CURRICULUM FRAMEWORK OF PRIMARY EDUCATION

Cycle II (grades 3-4)

Curriculum framework of *primary education* (*hereinafter* referred to as the curriculum framework) outlines the recommended approaches to the planning and organization by a primary education institution of a uniform set of educational components aimed at the achievement by students of *compulsory learning outcomes* defined by the State standard of primary education.

The Curriculum Framework outlines:
- the total volume of academic load and *expected learning outcomes* of students presented within educational areas;
- the list and the offered contents of educational areas is arranged along content lines;
- the approximate duration and possible interrelations of educational areas, subjects, disciplines, etc., in particular their integration, as well as their logical sequence of their studying;
- recommended forms of organization of the educational process and tools within the system of internal quality assurance of education;
- requirements for individuals who can be admitted to this program.

The total volume of the academic load, as well as the estimated duration and the possible interconnection of educational areas, subjects, and disciplines. A model syllabus was added to the curriculum framework that offers an integrated subject-based approach to the organization of the educational process (see Annex 1).

The logical sequence of the studying of subjects is outlined in the relevant *curricula*.

The list and proposed content of educational areas. The curriculum framework is compiled on the basis of the following educational areas:

Language and literature, in particular:

Mother language education (the Ukrainian language and literature; languages and literatures of indigenous peoples and national minorities) (MOB[1])

Foreign language education (ІНО)

Mathematical (МАО)

Natural Science (ПРО)

Technology (ТЕО)

Informatics (ІФО)

Social and health preserving (СЗО);

Civics and historical (ГІО)

Artistic (МИО)

Physical education (ФІО)

Student's expected learning outcomes According to the goal and general objectives outlined in the State Standard of Primary Education, the tasks to be implemented by the teacher within each area are defined. The expected learning outcomes of students are presented in accordance with the

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[1] The abbreviated designation of each area is provided in parentheses.

contents lines and correlated by virtue of indices[2] with the mandatory learning outcomes defined by the State Standard of Primary Education.

The content lines of each educational area within the cycle are implemented in parallel and dwelt upon through the "Proposed content", which outlines possible training material on the basis of which the expected learning outcomes and the corresponding mandatory learning outcomes will be achieved.

Whereas the curriculum framework follows the competence-based approach, the topics/theses of the "Proposed content" section do not presuppose students memorizing definitions of terms and concepts, but, rather, active knowledge construction, skills development and the formation of ideas through practical experience.

Recommended forms of educational process organization. The expected learning outcomes identified within each area are achievable provided that interactive forms are used, such as cooperative learning, research, information, and artistic projects; role-playing games, situational exercises, study trips, children's volunteering, etc.

Requirements to persons who may commence primary education. Primary education is received starting the age of six. Children who have reached the age of seven on September 1 must begin primary education in the same school year. Children who are under six years of age on1 September may begin primary education in the same school year at the request of their parents or persons acting in lieu of them if they are six years of age before December 31 of the current year. Persons with special educational needs may start primary education at a different age.

Primary education institution forms its own educational program on the basis of a curriculum framework or directly based on the State Standard of Primary Education.

The curriculum of the primary education institution should provide for the achievement of compulsory learning outcomes by students, as established by the State Standard of Primary Education, through the implementation of the expected learning outcomes specified herein.

The curriculum of a primary education institution prescribes the achievement by students of learning outcomes (competencies) defined by the State Standard of Primary Education. It contains:

- requirements for individuals who can be admitted to this program;
- the syllabus of an educational institution, which determines the total academic load at the appropriate level (cycle) of general secondary education (in hours), its distribution between the areas of knowledge and academic subjects by year of study, the sequence of their study;
- description of expected learning outcomes for students;
- a list of training programs in core curriculum subjects and elective subjects;
- forms of educational process organization;
- tools for formative and final assessment;

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[2] For example, [4 MOB 1-1.2-2]: The initial digit of the index indicates the serial number of the year of study (grade). In this case, it is grade four. Abbreviated letter inscription denotes am educational area. The first digit after the letter indicates the number of the content line in the curriculum, the numbers with a dot (between hyphens) are the serial number of the mandatory learning outcome indicated in the Standard. The last digit is the sequence number of the expected learning outcome.

- other educational components (at the discretion of an educational institution).

The curriculum of a primary education institution developed on the basis of the curriculum framework does not require separate approval by the central education quality assurance body. It is endorsed by the Teacher Council of the educational institution and approved by its head. In addition to educational components for the free choice of students, which are mandatory, by virtue of the decision of the institution, the curriculum may contain other components, in particular the correctional and developmental constituent for persons with special educational needs.

The educational program of an educational institution and the list of educational components prescribed by a relevant educational program are published on the website of the educational institution (if the institution does not have one, it is published on its founder's website).

Forms of student assessment. Academic achievements of grades 1-2 students are subject to formative assessment, grades 3-4 students are subject to formative and final assessment.
Formative assessment aims to:
- track the academic progress of students;
- build an individual trajectory of child's development;
- make achievements visible at each stage of learning;
- timely identify problems and prevent their accumulation;
- analyze the implementation of the curriculum and the State Standard of Primary Education, make decisions on the adjustment of the curriculum and learning methods in accordance with the individual needs of a child;
- prevent child's apprehensions in respect of making a mistake;
- nourish confidence in one's own capabilities and abilities.

Reference points for the assessment of students' academic achievements (formative and final) are the *expected learning outcomes* outlined in this document, grouped by areas and indexed in accordance with the *mandatory learning outcomes* of the State Standard of Primary Education.
Expected learning outcomes should be used to:
- sett lesson objectives, certain activities of students, exercises, etc.;
- perform continuous monitoring of student's learning progress [3]by teachers, parents and students themselves;
- perform ongoing assessment, including formative one;
- perform final assessment (for the second cycle of training).
Based on the expected learning outcomes presented below, a teacher may formulate individual learning outcomes for a student in line with his/her individual level of skill (e.g., *tries to identify* keywords, *identifies* keywords, *confidently identifies* keywords etc.), thus tracking the progress of a student over a specific time period (e.g., two months).
Monitoring academic progress of students and the evaluation of this progress begins from the first days of a child's schooling and is ongoing. An integral part of this process is the building in students the skill to self-assess their own progress.

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[3] At the same time, the characteristics of a student can influence the pace of learning, due to which children can achieve the said outcomes before or after the end of the specified cycle or level.

Language and Literature Educational Area

**Mother Tongue Education (the Ukrainian language and Literature,
Languages and Literatures of Indigenous Peoples and National Minorities)**

Executive Summary

The curriculum of mother tongue education is based on the State Standard of Primary Education.

The *goal* of mother tongue training for general secondary education is to develop the ability to communicate in the Ukrainian language for spiritual, cultural and national expression, to use it in personal and public life, in intercultural dialogue, to perceive it as a prerequisite for success in life; to form the ability to communicate in their native language (if it is not Ukrainian); to nurture respect for cultural heritage; to enrich emotional and sensory experience.

According to the outlined goal, the main **objectives** of mother tongue education in primary school are:

- breeding sustainable motivation to read and the desire to improve one's speech;
- promoting individual self-expression of students and interaction between them through the development of communication skills, in particular dialogical speech, theatricalization;
- developing thoughtful reading skills and basic spelling skills;
- enriching the spiritual world of students through aesthetic perception of works of fiction and media products;
- developing imagination and creative thinking of students by virtue of the works of literature and art, media texts, dramatization, games;
- forming the skills of processing texts of various types (fiction, popular science, educational, media texts);
- developing the ability to observe language phenomena, to experiment with sounds, words, phrases, including through language games, to master rudimentary linguistic knowledge and the norms of the Ukrainian language;
- creating a favorable language environment in school, including by getting to know modern children's literature of various subjects and genres.

According to the tasks outlined in the initial course of native language education, the following **content lines** are highlighted: "We interact through oral speech", "We read", "We interact in writing", "We explore media", "We explore the speech", "We make theatrical performances".

Communicative competence, in particular, fluency in the Ukrainian language and communication in the native language (other than Ukrainian), is in manifested in direct and indirect communication.

In order to form communicative competence in the conditions of direct communication, the curriculum offers to deploy educational activities within the content line of **"We interact through oral speech"** (speaker/listener – listener/speaker). This content line provides for meaningful involvement of students in the endeavors of perception, conversion, distinction, analysis and interpretation, evaluation and utilization of verbal information in real speech (conversation, class discussion, small group discussion, discussion in pairs etc.).

For the formation of communicative competence in the conditions of indirect communication (at a distance in space and time, content lines **"We read"** (reader – author), **"We**

interact in writing" (author – reader), **"We explore the media"** (reader / viewer / listener – author) are proposed. These content lines provide the formation of experience of indirect communication, the development of a range of knowledge (concepts, ideas) and skills that enable students to improve their communicative competence.

The content line **"We read"** is aimed at developing children's motivation to read, engaging them in reading activities rooted in student initiative and independence in selecting texts for reading and interpreting what has been read. While reading, students develop the ability to perceive and analyze the text, evaluate what they read and to transform information, to imagine, and to think creatively.

The content line **"We interact in writing"** presupposes students' involvement in real writing practice, in particular by means of digital devices and online. The result of such work is the basic ability to create written statements in real and virtual space and edit them.

The content line **"We explore the media"** presupposes students acquiring the basics of media literacy. Children develop an idea of the distinction between the real world and the world of mass media. They learn to interpret, analyze, evaluate media texts (film, cartoon, advertisement, photography, etc.) and create simple media products. The content line " We explore media" offers a tool for active critical mastering of the communicative media environment.

The content line **"We explore speech"** provides a study of linguistic patterns and the formation on this basis of conscious speech skills (orthoepic, lexical, grammatical, spelling, stylistic, word-forming). Also, within the framework of this content line students master expressive means of fiction texts, which generally contributes to the creation of an individual style of speech.

The content line **"We make theatrical performances"** facilitates the development of communicative skills of students, in particular the ability to simulate various situations of communication, to opt for appropriate communicative strategies, and to explore nonverbal means of communication. Attention to non-verbal means will be paid in the content lines "We interact through oral speech" and "We explore the media", and the technique of theatricalization can be used in the "We read" content line.

The specific features of **"We make theatrical performances"** content line is associated with the formation of the idea of the theater as a place where students get the experience of compassion and empathy. Therefore, within the content line "We make theatrical performances" students examine someone else's (the audience) and their own (actor) expression. This content line presupposes the involvement of students in stage creativity, in which students acquire acting experience, in particular improvisation, which ensures the development of the child's emotional intelligence, creative thinking, leadership, self-awareness and self-efficacy, the ability to mobilize others, to overcome barriers associated with ambiguity, uncertainty and risks, and to cooperate with others.

Learning Outcomes and Proposed Content

Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1	2
1. "We interact through oral speech" content line	
critically perceives the information to achieve different goals; clarifies information taking into account the situation	**Student:** - *is mindful of* communication situations: takes into account the conditions of the participants and the purpose [4 MOB 1-1.1-1]; - attentively *perceives* oral cues within a dialogue, *asks again bids clarification*, in view of a situation of communication [4 MOB 1-1.1-2];

	- *discusses* an oral message in a pair or a group to search for additional arguments or refutation of offered arguments [[4 MOB 1-1.1-3]; - *compares* what was heard with their own experience [4 MOB 1-1.1-4]
On the basis of what was heard, a student creates associative diagrams, tables; briefly and selectively conveys the gist of the information heard; retells the text according to different tasks	**Student:** - *paraphrases* cues in the dialogue [4 MOB 1-1.2-1]; - *relates* the contents of an oral message (the sequence of events in the story; the list of characteristics in the description; arguments provided by way of reasoning) [4 MOB 1-1.2-2]; - *reproduces* a text creatively (change of narrator in a narrative text; change the sequence of the list of list of characteristics in a description text; change of the order of arguments offered in a contemplation text) [4 MOB 1-1.2-3]; - *relates* the contents of a message using mind maps, tables [4 MOB 1-1.2-4]
Selects necessary information from various oral sources, in particular media texts, to create your own statements for a specific purpose	**Student:** - *selects* the information to create their own statements with a specific purpose (oral announcement, verbal feedback, oral summary account) [4 MOB 1-1.3-1]; - *predicts* how the selected information can be usefully employed [4 MOB 1-1.3-2]; - *systematizes* and *summarizes* necessary information [[4 MOB 1-1.3-3]
Defines and discusses the goals, main ideas and specific details of oral information; explains the content and form of texts, in particular, media texts, connects, compares with their own observations, life experience, takes into account the ideas of others	**Student:** - *defines* the subject of an oral message [4 MOB 1-1.4-1]; - *defines* the main idea of a text [4 MOB 1-1.4-2];[4 1-1 LANGUAGES.4-2]; - *compares* the topic and the main idea of an oral message with their own observations, behavior, and experience [4 MOB 1-1.4-3]; - *explains* possible impact of an utterance on a listener [4 MOB 1-1.4-4]
Expresses their attitude to an oral message, simple text, media text, justifies thoughts based on own experience; determines the position of the interlocutor, agrees with it or denies it	**Student:** - *expresses* their attitude to oral messages (e.g. a willingness to refute or to look for additional arguments in favor) [4 MOB 1-1.5-1]; - *substantiates* their attitude to an oral message, providing examples from their own experience, as well as based on acquired scientific knowledge [4 MOB 1-1.5-2]; - *identifies* the position of the speaker (categorical or uncertain; adhering to the norms of etiquette (politeness) or breaking them), reasonably *agrees* with it or *opposes* it [4 MOB 1-1.5-3]
Expresses own views, defends them with examples, considers the views of other	**Student:** - *enters into* and *maintains* a dialogue on topics related to life situations that are important for the child [4 MOB 1-1.6-1];

persons; complies with the essential rules of literary language, expressing own views	- *provides arguments* in defense of their personal opinion and illustrates it with examples [4 MOB 1-1.6-2]; - *initiates* a discussion by expressing own views and listening to others [4 MOB 1-1.6-3]; - benevolently *expresses* their attitude to the thoughts of others (shares them completely, partially or rejects them in a substantiated manner) [4 MOB 1-1.6-4]; - *follows* the rules of literary language in their own statements [4 MOB 1-1.6-5]; - *creates* one's own statement based on what was heard/seen/read [4 MOB 1-1.6-6]
Selects verbal and non-verbal means of communication, uses them appropriately to communicate and create a simple media text according to communicative purpose; pronounces with correct intonation sentences differing in communication goals; uses in one's own speech the means of artistic expression found in the texts of different genres	**Student:** - *opts for* verbal and nonverbal means of communication given the purpose and conditions of communication, taking into account available options [4 MOB 1-1.7-1]; - *draws a conclusion* about the consistency or inconsistency of verbal and non-verbal means of communication and intentions in the interlocutor's behavior [4 MOB 1-1.7-1]; - *uses* various forms of visualization (figures, graphs, charts, tables) to enhance their standpoints during presentation in order to attract listeners' attention [4 MOB 1-1.7-3]; - *creates* essays to express their own views and for the purposes of oral presentation [4 MOB 1-1.7-4]; - *uses* means of artistic expression to achieve communicative goals (congratulations, wishes, expression of sympathy, admiration) [4 MOB 1-1.7-5]; - correctly *intonates* different types of sentences based on the aim of expression and emotional coloring [4 MOB 1-1.7-6]
Describes own emotions and the emotions of the interlocutor based on what was heard/seen. Appropriately uses speech etiquette formulas in one's own speech	**Student:** - *envisages* and *describes* their emotions and the emotions of the interlocutor, when offering to read a book, to watch film, to play a game etc. [4 MOB 1-1.8-1]; - relevantly *uses* speech etiquette formulas on one's own speech, takes into account various types of tonality (regular, unceremonious, vulgar) [4 MOB 1-1.8-2]

Proposed content
Dialogical and monological speech. Understanding interpersonal communication setting (conditions, participants, purpose). A cue in the dialogue: advice, sympathy, compliment etc. Asking again as a way to clarify information heard in the dialogue. Rephrasing. Language means of expressing questions (intonation, pronouns, adverbs, particles, conjunctions, word order). The position of the speaker (categorical or uncertain; adherence to speech etiquette or violation of etiquette norms). Discussion as a comparison of different views on a problem.
Narrative, description and contemplation as types of monological speech. Intonation of declarative, imperative, interrogative sentence. Intonational coloring of an exclamatory question. Essay as an expression of arbitrary form.
Work with information. Explicit and implicit information. Transformation of information: the types of associative schemes, a table.

Speech etiquette. Norms of communication in different communicative situations (acquaintances and strangers). Areas of communication: education, family, leisure, services, etc. Different types of tones (ordinary, unceremonious, vulgar).	

2. "We read" content line

1	2
Predicts the content of children's books by the cover, title, illustrations and annotations; has full reading skills (aloud and silent), which allows understanding texts of different types	**Student:** - *predicts* the approximate content of a text based on the title, keywords, annotations, non-verbal information (illustrations, tables, charts, graphs etc.) [4 MOB 2-2.1-1]; - *reads,* silently and expressively aloud, texts of different types and for different purposes [4 MOB 2-2.1-2]; - *relates* (in detail, concisely or selectively) what is said in the text [4 MOB 2-2.1-3]; - *asks questions* of different directions: to the content of a work, to the author, to the reader [4 MOB 2-2.1-4]; - *finds* answers to posed questions in the text [4 MOB 2-2.1-5]; - *reproduces* the actual information from the text [4 MOB 2-2.1-6]; *selects* and *organizes* necessary information from tables, graphs, diagrams etc. [4 MOB 2-2.1-7]; - *sets* the sequence of actions of the characters of fiction works [4 MOB 2-2.1-8]; - *compares* what was read with their own life experience [4 MOB 2-2.1-9]
Links elements of information into a coherent picture; distinguishes facts and opinions about these facts; formulates direct conclusions based on the information found in the text; defines the form and explains the meaning of simple media texts	**Student:** - *detects* implicit information in the text, *summarizes* it [4 MOB 2-2.2-1]; - *highlights* key words and *explains* how they help to understand the meaning of a text [4 MOB 2-2.2-2]; - *identifies* connections in texts: between separate parts of a text, between parts of a text and the topic or the main idea [4 MOB 2-2.2-3]; - *explores* text elements (author's words, character dialogue, description, expressive means of language) [4 MOB 2-2.2-4] - *differentiates* in the text facts and opinions, finds connection between them [4 MOB 2-2.2-5]; - *makes assumptions* about the intentions of a text author, substantiates their own thoughts [4 MOB 2-2.2-6]; - *formulates* questions for possible discussion during and after reading the text [4 MOB 2-2.2-7]; - *establishes* causal relationships between events, character actions, and their relations with other characters [4 MOB 2-2.2-8]; - *identifies* details on a text that are important for understanding the ideas; - recognizes the style of text and explains how it affects the perception of information [4 MOB 2-2.2-9]; - *formulates* the ideas of the text, *connects* them with their own experience [4 MOB 2-2.2-10]

Describes the emotional state of characters, demonstrates empathy	**Student:** - *describes* one's own emotions experienced while reading a work of art, *provides examples* of characters' actions that evoked corresponding emotions [4 MOB 2-2.3-1]; - *analyzes* the emotional state of characters, *explicates* the reasons for such experiences of the characters [4 MOB 2-2.3-2]; - *utilizes* one's own emotional experience to assess the emotional state of the characters in a fiction work [4 MOB 2-2.3-3]; - *explains* which fiction character they sympathize with and why [4 MOB 2-2.3-4]
Expresses own attitude to the works of fiction, literary characters, objects of art and the world around, gives simple arguments about own thoughts, using the text, own experience and other sources; describes the impression from the content and forms of media text	**Student:** - *assesses* the plausibility of described events and statements from the text, based on their ideas about the world and their own experience [4 MOB 2-2.4-1]; - *expresses* their view on the subject of discussion (topic, main idea, conclusions etc.) [4 MOB 2-2.4-2]; - *assesses* the reliability of the source of information, the validity of conclusions [4 MOB 2-2.4-3]; - *defines* the role of elements of the form (author's words dialogue, characters, description, expressive means of language) in understanding the content [4 MOB 2-2.4-4]; - *expresses* feelings and emotions about something they have read through the language of art [4 MOB 2-2.4-5]
Determines the purpose of reading (for fun, entertainment, finding necessary information) and selects appropriate texts	**Student:** - *determines* the purpose of reading and, based on it, *selects* texts (books) (for fun, entertainment, finding necessary information) [4 MOB 2-2.5-1]; - *explains* how selected texts helped to achieve the goal of reading [4 MOB 2-2.5-2]; - *selects* necessary information from various sources: *looks it up* in dictionaries, reference books, encyclopedias, libraries, online [4 MOB 2-2.5-3]
Creates a plan, table, model based on the text	**Student:** - *selects* and *creates* illustrative material for a fiction text [4 MOB 2-2.6-1]; - *compiles* a plan of a text [4 MOB 2-2.6-2]; - *summarizes, systematizes, classifie*s information from a text in the form of tables, schemes [4 MOB 2-2.6-3]
Experiments with the text (changes the plot, retells the text from a different position, adds characters, improvises during staging)	**Student:** - *processes* a read work: introduces new characters, changes events or their time, changes the narrator, etc. [4 MOB 2-2.7-1]; - *creates* one's own fiction text, imitating the plot and style features of a read text [4 MOB 2-2.7-2]; - *creates* their own text using the elements of several read texts [4 MOB 2-2.7-3]

Proposed content

A book as a source of knowledge and delight. Book elements and their designation: cover, title page, illustrations, contents, abstract etc. The purpose of reading (entertainment, obtaining information, understanding something, becoming reassured of something etc.). Reading for general, selective and complete understanding. Searching facts, judgments, explicit and implicit information in the text.

Styles of speech, types of texts, genre, kinds of literature (epos, lyrics, drama), author's intention.

Popular science texts. Goal, theme, main idea. Title, author. Headings, subheadings.

Photos, graphs, diagrams. Division of text into sections, paragraphs. Text plan. Key words. Main and secondary information in the text.

Reference literature: hard and soft copy.

Texts from daily life. Information and guidelines (invoices, invitations, letters, including e-mails, questionnaires, in particular online, instructions, memos, announcements, etc.).

Fiction texts. Small folklore forms: riddles, tongue twisters, proverbs, sayings, game folklore, fairy tales, songs, legends, myths. Writer as the author of a fiction work. Children's works by Ukrainian and foreign authors.

Th topics for children's reading: adventure, science fiction, family, friendship, patriotism, loyalty, love for one's homeland, my Ukraine etc.

Fiction text analysis. The time and place of events, characters (motives, reasons for feelings and emotions, relationships between characters). Plot elements: introduction, rising action, climax, conclusion. Theme and idea. Works that share common themes and ideas. Initial idea of the artistic detail of a text.

The concept of critical reading. Critical reading methods.

The language of a fiction work. Words of the author and characters (comparison, metaphors, etc., without the introduction of terms), direct and figurative meaning of words in a fiction text. Prose, verse and their features.

Fiction text interpretation. Expressive reading, dramatization, reading in roles, creative rendering, creating one's own text by analogy, continuation of a text.

Questions to separate paragraphs and to a text. Challenging issues. Evaluation of characters' feelings and emotions.

Emotional impact of works on the reader. Description of mood, the feelings of characters of a work and one's own emotions evoked by the work. The influence of characters' experiences on reader's emotions. Comparison of these emotions with feelings induced by other works or events from one's own life.

Favorite character, the substantiation of one's preferences, reasons for empathy towards a character.

3. "We interact in writing" content line

1	2
Writes in handwritten letters legibly and fast enough to write their own opinion and information from different sources; creates statements, records them, taking into account the purpose and addressee and observing the norms of the literary language, uses a spelling dictionary; creates texts of different types and	**Student:** - *records* text (by hand or using the keyboard – if necessary) at a pace that allows recording one's own opinion and information from different sources [4 MOB 3-3.1-1]; [4 languages 3-3.1-1]; - *creates* an independent written statement (narrative, description, contemplation) on topics that interest them, according to a read work, about a situation in life at school, in the family, etc., taking note of the purpose and addressee [4 MOB 3-3.1-2]; - *creates* pertinent to everyday life (invitations, announcements, posters, etc.) in compliance with typical features of the genre [4 MOB 3-3.1-3];

genres (fairy tale, story, description, reasoning); creates simple media texts, uses various forms of their presentation	- *creates* artistic texts (riddles, counting rhymes, small tales, fables, verses, etc.) [4 MOB 3-3.1-4]; - *renders* in writing the text of narrative content with elements of description or contemplation, expresses their attitude to what is written about [4 MOB 3-3.1-5]; - writes down their opinion about the subject of the utterance; formulates questions and answers in written communication [4 MOB 3-3.1-6]; - *arranges* one's own statement in a clear manner, adhering to the norms of the literary language, if necessary, refers to dictionaries [4 MOB 3-3.1-7]
Creates short messages for protected resources, such as a website of a general secondary education institution	**Student**: - *creates* messages for the online communication, respecting the norms of the etiquette of online communication (netiquette) [4 MOB 3-3.2-1]; - *uses* appropriate emoticons to expression personal emotions [4 MOB 3-3.2-2]; - *creates* documents for communication and dissemination of the results of activities, individual or group work using digital devices and software [4 MOB 3-3.2-3]
Finds and corrects spelling mistakes, also using knowledge about the structure of the word; analyzes and improves the created text in accord with the purpose of communication, checks the correctness of a written text.	**Student:** - *determines* whether the generated text corresponds to the purpose, *checks* the correctness of the written text [4 MOB 3-3.3-1]; - *improves* one's own written text, finds and corrects errors, edits text content [4 MOB 3-3.3-2]; - *discusses* written works (one's own and those of classmates) in a pair, a small group, notes positive characteristics [4 MOB 3-3.3-3]; - expresses, with teacher's support, advice on possible improvements of a text [4 MOB 3-3.3-4]

Proposed content

Communicative orientation of the writing process. Addressee, purpose, situation. Specific features of modern writing: hand writing and keyboard typing. Verbal and graphic means (emoticons, pictograms, diagrams, graphs, photos, maps etc.). Norms of online communication (netiquette).
Graphics, spelling and punctuation. Alphabet. Orthograms, punctuation marks, the rules of word usage, and inflexions (within the covered level). Dictionaries as a reference source on word usage and spelling (explanatory, spelling).
Editing handwritten and electronic text.
Genres of writing. Announcement, poster, memo, manual, comment in a secure online community, riddle, counting rhyme, tale, fable, verse, story, essay, etc. as written statements. Types of text: description, narration, reflection. Theme and sub-themes. Headline and subheadings. Text plan. Paragraph. Emoticon as a means of expressing reaction to a message in a secure online community.

4. "We explore the media" content line	
1	2
Defines and discusses the goals, main ideas and	**Student:** - *defines* the purpose of a simple media text (oral advertisement,

specific details of oral information; explains the content and form of texts, in particular, media texts, connects, compares with their own observations, life experience, takes into account the ideas of others	audiobook, cartoon, computer game), explains whom it is addressed to [4 MOB 4-1.4-1]; - *determines* the plausibility of described events and statements from a media text, based on their own experience [4 MOB 4-1.4-2]; - *defines* the role of form elements (voice, musical accompaniment, background noises, colors, special effects etc.) in understanding the content [4 MOB 4-1.4-3]; - *distinguishes* facts and judgments in a simple media text, highlights interesting information [4 MOB 4-1.4-4]
Expresses own attitude to the works of fiction, literary characters, objects of art and the world around, gives simple arguments about own thoughts, using the text, own experience and other sources; describes the impression from the content and forms of media text	**Student:** - *describes* the impressions of the content and form of a media text [4 MOB 4-2.4-1]; - *expresses one's own views* on events, phenomena, objects, values presented in a simple media text [4 MOB 4-1.5-2]; - *assesses* the impact of individual elements of a media text on one's own perception [4 MOB 4-1.5-3]; - *explains* whether, under the influence of a media text, their own ideas or thoughts about the subject of the message have changed and how [4 MOB 4-1.5-4] -
Selects verbal and non-verbal means of communication, uses them appropriately to communicate and create a simple media text according to communicative purpose; pronounces with correct intonation sentences differing in communication goals; uses in one's own speech the means of artistic expression found in the texts of different genres	**Student:** - *creates* simple audio media products (presents the work of the group, makes announcements from a stage, reports news through a loudspeaker etc.) independently and in a group [4 MOB 4-1.7-1]; - *develops* simple visual media products (photo, postcard, comic, small book, wall newspaper, collage, etc.) independently and in a group, taking into account the goals and the audience [4 MOB 4-1.7-2]; - *creates* simple audiovisual media texts (video recording of performances, performances, tours, interviews) with the help of a teacher, takes into account the purpose and audience [4 MOB 4-1.7-3]; - uses various forms of the presentation of simple media texts [4 MOB 4-3.1-4]

Proposed content

The ideas about the media, media literacy. Purpose and target audience. Comparison of information from different sources. True and false information. Emotional and value-based intensity of media texts.
Visual media. Paper and electronic book. Internet resources for children (in particular websites of children's magazines). Mass media: newspaper, magazine. Form elements (color, photo, font).
Audio media. Mass media: radio. Audiobook, online radio. Means of influencing radio listeners (intonation, timbre, background noise, musical accompaniment).
Audiovisual media. Mass media: television. Types of television programs (news, entertainment, talk shows, games, sports, educational, children's shows). Cartoon. Form elements (moving images, sound means).
Internet. Computer games developed based on famous children's books, movies etc. Advertising in printed media, on the radio and television.

Manipulation in the media. The idea of manipulation.	

5. "We explore the speech" content line	
1	2
Analyzes the meaning of words, taking into account the context, the structure of the word, checks their own understanding of the meaning of the word in dictionaries; uses words with a figurative meaning, synonyms and antonyms, phraseological units in their own speech to achieve the goal of communication; correctly uses the grammatical forms of parts of speech; correctly records different types of sentences	**Student:** - *finds out word structure*; *forms* new words, *explains* the role of endings, the meaning of prefixes and suffixes for the correct use of words in speech and in writing [4 MOB 5-4.1-1]; - *checks* spelling in an appropriate way (looking words up in a spelling dictionary; conjugating the form of words or the selecting related words, according to the rule) in the process of writing and explains one's choice [4 MOB 5-4.1-2]; - *improves* own pronunciation, taking into account the phonetic patterns (consonant merge, final consonant, stressed and unstressed vowels etc.) [4 MOB 5-4.1-3]; - *forms* corresponding grammatical forms of words of different parts of speech in the process of speech [4 MOB 5-4.1-4]; - *deftly builds* sentences, taking into account the purpose of utterance [4 MOB 5-4.1-5]; - expands sentences with different members in accordance with the communicative strategy [4 MOB 5-4.1-6]; - *appropriately uses* words with figurative meaning, synonyms, antonyms, polysemic words in one's own statements and explains such word usage [4 MOB 5-4.1-7]; - *substantiates* punctuation marks (within the scope studied) for proper arrangement of written statements [4 MOB 5-4.1-8]
Creates simple language games, crosswords, puzzles, experimenting with sounds, words, phrases; highlights the characteristics of own speech (favorite words, phrases); watching their influence on the interlocutors; corrects own speech	**Student:** - *creates* games with words based on the proposed ones [2 MOB 5-4.2-1]; - *creates* own fiction texts (humorous stories, verses, fairy tales, stories etc.) on the basis of familiar ones [2 MOB 5-4.2-2]; - *experiments* with own texts, stylizes them, for example, by transforming sentences, adding epithets, comparisons etc. [2 MOB 5-4.2-3]; - *recognizes* an excerpt from their own text from a set of proposed passages and explains the specific features of their speech [2 MOB 5-4.2-4]; - explains the impact of their own speech on the interlocutor [2 MOB 5-4.2-5]

Proposed content

Sound analysis of the word. Vowels and consonants. Syllable. Stress. Stressed and unstressed vowels. Hard, soft and palatalized consonants; voiced and unvoiced; prolonged consonants. Orthoepic dictionary as a reference source of norms of literary pronunciation. Sound alternation (replacement of a stressed vowel with an unstressed one, a voiceless consonant with a voiced one, a hard consonant with a soft or palatalized one), which does not affect the change in word meaning. Historical alternation in word forms and related words.

Patterns of designation of sounds by letters. Designation of hardness and softness of consonants in writing. The designation of the sound [й] ([j]) in different positions. Designation of alternating

sounds in writing. Orthograms associated with the alternation of sounds. Spelling dictionary as a reference source on the norms of spelling.

Word structure. Stem and ending. Meaningful parts of a word stem: prefix, root, suffix. Common root words. The idea of the ways of word formation. Compound word.

Lexical meaning of the word. The idea of proper Ukrainian words and words borrowed from other languages. Monosemantic and polysemantic words. Figurative meaning of the word. Polysemantic words and homonyms. Synonyms. Antonyms. Phraseologisms. Explanatory and phraseological dictionaries as a reference source regarding the lexical meaning of words and the meaning of phraseological units. Dictionary of foreign words.

Grammatical meaning of the word. Part of speech. Independent and auxiliary parts of speech. Grammatical meanings of independent parts of speech. Noun, adjective, numeral, pronoun, verb, adverb as independent parts of speech. The role of auxiliary parts of speech in a sentence. Preposition, conjunction, particle as auxiliary parts of speech. Interjection as part of speech that is not independent or official.

Sentences and phrases. Phrases and sentences. The connection of words in a phrase. Sentence members as words related by way of grammatical connection. Main and secondary parts of sentence. Clause in the sentence. Subject and predicate as main parts of sentence. Homogeneous parts of the sentence. Words that are not parts of sentence. Simple and complex sentence (general idea). Types of sentences based on expression purpose. The role of punctuation in the designation of a sentence in writing.

| **6. "We make theatrical performances" content line** ||
1	2
Describes the emotional state of characters, demonstrates empathy	**Student:** - *discusses* impressions of dramatization, focusing on how verbal and non-verbal means complement each other to depict the emotional state of a character and his/her intentions [4 MOB 6-2.3-1]; - working in a group, *selects* audio accompaniment to a performance among the proposed musical fragments [4 MOB 6-2.3-2]
Experiments with the text (changes the plot, retells the text from a different position, adds characters, improvises during staging)	**Student:** - *creates*, while working in a group, a play based on a famous work (a staged fairy tale, a fairy tale, a fairy tale with a modern twist etc.) [4 MOB 6-2.7-1]; - *improvises* using voice and body language (facial expressions, gestures, posture, movements) to perform a proposed/selected role, *provides options* for non-verbal means (facial expressions, gestures, posture, movement) and explains why one of them is selected [4 MOB 6-2.7-2]
Writes in handwritten letters legibly and fast enough to write their own opinion and information from different sources; creates statements, records them, taking into account the purpose and addressee and observing the norms of the literary language, uses a	**Student:** - *conveys their own impression* of a play they saw in written reviews (for example, an impression diary entry or the school almanac) [4 MOB 6 – 3.1-1]; - *creates*, while working in a group, a photo report for a school newspaper or website about the production of a play or about a play [4 MOB 6-3.1-2] - *creates* a theatrical playbill in the group, an invitation [4 MOB 6-3.1-3]

spelling dictionary; creates texts of different types and genres (fairy tale, story, description, reasoning); creates simple media texts, uses various forms of their presentation	
Creates simple language games, crosswords, puzzles, experimenting with sounds, words, phrases; highlights the characteristics of own speech (favorite words, phrases); watching their influence on the interlocutors; corrects own speech	**Student:** - *describes* the characteristic features of a play character's speech after watching the performance (repeated words, speed, loudness, etc.) [4 MOB 6-4.2-1]; - *establishes a connection* between the characteristic features of a play character's speech and the reaction of their interlocutor [4 MOB 6-4.2-2]

Proposed content

Theater and literature.
A play: a literary work intended for the theater.
I am a playwright (a screenwriter).
Characters of a play. Main characters.
Personality traits of characters, the actions of the characters.
Dialogue between characters.
Stage direction, the role of stage directions in the play.
Drama and comedy.
Theater and acting.
A performance. The uniqueness of a play in time.
Characters and performers.
Verbal and non-verbal means to create an image of a character on stage.
Director.
Rehearsal of a play.
The role of the set decorator and composer in the production of the play.
Decoration and theatrical props, theatrical costume, theatrical poster.
Thematic group of words relating to "theater": improvisation, cue, repertoire, drama, comedy, screenwriter, playwright, soundtrack, decorator, make-up artist, costume designer.

Language and Literature Educational Area
The Ukrainian Language as the Official Language
(Under Development)

Language and Literature Educational Area

Foreign Language Education (English, German, French, Spanish and Other Languages)

Executive Summary

The curriculum of foreign language education is based on the State Standard of Primary Education.

The **purpose** of foreign language education for general secondary education is the formation of foreign language communicative competence for direct and indirect intercultural communication, ensuring the development of other key competencies and meeting the different life needs of the student.

According to the outlined purpose, the main **objectives** of foreign language education in primary school are:

- to perform communication in the framework of areas, issues and situations being specific to this program;
- to understand the content of authentic texts by ear;
- to read and understand authentic texts of different genres and types with different levels of understanding of content;
- to perform communication in writing in accordance with set tasks;
- to adequately use the experience gained in the study of the native language and other academic subjects;
- to use non-verbal means of communication if necessary, provided that there is a shortage of available language means;
- to critically evaluate the information and utilize it for different needs;
- to express one's thoughts, feelings and attitudes;
- to effectively interact with others through speech, in writing and by means of electronic communication;
- to choose and apply appropriate communication strategies in line with different needs;
- to effectively employ learning strategies for the self-study of foreign languages.

The content of education is provided by the unity of the subject, procedural, as well as emotional and value components and is created on the basis of mastering a foreign language in the context of intercultural paradigm, which involves getting to know the culture of the people whose language the students studied. This approach predetermines the formation of readiness for intercultural communication within the typical areas, topics and situations of communication defined by the curriculum. At the end of grade 4, general education school students reach the level of A1. These levels characterize the results of academic achievements in each type of speech activity and are aligned with the "Common European recommendations on language education"[4].

According to the purpose of foreign language education given the and tasks in primary school, the following **content lines** are identified: "Aural perception", "Visual perception", "Oral interaction", "Oral statement", "Written interaction", "Written statement", "Online interaction".

Foreign language communicative competence is manifested in direct and indirect intercultural communication. In order to form communicative competence in the conditions of direct

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[4] This refers to the following document: Common European Framework of reference for language learning, teaching and assessment.

communication, the curriculum offers to deploy educational activities within the content line of ***"Aural perception"***, ***"Oral interaction", "Oral statement".*** The content line ***"Aural perception"*** presupposes involving students in perceiving of short simple questions, statements, guidelines, instructions and responding to them verbally and/ or non-verbally. The content line ***"Oral interaction"*** is aimed at the development of skills to recognize familiar words of everyday use in a familiar context; to raise questions and give answers about oneself and daily matters. The content line ***"Oral statement"*** involves the creation of short phrases about oneself, providing basic personal information (for example, name, address, family, nationality).

For the formation of communicative competence in the conditions of indirect communication (at a distance in space and time) proposed content lines of ***"Visual perception"*** (reader – author), ***"Written interaction"***, ***"Written statement"***, ***"Online interaction"***. All of the enumerated content lines provide students with an opportunity to receive the experience of indirect communication and to develop of a number of communication skills that will make it possible to develop the communicative competence. The ***"Visual perception"*** content line presupposes the perception and recognition of familiar words accompanied by images. Within in the ***"Written statements"*** content line, students learn to write short phrases to provide basic information. The result of working through the ***"Online interaction"*** content line is gaining the skills to establish basic social contact online, using the simplest forms of polite greeting and farewell, and post simple statements about oneself online.

Learning Outcomes and Proposed Content

Grades 3-4

Mandatory learning outcomes	Expected learning outcomes *(pursuant to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment)* *Level A1*
1	**2**
1. **"Aural perception" content line**	
Defines information on various tasks on familiar everyday topics during oral communication	**Student:** - *recognizes* the main contents of an oral message in a familiar situation [4 IHO 1-1.1-1]; - *performs* instructions, *understands* information about the location of objects etc. [4 IHO 1-1.1-2]; - *recognizes* the meaning of quantitative and ordinal numerals (price, date, time) in oral announcements [4 IHO 1-1.1-3]
Understands the content of an oral expression in a familiar everyday context	**Student:** - *understands* specific information in a familiar everyday context if speech is slow and clear [4 IHO 1-1.2-1]; - *guesses* the meaning of words from the context of an oral message [4 IHO 1-1.2-2]
2. **"Visual perception" content line**	

Recognizes familiar names/titles, words and elementary phrases in short, simple texts	**Student:** - *recognizes* familiar words and simple phrases [4 IHO 2-2.1-1]; - *guesses* the main content of a read text, if it is accompanied by a picture or a symbol [4 IHO 2-2.1-2]
Defines information on various tasks on familiar everyday topics in the text	**Student:** - *finds* and understands basic information in short simple texts [4 IHO 2-2.2-1]; - *identifies* specific information in short simple texts in accordance with an outlined task [4 IHO 2-2.2-2]
3. "Oral interaction" content line	
Communicates on familiar topics, responds to simple statements about meeting urgent needs, and expresses those needs	**Student:** - *asks* and answers simple questions about familiar topics [4 IHO 3-3.1-1]; - *initiates* and verbally *reacts* to simple statements about urgent needs and familiar topics [4 IHO 3-3.1-2]; - *participates* in a fact-based conversation on a predictable topic (e.g., home country, family, school) [4 IHO 3-3.1-3]
4. "Oral statement" content line	
Tells about people, the world and everyday life in simple, separate phrases and expresses own attitude	**Student:** - *describes* simple aspects of their daily life with a series of simple sentences, using simple words and phrases if provided an opportunity to prepare in advance [4 IHO 4-3.2-1]; - *describes* own emotions and the emotions of an interlocutor [4 IHO 4-3.2-2]
5. "Written interaction" content line	
Requests and provides personal information in writing using simple words, short sentences and well-established expressions	**Student:** - *uses* simple words, short sentences and set expressions to *write* short simple messages (e.g. text messages) to friends, providing them with information or asking about something [4 IHO 5-3.3-1]; - *requests* (in writing) friends to provide rudimentary personal information [4 IHO 5-3.3-2]; - *writes* short simple letters and greeting cards [4 IHO 5-3.3-3]
6. "Written statement" content line	
Provides written information about themselves, the world, everyday life, using simple words and expressions	**Student:** - *uses* simple words, set expressions to describe objects and phenomena encountered in everyday life [4 IHO 6-3.4-1]; - *writes* simple phrases and sentences about oneself and others [4 IHO 6-3.4-2]
7. "Online interaction" content line	

Creates real-time simple messages with a few short sentences	**Student:** - *exchanges* elementary written messages, for example, about life, family, hobbies and preferences, using auxiliary means [4 IHO 7-3.5-1]; - *creates* elementary online messages, *uses* simple forms of media texts [4 IHO 7-3.5-2]; - *prepares* an online application under the supervision of adults, providing basic information about oneself (for example, name, email address or phone number) [4 IHO 7-3.5-3]

Proposed content
The scope of topics of situational communication and lexical range:
Me, my family and friends
- family member
- numbers up to 100
- age of older family members
- place of residence
- daily duties
- human settlements

Rest and leisure
- Hobbies and entertainment
- sport
- favorite children's heroes
- stores and shopping

Human
- Human appearance
- professions
- hygiene
- state of health

Housing
- types of residences
- house
- apartment
- my room
- furniture

Food
- kitchenware
- names of foods

Nature and environment of Ukraine and the countries of the studied language

- weather and clothing selection
- environment
- natural phenomena.

Traveling around Ukraine and the countries of the studied language
- vacation trip
- modes of transport
- names of capitals and settlements.

Holidays and traditions of Ukraine and the countries of the studied language
- months

- place, date, and time
- holidays, events
- a party in a cafe.

School
- school subjects
- timetable
- favorite subject
- school events

Speech functions:
- greeting
- saying good-bye
- apologizing
- thanking
- introducing oneself/ someone
- naming / describing someone/something
- asking and answering questions
- understanding and following simple guidelines/instructions/commands
- understanding simple information signs
- congratulating on a holiday
- expressing preferences
- expressing one's mood

Language inventory

Language inventory (vocabulary and grammar) is tentative and selected in view of a communicative situation, the needs of students and the principle of concentric learning. It is not the purpose of training, so it is not considered as separate lexical or grammatical topics, instead, we study it in the context of the subject of situational communication. Grammatical material is presented mainly at the level of lexical units: students learn certain grammatical phenomena in speech samples without explaining the morphological and syntactic relations between parts of speech or structural units included in the sample.

Mathematics Educational Area

Executive Summary

The curriculum in mathematics is aimed at the formation of students' mathematical competence, the implementation of the aim and general objectives of educational area established in the State Standard of Primary Education (hereinafter referred to as the Standard).

The *purpose* of the mathematics educational area of general secondary education consists in the development of mathematical thinking of the child, the ability to understand and evaluate mathematical facts and patterns, to make informed choices, to recognize problems in everyday life that can be solved using mathematical methods, and to simulate processes and situations to solve problems.

According to the outlined purpose, the main **objectives** of mathematics educational area in primary school are:

- forming the ability to recognize those of everyday problems that can be solved with the use of mathematical methods and techniques;
- developing the ability to carry out research, analysis, planning of a sequence of actions to solve everyday problems of mathematical content, including story problems in particular;
- formatting and developing conscious calculation skills;
- developing the ability to describe what was seen, heard, read using simple mathematical models;
- forming a responsible attitude to the proposal of hypotheses, their evaluation, proof or refutation, and the justification of one's choice;
- gaining experience in the study of spatial relations, forms of the objects of the surrounding world, the construction of planar and three-dimensional geometric shapes;
- developing the ability to perceive, transform and evaluate obtained information using various sources, including, in particular, information and communication technologies.

- In the initial course of mathematical education, according to the designated purpose and formulated tasks, the following *content lines* are defined: "Calculation", "Numbers. Operations with numbers", "Measurement of values", " Spatial relations. geometric shapes", "Working with data".
- Within the content lines *"Calculation"*, *"Numbers. "Operations with numbers"*, the formation of the concept of a number, primarily through the understanding of the principle of the formation of various types of numbers (natural one-digit numbers, natural multi-digit numbers, fractions etc.), and methods of performing operations with these numbers – comparison, addition, subtraction, multiplication, and division. Moreover, the work on the study of laws and properties, ways of performing arithmetic operations in solving everyday problems of mathematical content, including, in particular, story problems.
- Within the framework of the *"Measurement of values"* content line, based on subjective experience and curiosity, younger students learn to *measure values* (length, mass, temperature, time, capacity (volume) with the help of improvised tools and measuring instruments, as well as to operate with money.
- At the same time, students perform conversion, comparison, addition and subtraction of said numbers, solve everyday problems of mathematical nature, including story problems, using different units of measurement.
- In the process of learning work with different values, also distinguished are *operations with geometric material*, the study of spatial relationships and geometric shapes of different forms, the

construction of planar and three-dimensional figures from on-hand material, the creation of models of real and imaginary objects of different designs, the performance of simple tasks described in mathematical texts, in particular, and story problems of geometric content (the ***"Spatial relationships. Geometrical figures"*** content line.)

• Within the framework of the **"*Working with data*"** content line, initial skills are developed for processing (definition, arrangement, analysis and capturing) data, presented in a problem condition or collected through a questionnaire etc.).

• In the framework of all content lines, students ' initial skills in mathematical modeling are being formed, in particular during the prediction of a possible result, the study of real objects and processes, the solution of educational and cognitive and practice-oriented tasks etc.

Learning Outcomes and Proposed Content

Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1	2
1. "Calculation" content line	
Recognizes among life situations those that relate to quantitative relations/forms of the objects of surrounding world	**Student:** - *reproduces*, in various activities, the likely and actual results of calculating objects surrounding them [4 MAO 1-1.1-1]; - *uses* quantitative and ordinal numbers in speech [4 MAO 1-1.1-2]
Defines the number of objects; indicates the result of counting with a number; compares numbers within a million and puts them in order	**Student:** - *counts* within a million in forward and reverse order [4 MAO 1-4.2-1]; - *counts* within a million from any number to a specified one [4 MAO 1-4.2-2]; - *counts* thousands, tens of thousands, hundreds of thousands within a million [4 MAO 1-4.2-3]
Defines the essential, general and distinctive features of mathematical objects; compares, generalizes and classifies objects based on their essential characteristics	**Student:** - *arranges* and *generalizes* the objects of the surrounding world based on one or more features [4 MAO 1-4.1-1]; - *compares and classifies* the objects of the surrounding world based on one or more characteristics [4 MAO 1-4.1-2];[4 MAO 1-4.1-2]; - *determines* essential, general and distinctive features of objects [4 MAO 1-4.1-3]; - *continues* sequences and finds missing members [4 MAO 1-4, 1-4]; - *describes* the relationship between adjacent members of a sequence or between a member and its number [4 MAO 1-4.1-5]

Proposed content

Counting units – a thousand, ten thousand, one hundred thousand. Counting in thousands, tens of thousands, hundreds of thousands within a million.

Counting in forward and reverse order within a million, counting within a numerical interval (from

any number to a specified one) in forward and reverse order.

Essential, general and distinctive features of objects.

Comparison, arrangement, generalization and classification of objects based on an essential feature.

The reproduction and comparison of probable and actual results of counting.

2. "Numbers. Operations with numbers" meaningful line

1	2
Defines the number of objects; indicates the result of counting with a number; compares numbers within a million and puts them in order	**Student:** - *reads and puts down* multi-digit numbers within a million [4 MAO 2-4.2-1]; - *forms* multi-digit numbers in different ways [4 MAO 2-4.2-2]; - *classifies* multi-digit numbers by the number of digits in their recorded form [4 MAO 2-4.2-3]; - *sets* the positional value of a digit in a multi-digit number cluster [4 MAO 2-4.2-4]; - *determines* the total number of units, tens, hundreds, units of thousands, tens of thousands, hundreds of thousands in a number [4 MAO 2-4.2-5]; - *writes down* multi-digit numbers as a sum of place items [4 MAO 2-4.2-6]; - *compares* multi-digit numbers in different ways [4 MAO 2-4.2-7]; - *establishes* relations of equality and inequality between numerical expressions [4 MAO 2-4.2-8]; - *reads and writes* fractions [4 MAO 2-4.2-9]; - *interprets* a fraction as one or several equal parts of the whole, *explains* the concepts of "numerator" and "denominator" [4 MAO 2-4.2-10]; - *compares* fractions with the same denominator [4 MAO 2-4.2-11]
Performa calculations orally and in writing in various life situations	**Student:** - *performs* oral and written calculations within a million in educational and life situations [4 MAO 2-4.3-1]; - *establishes* relationships between arithmetic operations of addition and subtraction, multiplication and division [4 MAO 2-4.3-2]; - *finds* the value of a numeric expression [4 MAO 2-4.3-3]; - *finds* the fraction of a number and a number by the value of its fraction [4 MAO 2-4.3-4]
uses the relationship between the components and the result of the arithmetic operation to solve a problematic situation; uses letter symbols to write mathematical statements	**Student:** - *substantiates* the way in which a change in one of the components affects the result of an arithmetic operation [4 MAO 2-4.8-1]; - *reads and writes down* mathematical statements using letter symbols [4 MAO 2-4.8-2]; - *calculates* expressions with a variable (variables) with its (their) given numerical value [4 MAO 2-4.8-3];

	- *solves* equations with one variable in which one component or the right part is a numeric expression [4 MAO 2-4.8-4]; - *from a set of proposed values, selects* such a value of the variable that satisfies inequality [4 MAO 2-4.8-5]; - *checks* if a given number is a solution to an inequality with one variable [4 MAO 2-4.8-6]
Uses known means of selecting necessary data to solve a problematic situation	**Student:** - analyzes a problematic situation, taking into account the possibility of using known means of data selection [4 MAO 2-3.1-1] - *selects* numerical data necessary and sufficient to solve a problematic situation [4 MAO 2-3.1-2
Converts information (heard, seen, read) in various ways into a diagram, table, schematic drawing	**Student:** - *presents* a problematic situation in various ways [4 MAO 2-2.1-1]; - *selects* a method of presenting information (scheme, table, schematic drawing) [4 MAO 2-2.1-2]
Predicts the result of solving a problematic situation based on their own experience	**Student:** - *predicts* the expected result of solving a problematic situation [4 MAO 2-1.3-1]; - *determines ways of* confirming or refuting a forecast [4 MAO 2-1.3-2] - *rejects* obviously incorrect methods of forecasting [4 MAO 2-1.3-3]
Selects the method(s) of solving a problematic situation	**Student:** - *plans* the solution of a problematic situation [4 MAO 2-2.2-1]; - *employs* different strategies to solve a problematic situation [4 MAO 2-2.2-2] - *substantiates* the choice of operations to solve a problematic situation [4 MAO 2-2.2-3]
Selects the data necessary and sufficient to solve a problematic situation; substantiates the choice of actions to solve a problematic situation; solves a problematic situation in different ways	**Student:** - analyzes a problematic situation in view of the adequacy or redundancy of available data [4 MAO 2-2.3-1]; - *selects* numerical data necessary and sufficient to solve a problematic situation, employing known means [4 MAO 2-2.3-2]
Checks the correctness of a problem solution in different ways; identifies and corrects errors	**Student:** - *checks* the correctness of the solution of a problematic situation in different ways [4 MAO 2-3.4-1]; - *finds* errors in mathematical calculations, *eliminates* them by performing the necessary operations [4 MAO 2-3.4-2]
Matches the obtained result with the predicted one	**Student:**

| | - *compares different ways* of solving a problematic situation that confirm or refute the forecast, chooses the most effective one [4 MAO 2-3.3-1];
- *compares* a received result with the predicted one [4 MAO 2-3.3-2] |

Proposed content

Natural multi-digit numbers. The formation of multi-digit numbers (principles of bitwise and positioning approaches).

Reading and writing multi-digit numbers within a million.

The positional value of digits in a multi-digit number form.

The presentation of multi-digit numbers as a sum of bit parts.

Determining the total number of units, tens, hundreds, units of thousands, tens of thousands, hundreds of thousands in a multi-digit number.

Comparison of multi-digit numbers.

Numerical sequences.

Arithmetic operations of addition and subtraction of multi-digit numbers.

Interconnection between the arithmetic operations of addition and subtraction.

Dependence of the results of arithmetic operations of addition and subtraction on the change of one of the components.

Techniques of performing arithmetic operations of addition and subtraction.

The laws of addition and the properties of subtraction.

Multiplication and division of multi-digit number by a uni-digit and a multi-digit number.

Interconnection between the arithmetic operations of multiplication and division.

Dependence of the results of arithmetic operations of multiplication and division on the change of one of the components.

Techniques of performing arithmetic operations of multiplication and division. Division with remainder. The property of a remainder.

Laws of multiplication (commutative, associative, distributive) and properties of division.

Properties of multiplication and division by 1, 10, 100; multiplication by 0, zero by number; division of zero by number, division of a number by an equal number.

Differential and multiple comparison.

Numeric and alphabetic expressions, equalities and inequalities.

The calculation of numerical expressions containing several arithmetic operations of different degrees without brackets and with brackets.

Calculation of expressions with a variable(s) with its (their) given numerical value.

Solving one-variable equations in which one component or the right side of the equation is a numeric expression.

Inequalities with a variable.

Standard fractions. Formation of a standard fraction. Reading and writing fractions. The numerator and denominator of a fraction.

Comparison and ordering of fractions with the same denominators.

Finding a fraction of a number. Finding a number based on the value of its fraction.

Life situations that are solved mathematically, texts of mathematical content, story problems, their solutions in different ways based on simple mathematical models. Checking the correctness of the solution of a problematic situation in different ways.

Probable and actual result of calculations. Errors in calculations. Ways to resolve errors.

3. "Measurement of values" content line	
1	**2**
Defines the general property of objects in the outside	**Student:**

world and interprets it as a value for measurement and comparison	- *uses* different measurements to measure the values of length, mass, temperature, time, capacity, and cost [4 MAO 3-4.7-1]; - *records* the results of measurements in millimeters (mm), centimeters (cm), decimeters (dm), meters (m), kilometers (km); grams (g), kilograms (kg), hundredweight (cwt), tons (t); degrees Celsius (Cº), seconds (sec), minutes (min), hours (h), days, weeks, months, years, centuries, millennia, liters (l), kopiikas (kop.), hryvnias (UAH), using units of measure and ratios between them [4 MAO 3-4.7-2]; - *converts* different units of values into other ones [4 MAO 3-4.7-3]
Analyzes the problematic situations that arise in life; describes the problematic life situations with the help of a group of measurements that are interrelated	**Student:** - *uses* the clock and calendar to track and plan the events of one's life [4 MAO 3-1.2-1]; - *operates* with money in the situation of purchase and sale [4 MAO 3-1.2-2]; - *finds* the speed, time, and path, using the appropriate formulas for solving practically oriented problems [4 MAO 3-1.2-3]; - *calculates* the perimeter of a polygon and the area of a rectangle in known ways [4 MAO 3-1.2-4]; - *finds* the length of one side of a rectangle: based on the known perimeter and the other side; based on the known area and the other side [4 MAO 3-1.2-5]; - *compares* named numbers provided in the units of length, mass, capacity (volume), time, temperature, cost [4 MAO 3-1.2-6]; - *converts* named numbers expressed in units of two names [4 MAO 3-1.2-7]; - *applies* the relationship of the units of measure of values when solving practically oriented tasks [4 MAO 3-1.2-8]; - *performs* addition and subtraction of named numbers, multiplication and division by a single-digit number of named numbers presented in measure units of length, mass, cost and time [4 MAO 3-1.2-9]

Proposed content

Measurement of values (length, mass, temperature, time, capacity (volume), cost, speed, area) with the help of improvised tools and measuring instruments. Units of measurement of values and the correlation between them. Recording of measurement results.

Length. Length units: mm, cm, dm, m, km. Relations between the units of length measurement.

Capacity (volume). Unit of capacity (volume) measurement: l. The correlation between the units of measurement of capacity (volume).

Mass. Mass measurement units: g, kg, cwt, t. Relations between the units of mass measurement.

Area. Units of area measurement: mm^2, cm^2, dm^2, m^2, a (weave), ha, km^2. Relations between the units of area measurement.

Time. The main units of time measurement: second, minute, hour, day. The correlation between them. Electronic and mechanical watches. Time detection with a clock in the 12-hour and the 24-hour systems. Determination of time to the minute. The of use of a clock and calendar to track and plan one's life's events. Determine the duration of the event, its start and end.

Money. Operations with money. Units of value: kopiika (k.), hryvnia (UAH). The difference between a kopiika and a coin. The calculation of the cost, the concept of the small change, how much is lacking, the change of money to smaller money, currency exchange etc. (financial tasks).

The velocity of a body in a linear even motion. Units of speed ($\frac{\kappa м}{год}, \frac{м}{с}$ etc.). The relationship between the velocity of a body, the time and the path traveled during even linear motion and the formula for their calculation. Practically oriented problems about oncoming movement, movement in opposite directions and movement in the same direction.

Concrete numbers. Transition from one measurement unit to another. Comparison, addition, and subtraction of concrete numbers. Multiplication and division of concrete numbers by a uni-digit number.

The solution of direct and inverse problems of various types that arise from everyday life situations, containing groups of related quantities (proportional relation, proportional division, finding the unknown based on two differences, mutual work etc.).

Calculating the perimeter of a polygon and the area of a rectangle in different (known) ways. The use of definitions of a rectangle and a square and the properties of the opposite sides of a rectangle in solving direct and reverse story problems of practical inclination.

4. "Spatial relationships. Geometrical figures" content line.	
1	2
Orients on the plane and in space, moves along a certain route; plans movement routes	**Student:** - *describes and compiles* routes for travel, using appropriate mathematical vocabulary, signs that are associated with direction and turn [4 MAO 4-4.4-1]; - moves (in reality and virtually) through a certain route [4 MAO 4-4.4-2]
Recognizes familiar geometric shapes in complex shapes	**Student:** - *recognizes* and classifies by essential features geometrical figures, right and not right angles [4 MAO 4-4.5-1]; - *recognizes* geometric shapes, defines their elements [4 MAO 4-4.5-2]; - *identifies* familiar geometric shapes in the shapes of complex configuration, the objects of the environment, drawings [4 MAO 4-4.5-3]; - *classifies* and compares geometric shapes (by shape, size, area, perimeter and other features etc.) [4 MAO 4-4.5-4] -
Creates geometric shapes of different structure; builds planar figures based on given dimensions	**Student:** - *simulates* geometric shapes from improvised material [4 MAO 4-4.6-1]; - *builds* planar shapes (triangle, rectangle, circumference) based on given dimensions [4 MAO 4-4.6-2]; - *creates* a variety of designs, combining planar and three-dimensional shapes [4 MAO 4-4.6-3]

Proposed content

Description and compilation of routes for travel that are associated with the direction and rotation.
The elements of a circumference and a circle: center, radius, diameter. Diameter properties.
Angle. Types of angles: right, acute, obtuse.

Essential features of geometric shapes (triangle, rectangle, polygon, circumference and circle; cube, pyramid, parallelepiped, ball, cone, cylinder).
Classification and comparison of geometric shapes (form, size, area, perimeter, other features, etc.).
Creating different designs from geometric shapes.
The construction of planar figures of given dimensions.

5. "Working with data" content line

1	2
Analyzes the problematic situations that arise in life; describes the problematic life situations with the help of a group of measurements that are interrelated	**Student:** - *reads, finds, analyzes, compares* information presented in tables, graphs, charts, diagrams [4 MAO 5-1.2-1]; - describes problematic life situations based on specific data using a group of values related to each other [4 MAO 5-1.2-2]
Converts information (heard, seen, read) in various ways into a diagram, table, schematic drawing	**Student:** - *presents* data using tables, charts, bars and pie charts [4 MAO 5-2.1-1]; - *uses* on the practical level different ways of presenting specific data [4 MAO 5-2.1-2]
Selects the data necessary and sufficient to solve a problematic situation; substantiates the choice of actions to solve a problematic situation; solves a problematic situation in different ways	**Student:** - *selects* data necessary and sufficient to solve a problematic situation [4 MAO 5-2.3-1]; - *substantiates* the choice of operations with data to solve a problematic situation [4 MAO 5-2.3-2]; - *solves* a problematic situation in different ways using available data [4 MAO 5-2.3-3]
Explores various ways to solve a problematic situation, chooses a rational way to solve it	**Student:** - *explores* various ways to solve a problematic situation, based on the available data [4 MAO 5-3.2-1]; - *opts for* a rational way to solve a problematic situation, taking into account the available data [4 MAO 5-3.2-2]

Proposed content
Reading data from tables, charts, diagrams.
Use of information provided in various forms to answer questions that go beyond direct reading of the data.
Data presentation using tables, charts, bar and pie charts.
Research of various ways to solve a problematic situation and the selection of an appropriate one.

Educational Area of Natural Sciences

Executive Summary

The curriculum of natural science educational area is developed on the basis of the State Standard of Primary Education.

The *purpose* of the educational area of natural science for general secondary education is the formation of scientific thinking and research culture; the development of systemic concepts of the integrity and diversity of nature, the adoption of the principles of sustainable development, effective, safe and environmentally-friendly behavior in the environment.

According to the outlined purpose, the main **objectives** of the natural science educational area in primary school are:

- teaching love and respect for the nature of one's native land, Ukraine, and planet Earth;

- forming of ecologically and ethically grounded behavior in nature, involvement in environmental protection actions;

- developing interest in the getting to know of nature, mastering the methods of educational and cognitive activity, basic research skills (through experiments, observations);

- gradual formation of ideas about the natural science picture of the world through the deepening of the initial knowledge of natural objects and phenomena, the relationship in the "inanimate nature − animate nature" system, the dependence of humans on the environment and their impact on it.

According to these goals and objectives, the following **content lines** are highlighted: "I get to know nature", "Me in nature", "Me in the human-made world".

"I get to know nature" content line is aimed at the formation of research skills of students through the facilitation of curiosity and interest in observations, experiments and modeling to find answers to questions about the surrounding world.

"Me in nature" content line involves the development of younger students ' ideas about the objects and phenomena of nature, the establishment of links between inanimate and living nature, the formation of careful attitude for nature; development of the skills of environmentally appropriate behavior in the environment.

"Me in the human-made world" content line is aimed at the formation of general ideas about the world created by humans, the concepts of the relationship between humans and nature, and serves as a source of inspiration for the search and implementation of children's inventive ideas and projects.

The key role in the study of natural science educational area is played by research (observation, experiments), excursions, environmental and project implementation activities of students.

Learning Outcomes and Proposed Content
Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1	**2**
"I get to know nature" content line	
Selects in the outside world or from suggested questions such problems that can be solved by means of research	**Student:** - *asks questions* [4 ПРО 1-1.1-1]; - *explains* why they undertook a certain problem pertaining to natural science as a subject for research [4 ПРО 1-1.1-2]; - *outlines* a problem before solving it [4 ПРО 1-1.1-3]
defines the purpose of observations/research; predicts the possible results of observations/research	**Student:** - *explains* why he/she performs observations or natural science experiments [4 ПРО 1-1.2-1]; - *predicts* the outcome of observation/experiment [4 ПРО 1-1.2-2]; - *compares* obtained result with the assumption [4 ПРО 1-1.2-3]; - *puts forward* their own hypotheses [4 ПРО 1-1.2-4]
Determines the sequence of steps during observation/experiment; selects the necessary conditions for the study	**Student:** - *develops* a research plan [4 ПРО 1-1.3-1]; - *plans* independent observation/experiment [4 ПРО 1-1.3-2]; - *explains* why it is necessary to determine the sequence of steps in a study [4 ПРО 1-1.3-3]; - *selects* appropriate materials, means, equipment, devices [4 ПРО 1-1.3-4]
Conducts monitoring of selected or proposed natural phenomena and objects, conducts research, creates training models	**Student:** - *conducts research* on a natural object/phenomenon, *describes* its course [4 ПРО 1-1.4-1]; - *selects* appropriate materials, means, equipment, devices [4 ПРО 1-1.4-2]; - *produces* models for research [4 ПРО 1-1.4-3]; - *observes* objects of research [4 ПРО 1-1.4-4]; - *observes* the weather [4 ПРО 1-1.4-5]; - *examines* water, its three states, properties: the melting point of ice and boiling point of water [4 ПРО 1-1.4-6]; - *explores* water as a solvent [4 ПРО 1-1.4-7]; - *distinguishes* between water-soluble and insoluble substances [4 ПРО 1-1.4-8]; - *explores* the soil of their area, its composition (water, sand, clay, etc.) [4 ПРО 1-1.4-9]; - *explores* the conditions of plant development [4 ПРО 1-1.4-10]; - *propagates* plants from seeds, cuttings, tubers, and leaves [4 ПРО 1-1.4-11]; - *observes* plants and animals [4 ПРО 1-1.4-12];

	- *observes* the starry sky [4 ПРО 1-1.4-13]
Establishes links between objects and natural phenomena; draws conclusions from observations and research with the teacher or independently	**Student:** - *describes* the properties of objects under study [4 ПРО 1-1.5-1]; - *establishes* links between objects and natural phenomena [4 ПРО 1-1.5-2]; - *finds out* under what conditions changes occur [4 ПРО 1-1.5-3]; - *summarizes* the results of studies [[4 ПРО 1-1.5-4]; - *draws conclusions* from observations and research together with the teacher or independently [4 ПРО 1-1.5-5]; - *convinces* of the correctness of obtained results and drawn conclusions [4 ПРО 1-1.5-6]
Determines success factors, analyzes errors that occur during the study, changes conditions or sequence of actions during the study	**Student:** - *analyzes* conditions and sequence of steps, carrying out research [4 ПРО 1-1.6-1]; - *compares* different research methods [4 ПРО 1-1.6-2]; - *identifies* the causes of failures and suggests ways to fix them [4 ПРО 1-1.6-3]; - *assesses* the factors that led to success [4 ПРО 1-1.6-4]; - *observe safety rules* when conducting observations and experiments [4 ПРО 1-1.6-5]
Finds and systematizes (according to the plan) information about the world; uses technical devices and appliances to search for information	**Student:** - correctly *uses* devices to search and receive information on natural science content [4 ПРО 1-2.1-1]; - independently *selects* and *distributes* necessary information of natural science content [4 ПРО 1-2.1-2]; - *compares* information of natural science content from known and proposed sources [4 ПРО 1-2.1-3]; - *verifies* the accuracy of natural science information [4 ПРО 1-2.1-4]
Presents information in the form of a picture, diagram, graph, text, presentation etc.	**Student:** - *applies* subject models, drawings, diagrams, graphs, texts to explain the phenomena and objects of nature [4 ПРО 1-2.2-1]; - *prepares* reports/presentations and *presents* them [4 ПРО 1-2.2-2]
Explains the importance of what he/she studies for his/her own life, distinguishes between main and secondary things	**Student:** - *navigates* on the with the help of the sun, a compass, local features [4 ПРО 1-4.1-1]; - *defines* the sides of the horizon [4 ПРО 1-4.1-2]; - *reads* (*interprets*)a plan and a map [4 ПРО 1-4.1-3]; - *explains* the benefits of plants and animals for one's own life [4 ПРО 1-4.1-4];

	- *explains* possible threats from animals (dangerous and sick animals), plants (poisonous plants) and mushrooms (poisonous mushrooms) [4 ПРО 1-4.1-5]; - *determines* the threat of natural phenomena such as thunderstorms, hurricanes, floods, fires [4 ПРО 1-4.1-6]; - *explains* how to act in the event of a threat of hurricane, flood, fire etc. [4 ПРО 1-4.1-7]; - *analyzes* a proposed diet (or *makes up* one's own healthy diet) [4 ПРО 1-4.1-8]; - *determines* the composition of products based on the labels on packaging [4 ПРО 1-4.1-9]; - *expresses* judgments about the usefulness/harmfulness of foods depending on their composition [4 ПРО 1-4.1-10]
Identifies known and unknown things in a problem, provides proofs of correctness of judgments	**Student:** - *formulates* a problem, *defines* known and unknown information in it [1 ПРО 1-4.2-1]; - *finds* ways to solve a problem and *solves* it [4 ПРО 1-4.2-2]; - *selects* the evidence of the correctness of judgments [4 ПРО 1-4.2-3]
Classifies objects of the outside world according to several features and properties	**Student:** - *compares* natural objects in terms of size, weight, amount etc. [4 ПРО 1-4.3-1]; - *determines* the signs of life in plants, animals and fungi [4 ПРО 1-4.3-2]; - *distinguishes* between herbaceous plants, bushes, and trees; cultivated and wild plants [4 ПРО 1-4.3-3]; -*recognizes* worms, insects, spiders, fish, amphibians, reptiles, birds, animals (mammals) [4 ПРО 1-4.3-4]; - *distinguishes* between herbivorous, carnivorous, omnivorous animals; domestic and wild animals [4 ПРО 1-4.3-5]; - *recognizes* poisonous and edible mushrooms their area [4 ПРО 1-4.3-6]; - distinguishes between the main systems of human organs: locomotor, digestive, respiratory, cardiovascular, sensory organs, blood, skin [4 ПРО 1-4.1-7]; - *explains* the role of acclimation [4 ПРО 1-4.3-8] - *distinguishes* individual human organs and *explains* their role [4 ПРО 1-4.3-9]
Proposed content Natural phenomena. Cause-and-effect relations in nature. Devices for measuring linear dimensions of bodies, mass, time, and temperature. Units of length, area, volume, mass, time, temperature. Observations and experiments – methods of nature research. Air and its properties. Air movement. Some plants and animals. The impact of environment on plant and animal organisms. Scale. Orientation on terrain Compass. Constellation. The moon: Earth's satellite. Planets of the Solar system. Galaxy. Milky way.	

Change of day and night. The reasons for the change of seasons. The shape and size of the Earth. Horizon.
Human body. Healthy lifestyle. Healthcare.
The components of a healthy diet: animal and vegetable products, salt, sugar.

2. "Me in nature" content line	
1	**2**
Acts in the surrounding world, taking into account the relationships between objects of animate and inanimate nature	**Student:** - *responsibly acts* in nature [4 ПРО 2-3.1-1]; - *determines* the significance of what is studied about the environment [4 ПРО 2-3.1-2]; - *expresses* own opinion about what is studied about the environment, *substantiates* [4 ПРО 2-3.1-3]; - explains the relationship between objects of animate and inanimate nature [4 ПРО 2-3.1-4]
Establishes links between human activity and the state of the surrounding world; makes rules of conduct in the world and adheres to them	**Student:** - *distinguishes* between energy sources (renewable and non-renewable) [4 ПРО 2-3.2-1]; - *explains* the usefulness of renewable energy sources [4 ПРО 2-3.2-2]; - *makes* rules of behavior in nature [4 ПРО 2-3.2-3]; - *observes* the rules of behavior in nature [4 ПРО 2-3.2-4]
Determines the approximate expenditure of natural resources used in the family, and ways to reduce them	**Student:** - *determines*, based on the readings of meters, the amount of water, gas, and electricity consumed by the family within a month [4 ПРО 2-3.4-1]; - *offers* own ways to reduce the consumption of natural resources [4 ПРО 2-3.4-2]; - *sorts* garbage into paper, plastic, etc. and explains why he does so [4 ПРО 2-3.4-3]

Proposed content
Bodies and substances. Variety of substances in the environment.
The spread of water in nature, its importance for living organisms. Natural water cycle.
The importance of air for plants, animals and humans. Sources of air pollution. Methods of air purity protection.
Mineral resources (coal, oil, gas, peat) and their use.
Renewable energy sources (sun, wind and water) and their use.
Soil organisms. The role of living organisms in soil formation. The importance of soil for plants and animals.
The unity of the world of animate and inanimate nature; human being as a part of nature.
Human in nature. The significance of nature in human life.
Protection of flora and fauna. Protected areas of one's homeland.
Economical use of water, electricity, and gas in everyday life.

3. "Me in the human-made world" content line	
1	**2**

Establishes links between human activity and the state of the surrounding world; makes rules of conduct in the world and adheres to them	**Student:** - *explains* that not all human-made materials are useful for the environment [4 ПРО 3-3.2-1] - *uses* materials (plastic, rubber, glass, metal, paper) in line with their properties [4 ПРО 3-3.2-2]
Explains the importance of inventions in everyday life and the preservation of the surrounding world	**Student:** - *talks* about inventions and inventors, explains the impact of their ideas on everyday life and the preservation of the environment [4 ПРО 3-3.3-1]
Offers their own way to solve a selected or proposed problem	**Student:** - *offers* and *substantiates* one's own idea of solving a problem [4 ПРО 3-4.4-1]; - *tests* one's own idea in various ways [4 ПРО 3-4.4-2]; - *re-uses* materials (plastic, rubber, glass, metal, paper), offering one's own way to solve a problem [4 ПРО 3-4.4-3]; - *argues* the feasibility of re - use of materials [4 ПРО 3-4.4-4]

Proposed content
Human being and nature. The significance of nature in human life.
Protection of environment from pollution. Protection of the Earth's interior.
The use of inventions and discoveries.
Expediency of the re-use of materials.
Mechanisms and tools.

Educational Area of Technology

Executive Summary

The curriculum of technology educational area is developed on the basis of the State Standard of Primary Education.

The *goal* of the technology educational area for general secondary education is to develop students' ability to change the surrounding world by means of modern technologies without damage to the environment, to use technologies for one's own self-fulfillment, as well as cultural and national self-expression.

According to the outlined purpose, the main **objectives** of technology educational area in primary school are:

- involving students in various activities, developing skills to create products all the ways from the creative idea to its implementation as a finalized result;
- forming the culture of work and life in students, developing the skills of rational housekeeping, meeting their own needs and the needs of others, responsibility for the outcomes of their own activities;
- forming the ability to effectively use natural materials with proper stewardship in respect of environment;
- creating conditions for practical and creative application of traditions and modern crafts.

The content of the technological educational area in primary school is structured along the following **content lines**: "Technical creativity and engineering", "The world of technology", "The world of crafts", "Everyday life".

The content lines that systematize the expected learning outcomes aimed at the development of key competencies of students.

The content line **"Technical creativity and engineering"** is aimed at involving students in creative activities in the process of designing and modeling during independent or collective work with an erector set. The process of construction of an erector set using finished parts (models) aims to facilitate the development of spatial imagination and the elements of creative and technical thinking of students, through reading and comparing drawings, graphics that students will follow in their construction effort. Students will perform the layout of three-dimensional scale modeling of vehicles, houses, towers, robots etc.

Proposed conditions: personal access of a student to the details of an erector sets, respective graphic images of the schemes for the construction of simple models; materials for the manufacture and finishing of the product.

"The world of technology" content line aims to form students' ability to plan their own activities in the process of studying construction materials – from recognizing them by touch to a reasoned selection of them in order to create a product, to perform the simplest methods of their processing. An important condition for the mastery of this content line is the formation of students' ability to understand and follow the sequence in the manufacture of products, to argue the selected sequence in the work. In the process of working with materials, the following operations will be leading: cutting with scissors, gluing, binding tapes etc.

Proposed conditions: student's personal access to materials, process maps (diagrams) required for the manufacture of products, tools and accessories, reference books (books with illustrations to works of art, sets of drawings to cartoons and so on). Organization of excursions to enterprises, viewing and discussion of video films about production. Viewing and discussion of films (cartoons) highlighting the re-use and economical utilization of materials.

The **"World of crafts"** content line aims to form in students' the attitude to the works of arts and crafts as cultural heritage of the Ukrainian people, as well as the ability to create and decorate simple products modeled or designed independently, using traditional crafts or techniques of decorative and applied arts. In the process of work, the following operations will be leading: cutting with scissors, gluing, binding tapes, carving, modelling etc.

Proposed conditions: student's personal access to products made by traditional and modern crafts; as well as to materials, tools and devices, catalogs, photographs etc. Viewing and discussing films (cartoons) covering the technology of traditional and modern crafts. Visits (real or virtual) of workshops of craftsmen, museums of decorative and applied arts.

The **"Everyday life"** content line aims to form the practical skills of organizing one's own life, solving practical problems in one's own lives, planning and implementing simple labor actions (repair of toys, books, caring for plants, house pets; cooking according to recipes; taking care of clothing and footwear).

Proposed conditions: students' personal access to materials, tools and devices; to objects (toys, books, etc.). Viewing and discussion of films (cartoons) covering the simplest actions referring to independence in everyday life.

Technology educational area is based on students' practical activities. Each lesson presupposes practical work. Labor objects for manufacturing are selected by a teacher based on students wishes.

Learning Outcomes and Proposed Content
Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1	2
1. "Technical creativity and engineering" content line	
Independently selects materials and technologies for the manufacture of a product	**Student:** - *recognizes* construction materials visually and tactually [4 TEO 1-1.3-1]; - independently *selects* construction materials for the manufacture of products from finished elements (the use of metal, wood or plastic erector sets; finished elements made from paper, plastic, wood, foam plastic and others for scale modeling) [4 TEO 1-1.3-2]; - independently *selects* construction materials for the making of a product (following a model and based on one's own design), comparing their properties: paper, plasticine, polymer clay or salt dough, fabric, thread; non-woven, natural and other materials [4 TEO 1-1.3-3]

Selects the object of labor and predicts the end result of one's own activities; independently plans the sequence of technological operations in the making of a product	**Student:** - *conceives* of an object of labor for manufacture [4 TEO 1-1.1-1] - *predicts* the result of one's own activities [4 TEO 1-1.1-2]; - *plans* a sequence of technological operations using process maps [4 TEO 1-1.1-3]; - independently performs *familiar technological operations* with construction materials (use of paper, thread, fabric, natural material, plasticine, flat materials; gluing, folding, binding, etc.) [4 TEO 1-1.1-4]; - *substantiates* the choice of a model he/she designed based on questions posed by adults [4 TEO 1-1.1-5]
Models, constructs and manufactures a product from prefabricated elements; produces and decorates a product employing a known technology	**Student:** - *designs* a product with moving parts, using ready-to-assemble elements and parts [4 TEO 1-1.4-1]; - *compares* old and modern models of various technical devices and *designs* models of the future [4 TEO 1-1.4-2]; - *creates* specified shapes using all seven tans of the Tangram [4 TEO 1-1.4-3]; - independently *manufactures and decorates* a product employing familiar technologies [4 TEO 1-1.4-4]; - *creates* and *decorates* a product following the logical sequence, a sample or one's own design from various construction materials and re-using materials [4 TEO1-1.4-5]; - independently *creates* a product following a sample (template) and one's own design using paper, cardboard, threads, natural materials (subject and plot-based appliqués from natural material, simple story compositions, crafts made in the technique of origami, models of products made of artificial materials and cardboard, products of three-dimensional shape made from paper) [4 TEO 1-1.4-6]; - *cuts* thread, paper, cardboard with scissors in a straight line, curve and broken lines following a proposed sample (template) [4 TEO 1-1.4-7]; - *places* the elements of a product on the plane [4 TEO 1-1.4-8]; - *explains* the sequence of actions and *adheres* to it in the manufacture of products from natural materials, in the making and finishing of three-dimensional products [4 TEO 1-1.4-9]; - *substantiates* the sequence and expediency of a manufactured product [4 TEO 1-1.4-10]; - *adorns* a product following a model and one's own design with beads, sequins, braid, ribbons and other materials [4 TEO 1-1.4-11]

Proposed content

Materials, tools and appliances necessary for operation.

Selection of construction materials, tools and appliances for the manufacture of a product. Product making planning.

Compliance with graphic images and diagrams in the process of modeling, design and manufacture of three-dimensional products from finished elements (boxes, packaging, independently made three-dimensional parts).

Finishing of manufactured goods using known techniques and materials with beads, sequins, braid, ribbons, etc. according to one's own design.

Scale modeling of products with erector set parts.

General information about the methods of making moving models from paper and cardboard.

Materials, tools and appliances for the making of moving models.

Sequence of manufacture of three-dimensional products. Methods of element fastening.

Moldable materials for the manufacture of products (plasticine, clay, polymer clay, salt dough).

Three-dimensional products. Sequence of the production of three-dimensional products (a relief, a bas-relief) from moldable materials of one's own design; three-dimensional appliques on fabrics with the use of buttons, sequins and beads. Scale modeling

Types and properties of fabrics. The use of fabrics. Methods of cutting fabric and specific features of attaching it to paper.

Using fabric, threads, non-woven materials (flat and volume appliques on the basis of simple symmetric and asymmetric forms), natural materials and other materials (flat and three-dimensional products) in work.

Placement of elements of the product on a plane, connecting elements into a product.

The process sequence in the manufacture of products following a model and one's own design.

The sequence of actions in the manufacture of products under the "origami" technique.

Cardboard and foam as an artificial material for scale modeling.

Offered objects of work: production and decoration of three-dimensional products (a vehicle, houses, towers, robots etc.); scale modeling of products from erector set details; te making of products from natural and moldable materials; production of paper models with moving parts; the production of three-dimensional figures of animals, cartoon and fairy tale etc. heroes from moldable materials; creation of collective compositions from ready products; making a soft toy; origami crafts; plot-based and subject appliques from paper, plasticine, natural materials; applique from paper, fabric, threads, non-woven fabrics, natural materials; three-dimensional static models (figures) from plasticine, polymer clay or salt dough; three-dimensional products from paper, fabric, yarns, non-woven and other materials.

Proposed conditions: personal access of a student to the details of an erector sets, respective graphic images, schemes for the construction of simple models; materials for the manufacture and finishing of the product.

2. The "World of technology" content line	
1	2
Reads and analyzes graphic images; draws simple geometric images and is	**Student:**

guided by them in the process of work	- *reads, understands and analyzes* graphic images of charts, adheres to them in the course of work (use of flow charts, graphic images, and drawings) [4 TEO 2-1.2-1]; - *marks* straight lines on paper and cardboard [4 TEO 2-1.2-1]; - *performs* simple geometric construction following a model or a creative idea [4 TEO 2-1.2-3]
Adheres to safe methods of work when using tools and appliances	**Student:** - independently *practices* safe methods of work when using tools and appliances (use of glue, tools and appliances with sharp parts) [4 TEO 2-4.3-1]
Thriftily uses materials; sorts waste, following relevant rules	**Student:** - *economically use* materials in the manufacture of products [4 TEO 2-3.2-1]; - *sorts* household waste, following the relevant rules [4 TEO 2-3.2-2]; - independently *creates a product, re-using materials* (plastic products, paper, fabric, foil etc.) [4 TEO 2-3.2-3]; - *substantiates* the expedience of re-using materials and uses them for the manufacture of products [4 TEO 2-3.2-4]
Presents the result of their own and collective activities and tries to evaluate it	**Student:** - *reflects* on the result of one's own activity and presents it [4 TEO 2-1.5-1]; - *describes*, substantiating one's own opinion about what they wanted to achieve [4 TEO 2-1.5-2]

Proposed content

Tools and devices for the making of products from modern artificial materials (plastic, foam rubber, synthetic winterizer, synthetic cotton wool etc.). The sequence of manufacturing of simple products using plastic, foam rubber, synthetic winterizer, synthetic wool.

Collage. Quilling. Combining different materials to create a composition collage, products under the quilling technique; the making procedure. Materials, tools and devices for the making of collage, quilling products.

Elements of graphic literacy. Lines. Rules for marking lines on paper and cardboard.

Development drawings of rectangular shape.

The use of schemes for the sequential manufacture of a product.

Properties of construction materials (types of paper, cardboard, threads).

Production of three-dimensional products with elements of recycled materials.

Safe methods of work in using tools and devices.

Economical use of materials.

Presentation of one's own (collective) activity.

Workplace arrangement. General safety rules concerning the use of tools and devices.

Estimated labor objects: making products from modern artificial materials; making plot-based compositions – a collage according to one's own design; manufacturing of products using the quilling technique; three-dimensional static models (shapes) from plasticine, polymer clay or salt dough; three-dimensional scale models of products from artificial materials; modeling and creation of products using recycled materials; creating development drawings of a rectangular shape from paper or cardboard.

Proposed conditions: student's personal access to materials, process maps (diagrams) required for the manufacture of products, tools and accessories, reference books (books with illustrations to works of art, sets of drawings to cartoons and so on).

Organization of excursions to enterprises, viewing and discussion of video films about production. Viewing and discussion of films (cartoons) highlighting the re-use and economical utilization of materials.

2. The "World of crafts" content line	
1	**2**
Performs simple technological operations of traditional and modern crafts independently	**Student:** - *expresses* an opinion on products decorated with traditional and modern crafts [4 TEO 3-2.1-1]; - recognizes the technological operations of traditional and modern crafts [4 TEO 3-2.1-2]; - independently *decorates* a product using the elements of traditional and modern crafts [4 TEO 3-2.1-3]
Independently creates a product using the technology of traditional and modern crafts	**Student:** - *compares* and *distinguishes* between products made by traditional and contemporary crafts (pottery, weaving, vytynanka paper cutting, carving etc.) [4 TEO 3-2.2-1]; - *expresses their own position* on the importance of the revival and preservation of traditional crafts [4 TEO 3-2.2-2];

	- independently *produces* a product using technologies of both traditional and contemporary crafts (vytynanka paper cutting, applique, modelling etc.) [4 TEO 3-2.2-3]

Proposed content

Creation and design of simple products following a model and one's own design, using traditional crafts or techniques of decorative and applied arts.

The methods of weaving of ribbons, thick threads, ropes. Main methods of work and the making procedure of products with the weaving technique.

Ideas of the specific features of plot-based embroidery in different regions of Ukraine.

The sequence of actions in the manufacture of vytynanka following a template or one's own design.

Finishing products using the embroidery technique. Materials, tools and devices, main methods of work, and the making process of products using the embroidery technique.

Painted Easter egg as one of the symbols of Ukraine. Ornament. Decorating Easter eggs.

Estimated objects of labor: the manufacture of products using the technique of weaving (motanka dolls, bookmarks, souvenirs etc.); products with elements of vytynanka paper cutting, of clay etc.; decorating products with "needle forward" and "needle backward" seams (clothes parts, napkins, postcards, paintings etc.);

making Easter egg appliques using known techniques; decorating a painted Easter egg.

Proposed conditions: student's personal access to products made by traditional and modern crafts and to materials, tools and devices, catalogs, photographs etc.

Viewing and discussing films (cartoons) covering the technology of traditional and modern crafts.

An excursion (real or virtual) to the workshops of folk craftsmen, museums of decorative and applied arts, school workshops, workplaces, production facilities with traditional folk crafts.

4. "Everyday life" content line	
1	2
Safely uses simple devices at home; independently organizes the workplace in accordance with the defined needs and objectives	**Student:** - safely operates simple devices in one's everyday life [4 TEO 4-4.2-1]; - independently *organizes* their workplace in accord with their own needs and specific tasks (organization of personal everyday life) [4 TEO 4-4.2-2]
Plans and performs actions in their own life	**Student:** - independently *plans and performs* labor actions in one's own everyday life (repairs toys, books in known ways; looks after plants and animals; prepares simple dishes according to recipes; takes care of clothes and footwear) [4 [4 TEO 4-4.1-1]; - *explains* the importance of the rules of conduct at the table, uses tableware for its intended purpose [4 TEO 4-4.1-2]; - sets the table for family members for breakfast / lunch / dinner [4 TEO 4-4.1-3]

With the help of adults or independently, calculates the estimated cost and the amount of materials for the manufacture of a product	**Student:** - together with adults or independently *calculates* the approximate amount of necessary resources for the manufacture of a product [4 TEO 4-3.1-1]; - independently *makes assumptions* about the required amount of materials to perform a simple task [4 TEO 4-3.1-2]

Proposed content

Organizing one's own life.

Solving practical problems in one's own everyday life.

Clothes and footwear. Decorate clothes and shoes. Techniques, materials, tools and devices for decorating clothes and footwear. The sequence actions during finishing a product with buttons.

Food culture. Rules of conduct at the table. Table setting for lunch.

Workplace arrangement in accordance with specific needs and objectives.

Planning and performing the simplest labor actions (repairing toys, books in known ways; caring for of plants and animals; cooking simple dishes following recipes; care of clothes and footwear).

The calculation of materials and cost to accomplish a simple task.

Estimated objects of work: finishing scale models of models (templates) of clothes and shoes made of cardboard using previously mastered techniques; table setting; simple dishes: sandwiches, tea etc.; simple repair of books, toys and so on.

Suggested conditions: student's personal access to materials, tools and devices; objects (toys, books, plants, etc.)

Views and discusses films (cartoons) covering the simplest actions referring to independence in everyday life.

Educational area of Information Science

Executive Summary

The curriculum of this educational area is developed on the basis of the State Standard of Primary Education.

The *purpose* of information science educational area for general secondary education is the forming in student an ability to resolve issues with the use of digital devices, information and communication technologies and critical thinking for development, creative self-expression, personal and public welfare; safe and responsible behavior in the information society.

According to the outlined purpose, the main **objectives** of information science educational area in primary school are:

- forming a responsible position of a digital citizen, developing skills of safe and ethical use of digital devices and networks;
- forming elementary skills of distinguishing information of different types and working with it using digital devices or without them;
- forming elementary skills of identifying, finding and storing information necessary to solve life problems (training, game etc.), using digital devices and networks and without them, independently and in the context of group interaction; distinguish between true and false information of different types;
- establishing communication through digital devices and networks for mutual creativity, collaboration, learning, and play;
- forming elementary skills of creating electronic texts (images, videos, sounds, programs etc.) with the help of digital devices;
- formation of skills to present themselves, their creativity, ideas, products and other results of individual and group activities using digital devices.

The implementation of a set goal and objectives in primary school is performed along the *content lines*: "Me in the world of information (Data. Information. Models)", "My digital creativity", "Communication and cooperation", "Me and digital devices", "Responsibility and security in the information society". Within the *"Me in the world of information (Data. Information. Models)"* content line form initial skills to recognize, find, consciously select, store and process simple information using digital devices and without them. Recognition of true and false information in all its manifestations (text, image, sound etc.) is necessary for the formation of critical thinking, which contributes to security in a child's information space. Initial ideas about models are implemented through the definition of essential and non-essential properties of objects and the creation simple object models on the basis of this.

"My digital creativity" content line is revealed through practical activities (individual and group) aimed at creating simple information products (programs, texts, images, videos, sounds, etc.) with the help of digital devices and programs for creative self-expression, presentation of themselves and the products of their own activities, and solving the problems of other educational areas.

At the heart of the *"Communication and cooperation"* – familiarization with the available

means of digital and direct communication for the child to play, communicate, learn, get new information; and the use of a safe online or off-line environment for this purpose. In group work conditions, students should learn how to outline the goals of individual and group activities, distribute roles within a group, evaluate the results, analyze errors and eliminate them, as well as interact directly and in networks.

"Me and digital devices" content line is realized through the awareness and recognition of the tasks that can be solved with the help of digital devices based on their functionality (take pictures, record, listen, display, process information etc.). The main skills that are formed through this content line pertain to the recognition of simple software and technical malfunctions and the ability to eliminate them independently or with the help of adults, to understand the limitations and advantages of devices with respect to the tasks performed, to realize that machines can simulate intellectual activity. This content line covers the ability to organize own work space on a physical and simple software level to preserve student's health, wellbeing and efficient activity.

"Responsibility and security in the information society" content line is aimed at creating a safe environment for a student while working with digital devices and in networks, which presupposes the protection of personal information, the formation of the principles of ethical, friendly and responsible communication through networks, skills and opportunities of protecting one's own information space, as well as physical and psychological health. Within the framework of this content line, students learn a responsible and respectful attitude to their own and other people's information activities, which at the level of primary school is manifested, in particular, through the indication of their own authorship, making references to the authorship of others, as well as through the awareness of the harm of cheating.

These content lines provide for the possible integration of information science educational area with other educational areas through the solution of research problems, the formation of students' crosscutting skills, information science literacy and culture.

Learning Outcomes and Proposed Content

Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1	2
1. "Me in the information world" content line	
Explains the main information processes in the environment close to them (home, school, street) on the basis of their own observations	**Student:** - *provides* examples of information processes in the environment close to them and *describes their essence* [4 IФO 1-1.1-1]; - *identifies* the participants of information processes and *describes* their informational interaction [4 IФO 1-1.1-2];

	- *explains* the advantages and limitations of digital devices and information technologies for information processing [4 IФO 1-1.1-3]; - *monitors* the implementation of the information process and *identifies* violations (for example, the time of noise emergence) [4 IФO 1-1.1-4]
Finds information, stores data on digital media, converts information from one form to another using the templates, compares different ways of presenting information, analyzes and organizes sequences	**Student:** - *makes* a conclusion about the method of presenting information (text, graphic, numeric, audio, video [4 IФO 1-1.2-1]; - *looks* for information using key words and *saves* the results of the search [4 IФO 1-1.2-2]; - *finds* information confirming or refuting a simple statement [4 IФO 1-1.2-3]; - *selects* devices and tools to obtain data of the required type [4 IФO 1-1.2-4]; - *selects* the method of storing the information and the appropriate storage medium [4 IФO 1-1.2-5]; - *enters* data into a pre-created and ready-to-use database (weather diary, reader's diary or blog, table etc.) [4 IФO 1-1.2-6]; - *provides* examples of the fact that the same data can be presented in more than one way or by more than one type of coding [4 IФO 1-1.2-7]; - *selects* a method of data presentation for various real-life situations [4 IФO 1-1.2-8]; - *performs* encoding / decoding of messages according to a proposed rule [4 IФO 1-1.2-9]; - *fills in* templates, schemes following a given sample [4 IФO 1-1.2-10]; - *finds* missing and/or erroneous actions in a familiar sequence, *corrects* errors in it [4 IФO 1-1.2-11]; - *compiles* simple schemes and *gives* answers to questions using such schemes [4 IФO 1-1.2-12]; - *presents* qualitative data graphically [4 IФO 1.2-13]; - *distinguishes* ways of graphical presentation of quantitative and qualitative characteristics (organizational charts – diagrams and graphs) [4 IФO 1-1.2-14]; - *arranges* objects based on given and independently determined features [4 IФO 1-1.2-15]; - *offers* different ways of arranging objects (by different properties) [4 IФO 1-1.2-16]) [4 IFO 1-1.2-16]

Classifies objects by their properties, compares the features of real and digital world models, analyzes the impact of events on the properties, explores objects using the created models	**Student:** - *defines* objects, their properties and value [4 IФO 1-1.3-1]; - *defines* groups of objects based their properties, *names* them [4 IФO 1-1.3-2]; - *groups* objects (and / or messages, objects, elements etc.) according to specified or independently defined characteristics [4 IФO 1-1.3-3]; - *finds* errors in the grouping of objects and explicates them [4 IФO 1-1.3-4]; - *makes assumptions* about an event that has changed the value of a property of an object, *predicts* changes in property values depending on the occurrence of an event [4 IФO 1-1.3-5]; - *names* the original equivalents of information and real models (globe as a model of the Earth, car models, floor plan etc.) [4 IФO 1-1.3-6]; - *experiments* with available models, *records* the changes that occur, *predicts* the outcome of an experiment [4 IФO 1-1.3-7]; - *transforms* a task/problem from one form of presentation to another (text into graphic, into a brief entry etc.) [4 IФO 1-1.3-8]
Expresses an assumption concerning the reliability of information obtained from digital sources, distinguishes between facts and judgments	**Student:** - *distinguishes* between true and false statements [4 IФO 1-1.4-1]; - *compares* texts containing false and true information [4 IФO 1-1.4-2]; - draws attention to the fact that people post messages on the Internet with different intentions, including for commercial purposes [4 IФO 1-1.4-3]; - finds information about new ideas and concepts, in case of doubt *seeks* confirmation from different sources [4 IФO 1-1.4-4]; - *identifies* sources necessary to confirm or refute information [4 IФO 1-1.4-5]; - *determines* whether the author of an article is indicated [4 IФO 1-1.4-6]; - *identifies* the time off information being posted [4 IФO 1-1.4-7]; - *recognizes* reliable and unreliable sources of information based on the URL address (*recognizes* main domain names) [4 IФO 1-1.4-8];

	- *discerns* facts and judgments in life situations [4 ІФО 1-1.4-9]

Proposed content
Information process. Information distortion.
Search for information and saving search results.
Transformation (conversion, encoding) of data and information for storage on different media. Types of media.
Types of information based on the form of presentation (text, graphic, numeric, sound, video etc.).
The properties of information.
True and false statements.
Comparison of texts with true and false information. Search for false statements in texts (images, mathematical records, etc.).
Fake information in texts, images, videos and so on.
Simple criteria for evaluating the reliability of internet sites.
Facts and judgments, methods of their recognition.
Identifying URL-address of an information resource (source of information), the concept of the authorship of material.
Groups of objects based on several common features. Structuring of elements into categories (such as creating / populating a folder structure).
Drawing up different sequences to solve problems, identifying patterns and errors in sequences.
Simple charts and diagrams used to present qualitative and quantitative characteristics.
Experimenting with ready and compiled models.
Developing models using digital devices and programs.

2. "My digital creativity" content line

1	2
Develops algorithms (in particular, for own or group activities) from sequential actions, conditions, repetitions	**Student:** - *defines* the logical sequence of events [4 ІФО 2-2.1-1]; - *identifies* objects based on charts with the help of "Yes/No" questions (e.g., classification of animals: it has fur, it has wings, it has teeth – a bat) [4 ІФО 2-2.1-2]; - *recognizes* the algorithmic and non-algorithmic sequence of actions and consequences of the violation of the logic of events [4 ІФО 2-2.1-3]; - *formulates* logical statements with the following constructions: "if, then...", "what happens if you change the order of instructions?" [4 ІФО 2-2.1-4]; - *formulates* logical statements with "not", "and", "or" constructions [4 ІФО 2-2.1-5];

	- *recognizes* a sequence of repeated actions and *replaces* them with an algorithmic loop construction [4 IФО 2-2.1-6]; - *distinguishes* between cycles with the repetition of a specified number of times and until a condition is met [4 IФО 2-2.1-7];[4 TO 2-2.1-7]; - *recognizes* algorithms in different ways of presentation in the process of solving problems in everyday activities [4 IФО 2-2.1-8]; - *composes* linear, branched and cyclic algorithms on the basis of their verbal description for the purposes of own or group activities [4 IФО 2-2.1-9]
Creates simple software according to a plan or an algorithm and debugs it; predicts and formulates the expected result of developed software	**Student:** - *creates* a simple program in the learning environment based on the provided algorithm and adjusts it [4 IФО 2-2.2-1]; - *formulates* the expected result of the performance of a developed program for different initial data/program scenarios [4 IФО 2-2.2-2]; - *compares* the received result of the program with the expected one [4 IФО 2-2.2-3]; - *expresses* assumptions regarding the reasons for an unexpected result [4 IФО 2-2.2-4]
Divides tasks into simple ones that are performed according to separate instructions or sequence of instructions and vice versa (groups tasks)	**Student:** - *defines* command blocks that can be used to solve a problem [4 IФО 2-2.3-1]; - *arranges* command blocks in the correct order to solve a problem [4 IФО 2-2.3-2] ; - *identifies* logical errors in the partitioning of the algorithm into blocks or by linking the blocks into an algorithm [4 IФО 2-2.3-3]
Creates information products by combining text, images, sound, etc. to present ideas and/or results of activities	**Student:** - *creates* documents for data saving, communication and dissemination of the results of activities, individual or group work using digital devices and software [4 IФО 2-2.4-1]; - *adjusts* the basic tools of a computer program to create simple images [4 IФО 2-2.4-3]; - *fills in*, *supplements* a table with information based on observations or measurements [4 IФО 2-2.4-4];

	- *creates* simple multimedia products with the support of a teacher, family members or other students [4 IФO 2-2.4-5]; - *improves* the appearance of the developed information products, using the capabilities of computer software [4 IФO 2-2.4-2]; - *selects* a method and *presents* the results of individual or group work [4 IФO 2-2.4-6]

Proposed content

Events, sequence of events. Instructions regarding event processing for submission and performance by implementers.

Combined tasks. The sequence of solving a combined problem. Linear, branched and cyclic algorithms.

Logical implication.

Developing programs in simple children's environments. Development of programs following a provided algorithm.

Expected result. Different ways to achieve it. Outcome verification.

Simple and complex problems. Design.

Simple and compound algorithms. Logical and algorithmic errors in a compiled program.

Computer programs for the creation of information products, tools and their settings.

Creating simple texts, images, videos and documents with their combination. Simple operations with tables.

Presentation of developed products.

3.   "Communication and cooperation" content line

1	2
Manages own actions and explains own contribution to the overall result of team work, comments on successful and unsuccessful steps in the process	**Student:** - *draw up* a work plan with teacher's help [4 IФO 3-2.5-1]; - *defines* differences in the roles within a group [4 IФO 3-2.5-2]; - *distributes* the roles in the group from the list of roles provided by the teacher [4 IФO 3-2.5-3]; - *fulfils* a role proposed by the group as a result of discussion [4 IФO 3-2.5-4]; - *receives* and *compares* feedback about a developed information product for the improvement of design [4 IФO 3-2.5-5]; - *provides* constructive feedback, *explains* why it is important to work together [4 IФO 3-2.5-6]
Proposed content	

Group interaction. Group roles. Feedback. Substantiated answers. Group activities planning. Leader and implementer. Responsibility of an implementer and freedom of action. Reflection on one's own activities.

4. "Me and digital devices" content line	
1	**2**
Chooses a digital environment, devices, means to solve a life task/problem, explains their choice	**Student:** - *explains* the operation of a computer system consisting of a set of interconnected devices [4 IФО 4-3.1-1]; - *collects* information using digital devices (taking pictures, recording, dictating etc.) [4 IФО 4-3.1-2]; - *describes* the interaction of computer system devices, their capabilities and limitations [4 IФО 4-3.1-3]; - *selects* convenient ways to work with data input and output devices, *confidently* uses these ways of working [4 IФО 4-3.1-4]; - *uses* digital devices for orientation in space and time [4 IФО 4-3.1-5]; - *describes* the main functions of available computer devices [4 IФО 4-3.1-6]; - *compares* similar functions in different digital devices [4 IФО 4-3.1-7]; - *assesses* the advantages and limitations of digital devices for collecting, storing and displaying data according to provided criteria [4 IФО 4-3.1-8]
Configures appropriate software environment for one's own needs; determines failures in the operation of available digital devices with the help of correct terminology, eliminates simple malfunctions	**Student:** - *identifies* simple hardware and software failures that can occur during the operation of equipment [4 IФО 4-3.2-1]; - *fixes* simple malfunctions (reboot the device, check power supply, check the network, close and reopen an application) [4 IФО 4-3.2-2]; - uses applications, games, and websites in line with their age [4 IФО 4-3.2-3]; - *researches* computer programs to learn about their capabilities [4 IФО 4-3.2-4]; - *finds out* where the program and its data are stored (on the device or online) [4 IФО 4-3.2-5]; - *configures* suitable software environment for convenient operation [4 IФО 4-3.2-6]
Collaborates and communicates in a secure network community for the exchange of views, the	**Student:** - *selects* the method of transmission of information [4 IФО 4-3.3-1];

implementation of joint tasks, for information search and learning	- *uses* online resources (e-mail, forums, collaborative environments) to work together with others and exchange views [4 ІФО 4-3.3-2];
	- *navigates* between web pages using hyperlinks [4 ІФО 4-3.3-3];
	- *performs* simple keyword search using search engines in a safe mode [4 ІФО 4-3.3-4];
	- *structures* and *organizes* selected web resources [4 ІФО 4-3.3-5];
	- *distinguishes* between web resources with educational and other purposes [4 ІФО 4-3.3-6];
	- kindly and constructively *comments* on educational resources in a protected environment [4 ІФО 4-3.3-7];
	- *explores* different sources of digital data, e.g. online encyclopedias [4 ІФО 4-3.3-8]

Proposed content

Digital devices, their purpose and interaction. Computer systems. The use of digital devices to solve conventional and creative tasks. Advantages, possibilities and limitations of digital devices of different types.

Rules of operation of digital devices. Main malfunctions of digital devices, software malfunctions, ways to eliminate them. Age restrictions and conscious choice of applications for work. Configuring a program to suit one's own needs.

Information retrieval. Types of search. Search engines.

Comparison of information resources.

Educational web resources and rules of working with them.

Means and methods of interpersonal communication in network communities.

Ethics of communication in networks and its observance. Common aspects and differences between real and virtual communication.

The notion of hypertext and hyperlink. Navigation in networks.

5. "Responsibility and security in the information society" content line

1	2
Responsibly uses technology for their own safety, regulates their own time with digital devices, discusses the different consequences of the use of information technology in school, in the street, at home etc.	**Student:** - *adheres* to strategies of avoiding problems arising from an incautious use of computer devices and networks (logging out of the account to prevent unauthorized access by others, the privacy of personal information) [4 ІФО 5-4.1-1]; - *adheres to* temporal limits on the use of digital devices [4 ІФО 5-4.1-2]; - *adheres to* agreed rules of online conduct at home and at school [4 ІФО 5-4.1-3];

	- *refers* to adults if experiences anxiety when using digital devices or software [4 ІФО 5-4.1-4]; - *verifies* with adults the downloads of files and software [4 ІФО 5-4.1-5]; - *distinguishes* between private and public information, in particular the one that can be shared online [4 ІФО 5-4.1-6]; - *compares* strong and weak passwords [4 ІФО 5-4.1-7]
Selects the necessary means to communicate with others, in particular with people with special needs directly and online, is aware of the responsibility for their activities on the Internet; recommends interesting and safe websites to friends	**Student:** - *determines* positive and negative social and ethical behavior concerning the use of technologies [4 ІФО 5-4.2-1]; - *selects* the optimal forms of presenting information during communication with people with special needs and the representatives of other cultures directly and in a network [4 ІФО 5-4.2-2]; - *identifies* acceptable and unacceptable behavior in the digital environment [4 ІФО 5-4.2-3]; - *expresses* concern about questionable contacts and content online [4 ІФО 5-4.2-4]; - *explains* the consequences of the dissemination of information in the network [4 ІФО 5-4.2-5]; - *uses* familiar technologies and devices for optimal communication with other people [4 ІФО 5-4.2-6]
Visits only useful and safe websites; complies with the rules of use of own and others' works	**Student:** - *respects* the rights of creators of information products [4 ІФО 5-4.3-1]; - *cites* and *indicates* the sources of borrowed ideas or materials [4 ІФО 5-4.3-2]; - *predicts* the consequences of plagiarism in everyday life and online [4 ІФО 5-4.3-3]; -*does not cheat* and *does not allow others to cheat* [4 ІФО 5-4.3-4]; - *respects* the privacy of the other people's information [4 ІФО 5-4.3-5]; - *avoids* dangerous and not useful websites [4 ІФО 5-4.3-6]
Proposed content Consequences of dangerous and inappropriate work with digital devices and applications offline and online. Ethics and security of digital behavior, digital reputation and digital footprint. Responsible online behavior. Data privacy, information privacy. Strong and weak passwords. Sources of assistance in unfortunate and disturbing situations.	

Culture in networks, especially communication with people of other cultures and people with special needs. Responsibility for violation of the rules of interaction.

A model of appropriate responses to questionable situations.

Way of establishing and noting authorship in respect of information products. The concept of copyright protection.

Consequences and risks of using plagiarism (cheating).

Social and Health-Preserving Educational Area

Executive Summary

The curriculum of this educational area is developed on the basis of the State Standard of Primary Education.

The *purpose* of social and health-preserving educational area for general secondary education is to form the independence of a student, his/her social involvement and activity through the formation of a healthy lifestyle, the development of entrepreneurship, the ability to cooperate in different environments, self-confidence and good faith to facilitate safety, wellbeing and sustainable development.

According to the outlined purpose, the main **objectives** of social and health-preserving educational area in primary school are:

- forming in students strong beliefs about the value of life, health and safety for themselves and those around them;

- developing thoughtful and conscious attitude to one's own health and safety;

- developing the need of self-cognition and self-improvement;

- forming sustainable motivation to adhere to a healthy lifestyle in students;

- forming a conscious desire to adhere to safe, healthy and ethical conduct aimed at improving welfare;

- developing the ability to make decisions in everyday situations tha benefit for safety and health;

- promoting individual development of independence, entrepreneurial qualities and conscious consumer behavior;

- forming the ability to learn without harming one's health;

- creating a supportive, safe and healthy school environment.

The **content** of social and health-preserving educational area is structured around three *content lines*: "Safety", "Health", and "Welfare".

The *"Safety"* content line provides for the development of skills of safe behavior at home, school, as well as and in the natural and man-made environment, forecasting the consequences of dangerous actions, determining the factors impacting the choice of safe behavior, compliance with rules (traffic rules, use of household appliances and household chemicals etc.) and responsible attitude to personal safety and security of others.

The *"Health"* content line is aimed at the formation of heath-preserving competence in students and behavior through the acquisition of skills of a healthy lifestyle, the development of positive self-esteem, critical thinking, the ability to make informed decisions, responsible attitude to their own health and the health of those who surround them, and to counteract negative social factors.

The **"Wellbeing"** content line provides the development of ethical behavior in society, the ability to learn and the formation of a positive attitude to learning, awareness of the importance of a healthy lifestyle for one's wellbeing, the development of entrepreneurship and consumer culture for the optimal use of resources and securing welfare.

The educational material of the content lines is implemented within each topic through mutual integration and complementarity.

Learning Outcomes and Proposed Content

Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1	2
**1. "Safety" content line**	
Explains what to do in dangerous situations at home, at school and in the surrounding world	**Student:** - *explains* and compares the signs of a safe and an unsafe situation [4 СЗО 1-2.1-1]; - *simulates* the situation of safe behavior with household appliances, substances [4 СЗО 1-2.1-2]; - *simulates* expedient behavior in dangerous situations (fire, water, gas, hazardous objects) [4 СЗО 1- 2.1-3]
Predicts the possible consequences of their actions (decisions) for themselves and others	**Student:** - *predicts* the consequences of one's own incautious behavior at home [4 СЗО 1-2.2-1]; - *predicts* possible hazards that may result from their actions in the environment [4 СЗО 1-2.2-2] - *predicts* the possible consequences of indirect danger (fire, gas leak in another apartment, another house, etc.) [4 СЗО 1-2.2-3]; - *predicts* the likely consequences of their own decisions and behavior in various situations of school life (in the classroom, dining room, gym etc.) [4 СЗО 1-2.2-4]
Analyzes the positive and negative impact on the choice of healthy and safe behavior	**Student:** - *analyzes* the beneficial and harmful impacts (parents, teachers, friends, the media, social networks, the internet etc.) on the choice of safe behavior [4 СЗО 1-3.3-1]; - *distinguishes* between the positive and negative impacts of organizations and groups on the safety of people [4 СЗО 1-3.3-2]
Decides how to act in everyday situations to secure health, safety and well-being	**Student:** - *makes a decision* on their own safe behavior in view of situations related to strangers [4 СЗО 1-2.3-1]

benefits	- *distinguishes* and *uses* appropriate protective equipment (helmet, gloves, knee pads, etc.) as required [4 C3O 1-2.3-2]
Behaves safely, taking into account themselves and others at home, at school, in the street, in public places	**Student:** - *complies* with the rules of safe behavior at home, at school, in public places (fire, water, gas, household chemicals, etc.) [4 C3O 1-2.4-1]; - *complies* with the rules of safe behavior when doing sports or leisure activities [4 C3O 1-2.4-2]; - *behaves safely* in nature [4 C3O 1-2.4-3]; - *observes* the *rules* of conduct with suspicious objects and things left unattended in public places [4 C3O 1-2.4-4] - *adheres* to the *rules* of conduct during mass school events [4 C3O 1-2.4-5]
Determines the need to help themselves and others, evaluates the possibility of providing help	**Student:** - *distinguishes* between situations in which the assistance of others is needed (e.g., specialist advice) and those in which they can cope on their own, and acts accordingly [4 C3O 1-1.3-1]; - *simulates* a request for help from various agencies in case of dangerous situations, describing a situation clearly and understandably [4 C3O 1-1.3-2]; - *models* assisting yourself and others in case of a need [4 C3O 1-1.3-3]; - *chooses* adults who can be trusted in life-threatening situations [4 C3O 1-1.3-4]; - *distinguishes* between resources that can be used in an emergency [4 C3O 1-1.3-5]
Tries to critically evaluate information about goods and services	**Student:** - *analyzes* and critically *assesses* the safety of appropriate tools and equipment (things and clothes for active leisure [4 C3O 1-4.2-1]
Demonstrates various behavioral practices that prevent or reduce risks to life and health	**Student:** - *analyzes* own behavior to prevent or reduce risk to life and health [4 C3O 1-1.1-1]; - *applies* the rules of health protection from possible environmental hazards (water basins, sun rays, weather conditions, natural disasters etc.) [4 C3O 1-1.1-2]; - *behaves* safely online [4 C3O 1-1.1-3]; - *applies* the rules of safe behavior in respect of homeless animals [4 C3O 1-1.1-4]

Proposed content
Life safety
Home safety. Likely consequences of their own decisions and behavior for themselves and others. Responsibility and appropriate behavior in hazardous situations (fire, water, gas, household chemicals etc.). Rules of using water supply sources. Fire safety. Rules of operation of heating devices. Rules of using a gas stove. Signs of a gas leakage. Response procedure in an event of gas leakage. Indirect danger (fire in another apartment, another house etc.). Requesting assistance from various agencies in case of hazardous situations. *Safety at school.* Likely consequences of their own decisions and behavior in various situations of school life (in the classroom, dining room, gym etc.)

Safety in the environment
Safe behavior on the street. Safety in a settlement. Rules of behavior of children outdoors. Road safety. The safety of pedestrians. Groups of road signs. Road crossing in limited visibility conditions. Behavior near a railway track. Traffic control signals. Types of intersections. Road traffic accidents.
Active leisure. Safety in practicing sports and active leisure (scooter, rollers, gyro, skateboard, etc.). The use of appropriate personal protective equipment (helmet, gloves, knee pads etc.) as required.
Safe behavior in nature. Rules of health protection from possible environmental hazards (water bodies, sunlight, weather conditions, natural disasters etc.). Homeless animals (safe behavior). Resources that can be used in case of an emergency Behavior in an autonomous situation in nature (in case of being lost, being lost in woods, mountains, steppes etc.). Equipment (items and clothes) for a walk in the nature.

Safety in society. Safe behavior in public places. Signs of a safe and a dangerous situation. Warning signs ("danger of electric shock", "flammable substance" etc.). Finding a way out of emergency situations outside home or school (rejection of proposals that may have negative consequences etc.). The rules of conduct with suspicious objects and things left unattended in public places Seeking assistance from appropriate agencies in life-threatening situations. Calling a helpline. Favorable and harmful impacts on the choice of safe behavior (peers, acquaintances, strangers, the media etc.). Positive and negative impact on the safety of people on the part of organizations and groups. The internet and security.

2. "Health" content line

1	2

Predicts the possible consequences of their actions (decisions) for themselves and others	**Student:** - *explores* personal relationships (conflict, forgiveness, trust, envy, support) [4 СЗО 2- 2.2-1]; - *identifies* a correlation between active lifestyle and human health, quality and duration of life [4 СЗО 2-2.2-2]; - *explains* why a person needs rest, exercise and a balanced diet [4 СЗО 2-2.2-3]; - *assesses* the consequences of violations of the norms of behavior for themselves and others [4 СЗО 2-2.2-4]; - *notes* changes in emotions, feelings, moods of the interlocutors and reacts accordingly [4 СЗО 2-2.2-5]
Observes changes in their body depending on their physical condition, mood, activity, and lifestyle; explains and accepts them	**Student:** - *describes* how human life is conceived, developed and how it matures [4 СЗО 2-3.2-1]; - *evaluates* changes in one's own body and appearance as signs of moving into adulthood [4 СЗО 2-3.2-2] - *determines* changes in one's own body depending on the type of activity, habits, and mood [4 СЗО 2-3.2-3]
Analyzes the positive and negative impact on the choice of healthy and safe behavior	**Student:** - *analyzes* the impact of healthy behavior and good habits on one's health [4 СЗО 2-3.3-1]; - *explains* how emotions affect his/her condition and the condition of others [4 СЗО 2-3.3-2]; - *analyzes* the influence of friends, family, and the media on feelings, behavior, and mood [4 СЗО 2-3.3-3]; - *provides* examples of the positive impact of an active lifestyle on the quality and expectancy of human life [4 СЗО 2-3.3-4]; - *analyzes* ways to prevent noncommunicable and infectious diseases [4 СЗО 2-3.3-5]; - *explains* how the environment, nutrition, physical activity, stress and other factors affect human health [4 СЗО 2-3.3-6]; - *determines* the ways of influence of family, friends, peers, the media on the choice of healthy behavior [4 СЗО 2-3.3-7]; - *analyzes* the risks and dangers of alcohol, tobacco, drugs, possible erroneous use of other substances [4 СЗО 2-3.3-8]
Perceives critical information about themselves and ethically responds to it	**Student:** - *is able to refuse* an offer, in particular to use alcohol, tobacco, and other dangerous substances [4 СЗО 2-4.4-1]; - *substantiates* one's own choices about healthy behavior and avoid the use of alcohol, tobacco, drugs [4 СЗО 2-4.4-2]; - *compares* different types of relationships between people (family ties, friendships, business relationships and married

	life) [4 C3O 2-4.4-3]
Demonstrates various behavioral practices that prevent or reduce risks to life and health	**Student:** - when feeling unwell, *asks* for assistance from relevant experts [4 C3O 2-1.1-1]; - *describes* the manifestations of deterioration of their health (e.g., runny nose, cough, sneezing), *assumes* what could cause the disease [4 C3O 2-1.1-2]; - *provides examples* of actions that will help to protect in a situation that poses a threat to health [4 C3O 2-1.1-3]
Ponders alternative solutions for compliance with healthy or harmful habits	**Student:** - *defines* goods and services suitable for a healthy lifestyle [4 C3O 2-3.1-1]; - *analyzes* the dangers of alcohol, tobacco, drugs [4 C3O 2-3.1-2]; - *distinguishes* between legal and illegal substances [4 C3O 2-3.1-3]; - *identifies* alternatives to bad habits (e.g. playing with friends, going in for sports, hobbies) [4 C3O 2-3.1-4]
Opts for an activity that brings pleasure and benefits	**Student:** - *selects* foods, focusing on their eating habits, taste and understanding of their health benefits [4 C3O 2-3.4-1]; - *identifies* favorite dishes of national cuisine and analyzes their benefits [4 C3O 2-3.4-2]
Decides how to act in everyday situations to secure health, safety and well-being benefits	**Student:** - *determines* products, the use of which should be limited (containing high levels of sugar, salt, fat etc.) [4 C3O 2-2.3-2]; - *compares* the rates of consumption of different foods [4 C3O 2-2.3-3]; - *explains* that there exist alcohol, tobacco and drug addictions, as well as those who need help to overcome it [4 C3O 2-2.3-4]
Tries to use resources efficiently	**Student:** - moderately uses available natural (e.g. balanced diet) and personal (own health, well-being and emotions) resources in everyday life [4 C3O 2-4.5-1]
Tries to critically evaluate information about goods and services	**Student:** - *distinguishes* information useful for health, on packages and labels (ingredients, date of manufacture, shelf life etc.) [4 C3O 2-4.2-1]; - *determines* reliable sources of information about nutrition [4 C3O 2-4.2-2]

Counteracts the manifestation of pressure, disrespect and humiliation against themselves and others, independently or with the help of adults, depending on the risk	**Student:** - *counteracts* manifestations of disrespect and humiliation, for example, making one's own stance known to others, saying "no" etc. [4 СЗО 2-1.2-1]; - *explains* to others what should be done in a situation where you are teased, bullied, harassed or intimidated [4 СЗО 2-1.2-2]; - *demonstrates* to others the possibility of resolving conflicts in a non-violent way [4 СЗО 2-1.2-3]
Behaves ethically (demonstrating integrity, fairness, honesty, responsibility, etc.)	**Student:** - *recognizes* and *condemns* signs of pressure and violence [4 СЗО 2-1.4-1]; - *argues* in favor of the importance of the family, the role of relatives (e.g. parents) for each person [4 СЗО 2-1.4-2]; - *explains* the special importance for a person of moral and spiritual health [4 СЗО 2-1.4-3]
Plans and organizes own training, taking time to rest	**Student:** - *plans* their own mode of mental work and rest [4 СЗО 2-4.1-1]; - uses a variety of ways to relieve fatigue (through gymnastics, breathing exercises, music, walking, activity changes, etc.) [4 СЗО 2-4.1-2]

Proposed content

The value and uniqueness of human life and health. The wholeness of health. Factors affecting health. Children's healthcare. Healthy lifestyle. Useful skills. Child's health and development indicators.

Mental and emotional health
Emotions and the impact of events in the surrounding the world, the phenomena of nature, and the behavior of other people on them. The influence of friends, family, and the media on feelings, behavior, and mood. Feelings (one's own and those of others) in specific situations. Personal relationships (conflict, forgiveness, trust, envy, support). Problem situations at school and at home, the possibility of their solutions. Resolving conflicts with peers through verbal and non-verbal means.
Independent mental work. Ways to relieve fatigue (using gymnastics, breathing exercises, music, walking, changing the type of activity etc.).

Physical health
State of health. Signs of good and bad health. Referring for help and treatment when feeling unwell. Non-communicable and communicable diseases (causes for appearance). Restoration of health after an illness. Prevention of visual, hearing, locomotor system impairments in schoolchildren. Changes in your own body and appearance as signs of growing up.
Physical activity. The influence of motor activity on the development of the body. The correlation between active lifestyle and human health. Health-improving value of outdoor recreation.

Hygiene. Tidiness and personal hygiene. The impact of hygiene on health. Oral cavity hygiene. Grooming, clean clothes, personal belongings. Prevention of contact and airborne infections. Home hygiene. Air, its importance for health. Principles of acclimating.

Nutrition The role of nutrition for human life and health. Balanced diet. The importance of water for human life and health. Drinking regime.

Dishes of national cuisine. Choice of foods (eating habits, taste and understanding of their benefits and harms for health). The influence of advertising on the choice of goods. Shelf life and storage conditions of food products based on their labeling. Food poisoning. First aid in case of food poisoning.

Social health

Relations between people (family ties, matrimonial life, friendship and business relations). Family relationships. Mutual assistance of family members. Traditions of preserving health in the family.

Interaction with other people. Effective communication. Listening skills. Getting acquainted with the people. People with special needs. Tolerance. Friendship and building friendly relationships. The influence of friends. The impact of television, computer, mobile phones and other electronic means on health. The impact of advertising on people's decisions and behavior. Safe online behavior, possible risks and benefits from information received. Information and situations that pose a threat to health. Opposition to unsolicited proposals.

Wrongful the use and consumption of substances

Safe behavior in handling medicines and household chemicals. Risks and the use of harmful substances (alcohol, nicotine, narcotics).

3. "Wellbeing" content line

1	2
Opts for an activity that brings pleasure and benefits	**Student:** - *analyzes* the quality of his life based on certain physical signs (activity levels, fatigue, rest, sleep etc.) [4 СЗО 3-3.4-1]; - *explains how* positive emotions affect a person's life [4 СЗО 3-3.4-2]; - *describes* how environment affects human life [4 СЗО 3-3.4-3]
Distinguishes between the necessary and excessive needs of their own and others; defines short-term goals and plans specific actions to meet their own needs	**Student:** - *predicts* the actions necessary to meet their own needs and the needs of others, based on their own experience [4 СЗО 3-4.3-1]; - *compiles* a list of things that are necessary for life and those that can be left behind [4 СЗО 3-4.3-2]
Predicts the possible consequences of their actions (decisions) for themselves and others	**Student:** - *outlines* one's own goal for a specific period of life and predicts possible risks [4 СЗО 3-2.2-1]; - *analyzes* what success has been achieved in the task and what difficulties there have been [4 СЗО 3-2.2-2]; - *analyzes* the efforts on the way to success based on the examples of famous people [4 СЗО 3-2.2-3]

Decides how to act in everyday situations to secure health, safety and well-being benefits	**Student:** - *compiles* a list of food consumed per day, *analyzes* their benefits and costs [4 СЗО 3-2.3-1]; - *behaves* carefully with material values (those belonging to them, their family, school, city) [4 СЗО 3-2.3-2]
Tries to use resources efficiently	**Student:** - *assesses* the rationality of a purchase, focusing on its usefulness and price [4 СЗО 3-4.5-1]; - rationally *uses* resources (for example, collection and disposal of garbage, in particular food waste, water resource conservation) [4 СЗО 3-4.5-2]; - *suggests* solutions aimed at saving money, material assets and natural resources [4 СЗО 3-4.5-3]
Behaves ethically (demonstrating integrity, fairness, honesty, responsibility, etc.)	**Student:** - *expresses* and *substantiates* one's own opinion, respecting the stance of others and taking heed of joint decisions [4 СЗО 3-4.5-3] - *assesses* their actions in respect of their benevolence [4 СЗО 3-1.4-2]; - *acts* with benefit for themselves and for the society, *estimates* possible risks [4 СЗО 3-1.4-3]; - *makes* a choice, focusing on charity, and explains it [4 СЗО 3-1.4-4]; - *communicates* with children of the other sex, showing respect, friendship and sincerity in relationships [4 СЗО 3-1.4-5]; - *actively listens* to others in order to offer support and understanding of their feelings [4 СЗО 3-1.4-6]; - *communicates* to express their emotions and gratitude [4 СЗО 3-1.4-7]
Plans and organizes own training, taking time to rest	**Student:** - *plans* their own mode of mental work and rest [4 СЗО 3-4.1-1]; - *provides examples* demonstrating the improvement of their own skills [4 СЗО 3-4.1-2]
Perceives critical information about themselves and ethically responds to it	**Student:** - *explores* the impact of advertisements on the choice of goods (food, drinks, toys, etc.) [4 СЗО 3-4.5-1]; - critically *evaluates* the role of advertising in the consumption of services and products [4 СЗО 3-4.5-2]
Agrees to a role that they can perform more effectively;	**Student:** - *performs* various roles in the work of small groups, regardless

together with others, determines the purpose of collaboration, tries to achieve it	of their composition and fullness [4 C3O 3-4.7-1]; - *plans* their work in a group in view of the common task and their own role [4 C3O 3-4.7-2]; - *works* in a group, understanding the importance of achieving a common result [4 C3O 3-4.7-3]; - *explains* how to resolve conflicts with peers through verbal and non-verbal means [4 C3O 3-4.7-4]
Determines the need to help themselves and others, evaluates the possibility of providing help	**Student:** - *analyzes* the needs of others, *takes them into account* and seeks opportunities to help [4 C3O 3-1.3-1]; - *determines* whom to address and ho to seek help [4 C3O 3-1.3-2]
Is aware of their goal and tells about how to achieve it; explains how their own success and well-being depends on the attitude to study	**Student:** - *simulates* its own behavior based on the experience of other people (relatives, athletes, centenarians etc.) [4 C3O 3-4.6-1]; - *creates* a simple scenario (plan) now and in the future [4 C3O 3-4.6-2] ; - *makes* his own day/week schedule, adjusts it as needed [4 C3O 3- 4.6-3]; - *sets* short-term goals and *plans* specific actions to achieve success and meet own needs and the needs of and other people [4 C3O 3-4.6-4]; - *explains* how his/her attitude to learning affects his/her success and wellbeing [4 C3O 3-4.6-5]

Proposed content
Quality of life
The quality of human life (physical health and spiritual values; friendly human relations; favorable natural environment and everyday living; material security).
Ability to learn
Own daily/weekly schedule, its adjustment as needed. Different ways of spending one's time (e.g. study, play, leisure). Improvement of one's own skills through successes and defeats. Suitability of a workplace for the work performed. Joy in learning. Success in learning and overcoming challenges. Learning through experience.

Consumption culture
Own needs (primary and secondary) and their satisfaction.
The choice of things and food necessary for life, based on an assessment of their quality, practicality, aesthetic appearance, price (benefits and cost). Material values (own, those of a family, school, city). Stewardship and rational *use* of resources (e.g., collection and disposal of waste, water resources conservation); rationality of a purchase (utility and price). The role of advertising in the consumption of services and products.

Entrepreneurism
Ideas and opportunities. Opportunities for creating value in my community. Desired future (simple scenarios). Search for ideas. The value of ideas (own ones and those of others). Rules

for using other people's ideas (virtue). Behavior that is environmentally friendly and that benefits the community.

Resources. Needs, desires, interests and goals. Responsible use of resources (natural and personal). Time is a rare resource. Sources of assistance for one's own activities in creating value. *Financial literacy.* Budgeting for a simple activity. Symbols associated with money. Types of profit for families.

Transformation in action. Issues that affect a community (e.g. class) and ways to solve them. Defining the purposes of a simple activity aimed at creating value. Qualities and abilities required for different types of work. Risks. Mistakes, fear of a mistake, the right to make a mistake. Team collaboration to create value. Roles in small group work. Success and achieving it.

Charity. The needs of others, their consideration and the search for an opportunity to provide help. The impact of positive emotions and negative experiences on human life. Respect for others, their background, in different situations. Behavior oriented to the laws of charity (integrity, honesty, responsibility, courage and devotion). Changes caused by people's actions in social, cultural, and economic context.

Educational Area of Civics and History

Executive Summary

The curriculum of civics and history educational area is developed on the basis of the State Standard of Primary Education.

The **purpose** of civics and historical education area for general secondary education is to create conditions for the formation in students their own identity and readiness for change through awareness of their rights and freedoms, understanding the links between history and present-day life; education of active citizenship on the basis of democracy and respect for human rights, gaining experience of cohabitation under democratic procedures.

According to the outlined purpose, the main **objectives** of civics and historical education in primary school are:

• obtaining knowledge about the present and past of one's family, local community, homeland, humanity, the formation of age-appropriate understanding of the content of memorable events for themselves and for the citizens of Ukraine;

• affirmation of own dignity, formation of the value of freedom and human rights, awareness of belonging to the family, local and school communities, the Ukrainian people, development of a responsible attitude to their own activities and the activities of others;

• formation of skills to navigate in historical time and social space, to find and process accessible public information, to explain its content and to convey the impressions and thoughts brought forth by it;

• improvement of positive behavior patterns in public places acquired by children in pre-school age and the development of new ones related to student's activities;

• development of the ability to defend one's own opinion and accept others, distinguish manifestations of inequality, injustice and discrimination;

• creation of conditions for the acquisition of the successful experience of constructive engagement and civil behavior.

To support the formation of identity and civic competence of students, the program offers to master the necessary knowledge, skills and civic behavior and to educate civic virtues along the following *content lines*: "I am a human", "Me in the midst of people", "My cultural heritage", "My school and local communities", "We are citizens of Ukraine. We are Europeans"

"I am a human" content line presupposes the involvement of a student in the processing and use for self-identification of basic information about the person as a unique being in the Universe, who is creating themselves as a person, forming their character and developing valuable qualities in the process of cognitive and labor activities. Education within the framework of this content line promotes self-cognition of students, awareness of their own needs, preferences, aptitudes and interests, encourages them to choose personal growth goals (to be responsible, honest etc.), helps to assert the dignity and uniqueness of any person.

"Me in the midst of people" content line provides awareness of the role of connections that exist between people, the value of relatives, friends, good acquaintances, communities with which the child identifies themselves. Learning within this content line helps to gain the experience of civic behavior and the conscious choice of norms and patterns of behavior, often following certain role models.

"My cultural heritage" content line gives students an opportunity to realize their rootedness in the national, as well as native by ethnic origin culture, and in the European civilization. Students receive the opportunity to explore local monuments, learn the traditions and past of their family, native ethnic group, and nation. Education within the framework of this content line contributes to the understanding of the importance and diversity of humanity's cultural heritage, as well as to the formation of skills to cognize the past.

"My school and local community" content line provides students with an understanding of the basic norms of school and local civic life, gives them an opportunity to participate in their reproduction and modernization. Knowledge of school and local traditions, getting acquainted with the civic actions of fellow countrymen, the activities of school administration, local authorities and voluntary associations focused on public affairs, contributes to the acquisition of primary experience of civil action, democratic behavior and constructive interaction. Learning within the framework of this content line provides the development of skills to express and defend their opinions and accept others, to put forward their own initiatives, to plan and organize public actions that are possible for children of primary school age to implement.

"We are citizens of Ukraine. We are Europeans" content line provides students with elementary ideas about national symbols and state attributes of Ukraine, nation (people), state, policy, power, key events in the history of Ukraine, leads to the adoption of democratic values and ideas of Euro-Atlantic integration of their motherland. In the framework of this content line, based on the example of famous historical figures and national heroes, schoolchildren come to know the values of patriotism, active citizenship, self-respect etc.

The content lines of civics and historical education in primary school should be implemented through interactive methods that are optimal for each content element and educational goal, using information technology.

Learning outcomes and proposed content
Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1. "I am a human" content line	
1	2
Defines own character traits, moral qualities; talks about own dreams and explains the ways to make them come true	**Student:** - *tells* about the persons who they want to be like, *explains* why [4 ГІО 1-6.1-1]; - *analyzes* what he/she succeeds in and what he/she doesn't [4 ГІО 1-6.1-2]; - *recognizes* and *describes* their emotions, feelings, experiences [4 ГІО 1-6.1-3]; - shares *their* dreams *and* plans [4 ГІО 1-6.1-4]; - *defines* their needs, *distinguishes* them from desires [4 ГІО 1-6.1-5]; - *formulates* goals and objectives; *plans* actions that will lead to their achievement [4 ГІО 1-6.1-6]; - *analyzes* what qualities they need to achieve a goal [4 ГІО 1-6.1-7]; - *describes* the importance of integrity and moral qualities [4 GMO 1-6.1-8]

Defines the sequence of events; correlates time measurement units	**Student:** - *retells* some facts of their own biography, correctly determining the sequence of events [4 ГІО 1-1.1-1]; - *makes* the schedule for a day, a week, correlating it with the lives of other family members [4 ГІО 1-1.1-2]
Defines the number of generations in their family, reveals the relationship between current and previous generations	**Student:** - *asks* about previous generations in their family; *talks* about the life of the oldest generation known in their own family [4 ГІО 1-1.2-1]; - *finds* information about childhood, leisure time of previous generations, *presents* obtained information, *determining* what has changed and what has remained similar to his/her childhood [4 ГІО 1-1.2-2]
discovers and condemns misconduct; recognizes violations of the rights of the child; explains who can be contacted when somebody is insulting and/or humiliating them or other persons, and acts accordingly in such situations	**Student:** - *explains* what rights he/she has [4 ГІО 1-6.2-1]; - *puts forwards arguments* that human rights, in particular the rights of the child, should always be respected and protected [4 ГІО 1-6.2-2]; - *explains* why it is necessary to react to the facts of insult of human dignity and violations of children's rights; *behaves* in a manner that does not offend the dignity of others (children and adults) [4 ГІО 1-6.2-3]; - *expresses* their attitude to the violation of children's rights and to actions in defense of these rights with the help of expressive means of art (narrates, draws, makes a theatrical performance etc.) [4 ГІО 1-6.2-4]; - *gives advice* to friends/classmates as to whom to address for protection when children's rights are violated [4 ГІО 1-6.2-5]; - based on the example of texts/media texts and one's own experience, *argues* that humiliating punishment is unacceptable [4 ГІО 1-6.2-6]

Proposed content
I am growing
My biography. My character. What do I have in common with my parents and other relatives? I'm pondering about what I want to be like.
I am getting to know the world
I can ask questions. I know where to look for and how to find answers.
I characterize people, book and film (cartoons etc.) characters by their moral qualities. I understand what "personal space" is and respect the privacy of others.
I aspire to my goal
I set a goal before myself and plan how to achieve it.
I defend human rights, in particular the rights of a child
Why are human rights, children's rights in particular, included in international and state documents? What should be done to ensure that human rights, in particular the rights of children, are not violated?
Human dignity. Unacceptability of humiliation and humiliating punishment.

2. "Me in the midst of people" content line

Examines own origin, pedigree, determines their role in the school, community, state; explores what traditions and holidays are honored in the family, families of friends and classmates, respects these traditions and holidays	**Student:** - *creates* a family tree, *explores* the lives of their relatives, *selects* sources to create one's family tree and finds the information they need [4 ГИО 2-7.1-1]; - *describes* traditions and holidays in one's family, traditions and holidays of friends/schoolmates/fellow countrymen; *distinguishes* common and different things [4 ГИО 2-7.1-2]; - *substantiates* the importance of traditions using the example of one's own family [4 ГИО 2-7.1-3]; - *demonstrates* interest in their own traditions and the traditions of other families/cultures, *treats them with respect* [4 ГИО 2-7.1-4]; - *explores* family and school customs [4 ГИО 2-7.1-5]; - *participates* in the preparation of class and school holiday celebrations [4 ГИО 2-7.1-6]
Defines the purpose of collaboration; plans the sequence of actions of a group to perform a task; agrees to the role that is able to perform better	**Student:** - independently and with others, *finds opportunities* to help [4 ГИО 2-7.2-1]; - *interacts* with others on the basis of common goals, *adheres to the rules of cooperation* in a pair and in a group [4 ГИО 2-7.2-2]; - *convinces* friends of the importance of compliance with rules in the process of interaction, *illustrates* this idea with examples (from one's own experience, literature) [4 ГИО 2-7.2-3]; - *performs* different roles in the course of group work [4 ГИО 2-7.2-4]; - *evaluates* their contribution and the contribution of others into the achievement of common goals; *determines* in which roles he/she works better [4 ГИО 2-7.2-5]; - *supports* and *encourages* others, *demonstrates* empathy when working in a group [4 ГИО 2-7.2-6]; - *argues* for the importance of conscientious work in a group [4 ГИО 2-7.2-7]
Communicates taking into account other people's specific features; explains why one needs to act fairly	**Student:** - *proves*, based on specific examples, the importance of accepting each person as unique and equal to others, regardless of their race, skin color, beliefs, sex, origin, property status, place of residence, physical and mental characteristics and other characteristics [4 ГИО 2-6.3-1]; - *advances arguments for* the value of different people in the classroom/school/community [4 ГИО 2-6.3-2]; - *selects examples* of the behavior of characters and life situations to illustrate the importance of equality between people [4 ГИО 2-6.3-3]; - *analyzes* the consequences of a person violating of the principles of equality and justice [4 ГИО 2-6.3-4]; - *explains* that every person has the right to private space [4 ГИО 2-6.3-5]; - *provides arguments* in favor of why one should never bully others [4 ГИО 2-6.3-6];

	- *explains* how to act when you become a witness or victim of bullying [4 ГІО 2-6.3-7]; - *models* behavior in situations of inappropriate communication and arbitrariness on the part of peers/adults [4 ГІО 2-6.3-8]
Distinguishes between public objects and private objects; counteracts (involving adults) violation of the rules of conduct in public places	**Student:** - *evaluates* compliance of behavior (of people/characters) in public space with established rules [4 ГІО 2-2.3-1]; - *ponds over* previously established rules in public space and, if necessary, *creates* new/additional rules together with others [4 ГІО 2-2.3-2]; - *responsibly treats* one's personal and public property [4 ГІО 2-2.3-3]

Proposed content
I study my past
My past, the past of my family. Family tree. Traditions and holidays. Why are customs and holidays important to me? What memorable dates are relevant for contemporaries and why?
I interact with others in community
What is equality? What is justice? What is discrimination? What is bullying and how should one react to it?
How do people interact in a community? Private space. Methods of non-violent communication. What can I do for others? What roles do I know and love to play in a group?

3. "My cultural heritage" content line	
1	**2**
Recognizes well-known objects of the social environment, plans a walk/trip/excursion to a site of cultural heritage of their native land, and that of Ukraine	**Student:** - *navigates* well in the area of their residence [4 ГІО 3-2.1-1]; - *asks* adults about the origin of geographical names of their native land [4 ГІО 3-2.1-2]; - *shows interest* in traveling around Ukraine and the world [4 ГІО 3-2.1-3]; - *compiles* routes (using a schematic plan, drawings, photos, videos) of walks within one's own settlement and its vicinities, in particular places of memory, *explains* why these places are significant [4 ГІО 3-2.1-4]; - *describes* a virtual journey to the objects of cultural heritage of their native land, Ukraine, the world, illustrating it with the help of photographs [4 ГІО 3-2.1-5]
Explains the value of nature for life and the role of human activity in the development of the world	**Student:** - *selects examples* that explain the interdependence of the human and nature [4 ГІО 3-2.2-1]; - *identifies* and *explains* the influence of time and people on cultural monuments [4 ГІО 3-2.2-2]; - *analyzes* examples of behavior being friendly/harmful to the environment, and its consequences [4 ГІО 3-2.2-3]
Identifies facts that raise doubts; finds information that refutes or confirms doubts; explains the	**Student:** - *collects* information on the origin of geographical names of one's native land *from different sources* [4 ГІО 3-3.3-1]; - *asks questions* of adults and peers concerning the information

possible consequences of the dissemination of false information	which is doubtful or difficult to understand [4 ГІО 3-3.3-2]; - *compares* different information, based on information collected from different sources, *offers one's own conclusion* [4 ГІО 3-3.3-3]; - *selects* and *verifies* the data in favor of their version [4 ГІО 3-3.3-4]; - *provides examples* of false information, *analyzes* the consequences of its dissemination [4 ГІО 3-3.3-5]
Finds the necessary information about the past and the present; selects the source of information according to the needs and interests	**Student:** - *selects sources* to create a presentation about a cultural event [4 ГІО 3-3.1-1]; - *searches and processes information* about the cultural monuments of the home area / Ukraine [4 ГІО 3-3.1-2]; - *finds necessary information* about inventors, art and culture figures in line with their own interests [4 ГІО 3-3.1-3]; - *explores* the decorative and applied arts of their native land, Ukraine, and the world [4 ГІО 3-3.1-3]; - *establishes a relationship* between the development of vehicles and the mastering of new space [4 ГІО 3-3.1-4]

Proposed content
I study cultural heritage
What do buildings and works of art tell us about the past? What can you learn about history from adults? How can you search for information about the past and verify its accuracy?
I love traveling
Historical and cultural monuments of one's native land, Ukraine, and the world. Who created them? Ways of traveling. How can one navigate in space? Travelers and pioneers.
Me and environment
The origin of place names of one's native land. Human influence on nature (positive and negative) and that of nature on humans. The role of scientific and technical inventions of the past in our lives. Ukrainian and foreign inventors

4. "My school and local communities" content line	
Formulates own opinion regarding the behavior, event, monuments; gets a simple proof; follows a sequence of presentation of opinions	**Student:** - *distinguishes* socially significant actions and events [4 ГІО 4-5.1-1]; - *explains* what actions are useful for the community [4 ГІО 4-5.1-2]; - *presents one's own research* on the lives of outstanding people who studied in their home school, who live or lived in the community, *explains* their role in the life of the local community [4 ГІО 4-5.1-3]; - *describes* the cultural monuments of the native area, which he/she considers important, and *explains* why [4 ГІО 4-5.1-4]
Defines together with classmates and uses rules and procedures to address issues related to the life of the class; explains how their	**Student:** - *explains* why rules are necessary [4 ГІО 4-8.1-1]; - *uses* rules and procedures to address issues related to the life of the class [4 ГІО 4-8.1-2]; - *explains* why trust is a prerequisite for cooperation [4 ГІО 4-8.1-

own choices and actions can affect others	3]; - *institutes* the rules, the observance of which ensures mutual trust in the family and the school, complies with these rules [4 ГІО 4-8.1-4]; - *explains* what responsibilities in the classroom, school, family, community he/she has and why [4 ГІО 4-8.1-5]; - *explains* how life in society helps others and him her personally [4 ГІО 4-8.1-6]; - *selects examples* (from life, texts/media texts) illustrating the responsibility of a person for their own decision [4 ГІО 4-8.1-7]; - *explains*, based on his own experience, how his/her choices may affect other people [4 ГІО 4-8.1-8]; - *participates* in the election of class leaders, *analyzes* and *evaluates* their work [4 ГІО 4-8.1-9]
Tells about their achievements, achievements of the class, their family, school, and community; analyzes the problems of the class, school, community and offers solutions; explains the factors that have helped to succeed or led to a problem; joins causes useful for the class, school, and community	**Student:** - *determines* together with the class the desired future of their school/community and *identifies* the problem that must be solved for this [4 ГІО 4-8.2-1]; - *looks for* the causes of a particular problem of their school /community, *gets involved* in the preparation of a plan to address it [4 ГІО 4-8.2-2]; - *takes part* in solving the problem of their school / community, *substantiates* the value of volunteering [4 ГІО 4-8.2-3]; - as part of a team, *gathers information and presents* a story about the achievements of the class, school or local community, *explicates* the factors conducive to achieving success [4 ГІО 4-8.2-4]; - *participates* in events organized at the school level and *explains their own role* in them [4 ГІО 2-8.2-5]

Proposed content
Me in school
What is school and how does it work? How are decisions made at school? How can I influence what happens in my class and school? Why do we need a school charter, school rules, school self-government? Identifying class/school issues. A student project.
My action in the community
My community. People of the local community: actions, their motivation and value for society. Volunteering: why and how to help others? What can I do to help my community have a better life?

5. "We are citizens of Ukraine. We are Europeans" content line	
1	**2**
Defines the sequence of events; correlates time measurement units	**Student:** - *describes* historical events and the activities of prominent historical figures [4 ГІО 5-1.1-1]; - *correlates* information about the most important historical events in time [4 ГІО 5-1.1-2]
Collects information on an interesting topic; identifies important and less	**Student:** - *selects* (from different sources) and *provides* general information about Ukraine and other countries [4 ГІО 5-4.1-1];

important information and justifies it; compares events, actions of persons	- *reveals* (including based on one's family stories) the *relationships* between Ukrainians and other nations [4 ГІО 5-4.1-2]; - *compares* well-known historical events and activities of historical figures in accord with a set plan [4 ГІО 5-4.1-3]
Gives examples of cultural and historical heritage of Ukraine; highlights important events for the citizens of Ukraine, explains how they affect life	**Student:** - independently and as part of a group, *delivers a presentation* about the cultural and historical monuments of the native area/Ukraine [4 ГІО 5-1.3-1]; - *distinguishes* between important and secondary events of personal life/the life of others (friends, parents), class, the residents of Ukraine [4 ГІО 5-1.3-2]; - *convinces* of the importance of celebrating national holidays and prominent (anniversary) dates, *contemplates* the way these events/personalities influenced modernity [4 ГІО 5-1.3-2]; - *explores* the traditions and customs of their region, *compares* them with the traditions of other regions of Ukraine and with European traditions [4 ГІО 5-1.3-4]
Expresses the ideas of famous historical events, cultural monuments, outstanding people in various ways	**Student:** - *tells* about the civic stance of prominent persons (men and women) in the Ukrainian history, science, culture, sports, and entrepreneurship [4 ГІО 5-4.2-1]; - *uses* the tools of art (a poem, a skit, a drawing etc.) to indicate their relationship to a historical event/personality [4 ГІО 5-4.2-2]
Highlights individual events, characters, concepts in the text; articulates clear questions about people, past or present events	**Student:** - *indicates* the noble/notorious actions of historical figures, *explains* the motives of their attitude to such actions [4 ГІО 5-3.2-1]; - *identifies* in texts situations that refers to the violation of human rights, including the rights of children [4 ГІО 5-3.2-2]
Explains what it means to be a citizen of Ukraine and how Ukraine is related to Europe.	**Student:** - *explains* (through examples) what it means to be a citizen of Ukraine [4 ГІО 5-8.3-1]; - reasonably *evaluates* the importance of public holidays (the Independence Day of Ukraine, the Constitution Day of Ukraine, the Defender Day of Ukraine, the Day of Unity of Ukraine) for themselves, and their family [4 ГІО 5-8.3-2]; - *explains* how the Constitution of Ukraine, as the most important document of the state, affects his/her life and the lives of all citizens of Ukraine [4 ГІО 5-8.3-3]; - *reflects* on the role of laws in their life, the lives of other people, both in the past and now [4 ГІО 5-8.3-4]; - *finds information* about other countries in Europe and the world, *compares* them with Ukraine following a provided plan or independently [4 ГІО 5-8.3-5]
Proposed content *I am a citizen of Ukraine*	

What kind of state is Ukraine? What unites the citizens of Ukraine? The struggle of Ukrainians for statehood and independence. What is democracy? What are the signs of democracy in the state and in the society? Fighters for democracy and human rights in Ukraine.

Me in Europe and the world

The neighbor states of Ukraine. What countries do Ukrainians live in? How and why do states unite? (EU, NATO etc.). What problems exist in the world? (terrorism, wars, climate change).

Educational Area of Art

Executive Summary

The curriculum of this educational area is developed on the basis of the State Standard of Primary Education.

The **purpose** of art education for general secondary education consists in the formation of cultural values in the process of cognizing art and artistic and creative self-expression in personal and public life; fostering respect for national and world artistic heritage.

According to the designated purpose, the main **objectives** of teaching art in elementary school are:

- enrichment of students' spiritual world during the perception of art and artistic creativity; fostering respect for national and world cultural heritage;
- gaining the experience of creating artistic images through mastery of basic art skills; development of common and special artistic aptitudes;
- opening up of the creative potential of an individual; stimulation of artistic and visual thinking, artistic interests; facilitating the growth of aesthetic taste; promotion of creative self-expression and the development of students' individual style through art;
- development of the ability to interpret works of art, to express impressions and personal attitude to them; mastering the elementary knowledge of the types of art, especially their artistic and figurative language, in particular in interrelations;
- formation of the ability to present and evaluate their own creativity, nourishing needs for self-improvement;
- formation of the ability to interact with others through art, to identify the connections between art and the natural and socio-cultural environment;
- building the ability to use art for pleasure and emotional self-cognition.

The implementation of the designated purpose and objectives is carried out along the following *content lines*: "Artistic and practical activity", "Perception and interpretation of art", "Communication through art".

"Artistic and practical activity" content line aims at the development of creativity and artistic abilities of students through the practical assimilation of the basics of the artistic language of different types of art and ways of artistic and creative self-expression. This content line is implemented through the formation of students' skills to use a variety of expressive means to create artistic images, improvising and aesthetic transformation of the environment, as well as the formation of ideas about the possibility and ways to influence emotional state through artistic activity.

The content line *"Perception and interpretation of art"* is aimed at learning the values underlying the works of art. Its implementation involves the development of the emotional aspect of students' life, the enrichment of aesthetic experience, the formation of their skills to perceive, analyze, interpret, and evaluate art, demonstrating the emotional and value-based attitude to it, as well as the formation of ideas about the possibility and ways to influence their own emotional state through the perception of art works.

The implementation of the *"Communication through art"* content line is aimed at the

socialization of students through art, their awareness of their own "I" (one's own artistic capabilities). The content line provides the formation of students' skills to present themselves and their achievements, to critically evaluate them, to interact with others through art in the environment, in particular in various cultural and artistic events, discussions etc.

The art education area can be implemented through integrated subjects or subjects focusing on certain types of art: for example, musical art, fine arts etc., provided that all the expected outcomes of the area are achieved during the training cycle.

Learning Outcomes and Proposed Content

Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1.	2.
1. "Artistic and practical activities" content line	
Selects means and ways to create an artistic image	**Student:** - *sings* vocal exercises, children's songs (in particular musical folklore), *selects* means of expression (pace, dynamics, strokes), necessary to reproduce the mood and character; *monitors* the accuracy of intoning, clarity of diction (pronunciation); *performs* simple canons [4 МИО 1-1.1-1]; - *follows* the singing posture and breathing [4 МИО 1-1.1-2]; - *plays* simple compositions in the ensemble (triangles, tambourines, pipe (as an individual instrument), xylophone, keyboard etc.) [4 МИО 1-1.1-3]; - independently *selects* the timbre of the musical instrument to convey the appropriate image, explains their choice [4 МИО 1-1.1-4]; - *is knowledgeable* about musical notation necessary to perform [4 МИО 1-1.1-5]; - *reads* and *performs* the simplest rhythm scores, in particular at different tempos and dynamics [4 МИО 1-1.1-6]; - *performs* simple planar pictorial and graphic images [4 МИО 1-1.1-7]; - *sculpts* from plastic materials using various (simple) techniques and methods, *creates* simple three-dimensional compositions [4 МИО 1-1.1-7]; - *performs* sketches from nature and based on imagination [4 МИО 1-1.1-7]; - *chooses* art materials, based on the type of art (fine, decorative and applied), they work with [4 МИО 1-1.1-8]; - *performs* rudimentary stylization of the forms of finishing elements of various types of decorative and applied art (folk toys,

	painting, vytynanka paper cutting, Easter egg painting etc.) [4 МИО 1-1.1-9]; - *independently creates* a simple, in particular ornamental, composition (graphic, pictorial, decorative, three-dimensional), *uses* the entire plane of a sheet [4 МИО 1-1.1-10]; - *determines* the primary and secondary things in a composition, taking into account the main proportions of depicted objects, *selecting* the appropriate means and methods [4 МИО 1-1.1-10]; - *uses* basic laws of perspective (one after the other; closer is depicted bigger and brighter, further away is depicted as smaller and paler), conveying the planned character of space in planar images [4 МИО 1-1.1-10]; - *selects* the format of a sheet (rectangle, square, circumference) for the best embodiment of a concept [4 МИО 1-1.1-11]; - *uses* art materials, palette, brushes, modeling sticks, scissors etc. [2 МИО 1-1.1-13]; - *cuts*, *designs and creates* simple compositions of paper, artistic, natural and different materials at hand, independently *selects* the components of a composition [4 МИО 1-1.1-14]; - *keeps* tidiness and adheres to safety regulations [4 МИО 1-1.1-15]; - *organizes* their workplace [4 МИО 1-1.1-16]; - *performs* simple roles (including songs "in roles"), *selects the means of expression* (tempo, timbre, tone of voice, dynamics, gestures, facial expressions) [4 МИО 1-1.1-17]; - *performs* elementary theatrical etudes (independently *chooses* known characters and transforms into them, in particular, *simulates* typical movements, gait, sounds etc.) [4 МИО 1-1.1-18]; - *exercises* intonation, speech, breathing, diction, facial expressions, gestures [4 МИО 1-1.1-19]; - *adheres* to the generally accepted rules of conduct in the institutions of culture and art (theater, museum etc.) [4 МИО 1-1.1-20]; - *moves* to music*, selecting* famous dance elements (folk, modern); *coordinates* own movements with music al accompaniment (singing), *navigates well* in space [4 МИО 1-1.1-21]
Experiments using the well-known techniques of artistic and creative activity, sounds, rhythms, movements, lines, colors, shapes, materials, etc., combining elements for the	**Student:** - *invents* images using familiar means and ways of image-making (sounds, words, pantomime, movements, lines, colors etc.), which can be used to express their feelings and emotions, applies them separately or in combination, *is not afraid* to create [4 МИО 1-1.2-1]; - *improvises* with voice (musical, speech intonations) and musical instruments [4 МИО 1-1.2-2]; [4 m & e 1-1.2-2];

realization of ideas in an artistic image	- *creates* variants of rhythmic accompaniment for a song, independently selects instruments for accompaniment [4 МИО 1-1.2-3]; - *creates* fragmentary images in the process of experimenting with colors, lines, shapes etc. [4 МИО 1-1.2-4]; - *improvises* using pantomime (facial expressions, gestures) [4 МИО 1-1.2-5]; - *experiments* with the embodiment of one image by means of different types of art [4 МИО 1-1.2-6]; - performs rudimentary *stylization* of the forms of finishing elements of various types of decorative and applied art (folk toys, painting, vytynanka paper cutting, Easter egg painting etc.) [4 МИО 1-1.2-7]; - *sculpts* from plastic materials using different (simple) techniques and methods [4 МИО 1-1.2-8]
Observes the surrounding world, captures interesting phenomena in different ways; uses them in creative activities; proposes the ideas of finishing the place of learning, living, and implements them independently or with the assistance of others	**Student:** - *explores the environment*, *identifies* interesting, unusual objects for the creating of artistic images, *captures* them in different ways (photo, audio, video recording, sketches etc.) [4 МИО 1-1.3-1]; - *creates* elements of a composition/decor for the design of space in which they reside and study; if necessary, uses what they saw and heard in the context of artistic and creative activity [4 МИО 1-1.3-2]; - *organizes* the environment around themselves: *offers* ideas for its design, possible means of artistic embodiment and implements them [4 МИО 1-1.3-3]
Recognizes own emotions stemming from the perception of works of art, chooses works and types of art and creative activity according to the mood; explains what they receive pleasure from in their own creativity	**Student:** - *determines* the favorite types of artistic activity, engages in them/them in their spare time for pleasure; *explains* what they receive pleasure from in their creative work [4 МИО 1-3.4-1]; - *recognizes* and *expresses* their own emotions from artistic creativity [4 МИО 1- 3.4-2]; - *opts for* the types of artistic and creative activity according to one's mood, *shows* their feelings and emotions in creativity [4 МИО 1-3.4-3]

Proposed content

Singing (creating an image, mood; selection of the means of expression). Performing simple canons. Playing musical instruments: creating variants of rhythmic accompaniment to a song, playing in the ensemble (in particular in line with rhythmic scores) etc. Improvisation with voice, figures and musical instruments. Getting to know musical notation required for performance.

Drawing with graphic and pictorial materials. Selection and use of various known means of visual expression to create visual images. Placement of images on a sheet, in space, arrangement composition elements (planar, three-dimensional), reproduction of planned character of space in planar images. Environmental studies, identification of interesting, unusual objects for the creation artistic images. Cutting, construction from paper and other materials at hand. Work with natural materials. Rudimentary stylization of the forms of finishing elements of various types of decorative and applied art (folk toys, painting, vytynanka paper cutting, Easter egg painting etc.) Modeling from plastic materials using various (simple) techniques and methods. Decoration of the place where the student studies and lives. Workplace arrangement. Keeping tidiness and adhering to safety regulations.

Dramatization, the simplest theatrical sketches (creation of theatrical images, in particular during the role-based performance of a song). Reproduction of elementary dance elements. Improvisation by means of pantomime (facial expressions, gestures). The use of artistic activities to satisfy and improve one's emotional state.

2. "Perception and interpretation of art" content line	
1	**2**
Perceives the works of different types of art and shows emotional and value-based attitude to them in different ways; focuses on the details; explains what he/she likes in a work, and what he/she does not, determines the known means of artistic expression	**Student:** - *perceives* a work of art, *shows the ability* to comprehensively cover a work of art, focuses on the details; verbally *characterizes* what they saw (heard) [4 МИО 2-2.1-1]; - *selects* words to describe their own emotions and impressions; *explains* what they like in a work, and what they don't like, identifies the known means of artistic expression [4 МИО 2-2.1-2]; - *compares* musical and visual images, works of art and environmental phenomena [4 МИО 2-2.1-3]; - *compares* the means of expression of different types of art (musical, visual, cinema) in the creation of similar images (in particular, fairy tale characters) [4 МИО 2-2.1-4]; - *compares* natural forms and images of the environment with their artistic (decorative) interpretation [4 МИО 2-2.1-5]; - *reproduces* emotional experiences brought forth by the works of art using different artistic means [4 МИО 2-2.1-6]
Distinguishes elements of the artistic language, characteristic of different types of art (musical, visual, theatrical, choreographic etc.)	**Student:** - *distinguishes* between the types of art and art professions associated with these art types [4 МИО 2-2.2-1]; - *recognizes* the elements of the artistic language of works of musical art to characterize an artistic image: *characterizes* a melody, tempo, dynamics, rhythm, register, character of musical intonation; timbre and composition of performers (soloist, choir, orchestra, some timbres of musical instruments), mood (major, minor), simple musical forms (two-part, three-part, Rondo, variations) [4 МИО 2-2.2-2];

	- *recognizes* the elements of the artistic language of works of fine art to characterize an artistic image: the color scheme of the work (warm, cold), tonality (light and dark colors), the elements of the composition of the work (center, main and secondary elements, symmetry and asymmetry) [4 МИО 2-2.2-3]; - *recognizes* the elements of the artistic language of the works of synthetic forms of art in order to characterize an artistic image: acting, costumes, scenery, music of a theatrical/ screen artwork [4 МИО 2-2.2-4]; - *recognizes and characterizes* the artistic materials with the help of which a student creative work is performed (color pencils, markers, watercolor, gouache, plasticine etc.) [2 МИО 2-2.2-5]; - *distinguishes* between the types of visual (painting, drawing, sculpture); musical (vocal, instrumental), theatrical (dramatic, puppet, musical) art, choreography (folk, classical, modern) and cinema (a film, a cartoon) based on their characteristic expressive means [4 МИО 2-2.2-6]; - *recognizes* the characteristic features of some genres of musical (song, dance, opera, ballet, etc.) and fine arts (portrait, landscape (view), still life, animalistic etc.); types of ornaments based on the content (plants, geometric shapes etc.) and application (ribbon, rosette), types of animation (drawing, puppet, plasticine, computer-generated), some dances – folk and modern ones [4 МИО 2-2.2-7]
Recognizes own emotions stemming from the perception of works of art, chooses works and types of art and creative activity according to the mood; explains what they receive pleasure from in their own creativity	**Student:** - *identifies* favorite works of art and *recommends* them to others [4 МИО 2-3.4-1]; - *explains* what they like (or dislike) in a work of art [4 МИО 2-3.4-2]; - *distinguishes* works of art that change or convey his/her mood; characterizes own emotions [4 МИО 2-3.4-3]

Proposed content

Perception of works of different types of art. Verbal characterization of the content (except instrumental music works), impressions, emotions that they caused, identification of personal attitude to them (according to age). Characterization of the role of expression means in the creation of an artistic image.

Comparison of possibilities of implementing similar images in different types of art; comparison of natural forms, images of the environment with their artistic (decorative) interpretation.

Getting acquainted with the varieties of fine (painting, drawing, sculpture), musical (vocal, instrumental), theatrical (dramatic, puppet, musical) art, choreography (folk, classical, modern) and cinema (film, cartoon).

Getting acquainted with some genres of musical (song, dance, opera, ballet, etc.) and fine arts (portrait, landscape (view), still life, animalistic etc.); types of ornaments based on the content (plants, geometric shapes etc.) and application (ribbon, rosette), types of animation (drawing, puppet, plasticine, computer-generated), some dances – folk and modern ones.

The use of works of different kinds of art to receive delight and improve one's emotional state.

3. "Communication through art" content line	
1	**2**
Evaluates own creativity according to certain benchmarks; with the help of teachers, determines actions being necessary for self-improvement; defends the right to self-expression	**Student:** - *characterizes* their own creativity following provided guidelines, *explains* what they have succeeded at or what they failed at [4 МИО 3-3.1-1]; - *analyzes* one's own achievements and strengths, *chooses* (with teacher's help) a way to improve and can explain one's own choice [4 МИО 3-3.1-2]
Presents created artistic images, explains own idea, defends one's opinion	**Student:** - *presents* the results of their own work (sings his favorite songs, performs dance movements, demonstrates own works of fine art etc.) to their family, peers [4 МИО 3-3.2-1] - *explains* their plan, *defends* their position [4 МИО 3- 3.2-2]
Participates in collective creative projects, performs various actions / roles in the creative process; discusses with others impressions of the perception of art and creative activity, respecting the choice of others	**Student:** - *reveals* and *discusses* the information obtained from the perception of works of art, shares his observations [4 МИО 3-3.3-1]; - *finds* simple artistic information (textbooks, encyclopedias; audio and video recordings, internet resources), shares it with others, explains their preferences [4 МИО 3-3.3-2]; - *shares* one's own impressions of works of different types of art [4 МИО 3-3.3-3]; - *takes part* in school creative activities (concerts, competitions, staging, elements of folk rites, art mobs, etc.), *performs* various actions/roles in the creative process [4 МИО 3-3.3-4]; - *participates* in collective creative projects, in particular those using the means of various types of art (classroom design, creation of collective art compositions, exhibitions of works etc. [4 МИО 3-3.3-5];

	- *observes* the rules of interaction and creative cooperation, *shows respect* for others [4 МИО 3-3.3-6]

Proposed content

Educational situations based on works of art.

Presentation and characteristics of one's own creative achievements.

Collective implementation of a creative idea. Organizing creative events at school. Rules of creative cooperation, interaction, and communication.

Educational Area of Physical Training

Executive Summary

The curriculum of the educational area of physical training is developed on the basis of the State Standard of Primary Education.

The **purpose** of this branch for general secondary education consists in forming in students steady motivation to go in for physical culture and sports and vital motor abilities and skills for the preservation of one's own health, and the expansion of functional opportunities of an organism.

According to the outlined purpose, the main **objectives** of physical culture educational area in primary school are:

- expanding motor experiences, improving vital motor skills, using them in daily routines and play activities;
- expanding functional capabilities of the body through purposeful development of physical qualities and natural abilities;
- preservation and strengthening of the health of schoolchildren;
- formation of general ideas about physical culture, its s in significance in human life, preservation and strengthening of health;
- formation of the foundations of a healthy lifestyle and creation of conditions for improving physical and psycho-emotional state;
- formation of practical skills for independent physical exercises and active recreation;
- development of communication skills in the process of physical training;
- formation of moral and volitional qualities, as well as a positive attitude to physical culture and sports;
- awareness of the role of sports and the Olympic movement for the formation of self-esteem, self-confidence, the desire to achieve success, adhering to the principles of fair play;
- increasing the volume of motor activity, which will bring joy to the child;
- formation of creative abilities by means of physical culture.

The educational program of physical culture educational area for grades 1-4 covers the following *content lines*: "Basic motor activities", "Game-based and competition activities of students (movement games and relay races)", "Taking care of health condition and safety".

"Basic motor activity" content line encompasses activities aimed at the formation of vital motor skills.

"Game-based and competition activity of students (movement games and relay races)" content line is connected with mastering movement games and relay races which would satisfy students' need for motor activity and would promote the formation of communicative abilities.

"Taking care of health condition and safety" content line is aimed at forming a conscious attitude to one's own health and safe behavior skills in the process of physical activity.

The subject of study in primary school in the field of physical education is *motor activity with a general focus*.

Approaches to the content of physical education classes declared here orient teachers not only towards physical fitness, but also towards the development of personality and the individual perception of educational material. The solution of these problems allows a departure from the strict regulation of classes, increases their emotional intensity, provides the maximum variety of forms, methods and means of physical education, and the widespread use of innovative technologies of physical education.

Learning Outcomes and Proposed Content

Grades 3-4

Mandatory learning outcomes	Expected learning outcomes
1	**2**
1. "Basic motor activity" content line	
Performs movement exercises (walking, running, jumping, climbing, swimming, sliding) with and without objects, evaluates own performance of motor actions and the performance of exercises by other persons (if applicable)	**Student:** - *practices* performing the complexes of general developmental and special exercises following a teacher's example and independently using a variety of items, as well as without them [4 ФІО 1-1.1-1]; - *performs* varieties of walking, running exercises and running [4 ФІО 1-1.1-2]; - *performs* jumping exercises [4 ФІО 1-1.1-3]; - *overcomes* a course of natural and artificial obstacles by climbing through and over, jumping and running, and *selects* the most convenient way of overcoming them [4 ФІО 1-1.1-4]; - *performs* different types of throwing (at a range and on target) in a convenient way [4 ФІО 1-1.1-5]
Recognizes, selects and performs physical exercises for morning gymnastics, physical training minutes and pauses; selects the appropriate equipment for each sport, distinguishes and performs exercises from different sports for the development of physical qualities	**Student:** - *performs* various types of gymnastics and children's fitness exercises [4 ФІО 1-1.2-1]; - *analyzes* one's own mistakes in the performance of physical exercises and practices to eliminate them [4 ФІО 1-1.2-2]; - *compiles* and *performs* sets of gymnastic exercises, physical training breaks and physical training minutes to restore productivity [4 ФІО 1-1.2-3]; - *combines* complexes of general developmental exercises with special ones and *uses* them for warm-up [4 ФІО 1-1.2-4]; - *distinguishes* between different physical qualities of a person and *proves* that the level of their development can not serve as a reason for insults [4 ФІО 1-1.2-5]

Proposed content
*Organizing exercises***:** different ways of falling into line on the spot and in motion with the aim of performing sets of general developmental exercises.
*General developmental exercises***:** with balls, gymnastic wands, hula hoops, dumbbells; of morning hygienic gymnastics exercises and short physical training sessions with and without objects.
*The position of the body in space***:** exercises from different initial positions: lying, sitting, support and suspension positions.
Elements of acrobatics: back flip to support position on one's knees, to support position squatting; two forward somersaults; bridge stand from the prone position; a combination of a few acrobatic elements (as selected by the teacher);
    Elements of balance: walking on an elevated and limited support (gymnastic bench, low log), combined with cross-turns, leg swings, polka steps with different hand positions; a combination of balance exercises.
    Climbing: on an inclined gymnastic bench by different methods; climbing the gymnastic wall in different ways and in different directions; climbing the gymnastic wall with the transition to an inclined gymnastic bench and vice versa; climbing the gymnastic wall with a load on one's head; climbing the horizontal and vertical rope using different methods.

Children's fitness: logo-aerobics; animal aerobics; fit ball aerobics; dance aerobics: a combination of rhythmic movements and steps, hops; improvised dance exercises.

Walking: diagonal, walking with alternating step frequency; walking with acceleration and deceleration; walking with alternating step length; walking with direction change on sound signal; walking with increased and limited support (gymnastic bench, low log) with different ways of moving (high lifting of the thigh, with stepping over objects, right and left sidestep, with squats and turns, stepping over with different arm positions); walking in a spiral; walking with a change of direction based on a visual signal.

Running: "counter-current", "snakelike", diagonal; running from different starting positions, hurdle running, "shuttle" run 4 x 9 meters, running with alternating speed and direction on a sound signal; running up to 30 m, even running alternating with walking; cross-country running; vertical and horizontal hurdle running; running with alternating speed and direction on a visual signal; running in a straight line; finishing; running with a change of leader.

Exercises with a small ball *(tennis or rubber ball)*: throwing a ball while walking; in a still standing position; throwing a ball into a wall; followed by catching it; throwing a ball over; throwing a ball from behind over one's shoulder, standing on one or two knees; throwing a ball over a distance from behind over one's shoulder in a still position, throwing at a vertical goal; throwing a ball at a horizontal goal; throwing a ball from different starting positions.

Rope jumping: on one foot, on two feet, rotating the jump rope forward and backward with and without intermediate jumps.

High jumps with a straight run, bent feet; high jumps with one-foot and two-feet impetus with reaching for suspended objects; jumps onto soft obstacles; jumps with a step-over approach method; serial jumps from a squatting support position, jumping over natural and artificial obstacles using a chosen method.

Long jumps from a still position, running jumps, with bent legs, jumping in step, jumping on bumps.

Depth jumps: from a height with soft landing on two feet; a jump down from a gymnastic bench.

Exercises for the development of physical qualities:

Strength– lifting of bent and straight legs in a suspended position and supine position; flexion and extension of arms from different starting positions; pull-ups in a suspended position, lying on a low beam; high jumps from the stop the support squatting position; general developmental exercises with stuffed balls, with dumbbells; winding rope with a load on the end onto a horizontal stick; arm flexion and extension on the back in support position (hands on a gymnastic bench); holding legs at the 45-degree angle from different starting positions; climbing the gymnastic wall or pulling up on the gymnastic bench with additional load; passing a stuffed ball from different starting positions; jumping on markings in squatting position.

Speed – acceleration; kicking a ball against a wall; multiple throws of a ball into a wall; running with high hip lifts in the support position; running with high hip lifts over objects (cubes, stuffed balls etc.); running from different starting positions; running downwards; acceleration on a signal (performing exercises at maximum pace).

Endurance – even running at a slow pace; rope jumping up to 2 minutes.

Flexibility – movements with arms, legs and torso bending with a gradual increase of amplitude; the exercises near a gym wall: spring-like bending of torso, leg swings in different planes; stretching exercises from different starting positions; forward and backward arm twists while holding a gymnastic wand or rope; simultaneous retraction of arms and legs in the supine position; stretching in pairs*;* torso backward bending from various starting positions (with outside help).

Coordination – tossing and catching a small ball alternately with the right and left hands; throwing a small ball under one's raised leg, tossing a ball over one's shoulder (under one's shoulder)

from one hand to another; catching a big ball with both hands behind the back after throwing it up; moving on a limited and elevated support with hurdles; exercises with a change in body position in space; random overcoming of standalone obstacles; overcoming a hurdle course; exercises with asymmetric movements of hands and feet; tossing and catching the ball after performing a variety of motor actions (squats, turns, flips, rolls etc.)

Basic knowledge of physical culture

Selection of exercises for warm-up.

The idea of the types of track and field athletics and all-around gymnastics.

Getting acquainted with various types of items and equipment in physical culture classes.

The general idea of the Olympic games. The importance of the achievements of famous athletes at the Olympic games and other competitions for self-improvement.

2. "Game-based and competition activity of students" content line	
1	2
Performs motor actions in outdoor games during school and leisure	**Student:** - *plays* movement, folk games and *participates* in relay races [4 ФІО 2-1.3-1]; - *invents* movement games to be played when outdoors, sightseeing, relaxing, satisfying the need for movement and games activities [4 ФІО 2-1.3-2]; - actively *cheers* for the result of a team, *encourages* themselves and their classmates [4 ФІО 2-1.3-3]; - *owns* the result of the team and *performs to their maximum* during a game [4 ФІО 2-1.3-4]
Effectively interacts with colleagues to achieve common team goals during motor activity	**Student:** - *distinguishes* between individual and team sports, selects necessary sports equipment [4 ФІО 2-3.1-1]; - *chooses* exercises that are appropriate for individual and team sports [4 ФІО 2-3.1-2]; - *performs* ball leading, passing, throws and shots, in line with a type of sport [4 ФІО 2-3.1-3]; - *participates* in the discussion and making joint decisions in favor of the team [4 ФІО 2-3.1-4]; - *participates* in sports games with simplified rules [4 ФІО 2-3.1-5]

Adheres to the rules of fair play during physical activities; strives to win, is not upset because of defeats and takes them with dignity	**Student:** - *explains* the importance of the rules of fair play in personal and team achievements [4 ФIO 2-3.3-1]; - *takes responsibility* for the result of the team during relay races, games [4 ФIO 2-3.3-2]; - *resolves* conflicts if they occur during relay races or sports games [4 ФIO 2-3.3-3]; - *proves* the importance of cooperation, communication and interaction on the examples of achieving common team goals [4 ФIO 2-3.3-4] - *analyzes* their strengths and *selects* appropriate roles [4 ФIO 2-3.3-5]; - *complies* with the rules of movement games and relay races at lessons and during self-study [4 ФIO 2-3.3-6]; - *manages* own emotions during relay races and outdoor games, being aware that emotions are part of delight brought by locomotor activity [4 ФIO 2-3.3-7]; - *demonstrates support* in respect of team achievements [4 ФIO 2-3.3-8]; - based on the example of the biographies of famous athletes, *explains* what leads them to success and how to overcome failures [4 ФIO 2-3.3-9]; - explains the symbols and ideals of the Olympic movement [4 ФIO 2-3.3-10]

Proposed content

Movement games, folk games for active leisure.

The elements of sports games

Exercises with a basketball: holding a basketball; passing the ball; catching the ball; transfer the ball to the target and catching it after rebounding from the floor; dribbling the ball in one spot and while walking; catching and passing the ball with both hands from the chest while standing still and in motion; catching and passing the ball with one hand from the shoulder; throwing the ball into the basket from close distances, two-way basketball game with simplified rules.

Exercises with soccer balls – kicking a motionless ball with the inner and middle part of the foot into a vertical goal and a horizontal goal, dribbling the ball by learned methods between posts, dribbling around posts; throwing the ball into partner's feet from a still position; dribbling the ball by learned methods along a straight line, in a circle; accuracy kicks using learned methods; two-way football game with simplified rules.

Elements of handball – catching the ball with two hands; passing the ball with one hand in place; throwing the ball with the bent hand from above; dribbling the ball with the right and the left hands.

Basic knowledge of physical culture

The concept of individual and team sports and the importance of adhering to the rules of fair play. The importance of folk, movement games, fun activities, elements of folk festivals and rituals for the formation of personal physical culture.

Symbols and ideals of the Olympic movement, learning the biography of famous athletes.

3. "Taking care of health condition and safety" content line	
1	2
Is able to control themselves during physical exercise	**Student:** - *analyzes* the impact of physical load on one's own organism [4 ФIO 3-2.1-1]; - *selects*, from the proposed means for the development of physical

	qualities, those that are most useful in his/her opinion [4 ФІО 3-2.1-2]; - *explains* the significance of different types of acclimation for human body and building willpower; *convinces* of the positive impact of acclimation and physical activities on one's health condition [4 ФІО 3-2.1-3]
Adjusts the intensity of the load (speed, duration, sequence of physical exercise) in accordance with certain tasks	**Student:** - *applies* basic methods of physical activity adjustment (speed, duration, sequence of physical exercise) [4 ФІО 3-2.3-1]; - *adjusts* the physical load during lessons at school and self-study [4 ФІО 3-2.3-2]
Analyzes the impact of positive and negative factors on human health; assesses own health by heart rate and respiration rate	**Student:** - *measures* own and friends' heart rate, analyzing the impact of physical workload on the body [4 ФІО 3-2.2-1]; - *performs* special exercises aimed at the formation of correct posture, prevention of flat feet, prevention of diseases of the respiratory system and visual organs [4 ФІО 3-2.2-2]
Observes safety rules during physical activity in a general secondary education institution and beyond, explains the meaning of these rules and their consequences	**Student:** - *checks* special tools and equipment prior to performing physical exercises [4 ФІО 3-3.2-1]; - *explains* the meaning of game rules for one's own safety and that of others [4 ФІО 3-3.2-2]; - *takes care* of their own safety and the safety of classmates during physical culture activities [4 ФІО 3-3.2-3]; - *warns* others against dangerous behavior [4 ФІО 3-3.2-4]; - *complies* with sanitary and hygienic requirements in the process of physical culture and recreational activities [4 ФІО 3-3.2-5]

Proposed content

General developmental exercises: exercises for neck muscles: bends and turns of the head; for upper extremity muscles: flexion and extension of arms, spring movements, bends from different initial positions, for lower extremity muscles: crouch stands, medium crouches, long steps, jumps.

General developmental exercises for posture formation: exercises with objects: with gymnastic wands, balls, jump rope, walking with a sand bag on one's head; exercises near the gymnastic wall, vertical axis, near the mirror.

Exercises for the prevention of flat feet: walking, running on toes, walking by shifting from heel to toes, jumping; walking on the small objects, running, raising on a stick, jumping; walking on natural items (chestnuts, acorns, nuts etc.).

Relaxation exercises

Breathing exercises

Exercises for the prevention of visual organ diseases.

Basic knowledge of physical culture

Elementary methods of physical activity load adjustment.

Self-monitoring based on heart rate indicators.

Positive and negative factors affecting health.

The role of different types of acclimation for one's health.

The importance of game rules for one's own safety and that of others.

Sanitary and hygienic requirements for training and sportswear.

Annex 1.

Model syllabus for primary school with instruction in Ukrainian

School subjects	Number of hours per week in grades				
	1	2	3	4	Total
Ukrainian language	5	5	5	5	20
Foreign language	2	3	3	3	11
Mathematics	3	3	3	3	12
I explore the world*	7	8	8	8	31
Art**	2	2	2	2	8
Physical culture ***	3	3	3	3	12
Total	19+3	21+3	21+3	21+3	82+12
Additional hours for the study of compulsory courses, optional courses, individual consultations and group classes	1	1	2	2	6
Maximum permissible weekly student learning load	20	22	23	23	88
Total hours of study of compulsory and optional courses financed by the public budget (excluding the division of classes into groups)	23	25	26	26	100

*	Approximate distribution of hours between the educational areas in the framework of this integrated subjects: language and literature: 2; mathematics: 1; natural, technological, information, social and health-preserving, civic and historical sciences: total 4 for grade 1; 5 for grades 2-4

**	Integrated subject or separate subjects such as Fine Art and Music Art

***	Hours provided for physical culture are not taken into account when determining the maximum permissible learning load of students but are necessarily funded.

Authoring team of the New Ukrainian School-2 Project participants