2]		is considering what one can do to establish a culture of democracy [9 HIS 5.1.4-2]
				determines the importance of Ukrainian citizenship for themselves, explains their rights and obligations as a citizen [9 HIS 5.1.4-3]
Acts taking into account the principles of human rights, rights and	explains the basic human rights, in particular the child, and the mechanisms for their	explains why and what rights each person is given from birth [6 HIS 5.2.1-1]	proves the need to protect human rights and dignity [9 HIS 5.2.1]	identifies and models situations related to human rights violations and selects ways to protect these rights

Continued Annex 1825

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
obligations of a citizen [HIS 5.2]	implementation and protection [6 HIS 5.2.1]	explains how the state ensures the realization of human rights (in particular, the child) [6 HIS 5.2.1-2] discusses the importance of respect for human rights by all people [6 HIS 5.2.1-3]		[9 HIS 5.2.1-1]
	counteracts human rights violations [6 HIS 5.2.2]	names the procedure for actions in case of violation of the rights of the child [6 HIS 5.2.2-1] justifies the need to protect human and civil rights and comply with the duties of a citizen [6 HIS 5.2.2-2] recognizes responsibility for their behavior if it leads to a violation of the dignity of other people or to the inability to exercise their rights	complies with laws, social norms and rules that do not contradict human rights and the principle of respect for human dignity [9 HIS 5.2.2]	argues for the importance of international and national documents containing human rights standards [9 HIS 5.2.2-1] explains the difference between generations of human rights and the significance of human rights for individuals, groups of people and society as a whole [9 HIS 5.2.2-2] distinguishes between human rights and obligations of a citizen, explains the

Continued Annex 1826

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 HIS 5.2.2-3] justifies the danger of silencing human rights violations		relationship between rights/needs and legislation and the law
		[6 HIS 5.2.2-4] provides examples of countering human rights violations		[9 HIS 5.2.2-3] complies with legislation and social norms and rules that do not contradict human rights
		[6 HIS 5.2.2-5] gives examples of ethnic, religious, cultural and other diversity in Ukraine and the world in the past and present		[9 HIS 5.2.2-4] analyzes the composition of modern society, their place in it
Respects diversity among people, counteracts and prevents discrimination and harassment [HIS 5.3]	interacts constructively with people with different ideas and values [6 HIS 5.3.1]	[6 HIS 5.3.1-1] explains the causes and consequences of diversity in modern Ukraine, analyzes the cultural diversity of Ukraine and the world [6 HIS 5.3.1-2]	values social and cultural diversity, explains its advantages and challenges in modern society [9 HIS 5.3.1]	[9 HIS 5.3.1-1] presents the achievements of native and other socio-cultural communities [9 HIS 5.3.1-2] reveals the essence of the principle of non discrimination and reveals its violations in everyday life and media reports

Continued Annex 1827

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>compares cultures, their values, traditions, and way of life</p> <p>[6 HIS 5.3.1-3]</p> <p>expresses own opinion about cultural diversity and its value for society, shows interest in the beliefs of other people</p> <p>[6 HIS 5.3.1-4]</p> <p>interacts with people with other ideas and values</p> <p>[6 HIS 5.3.1-5]</p>		<p>[9 HIS 5.3.1-3]</p> <p>distinguishes between additional features (privileges) and restrictions based on various criteria</p> <p>[9 HIS 5.3.1-4]</p>
	<p>counteracts harassment, violence (bullying), manifestations of inequality or injustice</p> <p>[6 HIS 5.3.2]</p>	<p>identifies cases of discrimination (in particular harassment), bullying and determines their consequences for the person and group of persons to which this person belongs</p> <p>[6 HIS 5.3.2-1]</p> <p>provides historical and modern examples of</p>	<p>creates a safe environment free from harassment, violence (bullying), inequality or injustice</p> <p>[9 HIS 5.3.2]</p>	<p>offers ways to attract (include) different people to communities of different orders, while taking into account the opinion of people who need such involvement</p> <p>[9 HIS 5.3.2-1]</p> <p>analyzes the causes and consequences of discrimination and</p>

Continued Annex 1828

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		discrimination and its overcoming [6 HIS 5.3.2-2]		harassment in the past and present [9 HIS 5.3.2-2]
		reveals hate speech [6 HIS 5.3.2-3]		suggests how to counter cases of discrimination and harassment [9 HIS 5.3.2-3]
		responds constructively to cases of harassment, violence and manifestations of inequality or injustice, and does not keep silent about them [6 HIS 5.3.2-4]		explains the nature of stereotypes, critically evaluates stereotypes and biases [9 HIS 5.3.2-4]
6. Respect for democratic principles, constructive interaction with friends, by the community of the educational institution, the local community and society as a whole, the involvement to solve local, national and global problems				
Applies the principles and mechanisms of democracy [HIS 6.1]	complies with collectively established rules [6 HIS 6.1.1]	analyzes the rules and procedures of an educational institution from the point of view of respect for Human Rights (in particular, non-discrimination) and respect for human dignity	interprets the essence of the principles and mechanisms of democracy, recognizes its value [9 HIS 6.1.1]	describes the role of the Constitution of Ukraine, the principles of activity and competence of the highest authorities in Ukraine, as well as self-governing territorial communities,

Continued Annex 1829

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 HIS 6.1.1-1]		mechanisms of their formation and activity
		argues for the need for general rules and laws, as well as the need to comply with them		[9 HIS 6.1.1-1]
		[6 HIS 6.1.1-2]		explains and illustrates the principle of the rule of law and the distribution of branches of Government, features of the rule of law and civil society
		convinces others of the benefits of conduct based on respect for Human Rights and respect for human dignity		[9 HIS 6.1.1-2]
		[6 HIS 6.1.1-3]		
	participates in the procedures of self-government of the educational institution / class and decision-making	participates in elections to self-government bodies of educational institutions, analyzes and evaluates their work	applies the principles and mechanisms of democracy in the life of an educational institution	gives examples of how citizens can influence political and social processes
	[6 HIS 6.1.2]	[6 HIS 6.1.2-1]	[9 HIS 6.1.2]	[9 HIS 6.1.2-1]
				applies separate mechanisms of direct democracy, in particular electronic
				[9 HIS 6.1.2-2]
				uses the principles of governance, participates in the development of rules that

Continued Annex 1830

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				apply in the educational institution and society, identifies cases of their violation
				[9 HIS 6.1.2-3]
adheres to standards of virtuous behavior [6 HIS 6.1.3]	demonstrates courage and determination in defending justice among educational institutions while respecting the rights of other participants in the educational process [6 HIS 6.1.3-1]		explains the need to form the foundations of honest interaction between people in the family and the environment of the educational institution [9 HIS 6.1.3]	characterizes the relationship and mutual responsibility of citizens and the state in the development of legal culture and the preservation of the territorial integrity of the state [9 HIS 6.1.3-1]
	adheres to the principles of academic integrity in education and daily life [6 HIS 6.1.3-2]			justifies the need despite life circumstances to honestly and legally assert their rights [9 HIS 6.1.3-2]
				adheres to the principles of academic integrity in teaching, scientific and other creative activities [9 HIS 6.1.3-3]

Continued Annex 1831

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Participates in solving community problems [HIS 6.2]	with the help of the teacher, is involved in solving the problems of various communities, taking into account the interests of their representatives [6 HIS 6.2.1]	determines what suits/ dislikes in a familiar environment [6 HIS 6.2.1-1] suggests how one can change what doesn't suit them [6 HIS 6.2.1-2] takes into account in their own behavior the interests of the classroom and other communities to which he/she belongs [6 HIS 6.2.1-3] defines ways of participation in the life of the class / educational institution/ family/ local community [6 HIS 6.2.1-4] critically evaluates the risks associated with harm to the environment	participates in solving the problems of various communities, taking into account the interests of their representatives [9 HIS 6.2.1]	describes in detail the problems faced by various communities (educational institution ,community, state, world) [9 HIS 6.2.1-1] offers several options for solving the problems of the relevant community and chooses the most optimal one [9 HIS 6.2.1-2] identifies the interests of different communities/ groups and looks for ways to align them (interests) for solving the problems of relevant communities/ groups [9 HIS 6.2.1-3] defines ways to participate in the life of the class / educational institution/ family/ local community [9 HIS 6.2.1-4]

Continued Annex 1832

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 HIS 6.2.1-5] discusses how citizens and governments can contribute to sustainable development		reveals the essence and significance of the UN Sustainable Development Goals
		[6 HIS 6.2.1-6] explains the impact of an individual's actions on their immediate environment, local community, Ukraine and the world		[9 HIS 6.2.1-5] critically assesses the role of people and state governments in achieving the UN Sustainable Development Goals
		[6 HIS 6.2.1-7] together with his peers consciously participates in social events		[9 HIS 6.2.1-6] together with peers consciously participates in social events or organizes them
		[6 HIS 6.2.1-8] emotionally involved in events that are aimed at affirming the value of independence and		[9 HIS 6.2.1-7] participates in projects aimed at affirming the value of independence and territorial integrity of Ukraine
		territorial integrity of Ukraine		[9 HIS 6.2.1-8]
		[6 HIS 6.2.1-9]		

Continued Annex 1833

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
develops empathy [6 HIS 6.2.2]	explains what was achieved and failed during the execution of the work [6 HIS 6.2.2-1]	describes the feelings, emotions, and needs of other people [6 HIS 6.2.2-2]	develops emotional intelligence [9 HIS 6.2.2]	evaluates the quality of work performed through reflection and constructive feedback [9 HIS 6.2.2-1]
	tries to understand their friends better by imagining what a particular situation looks like from their point of view [6 HIS 6.2.2-3]			acts virtuously taking into account own emotions and the feelings of others [9 HIS 6.2.2-2]
	takes into account the emotions and feelings of others in their behavior [6 HIS 6.2.2-4]			
	recognizes the success and achievements of others [6 HIS 6.2.2-5]			

Continued Annex 1834

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Understands the connections between past and modern socio-political life [HIS 6.3]	describes the past and present using socio-political concepts: democracy, freedom, rights, law/ order, etc. [6 HIS 6.3.1]	explains the meaning of socio-political concepts (in particular democracy, freedom, rights, law/ order) with the help of a teacher [6 HIS 6.3.1-1] applies the relevant concepts in the comparative description of historical and modern actions and events [6 HIS 6.3.1-2] distinguishes between the powers of government bodies and individuals [6 HIS 6.3.1-3] takes into account changes, assesses their risks and benefits for own life and the life of the community	analyzes socially important processes [9 HIS 6.3.1]	analyzes political, social and cultural life in Ukraine and the world, challenges for democracy and Human Rights [9 HIS 6.3.1-1] analyzes examples of conflict resolution in Ukrainian society and the world [9 HIS 6.3.1-2] offers ways to overcome conflicts, resolve social, political and other contradictions [9 HIS 6.3.1-3] explains the advantages of a market economy and the importance of fair competition for the development of society [9 HIS 6.3.1-4]

Continued Annex 1835

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment

[6 HIS 6.3.1-4]

provides examples of changes in the life of society associated with various factors; explains their impact on a person, specific social groups and society as a whole in the past and present

[6 HIS 6.3.1-5]

Arts field of study
Competence potential

Key competencies	Skills and attitude
Fluency in the state language	<p>Skills:</p> <ul style="list-style-type: none"> correctly express own impressions of art in Ukrainian orally or in writing clearly formulate judgments and considerations discuss artistic phenomena and information about art obtained from various sources share creative ideas, comment and evaluate own artistic results and the work of others search for fiction and art literature for reading to learn new things and have fun <p>Attitude:</p> <ul style="list-style-type: none"> awareness of national identity through Ukrainian and world art appreciation of the Ukrainian language as the basis of national art (literature, theater, cinema, etc.) willingness to actively use the Ukrainian language when communicating on art topics
The ability to communicate in their native language (if different from the state language) and foreign languages	<p style="text-align: center;">The ability to communicate in their native language (if different from the state language)</p> <p>Skills:</p> <ul style="list-style-type: none"> correctly express own impressions of art in Ukrainian orally or in writing clearly formulate judgments and reasoning with the use of appropriate vocabulary discuss artistic phenomena and information about art obtained from various sources share creative ideas, comment and evaluate own artistic results and the work of others select fiction and art literature for reading to learn new things and have fun

Key competencies	Skills and attitude
Mathematical competence	<p>Attitude:</p> <p>awareness of their ethnic identity and Ukrainian national identity</p> <p>perception of the world's cultural diversity through art</p> <p style="text-align: center;">Ability to communicate in foreign languages</p> <p>Skills:</p> <p>use foreign-language sources of information about art and foreign-language artistic terminology</p>
	<p>Attitude:</p> <p>respect for cultural diversity</p> <p>awareness of wide opportunities in creative activities with knowledge of foreign languages</p> <p>awareness of the need to popularize the cultural heritage of Ukraine in foreign languages</p> <p>Skills:</p> <p>apply mathematical concepts and categories as tools when creating works of art</p> <p>use mathematical knowledge to explain the artistic expressiveness of works, logic, and structure of the artistic form</p> <p>analyze works of art and create own works of art according to the rules of artistic composition</p> <p>perform calculations, if necessary, to establish proportions, relationships between values, create three-dimensional compositions, record rhythm, create stage compositions, etc</p> <p>create stage compositions and various artistic products using media resources</p> <p>update mathematical concepts and categories with the help of art</p> <p>build the logic of presenting own projects</p> <p>Attitude:</p>

Key competencies	Skills and attitude
Competencies in the field of natural sciences, engineering and technology	awareness of the interrelationships of mathematics and art as universal languages on examples of works of various types of art
	awareness of the interdependence of artistic-figurative and mathematical thinking in the formation of personality
	understanding the influence of artistic cognition on the development of mathematical abilities and skills
	Skills:
	observe and reproduce the environment in artistic images by means of various types of art
	analyze the role of a person in the socio cultural space and their reflection in art
	use technical means to implement artistic ideas, taking into account the constant development of information and communication technologies
	apply knowledge of Natural Sciences and use natural resources for creativity
	apply artistic knowledge and skills to aestheticize the environment, expand the range of emotional experiences through the perception of the environment
	Attitude:
Innovativeness	perception of the environment and knowledge of Natural Sciences as objects for artistic and figurative interpretation
	understanding the aesthetic qualities of technical inventions
	awareness of the mutual influence of knowledge of natural sciences, mechanics, technology and art (on the example of Design, Landscape Architecture, sound recordings, stage effects, etc.), artistic understanding of human experience
	Skills: show creativity in various areas of life creation

Key competencies	Skills and attitude
Environmental competence	<p>critically evaluate and interpret cultural phenomena taking into account the interaction of traditions and innovations</p> <p>offer extraordinary ways to perform creative tasks, develop critical thinking about own artistic and creative activities</p> <p>generate and implement new artistic ideas in various spheres of life</p> <p>Attitude:</p> <p>openness to innovations and anticipation of their positive results, initiative in participating in artistic events, creating new cultural products</p> <p>the desire for creative self-realization, expression of creativity</p> <p>responsibility for personal and overall results in art projects</p> <p>identification of the desire for constancy of the result, multiplicity of the result</p> <p>demonstrating self-confidence, determining the prospects of activity</p> <p>Skills:</p> <p>use the interaction "human being-nature" to express own emotions, feelings, and experiences by artistic means</p> <p>prevent the negative impact of information on own emotional state</p> <p>spread the ideas of conscious consumption by means of art</p> <p>Attitude:</p> <p>awareness of the need for harmonious interaction between humans and the environment</p> <p>perception of the environment as an object for artistic and figurative interpretation</p> <p>identification of emotional and value attitude to living space</p> <p>perception of nature as an aesthetic object</p>

Key competencies	Skills and attitude
Information and communication competence	<p>Skills:</p> <ul style="list-style-type: none"> apply digital technologies to create, present, and promote artistic images and ideas determine the artistic value of digital content select and process artistic information in search, research and socio-cultural activities for the knowledge and creation of art translate artistic information from digital to non-digital format and vice versa use information technologies to obtain artistic information and create own artistic space identify manipulative quasi-artistic information, prevent negative information and technological influences on one's own cultural development evaluate the artistic quality of the created digital product <p>Attitude:</p> <ul style="list-style-type: none"> awareness of the aesthetic potential of digital technologies for artistic and creative self-expression, processing, distribution of works of art and making virtual art trips understanding the role of artistic means in the influence of media texts on human consciousness
Lifelong learning	<p>Skills:</p> <ul style="list-style-type: none"> identify their own artistic interests and needs, show mobility in the knowledge of artistic phenomena and processes promote interest in art throughout life develop emotional intelligence build a perspective of artistic self-improvement, plan and organize own time for learning, perception, creating art, and self-expression through art critically evaluate and analyze the results of own creative activity use time efficiently to meet own cultural needs

Key competencies	Skills and attitude
	<p>acquire and process artistic information</p> <p>Attitude:</p> <p>awareness of their own needs and achievements in artistic expression</p> <p>building positive vectors of own life strategy</p> <p>deepening own motivation to create, develop intellectually, in particular in the process of artistic cognition</p> <p>understanding the mission of art in own life and the impact of artistic activity on successful self-realization, psychological stability</p> <p>identification of readiness to search for new ways of artistic knowledge</p> <p>enjoying communication through art in different cultural environments</p>
<p>Citizenship and social competencies</p>	<p style="text-align: center;">Citizenship competencies</p> <p>Skills:</p> <p>develop an active position in creating an aesthetic environment</p> <p>effectively interact for the implementation of public art projects</p> <p>critically analyze and evaluate artistic phenomena as a means of influencing the formation of civil society</p> <p>participate in the cultural life of Ukraine, be involved in socio-cultural, social and historical processes</p> <p>Attitude:</p> <p>honoring national identity through knowledge of Ukrainian art in a global context</p> <p>awareness of involvement in socio-cultural, social and historical processes</p> <p>understanding the meaning of universal values</p> <p>careful attitude to the folk artistic traditions of the native land and showing respect for the achievements of other cultures</p>

Key competencies	Skills and attitude
	<p>identification of an active civic position in preserving cultural diversity, in promoting equality as the basis of democracy and recognizing the peculiarities of different cultures</p> <p>honoring the achievements of Ukrainians in artistic and research activities</p> <p style="text-align: center;">Social competencies</p> <p>Skills:</p> <p>determine the role of art in the socio cultural space</p> <p>evaluate the socio-economic results of cultural activities</p> <p>show partnership qualities, solidarity, interest in joint solution of social problems by means of art</p> <p>support public projects in the cultural sphere</p> <p>Attitude:</p> <p>understanding the importance of art for social development</p> <p>showing respect for Human Rights and freedoms as universal values, in particular for freedom of speech and thought embodied in art</p> <p>willingness to participate in the volunteer movement, in particular in artistic and educational activities</p>
Cultural competence	<p>Skills:</p> <p>focus on cultural diversity, identify manifestations of interaction between different cultures and be aware of their contribution to the sustainable development of society</p> <p>analyze ways of expressing and transmitting ideas in different cultures through art</p> <p>develop own emotional and sensory sphere based on the perception of art and artistic and creative activities</p> <p>interpret and give an aesthetic assessment of environmental phenomena and objects</p> <p>create artistic images using various types of art</p> <p>produce ideas and implement them</p> <p>take responsibility for intellectual and cultural property</p>

Key competencies	Skills and attitude
	<p>identify different ways of artistic communication between the subjects of artistic dialogue</p> <p>understand the importance of communication in creative industries</p> <p>Attitude:</p> <p>awareness of universal, aesthetic and artistic values, translated by art from different regions of the world</p> <p>showing respect for the artistic heritage of the Ukrainian people and pride in it, respect and tolerant attitude to the cultural diversity of the world's regions</p> <p>awareness of one's own identity in the world's cultural heritage</p> <p>the need to promote national culture through their own artistic activities</p> <p>understanding the need to preserve the artistic heritage of humanity</p> <p>understanding the importance of aesthetic factors in everyday life</p>
Entrepreneurship and financial literacy	<p>Skills:</p> <p>define goals, plan and achieve them</p> <p>show creative initiative and promote its implementation, in particular through implementation in practical artistic and creative activities (individual and collective); use various sources of information in search activities</p> <p>work in a team to perform artistic and creative tasks, taking into account the basics of cultural management</p> <p>find artistic forms of self-expression in creative industries (economic activity)</p> <p>use examples of implementing art projects, festivals, and exhibitions to explain the importance of investing in culture</p> <p>evaluate the practical implementation of art projects</p> <p>implement art projects; present own achievements</p> <p>Attitude:</p>

Key competencies	Skills and attitude
	<p>identification of activity in the process of learning art</p> <p>awareness of the importance of creative activity for self-realization of the individual</p> <p>the desire to participate in artistic events</p> <p>condemnation of plagiarism</p> <p>identifying the ability to think creatively</p> <p>perception of a work of art as a form of human self-expression</p> <p>demonstrating readiness for partnership in the creative process, independence and mobility in creating ideas and making decisions</p> <p>generating new ideas and initiatives, implementing them to ensure their own well-being and development of society</p>

Basic knowledge

Artistic literacy: artistic creativity; work of art; artistic image as a category of art; types of art; means of expression of various types of art; general art vocabulary (theme/plot, rhythm, harmony, composition, contrast, form, etc.); genres of art; artistic styles and directions; content and meaning in a work of art; reading art text; folk and professional art; authenticity; stylization; interaction/synthesis of arts; design; the latest technologies in art; media art; mutual influence of art and science; cultural diversity.

Artistic activity: artistic idea and its implementation; creativity; ways to create artistic images in various types of art; performance (choir, solo, ensemble, playing musical instruments, dance; acting, etc.); creation of visual/audiovisual images (drawing, modeling, spatial design, decorative techniques/art crafts, screen images, etc.); art project; art professions; art and technology (artificial intelligence, robotics, etc.).

Artistic communication: the influence of art on the personality; dialogue in art; emotional and rational in art; forms of art storage (oral tradition, recording of artistic text (music, choreographic, literary, etc.), film adaptation, audio, photo, video recording, museum space, collecting, etc.); media text; modern ways and means of artistic communication; new dimensions of the existence of works of art (interactivity, multimedia, mass media, hypertext, etc.); modern communication and communication technologies; sources of information about art.

Continued Annex 1910

Annex 20
to the State Standard

Requirements
to mandatory learning outcomes of students
in arts field of study

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Cognition of different types of art, of interpretation of artistic images, the experience of emotional suffering, value-based attitude to the art				
Learns the language of various types of art [ART 1.1]	recognizes the basic means of artistic expression of various types and genres of art, and provides examples of works [6 ART 1.1.1]	describes the features of the language of various types of art [6 ART 1.1.1-1] explains the means of expression of an artistic image in works of various types of art [6 ART 1.1.1-2] provides examples of works of various types of art [6 ART 1.1.1-3] identifies genre features of works of various types of art [6 ART 1.1.1-4]	explains the peculiarities of the artistic language of works of various types, genres and styles of art [9 ART 1.1.1]	characterizes the means of expression in creating a complete artistic image of works of various genres [9 ART 1.1.1-1] distinguishes between common and different in the interpretation of one theme/plot by means of different types of art, in particular fiction [9 ART 1.1.1-2] identifies the stylistic features of a work of art, gives examples from familiar works based on stylistic features [9 ART 1.1.1-3]

Continued Annex 202

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				defines individual characteristics of a particular style in a new work [9 ART 1.1.1-4]
	recognizes the characteristic features of various types of Ukrainian folk art [6 ART 1.1.2]	distinguishes types and gives examples of Ukrainian folklore (music, dance, game, etc.); varieties of Ukrainian decorative and Applied Arts [6 ART 1.1.2-1]	establishes links between folk and professional art [9 ART 1.1.2]	is guided by the peculiarities of Ukrainian folk art, in particular the art of their native land [9 ART 1.1.2-1]
		describes the features of techniques for performing works [6 ART 1.1.2-2]		shows awareness of the art of ethnic groups of Ukraine and different peoples of the world [9 ART 1.1.2-2]
		shows awareness of calendar and ritual actions as a prototype of art forms [6 ART 1.1.2-3]		gives examples of the use of ethnic motifs in the works of artists, in particular in the works of Ukrainian writers [9 ART 1.1.2-3]

Continued Annex 203

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Analyzes, interprets, and critically evaluates artistic images [ART 1.2]	perceives works of various types and genres of art, interprets works verbally and attracts nonverbal means [6 ART 1.2.1]	is guided by the peculiarities of folk art of their native land [6 ART 1.1.2-4]	perceives works of various types, genres, styles (directions, etc.) of art; interprets works in a reasoned manner, formulates their value attitude to them [9 ART 1.2.1]	using examples, establishes links between folk art and modern artistic trends [9 ART 1.1.2-4]
		holistically covers the work with attention during perception, directs attention [6 ART 1.2.1-1]		analyzes the work holistically, focuses on details and explains their role in creating an artistic image, manages their attention [9 ART 1.2.1-1]
		conveys impressions of the works verbally/nonverbal (by various artistic means) [6 ART 1.2.1-2]		interprets works of various types, genres, styles (directions, etc.) of art, using their own experience; compares them with other works worked out earlier [9 ART 1.2.1-2]
		identifies expressive means in works of various types of art to explain one's own impression [6 ART 1.2.1-3]		identifies the values inherent in a work of art, identifies their clarity for themselves [9 ART 1.2.1-3]
		uses familiar terminology, including those of foreign origin, in the process of verbal interpretation [6 ART 1.2.1-4]		formulates value judgments about a work of art, connects
		explains the values inherent in a work of art and		

Continued Annex 204

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>comments on your attitude to them [6 ART 1.2.1-5]</p>		<p>the content of the work and the socio-cultural context [9 ART 1.2.1-4] uses reference / encyclopedic sources to overcome difficulties in analyzing works [9 ART 1.2.1-5]</p>
	<p>establishes links between art forms, art and life [6 ART 1.2.2]</p>	<p>compares artistic images with environmental phenomena [6 ART 1.2.2-1] provides examples of connections between art forms, the synthesis of arts; explains the connections between art and life [6 ART 1.2.2-2]</p>	<p>explores the synthesis of arts in works, connections between art forms; establishes connections between art, life and various branches of knowledge [9 ART 1.2.2]</p>	<p>explores connections, establishes analogies between artistic images in works of different types of art/different authors [9 ART 1.2.2-1] provides examples of art synthesis [9 ART 1.2.2-2] compares the artistic image and environmental phenomena [9 ART 1.2.2-3] gives examples of the relationship between art and scientific knowledge in various fields of study</p>

Continued Annex 205

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				[9 ART 1.2.2-4]
	2. Artistic-figurative, associative thinking during creative activity in various types of art			
Creates using variety of means and methods [ART 2.1]	chooses ways/means of creating artistic images, in particular digital ones, in various types and genres of art for self-expression [6 ART 2.1.1]	participates in performing arts of own choice and preference: sings in a choir/ ensemble/ solo, plays traditional and / or electronic musical instruments [6 ART 2.1.1-1] reproduces the characteristic features of a stage character in speech, facial expressions, and body plasticity [6 ART 2.1.1-2] performs images, in particular sketches from nature and imagination, develops sketches for stage performances, etc.; applies various techniques, artistic techniques, materials, formats, design tools, etc. [6 ART 2.1.1-3] uses digital technologies to implement the idea, in	implements artistic ideas/ideas in various types and genres of art [9 ART 2.1.1]	demonstrates musical, acting and other performing skills to implement a creative idea [9 ART 2.1.1-1] applies various techniques, artistic techniques, materials, formats, textures, design tools, knowledge and skills from other educational fields, consciously takes into account the laws of composition to implement a creative idea [9 ART 2.1.1-2] develops scenographic design in accordance with the stage / screen image [9 ART 2.1.1-3] uses artistic means (angles/ plans/lighting) when shooting [9 ART 2.1.1-4]

Continued Annex 206

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>particular, creates photos of various genres (photo portrait, photo pose), composes simple videos [6 ART 2.1.1-4]</p> <p>shows initiative in the implementation of a creative idea [6 ART 2.1.1-5]</p>		<p>chooses digital technologies for the implementation of the idea, can combine them with other means [9 ART 2.1.1-5]</p> <p>demonstrates perseverance in achieving the goal, in particular the implementation of their own ideas [9 ART 2.1.1-6]</p> <p>applies artistic skills and abilities in new circumstances [9 ART 2.1.1-7]</p>
	<p>uses elements of Ukrainian folk art in artistic creativity [6 ART 2.1.2]</p>	<p>performs folk songs/song arrangements, creates sketches of crafts/works with ethnic motifs using familiar artistic techniques [6 ART 2.1.2-1]</p>	<p>uses ethnomotives in own work [9 ART 2.1.2]</p>	<p>performs folk songs/song arrangements/contemporary works based on folklore, etc.; creates sketches of products/works with ethnomotives [9 ART 2.1.2-1]</p>
<p>Improvises [ART 2.2]</p>	<p>improvises (experiments, combines, visualizes, etc.) with artistic means</p>	<p>improvises, combines the means of music, plastic intonation, visual series [6 ART 2.2.1-1]</p>	<p>improvises (experiments, combines, visualizes, etc.) with artistic means (in particular digital) to</p>	<p>improvises, combines various means and methods of performance (means of music, plastic intonation, visual series, etc.), applying the</p>

Continued Annex 207

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	to implement own artistic idea [6 ART 2.2.1]	creates images while experimenting with colors, lines, shapes, etc. (graphic, pictorial, plastic, animated, etc.) [6 ART 2.2.1-2] in the task proposed by the teacher attempts to perform new unusual techniques of work [6 ART 2.2.1-3]	implement an artistic idea, offers various implementation options, and independently chooses the type of artistic activity for improvisation [9 ART 2.2.1]	acquired skills of artistic creation [9 ART 2.2.1-1] creates images while experimenting with colors, lines, shapes, etc. (graphic, pictorial, plastic, animated, video, etc.) [9 ART 2.2.1-2] learns some new techniques of work when performing creative tasks, choosing among them those that are a challenge, a new activity [9 ART 2.2.1-3]
Aesthetically transforms the environment [ART 2.3]	observes, explores the environment, captures interesting environmental phenomena, uses them as ideas for creativity	observes the environment ,captures (photos, videos, sketches, etc.) and presents own observations [6 ART 2.3.1-1]	observes, explores the environment, monitors artistic events, phenomena, and captures ideas for creativity [9 ART 2.3.1]	searches for opportunities and offers own ideas for aestheticizing the environment by means of art [9 ART 2.3.1-1]

Continued Annex 208

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
and transformation of the subject environment [6 ART 2.3.1]	uses the results of observations in artistic activities: making music, plastic movements, creating images in various artistic techniques and materials (collage, installation, etc.) [6 ART 2.3.1-2] offers own ideas, implements them independently or with the help of a teacher or other persons, in particular, taking into account national traditions, current trends, and the use of knowledge and skills from other educational fields [6 ART 2.3.1-3] uses fiction to create own works of Art [6 ART 2.3.1-4] participates in project activities [6 ART 2.3.1-5]	aesthetically transforms the subject environment, revealing a civic position [9 ART 2.3.2]	offers own interpretations of other people's ideas [9 ART 2.3.2-1] participates in project activities [9 ART 2.3.2-2] implements ideas independently or in a group, in particular, taking into account national traditions, current trends, uses knowledge and skills from other fields of study [9 ART 2.3.2-3]	

Continued Annex 209

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
3. Self-cognition through interaction with various artistic objects; development of emotional intelligence				
Evaluates their own artistic achievements [ART 3.1]	evaluates their own achievements according to collectively defined criteria; explains their right to self-expression [6 ART 3.1.1]	characterizes one's own creativity according to collectively defined criteria [6 ART 3.1.1-1] defines the strengths and weaknesses of work in clear wording [6 ART 3.1.1-2] evaluates own successes and achievements, notices mistakes, and partially corrects them [6 ART 3.1.1-3]	critically evaluates own achievements based on the selected criteria, determines ways to improve your skills [9 ART 3.1.1]	analyzes own creative development [9 ART 3.1.1-1] evaluates their strengths and weaknesses in artistic creativity, characterizes the causes of difficulties [9 ART 3.1.1-2] consciously improves oneself [9 ART 3.1.1-3]
Demonstrates own achievements	shares with others the results of creative activity, explains the	establishes ways to improve skills with the help of a teacher or other persons [6 ART 3.1.1-4] presents the results of own creativity publicly, explains	demonstrates what has been created, responds to information and	holistically presents and justifies the plot/idea

Continued Annex 2010

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
[ART 3.2]	idea, explains their right to self-expression [6 ART 3.2.1]	<p>their idea, and, if necessary, can describe it in detail [6 ART 3.2.1-1]</p> <p>analyzes information from other persons for the purpose of self-improvement (providing/receiving comments, suggestions, etc.), responds to it [6 ART 3.2.1-2)</p> <p>recognizes the possibility of different implementations of creative ideas, defends their position in creativity [6 ART 3.2.1-3]</p>	<p>analysis from other people, argues and can discuss, defending their position in their own creative activities [9 ART 3.2.1]</p>	<p>[9 ART 3.2.1-1] explains their desires and opportunities in creativity, understands their own strengths, and takes into account their achievements during self-presentation [9 ART 3.2.1-2] constructively perceives criticism of the teacher or other persons, analyzes mistakes for the purpose of self-improvement [9 ART 3.2.1-3] recognizes the possibility of variable interpretations of the creative idea, reasonably defends the position in creativity and the right to self-expression [9 ART 3.2.1-4]</p>
Interacts with other people through art	participates in the discussion of works of art, art and research projects	participates in artistic events; performs various roles in the joint creative process, listens to the	argues their position during discussions of works of art, performs various roles,	shows initiative in discussing works of art and creating a joint creative product;

Continued Annex 2011

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
[ART 3.3]	[6 ART 3.3.1]	<p>creative ideas of others; recognizes different positions and assessments of participants</p> <p>[6 ART 3.3.1-1] understands the importance of partnership in joint artistic creation</p> <p>[6 ART 3.3.1-2] expresses their opinion in discussions of works of art</p> <p>[6 ART 3.3.1-3] uses their own experience and various types of information during collective creativity</p> <p>[6 ART 3.3.1-4] makes a plan of their actions in creating a collective artistic product</p> <p>[6 ART 3.3.1-5] offers ways to solve problems in case of difficulties</p>	<p>collaborates in groups on art and research projects, shows tolerance and benevolence when comparing various creative ideas</p> <p>[9 ART 3.3.1]</p>	<p>confirms the opinion with arguments</p> <p>[9 ART 3.3.1-1] takes into account own experience to achieve high- quality results in joint creativity</p> <p>[9 ART 3.3.1-2] compares different views on the problem, using several sources of information, formulates a creative task and details it</p> <p>[9 ART 3.3.1-3] builds partnerships during artistic creativity</p> <p>[9 ART 3.3.1-4] produces ideas for project implementation, asks clarifying questions for better understanding of others</p> <p>[9 ART 3.3.1-5] analyzes new ideas for perception or rejection</p>

Continued Annex 2012

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 ART 3.3.1-6] shares observations in the environment and society, confirms the opinion with arguments		[9 ART 3.3.1-6] working in a group, takes responsibility for the overall result
		[6 ART 3.3.1-7] participates in dramatizations of calendar and ritual actions, folk games using song material, dance movements, costume elements, attributes, makeup, instrumental accompaniment		[9 ART 3.3.1-7] participates in dramatizations of calendar and ritual actions, folk games using song material, dance movements, costume elements, attributes, makeup, instrumental accompaniment
		[6 ART 3.3.1-8]		[9 ART 3.3.1-8] participates in the development of scenarios for creative events
				[9 ART 3.3.1-9]
Regulates one's own emotional state by means of art [ART 3.4]	analyzes their own emotions and feelings during the perception of works of art and verbalizes them; defines and describes	explains preferences, compares own preferences with those of other people in their environment [6 ART 3.4.1-1]	analyzes own emotions from works of various types of art [9 ART 3.4.1]	aware of their own artistic preferences [9 ART 3.4.1-1] explains the reasons for own feelings about the work

Continued Annex 2013

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
their own artistic preferences [6 ART 3.4.1]	choose from familiar works of art that best reflect own emotions [6 ART 3.4.1-2] explains the influence of works on changing one's own emotional state [6 ART 3.4.1-3] distinguishes the artistic means that influenced the impression of the perceived work [6 ART 3.4.1-4]			[9 ART 3.4.1-2] defines the means of expression, theme, plot, belonging of the work to a certain type of art, etc. to explain their emotions and impressions [9 ART 3.4.1-3] selects works of art from familiar ones and uses them to improve own emotional state [9 ART 3.4.1-4] recognizes the right of others to their own preferences in art; understands the emotions of others [9 ART 3.4.1-5]
understands what kind of artistic and creative activity improves the emotional state	identifies their favorite types of artistic activities, explains what they enjoy in their work	is able to express various feelings in the process of artistic and creative activity		defines their needs for artistic activities [9 ART 3.4.2-1]

Continued Annex 2014

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	[6 ART 3.4.2]	<p>[6 ART 3.4.2-1] if necessary, it chooses the types of artistic and creative activities for pleasure</p> <p>[6 ART 3.4.2-2] expresses their feelings and emotions by various artistic means, applies these means separately or in combination</p> <p>[6 ART 3.4.2-3]</p>	[9 ART 3.4.2]	<p>selects types of artistic and creative activities for pleasure</p> <p>[9 ART 3.4.2-2] uses various artistic methods, means to convey mood and emotions in their own work</p> <p>[9 ART 3.4.2-3]</p>
4. Using the information environment in their own creativity and artistic communication				
Creates an artistic media text in the process of artistic communication [ART 4.1]	creates, processes and, taking into account responsibility, distributes simple artistic media text under the guidance of a teacher or other persons [6 ART 4.1.1]	selects well-known methods of creation, in particular media formats (adding illustrations, creating simple graphic images, audio/video clips, photos, etc.) for artistic expression [6 ART 4.1.1-1] searches for and selects audio, video, illustrative, and	creates, processes and, taking into account responsibility, distributes artistic media text, where, in particular, several types of media are combined; independently applies the method of artistic communication in	chooses creative methods, in particular media formats (adding illustrations, creating simple graphic images, audio/video clips, photos, etc.) for artistic expression, can comment on the idea and justify the choice [9 ART 4.1.1-1]

Continued Annex 2015

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		text materials from various sources with the help of a teacher or other persons, and plans their activities to implement the task at hand [6 ART 4.1.1-2]	accordance with the form of information transmission [9 ART 4.1.1]	independently searches for and selects audio, video, illustrative, and text materials from various sources, and plans their activities to implement the task at hand [9 ART 4.1.1-2]
		organizes selected materials with the help of a teacher or other persons [6 ART 4.1.1-3]		independently organizes the selected materials [9 ART 4.1.1-3]
Selects and evaluates sources of information about art [ART 4.2]	identifies sources of information about art using digital technologies with the help of a teacher or other persons [6 ART 4.2.1]	determines with the help of a teacher or other persons the accuracy of the source of information about art [6 ART 4.2.1-1]	distinguishes between primary and secondary sources of information for one's own artistic knowledge and obtaining knowledge about art [9 ART 4.2.1]	names and explains the criteria for evaluating the reliability of information about art, in particular in the information space [9 ART 4.2.1-1]
Reveals the culture of using the author's work [ART 4.3]	responsible for authorship in art [6 ART 4.3.1]	shows responsibility for copyright compliance in the process of artistic communication [6 ART 4.3.1-1]	defines the functions of copyright protection marks, adheres to copyright, and knows	explains the signs of copyright protection, what is the violation of copyright [9 ART 4.3.1-1]

Continued Annex 2016

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		identifies and uses the author's product with the help of a teacher or other persons in their own artistic activities [6 ART 4.3.1-2]	what free licenses exist for [9 ART 4.3.1]	identifies graphic images of licenses that allow to use (copy, take as a basis) a work or product [9 ART 4.3.1-2]
	understands the meaning of correct design of quotes with a link to the author [6 ART 4.3.2]	quotes the work with reference to the author [6 ART 4.3.2-1]	consciously uses quotes with a link to the author [9 ART 4.3.2] identifies and, taking into account responsibility, uses a licensed / author's product, in particular in their own artistic activities [9 ART 4.3.3]	notes sources and authorship during citation and references/appeals, identifies the limits of use of citations [9 ART 4.3.2-1] defines the personal rights of the author of a work of art [9 ART 4.3.3-1]

Physical training field of study

Competence potential

Key competencies	Skills and attitude
Fluency in the state language	<p>Skills:</p> <ul style="list-style-type: none"> perceive information and speak correctly in the state language during physical education classes use terms from physical culture and sports correctly apply appropriate speech strategies in accordance with the purpose of communication during physical education and sports resolve conflicts and problem situations promote physical education and sports <p>Attitude:</p> <ul style="list-style-type: none"> honoring Ukrainian national traditions in Physical Culture and sports appreciation of the state language for the development of National Physical Culture and awareness of its role in the harmonious development of the individual willingness to use and develop sports terminology in the state language
The ability to communicate in their native language (if different from the state language) and foreign languages	<p>The ability to communicate in their native language (if different from the state language)</p> <p>Skills:</p> <ul style="list-style-type: none"> perceive, understand, analyze, interpret, transform and evaluate information in the native language in the process of physical education and sports communicate in the native language about the importance of physical education and sports for personal development speak in the native language about the importance of physical education and sports for a person's self realization

Continued Annex 212

Key competencies	Skills and attitude
	<p>write texts in the native language about physical culture and sports</p> <p>Attitude:</p> <p>understanding the need to promote national traditions of Physical Culture and sports in the native language</p> <p>willingness to communicate in their native language during physical education and sports</p> <p style="text-align: center;">Ability to communicate in foreign languages</p> <p>Skills:</p> <p>perceive, understand information and correctly express oneself in foreign languages in the process of Physical Culture and sports</p> <p>communicate in foreign languages about physical culture and sports</p> <p>write texts in foreign languages about physical culture and sports, search for information in foreign sources about health programs, sports news</p> <p>Attitude:</p> <p>understanding the need to popularize the achievements of Ukrainian athletes in the world in foreign languages</p> <p>understanding the importance of mastering foreign languages for cross cultural communication in the process of physical education and sports</p> <p>awareness of the role of a foreign language as a tool for obtaining information about physical culture and sports</p> <p>willingness to communicate in foreign language during physical education and sports</p>
Mathematical competence	<p>Skills:</p> <p>use mathematical methods during physical education and sports to create individual physical culture and wellness programs</p> <p>exercise self-monitoring of own physical condition in the process of Physical Culture and sports</p> <p>keep score, measure quantities in various sports</p>

Continued Annex 213

Key competencies	Skills and attitude
<p>Competencies in the field of natural sciences, engineering and technology</p>	<p>calculate physical abilities to achieve the goal in the process of Physical Culture and sports calculate your diet, daily physical activity, daily energy consumption during physical exercises and sports, etc. Attitude: awareness of the importance of critical thinking in the process of physical education and sports</p> <p>Skills: apply knowledge of Natural Sciences to improve physical condition apply logical, structural, and systems thinking to develop wellness programs and technologies use technical means in the process of Physical Culture and sports perform various physical exercises (games) in nature</p> <p>Attitude: understanding man as a part of nature, its activities awareness of the importance of lean nature management awareness of the peculiarities of performing physical exercises in conditions of low and high temperatures, high mountains and flat surfaces, rough terrain awareness of the importance of modern technology achievements for physical self-improvement</p>
<p>Innovativeness</p>	<p>Skills: apply innovative wellness technologies to improve physical condition develop new ideas and opportunities for creating wellness technologies (systems), explore and experiment with innovative approaches in physical education create innovative programs of individual physical culture and Recreation Classes</p> <p>Attitude: awareness of the importance of innovative technologies for physical self-improvement of the individual</p>

Continued Annex 214

Key competencies	Skills and attitude
Environmental competence	<p>understanding the need to introduce innovative technologies in the process of physical education and sports</p> <p>Skills:</p> <ul style="list-style-type: none"> adapt to environmental conditions while performing physical exercises use auxiliary means of physical education (health-improving forces of nature and hygienic factors) to improve physical condition, well temper observe sanitary and hygienic standards in the process of Physical Culture and sports organize and conduct forms of physical education in the natural environment provide first pre-medical and medical care related to biotic (wildlife) and abiotic (inanimate nature) hazards during exercise <p>Attitude:</p> <ul style="list-style-type: none"> understanding the harmonious development of human beings and nature, value attitude to the environment as a potential source of Health Promotion understanding the importance of compliance with sanitary and hygienic standards
Information and communication competence	<p>Skills:</p> <ul style="list-style-type: none"> use computer technologies and training devices to improve own physical condition, monitor motor and game activity use information and communication technologies for communication, analysis and solution of problem situations during physical education and sports use digital tools and technologies to assess physical condition and create individual wellness programs <p>Attitude:</p> <ul style="list-style-type: none"> awareness of the impact of information and communication technologies and devices on human physical development and health, benefits and risks of their use understanding the problems and consequences of computer addiction

Key competencies	Skills and attitude
Lifelong learning	<p>Skills:</p> <ul style="list-style-type: none"> search, analyze, systematize and use information in the process of physical culture and sports solve problematic tasks during physical education and sports achieve specific goals, overcome difficulties and obstacles in the process of physical self-improvement develop and use individual wellness programs based on your own capabilities, abilities, motives, needs and health status <p>Attitude:</p> <ul style="list-style-type: none"> understanding the need for constant physical improvement, formation of physical culture of the individual
Citizenship and social competencies	<p style="text-align: center;">Citizenship competencies</p> <p>Skills:</p> <ul style="list-style-type: none"> show solidarity with the team and provide support to its members during physical education and sports make joint decisions in favour of the team adhere to democratic principles during physical education and sports avoid discriminatory actions during physical education and sports use the regulatory framework in the process of physical education <p>Attitude:</p> <ul style="list-style-type: none"> understanding the role of physical culture and sports in the observance of human rights and freedoms, the establishment of democratic values— equality, justice, responsibility respect for alternative opinions and views <p style="text-align: center;">Social competencies</p> <p>Skills:</p> <ul style="list-style-type: none"> effectively cooperate with other people during physical education and sports, communicate in various situations, resolve conflicts, and follow the rules of fair play

Continued Annex 216

Key competencies	Skills and attitude
Cultural competence	<p>organize games, classes, or other types of team motor activities</p> <p>win and lose with dignity, fight, and control your emotions</p> <p>show integrity in the process of physical education</p> <p>adhere to a healthy lifestyle, rules of safe behavior during physical exercises, games</p> <p>avoid risks to physical and mental health during physical education and sports</p> <p>Attitude:</p> <p>identification of tolerance and caring in the process of Physical Culture and sports</p> <p>awareness of the value of motor activity for health, physical development and physical fitness</p> <p>Skills:</p> <p>identify problems that need to be solved for the formation of a high level of physical culture of the individual</p> <p>express cultural potential through motor activity</p> <p>correctly express and argue an opinion, conduct a dialogue in the process of physical education</p> <p>develop Ukrainian national traditions of Physical Culture</p> <p>improve the culture of movements</p> <p>be guided by ethical standards in interaction with other persons in the process of physical education</p> <p>express your personality through physical culture</p> <p>Attitude:</p> <p>awareness of the importance of Physical Culture</p> <p>a sense of cultural identity, respect for the diversity of cultural sports heritage</p> <p>awareness of the possibilities of self-expression and self-realization through physical culture and sports</p> <p>compliance with speech etiquette</p>

Key competencies	Skills and attitude
Entrepreneurship and financial literacy	<p>Skills:</p> <ul style="list-style-type: none"> present own ideas and initiatives using appropriate means of Physical Culture evaluate your own capabilities in the process of physical education and sports implement various social roles in the process of physical education take responsibility for own decisions, take advantage and admit mistakes in tactical actions in various sports plan and implement sports projects (tournaments, competitions, etc.) organize your time and mobilize resources plan and evaluate financial expenses related to physical culture and sports operate financial documents related to physical culture and sports <p>Attitude:</p> <ul style="list-style-type: none"> awareness of the importance of initiative, activity, responsibility and the importance of cooperation in the process of Physical Culture and sports awareness of the need for economical and rational use of funds for organizing Physical Culture and sports events

Basic knowledge

Healthy lifestyle: human health and factors that determine it; the importance of a healthy lifestyle in ensuring human health; components of a healthy lifestyle and their general characteristics; the role of motor activity to maintain, improve (restore) human health; forms, means, methods of physical education to maintain, improve (restore) physical, mental and social health, physical development, physical fitness, well temper, maintaining proper body weight (correction of excessive, insufficient), the formation of correct posture, correct foot structure.

Safety in the course of physical exercises: safety rules in physical education classes and in extracurricular forms of physical exercises; self-control in the process of Physical Education; Rules of first aid for emergencies and sports injuries.

Technical and tactical training: technique of performing physical exercises; tactical actions in the course of physical exercises and sports.

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History of Physical Culture: History of sports development; achievements of Ukrainian and foreign athletes in various sports; sports traditions of educational institutions.

Formation of personality by means of physical education: the importance of physical exercises in the formation of personality; motivation to engage in physical exercises; the role of physical education tools in the formation of moral and volitional qualities of a person; the importance of motor activity in the development of cognitive properties of the individual; rules of sports ethics.

Annex 22
to the State Standard

Requirements
to the mandatory learning outcomes of students in the
Physical Culture field of study

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
1. Aormation of mental and socio-psychological spheres of the individual by means of physical education				
Defines the purpose of systematic motor activity [PHE 1.1]	systematically engage in physical exercises, achieving a goal defined with the help of a teacher or independently [6 PHE 1.1.1]	explains the purpose of performing physical exercises, and defines tasks with the help of the teacher [6 PHE 1.1.1-1] systematically performs appropriate physical exercises to solve the problems of physical education [6 PHE 1.1.1-2] explains the value of achieving a goal by means of Physical Culture [6 PHE 1.1.1-3]	systematically engaged in physical exercises, achieving independently set goals [9 PHE 1.1.1]	independently determines the purpose of performing physical exercises, explaining their motivation [9 PHE 1.1.1-1] formulates tasks to achieve the goal [9 PHE 1.1.1-2] selects appropriate physical exercises and methods to achieve own goal [9 PHE 1.1.1-3] systematically applies physical exercises in the process of physical culture and recreation activities [9 PHE 1.1.1-4]

Continued Annex 222

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Forms strong willed qualities in the process of performing physical exercises [PHE 1.2]	performs physical exercises that require strong-will [6 PHE 1.2.1]	performs long-term physical exercises [6 PHE 1.2.1-1] overcomes fear when performing certain physical exercises with the support of a teacher [6 PHE 1.2.1-2] explains how overcoming individual negative emotions and sensations that arise in the process of performing physical exercises helps to form strong-willed qualities [6 PHE 1.2.1-3]	performs physical exercises, realizing what strong-willed qualities they develop [9 PHE 1.2.1]	justifies the value of an active position in achieving the goal by means of physical education [9 PHE 1.1.1-5] performs long-term physical exercises, justifying their value in the formation of the volitional sphere [9 PHE 1.2.1-1] overcomes fear during certain physical exercises [9 PHE 1.2.1-2] shows restraint in the manifestation of their own emotions, expresses them culturally; reacts tolerantly to the emotions of others [9 PHE 1.2.1-3]

Continued Annex 223

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
	explains that working on mistakes helps you develop own strong-willed qualities [6 PHE 1.2.2]	explains that identifying mistakes and working on them helps develop own strong-willed qualities [6 PHE 1.2.2-1]	recognizes mistakes as an opportunity to learn more about oneself and formulate goals for own physical improvement [9 PHE 1.2.2]	based on the experience (own and other persons), determines the means and methods of forming the volitional sphere by performing physical exercises [9 PHE 1.2.2-1] formulates the goals of own physical improvement based on the analysis of their mistakes [9 PHE 1.2.2-2]
Develops their cognitive properties in the process of physical education [PHE 1.3]	develops the properties of voluntary attention in the process of physical education [6 PHE 1.3.1]	concentrates, randomly switches attention, maintains their stability (according to the instructions of the teacher and independently) for the implementation of physical education tasks [6 PHE 1.3.1-1] participates in outdoor and sports games, performs physical exercises (in particular, ideomotor exercises, tasks to activate attention, maintain its stability)	improves the properties of voluntary attention in the process of physical education [9 PHE 1.3.1]	concentrates, randomly switches attention, maintains its stability and expands the scope for implementing physical education tasks [9 PHE 1.3.1-1] organizes and participates in outdoor and sports games, performs physical exercises (in particular ideomotor, tasks to activate attention, maintain its stability) [9 PHE 1.3.1-2]

Continued Annex 224

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 PHE 1.3.1-2]		
develops thought processes by means of physical education [6 PHE 1.3.2]	analyzes and evaluates the correct performance of physical exercises [6 PHE 1.3.2-1] explains the results of performing motor (intellectual) actions [6 PHE 1.3.2-2] solves motor and other tasks outside the box [6 PHE 1.3.2-3]	consciously develops mental properties in the process of performing physical exercises [9 PHE 1.3.2]	performs a reasoned analysis of own results of performing motor (intellectual) actions, behavior, and other persons [9 PHE 1.3.2-1] chooses a rational way to solve motor and other problems [9 PHE 1.3.2-2] produces new ideas for solving creative problems, in particular on the organization of Physical Culture and Recreation and sports mass events, new exercises, new rules for outdoor (sports) games, sets of exercises, new sports by combining motor actions with well-known ones [9 PHE 1.3.2-3]	

Continued Annex 225

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Performs various social roles during interaction in the process of motor (sports and game) activities [PHE 1.4]	justifies the benefits of cooperation of participants in the process of motor (sports and gaming) activities [6 PHE 1.4.1]	gives examples of the advantages of interaction in the process of motor (sports and game activities) [6 PHE 1.4.1-1]	performs various social roles according to the needs that arise during interaction [9 PHE 1.4.1]	analyzes the strengths and weaknesses of own and other teams [9 PHE 1.4.1-1]
	supports team members and helps them complete tasks during motor activities [6 PHE 1.4.2]	distinguishes between the roles and tasks of team members [6 PHE 1.4.2-1] defines its role and tasks for strengthening team interaction based on the analysis of own strengths [6 PHE 1.4.2-2]	shows empathy in communicating with members of own and other teams [9 PHE 1.4.2]	defines their role and tasks for strengthening interaction based on the analysis of strengths and weaknesses - own and the team's [9 PHE 1.4.2-1]
Adheres to ethical standards in physical activity [PHE 1.5]	explains the meaning of the rules of “fair play” when performing physical exercises, in sports, games and competitive activities; adheres to these rules [6 PHE 1.5.1]	explains the importance of the rules of "fair play” in relation to oneself and others during physical exercises, in sports, games and competitive activities [6 PHE 1.5.1-1]	adheres to the rules of “fair play” in sports, gaming and competitive activities, convinces others of their importance [9 PHE 1.5.1]	provides vivid examples of compliance with the rules of “fair play” from the history of sports (Olympic, Paralympic Games, other competitions), if necessary, referring to relevant sources [9 PHE 1.5.1-1]

Continued Annex 226

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		adheres to ethical standards in the process of performing physical exercises, sports, games and competitive activities [6 PHE 1.5.1-2]		shows sacrifice for the sake of team results, the interest of others [9 PHE 1.5.1-2]
	2. Systematic physical exercises, knowledge of physical exercise techniques			
Demonstrates the technique of physical exercises [PHE 2.1]	demonstrates proficiency in the technique of physical exercises at the level of motor skills in selected types of motor activity [6 PHE 2.1.1]	talks about the technique of performing physical exercises [6 PHE 2.1.1-1] demonstrates the basics of physical exercise techniques [6 PHE 2.1.1-2] adheres to the technique of motor action in standard conditions [6 PHE 2.1.1-3]	demonstrates proficiency in the technique of physical exercises at the level of motor skills in selected types of motor activity [9 PHE 2.1.1]	explains the features of performing physical exercises in conditions of varying complexity [9 PHE 2.1.1-1] demonstrates the basics and details of exercise techniques [9 PHE 2.1.1-2] adheres to the technique of physical exercises in conditions of varying complexity (game, competitive, in different psychophysical states) [9 PHE 2.1.1-3] demonstrates individual technique of performing physical exercises [9 PHE 2.1.1-4]

Continued Annex 227

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Simulates motor activity [PHE 2.2]	selects exercises, develops sets of physical exercises [6 PHE 2.2.1]	justifies the selection of funds based on the teacher's instructions [6 PHE 2.2.1-1]	creates an individual program of motor activity [9 PHE 2.2.1]	defines the purpose of classes, exercises and physical activities for its implementation, taking into account individual characteristics [9 PHE 2.2.1-1]
	chooses the most effective way to perform physical exercises (with the help of a teacher or independently) [6 PHE 2.2.2]	offers an effective way to perform physical exercises using previously known methods [6 PHE 2.2.2-1]	reasonably selects their own ways of performing physical exercises, taking into account the conditions and individual characteristics [9 PHE 2.2.2]	independently chooses an effective way to perform physical exercises, showing initiative, creativity, purposefulness [9 PHE 2.2.2-1] offers others an effective way to perform physical exercises in their chosen motor activities [9 PHE 2.2.2-2]
Performs physical exercises during game and competitive activities [PHE 2.3]	participates in various outdoor/sports games and relay races (in particular, according to simplified rules), following the rules [6 PHE 2.3.1]	performs motor actions in outdoor/ sports games and relay races, competitive activities [6 PHE 2.3.1-1]	participates in sports games (including according to the competition rules) [9 PHE 2.3.1]	participates in sports games, relay races and competitions [9 PHE 2.3.1-1] engaged in sports and gaming activities [9 PHE 2.3.1-2]
		applies new information, in particular regarding the		adheres to the rules of games and competitions

Continued Annex 228

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		<p>rules, in the course of sports and gaming activities</p> <p>[6 PHE 2.3.1-2]</p> <p>explains the need to comply with the rules of sports games, relay races, and sports competitions</p> <p>[6 PHE 2.3.1-3]</p>		<p>[9 PHE 2.3.1-3]</p> <p>explains the rules of sports competitions (games), taking into account safety, principles of equality, etc.</p> <p>[9 PHE 2.3.1-4]</p>
		<p>3. Awareness of the importance of physical / motor activity for maintaining health and satisfaction in the process of physical education</p>		
<p>Learns the facts, phenomena and patterns of physical culture and sports</p> <p>[PHE 3.1]</p>	<p>based on media texts, own motor experience and lifestyle, analyzes facts and events of physical culture and sports</p> <p>[6 PHE 3.1.1]</p>	<p>aware of the results of the most famous Ukrainian athletes who took part in the Olympic, Paralympic Games and other competitions</p> <p>[6 PHE 3.1.1-1]</p> <p>tells about the history of the Olympic movement</p> <p>[6 PHE 3.1.1-2]</p>	<p>based on media texts, one's own motor experience and lifestyle, critically evaluates the facts, phenomena and patterns of physical culture and sports</p> <p>[9 PHE 3.1.1]</p>	<p>analyzes the results of Ukrainian athletes who took part in the Olympic, Paralympic Games and other competitions</p> <p>[9 PHE 3.1.1-1]</p> <p>explores the history of the Olympic movement</p> <p>[9 PHE 3.1.1-2]</p> <p>explains own results of motor activity, facts in physical culture, using information from other branches of science</p>

Continued Annex 229

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		analyzes information in printed and electronic sources on the teacher's instructions [6 PHE 3.1.1-3]		[9 PHE 3.1.1-3]
		explains, comments, and gives examples of facts and phenomena of Physical Culture [6 PHE 3.1.1-4]		[9 PHE 3.1.1-4]
		analyzes own performance of motor actions, identifies errors in itself and other students with assumptions about the causes of their occurrence [6 PHE 3.1.1-5]		[9 PHE 3.1.1-5]
	explains own health-saving position, referring to the experience of famous people [6 PHE 3.1.2]	justifies own health-saving position, guided by the experience of others [6 PHE 3.1.2-1]	justifies own health-saving position, guided by personal experience and the experience of others [9 PHE 3.1.2]	constructs the means of performing physical exercises and the conditions for their use [9 PHE 3.1.2-1]
				independently identifies the problem, conducts a cognitive

Continued Annex 2210

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				search for its solution, and uses the results obtained to determine own path [9 PHE 3.1.2-2]
Controls physical condition during motor activity [PHE 3.2]	monitors own physical condition [6 PHE 3.2.1]	describes own physical condition based on subjective indicators [6 PHE 3.2.1-1]	analyzes own physical condition [9 PHE 3.2.1]	evaluates one's own physical performance, physical fitness, health status, and physical development [9 PHE 3.2.1-1] reasonably evaluates the indicators of one's own physical condition during and after performing physical exercises [9 PHE 3.2.1-2]
	proficient in ways to determine objective indicators of one's own physical condition [6 PHE 3.2.2]	identifies signs of fatigue as a result of physical exertion [6 PHE 3.2.2-1] determines objective indicators of one's own physical condition	assesses the degree of influence of physical activity on subjective and objective grounds [9 PHE 3.2.2]	identifies the strengths and weaknesses of one's own physical condition [9 PHE 3.2.2-1] assumes one's own physical ability taking into account the physical condition

Continued Annex 2211

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		[6 PHE 3.2.2-2]		[9 PHE 3.2.2-2] creates a portfolio based on the results of self-monitoring of physical condition [9 PHE 3.2.2-3]
Regulates own psychoemotional state in the process of motor activity [PHE 3.3]	describes own positive and negative emotions, explaining the reasons for their occurrence during physical exercises [6 PHE 3.3.1]	explains the impact of emotions on health [6 PHE 3.3.1-1] explains how emotions can interfere and help with motor activity [6 PHE 3.3.1-2]	regulates own emotional state, taking into account positive emotions and preventing the occurrence of negative emotions during exercise [9 PHE 3.3.1]	predicts own emotions and those of others during motor activity according to certain situations [9 PHE 3.3.1-1] selects physical exercises to regulate own emotional state [9 PHE 3.3.1-2]
		describes signs of good / bad mood during motor activity [6 PHE 3.3.1-3] identifies physical exercises to improve		explains how other people can influence their emotions during exercise [9 PHE 3.3.1-3] selects means of physical education that improve mental performance and psychoemotional state

Continued Annex 2212

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		emotional state and performs them [6 PHE 3.3.1-4] performs reflection of one's own emotional state in the process of physical education [6 PHE 3.3.1-5] has a positive effect on the emotional state of other people, counteracts their negative emotions [6 PHE 3.3.1-6]		[9 PHE 3.3.1-4] analyzes ways to overcome negative emotions and sensations that arise in the process of performing physical exercises [9 PHE 3.3.1-5] tactfully and tolerantly expresses emotions using verbal and nonverbal means of communication [9 PHE 3.3.1-6] recognizes other people's emotions and talks about their own emotions [9 PHE 3.3.1-7]
Adheres to a healthy lifestyle through physical culture and recreation activities [PHE 3.4]	participates in various types of physical culture and recreation activities [6 PHE 3.4.1]	explains how physical culture and recreation activities affect a person's lifestyle and health [6 PHE 3.4.1-1] proficient in the technique of physical exercises used	participates in various types of physical culture and recreation activities and promotes a healthy lifestyle by own example [9 PHE 3.4.1]	independently (and with the help of specialists) plans and practices physical culture and recreation activities [9 PHE 3.4.1-1] critically evaluates various methods of physical culture and

Continued Annex 2213

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
		for the prevention (correction) of postural disorders [6 PHE 3.4.1-2]		recreation activities and their impact on human health [9 PHE 3.4.1-2]
		applies physical exercises for the prevention (correction) of static flat feet [6 PHE 3.4.1-3]		projects the maintenance (improvement) of one's own posture, selecting appropriate physical exercises for the prevention (correction) of disorders [9 PHE 3.4.1-3]
		talks about the importance of well temper of the body for human health, explains the rules of achieving this in various ways [6 PHE 3.4.1-4]		uses methods of self-assessment of posture (somatoscopy, determination of the stereotype of the formed posture, functional state of the musculoskeletal system) [9 PHE 3.4.1-4]
		uses various methods of strengthening the body (under the supervision of a specialist, teacher) [6 PHE 3.4.1-5]		systematically uses physical exercises to prevent (correct) postural disorders in the course of independent classes [9 PHE 3.4.1-5]

Continued Annex 2214

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
				<p>designs the maintenance of the correct foot structure (correction of static flat feet) [9 PHE 3.4.1-6]</p> <p>systematically uses physical exercises to maintain the correct structure of the foot (correction of static flat feet) in the process of independent classes [9 PHE 3.4.1-7]</p> <p>uses various methods of strengthening the body (according to the instructions of the teacher), taking into account the weather, the degree of physical activity (health status) [9 PHE 3.4.1-8]</p> <p>justifies the importance of drawing up a rational motor regime in accordance with the norms of motor activity in adolescence [9 PHE 3.4.1-9]</p>

Continued Annex 2215

General outcomes	Grades 5-6		Grades 7-9	
	specific outcomes	benchmarks for assessment	specific outcomes	benchmarks for assessment
Adheres to the rules of safe behavior during physical culture and recreation activities [PHE 3.5]	adheres to the rules of safe behavior during physical exercises, explains the importance of these rules [6 PHE 3.5.1]	justifies the importance of following safety rules when performing physical exercises [6 PHE 3.5.1-1] explains the consequences of non-compliance with safety rules [6 PHE 3.5.1-2]	complies with safety rules in the process of motor activity, provides for possible negative consequences from non-compliance with these rules [9 PHE 3.5.1]	adequately assesses own body weight and factors affecting its non-compliance with the norm [9 PHE 3.4.1-10] complies with safety rules in the process of motor activity [9 PHE 3.5.1-1] predicts possible negative consequences of non compliance with safety rules in the process of motor activity [9 PHE 3.5.1-2]

Annex 23
to the State Standard

BASIC EDUCATION PLAN OF BASIC SECONDARY EDUCATION

Basic education plan of general secondary education institutions for classes (groups)
with the Ukrainian language of instruction

The name of the field of study	Number of hours per year*								
	Grades 5-6			Grades 7-9			total (grades 5-9)		
	recommended	minimum	maximum	recommended	minimum	maximum	recommended	minimum	maximum
Language and literature**	770	700	910	1050	875	1260	1820	1575	2170
Mathematics	350	280	420	525	420	700	875	700	1120
Natural sciences	210	122,5	280	910	805	1050	1120	927,5	1330
Society and healthcare	105	70	210	157,5	105	315	262,5	175	525
Citizenship and history	122,5	87,5	175	245	192,5	315	367,5	280	490
Technology	140	70	210	105	105	210	245	175	420
Computer science	105	70	140	192,5	140	280	297,5	210	420
Art	140	70	210	140	105	245	280	175	455
Physical training***	210			315			525		
<u>Total</u>	2152,5			3640			5792,5		

Continued Annex 232

	Number of hours per year*		
	Grades 5-6	Grades 7-9	total (grades 5-9)
Additional hours for studying subjects of study fields, optional courses, individual consultations and group classes	122,5	105	227,5
Total annual number of training hours financed from the budget (without division into groups)	2275	3745	6020
Maximum permissible annual academic load for students****	2065	3430	5495

* The number of academic hours for studying each field of study can be increased to the maximum indicator, taking into account the redistribution of the difference between the recommended and minimum number of academic hours in other education areas.

** Hours of language and literary education can be allocated for learning a second foreign language (at least two hours per week).

***Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.

****The total number of hours for studying all education areas should not exceed the total number of hours determined by the basic education plan.

Continued Annex 233

Basic education plan of general secondary education institutions for classes (groups)
with instruction in the language of an indigenous people or national minority

The name of the field of study	Number of hours per year*								
	Grades 5-6			Grades 7-9			total (grades 5-9)		
	recommended	minimum	maximum	recommended	minimum	maximum	recommended	minimum	maximum
Language and literature**	805	770	910	1102,5	910	1260	1907,5	1680	2170
Mathematics	350	280	420	525	420	630	875	700	1050
Natural sciences	210	122,5	280	910	805	1015	1120	927,5	1295
Society and healthcare	70	70	210	105	105	315	175	175	525
Citizenship and history	122,5	87,5	210	245	192,5	315	367,5	280	525
Technology	140	70	175	105	105	315	245	175	490
Computer science	105	70	210	192,5	140	210	297,5	210	420
Art	140	70	140	140	105	280	280	175	420
Physical training***	210			315			525		
Total	2152,5			3640			5792,5		

Continued Annex 234

	Number of hours per year*		
	Grades 5-6	Grades 7-9	total (grades 5-9)
Additional hours for studying subjects of study fields, optional courses, individual consultations and group classes	122,5	105	227,5
Total annual number of training hours financed from the budget (without division into groups)	2275	3745	6020
Maximum permissible annual academic load for students ****	2065	3430	5495

* The number of academic hours for studying each field of study can be increased to the maximum indicator, taking into account the redistribution of the difference between the recommended and minimum number of academic hours in other education areas.

** Hours of language and literary education can be allocated for learning a language of indigenous people, national minority and/or the second foreign language.

***Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.

**** The total number of hours for studying all fields of study should not exceed the total number of hours determined by this education plan.

Continued Annex 235

Basic education plan of general secondary education institutions for classes (groups)
with instruction in the Ukrainian language and studying a language of indigenous people or national minority

The name of the field of study	Number of hours per year*								
	Grades 5-6			Grades 7-9			total (grades 5-9)		
	recommended	minimum	maximum	recommended	minimum	maximum	recommended	minimum	maximum
Language and literature**	805	770	910	1102,5	910	1260	1907,5	1575	2170
Mathematics	350	280	420	525	420	630	875	700	1050
Natural sciences	210	122,5	280	910	805	1015	1120	927,5	1295
Society and healthcare	70	70	210	105	105	315	175	175	525
Citizenship and history	122,5	87,5	210	245	192,5	315	367,5	280	525
Technology	140	70	175	105	105	315	245	175	490
Computer science	105	70	210	192,5	140	210	297,5	210	420
Art	140	70	140	140	105	280	280	175	420
Physical training***	210			315			525		
<u>Total</u>	2152,5			3640			5792,5		

Continued Annex 236

	Number of hours per year*		
	Grades 5-6	Grades 7-9	total (grades 5-9)
Additional hours for studying subjects of study fields, optional courses, individual consultations and group classes	122,5	105	227,5
Total annual number of training hours financed from the budget (without division into groups)	2275	3745	6020
Maximum permissible annual academic load for students *****	2065	3430	5495

* The number of academic hours for studying each field of study can be increased to the maximum indicator, taking into account the redistribution of the difference between the recommended and minimum number of academic hours in other education areas.

** Hours of language and literary education can be allocated for learning a language of indigenous people, national minority and/or the second foreign language.

***Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.

***** The total number of hours for studying all fields of study should not exceed the total number of hours determined by this education plan.

Continued Annex 237

Basic education plan for special secondary education institutions for classes (groups)
with the Ukrainian Language of instruction and basic secondary education institutions and special classes (groups)
with the Ukrainian language of instruction

The name of the field of study	Number of hours per year		
	Grades 5-6	Grades 7—10	Together (Grades 5—10)
Language and literature	805	1365	2170
Mathematics	350	665	1015
Natural sciences	175	1120	1295
Society and healthcare	70	105	175
Citizenship and history	105	280	385
Technology	105	210	315
Computer science	70	245	315
Art	105	175	280
Physical training*	210	315	525
<u>Total</u>	1995	4480	6475
Correction and development:			
For deaf children	665	840	1505
For children with hearing impairment	700	980	1680
For blind children	490	770	1260
For children with sight impairment	420	770	1190
For children with muscle-skeleton disorder	350	700	1050

Continued Annex 238

The name of the field of study	Number of hours per year		
	Grades 5-6	Grades 7—10	Together (Grades 5—10)
For children with severe articulation disorder	630	1120	1750
Additional hours for studying subjects of study fields, optional courses, individual consultations and group classes	70	175	315
Total annual number of academic hours, financed by the state budget (not taking into account groups break-up and special education)	2065	4725	6790
Maximum permissible annual academic load for students	1855	4410	6265

*Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.

Continued Annex 239

Basic education plan for special secondary education institutions for classes (groups) with instruction in the language of an indigenous people or national minority and basic secondary education institutions and special classes (groups) with instruction in the language of an indigenous people or national minority

The name of the field of study	Number of hours per year		
	Grades 5-6	Grades 7—10	Together (Grades 5—10)
Language and literature	805	1365	2170
Mathematics	350	665	1015
Natural sciences	175	1120	1260
Society and healthcare	70	105	175
Citizenship and history	105	280	385
Technology	105	210	315
Computer science	70	245	315
Art	105	175	280
<u>Physical training*</u>	210	315	525
Total	1995	4480	6475
Correction and development:			
For deaf children	665	770	1435
For children with hearing impairment	700	980	1680
For blind children	490	770	1260
For children with sight impairment	420	770	1190
For children with muscle-skeleton disorder	350	700	1050

Continued Annex 2310

The name of the field of study	Number of hours per year		
	Grades 5-6	Grades 7—10	Together (Grades 5— 10)
For children with severe articulation disorder	350	700	1050
Additional hours for studying subjects of study fields, optional courses, individual consultations and group classes	70	245	315
Total annual number of academic hours, financed by the state budget (not taking into account groups break-up and special education)	2065	4725	6790
Maximum permissible annual academic load for students	1855	4410	6265

*Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.

Continued Annex 2311

Basic studt plan of special institutions of general secondary education for classes with the Ukrainian language of instruction and institutions of general secondary education for special classes with the Ukrainian language of instruction (for students with intellectual disabilities)

The name of the field of study	Number of hours per year		
	Grades 5-6	Grades 7—10 (11)	Together (Grades 5—10 (11))
Language and literature	350	630	980
Mathematics	315	560	875
Natural sciences	140	560	700
Society and healthcare	70	105	175
Citizenship and history	70	245	315
Technology	560	1540 (875)	2100 (875)
Computer science	140	350 (140)	490 (140)
Art	140	175	315
<u>Physical training*</u>	210	315	525
Total	1995	4480 (1015)	6475 (1015)
Correction and development:	350	700	1050
Additional hours for studying subjects of study fields, optional courses, individual consultations and group classes	70	245 (105)	315 (105)
Total annual number of school hours funded from the budget (excluding division into groups and correctional and developmental work)	2065	4725 (1120)	6790 (1120)
Maximum permissible annual academic load of students	1855	4410 (1120)	6265 (1120)

Continued Annex 2312

*Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.

Basic study plan of special institutions of general secondary education for classes with training in the language of an indigenous people or national minority and general secondary education institutions for special classes taught in the language of the indigenous people or a national minority (for students with intellectual disabilities)

The name of the field of study	Number of hours per year		
	Grades 5-6	Grades 7—10 (11)	Together (5-10 (11) класи)
Language and literature	350	630	980
Mathematics	315	560	875
Natural sciences	140	560	700
Society and healthcare	70	105	175
Citizenship and history	70	245	315
Technology	560	1540 (875)	2100 (875)
Computer science	140	350 (140)	490 (140)
Art	140	175	315
<u>Physical training*</u>	210	315	525
<u>Total</u>	1995	4480 (1015)	6475 (1015)
Correction and development:	350	700	1050
Additional hours for studying subjects of study fields, optional courses, individual consultations and group classes	70	245 (105)	315 (105)
Total annual number of school hours funded from the budget (excluding division into groups and correctional and developmental work)	2065	4725 (1120)	6790 (1120)

Continued Annex 2313

*Hours provided for physical education are not taken into account when determining the maximum permissible learning load for students.



APPROVED

by the decree of the Cabinet of Ministers of Ukraine
dated September 30, 2020 No. 898

AMENDMENTS

to the state standard of primary education

Paragraph 2 should read as follows:

“2. In this State standard, the terms are used in the following meaning:

- 1) general learning outcomes — a set of knowledge, skills, ways of thinking, views, values, and other personal qualities of primary education applicants that meet the general goals of the educational industry;
- 2) applicant for education-applicant for education at the first level of complete general secondary education;
- 3) primary education — the first level of complete general secondary education, which corresponds to the first level of the national qualifications framework.

Other terms are used in the meaning of the Laws of Ukraine “On education”, “On general secondary education” and other normative legal acts.
