

## Civic and History Educational Area

Year 1-2

Content	
1.	<p><b>I am a Human</b></p> <p>What it means to be a human. My name, where it came from (a right to have a name). My external and internal "I" (physical signs, feelings, thoughts). I am unique. I'm exploring my possibilities. I express my preferences. I analyze my habits. I define my knowledge and skills. I describe my character. My personal space. How I grow. What I remember. Why do I learn. Why I act. What I dream about. Circles of communication. Are children different from adults? What does it mean to be an adult? What desires and needs do people have? Why I study. What everyone wants (common and individual values).</p>
2.	<p><b>Me among people</b></p> <p>Family: composition, role and place of each member. The child's right to family life, love and care. Responsibilities of parents and children. Generations. Ancestors and descendants. The childhood of our ancestors. What the family name says. Family holidays and traditions. Family relics. Friendship. Business colleagues (partners): classmates, teachers and others. Private space and public places: what's the difference. Rules of conduct in public places I visit. What are the rules? Why people follow the rules. Rules of charity. People are different, but we are all equal. Types of discrimination. Unworthy (immoral) acts. How to counteract unworthy actions?</p>
3.	<p><b>My cultural heritage</b></p> <p>Public recognition: how it is obtained. Memorial images of Ukraine. Who are the heroes (based on examples from national history). Honoring heroes and victims: discussing rules of conduct. Events are the result of human activity. How events become significant. How do my loved ones remember important events? The day when the event is celebrated. Our school (class) holidays. Remembrance days and monuments (in the immediate vicinity). What do natural and cultural monuments tell us? Homeland cultural monuments. What can a name tell?</p>

4.	<p><b>My school and local community</b></p> <p>Community and group: similarities and differences. My rights at school. Virtue. Student responsibilities at the school community. Self-governing bodies of the class community: powers and responsibilities. Elaboration of rules of cooperation in the classroom.</p> <p>Local community. Origin of the name of the settlement, location, glorious events in the life of the community. Famous countrymen. Public activity.</p>
5.	<p><b>We are citizens of Ukraine. We are Europeans</b></p> <p>What is the Motherland? Attributes of the Ukrainian state: name, flag, coat of arms, anthem, capital, official state language, currency. Independence Day of Ukraine. The most important public holidays. Day of the Defender of Ukraine. Constitution of Ukraine.</p> <p>Defenders of the Motherland. Historical personalities of Ukraine: examples of patriotism and humanity.</p> <p>Ukraine and its neighbors.</p>

## Compulsory learning outcomes

- Describes the sequence of stages of human development; tries to explain how events relate to each other;
- distinguishes between present, past and future (was - is - will be);
- orients in the environment close to the place of residence and reclaimed by people;
- shows how nature gives people a livelihood; describes the changes observed in a familiar place related to human activity;
- explores public facilities in their area; adheres to the rules of conduct during the game, walk and rest;
- explains where to find the necessary information; reveals the main content of the source of information; asks older people about the past;
- asks about things that sparked interest; finds answers to questions; highlights information about a famous person / event in a source;
- talks about themselves, their family, other people;
- expresses own preferences; identifies phrases and / or actions of interest; considers the impact of their words and / or actions on the opinion of others;
- describes themselves, their character, hobbies that distinguish them from other people;
- explains own responsibilities in the family, school; adheres to the rules of conduct, showing respect for others; seeks help from elders in case he or she is insulted;
- recognizes actions and words that may support or offend; respects diversity, treats others fairly;
- collects information and talks about own family, classmates, Ukraine; explains what it means to be a member of a family, community, class; joins family and national traditions, explains their significance for themselves;

## Educational programs in use for teaching Ukrainian children



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- explains the importance of cooperation in a group; together with other people determines the sequence of tasks; performs various roles in a group;
- agrees with classmates on virtuous rules of interaction, adheres to the agreements reached, explains why it is important;
- tells about own successes, the successes of the class, family; talks about their problems, chooses ways to solve them; joins helpful initiatives in the family, class, school;
- tells about Ukraine as the Homeland, recognizes the state symbols of Ukraine, treats them with respect.