

Civic and History Educational Area

Year 3-4

Content	
1.	<p>I am a Human</p> <p>My biography. My character. What do I have in common with my parents and other relatives? I'm thinking about what I want to be. I can ask questions. I know where to look and how to find answers. I characterize people and fictional characters by their moral qualities. I understand what "personal space" is, and I respect other people's privacy. I set goals and plan how to achieve them. Why are human rights, including those of children, recorded in international and national documents? What can be done to ensure that human rights, including those of children, are not violated? Human dignity. Unacceptability of humiliation, humiliating punishment.</p>
2.	<p>Me among people</p> <p>My past, the past of my family. Family tree. Traditions and holidays. Why are customs and holidays important to me? What are the most memorable dates and why are they relevant to contemporaries? What is equality, justice, discrimination? What is bullying and how to react to it? How do people interact in the community? Private space. Methods of nonviolent communication. What can I do for others? What roles do I know and love to play in a group?</p>
3.	<p>My cultural heritage</p> <p>What do buildings and works of art say about the past? What can you learn about the story from adults? How to look for information about the past and check its authenticity? Famous figures of culture and art of Ukraine and the world from different historical periods. Outstanding athletes of Ukraine. Historical and cultural monuments of the native land, Ukraine, the world. Who created them? Ways to travel. How to navigate? Ukrainian and foreign travelers and discoverers. Origin of toponyms of the native land. The impact of man on nature (positive and negative) and nature on man. The role of scientific and technical inventions of the past in our lives. Ukrainian and foreign inventors.</p>

4.	<p>My school and local community</p> <p>What is a school and how does it work? How are decisions made at school? How can I influence what is happening in my class and school? Why do we need a school charter, school rules, school self-government? Identifying class / school problems.</p> <p>My community. People of the local community: actions, their motivation and value for the community.</p> <p>Volunteering: why and how to help others? What can I do to make life better in my community?</p>
5.	<p>We are citizens of Ukraine. We are Europeans</p> <p>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 society? Fighters for democracy and human rights in Ukraine.</p> <p>Information about prominent figures in Ukrainian history who have made a significant contribution to the development of Ukrainian statehood.</p> <p>Ukrainian patrons of the past.</p> <p>Ukraine's neighbors. In which countries do Ukrainians live? How and why do states unite? What are the problems in the world?</p>
<p>Compulsory learning outcomes</p> <ul style="list-style-type: none"> • Gives examples of cultural and historical heritage of Ukraine; highlights important events for the citizens of Ukraine, explains how they affect life; • recognizes well-known objects of the social environment, plans a walk / trip / excursion to the cultural heritage sites of one's native land or Ukraine; • explains the value of nature for life and the role of human activity in the development of the world; • distinguishes between public facilities and own facilities; counteracts (involving adults) violations of the rules of conduct in public places; • finds the necessary information about the past and present; selects the source of information according to needs and interests; • highlights individual events, characters, concepts in the text; articulates clear questions about people, past or present events; • collects information on a topic of interest; identifies important and less important information and justifies it; compares events, people's actions; • expresses in various ways ideas about famous historical events, cultural monuments, famous people; • articulates an opinion about an act, event, cultural monument, picks up simple evidence; adheres to consistency of recital; • defines own character traits, moral qualities; talks about own dreams and explains the ways of their realization; 	

Educational programs in use for teaching Ukrainian children



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- detects and condemns misconduct; recognizes cases of violation of children's rights; explains who can be contacted if somebody is insulting and / or humiliating themselves or others, acts accordingly in such situations;
- researches own origin, pedigree, determines own role in the school, community, state; explores what traditions and holidays are respected in the family, families of friends and classmates, respects these traditions and holidays;
- determines the purpose of collaboration; plans the sequence of actions of the group to perform the task; agrees to the role he / she is able to perform best;
- identifies with classmates and uses rules and procedures to address issues related to class life; explains how one's own choices and actions can affect others;
- talks about own achievements, achievements of the class, family, school, community; analyzes the problems of the class, family, school, community and suggests solutions to them; explains the factors that helped to achieve success or led to the problem; joins the affairs of the class, school, community;
- explains what it means to be a citizen of Ukraine and how Ukraine is connected to Europe.



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