

# **Framework Educational Programme for Basic Education**

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## **The Framework Educational Programme for Basic Education (FEP BE) was developed by:**

### **Overall responsibility:**

Jaroslav Jeřábek, Jan Tupý

### **The overall structure of the document and co-ordination of its development:**

Jaroslav Jeřábek, Romana Lisnerová, Adriena Smejkalová, Jan Tupý

### **Authors and consultants of individual parts of the document (Research Institute of Education in Prague – VÚP)**

Jan Balada, Jiří Brant, Eva Brychnáčová, Josef Herink, Taťána Holasová, Viola Horská, Dagmar Hudecová, Lucie Hučínová, Alexandros Charalambidis, Zdeněk Jonák, Stanislava Krčková, Alena Kůlová, Romana Lisnerová, Jan Maršák, Jiřina Masaříková, Jindřiška Nováková, Markéta Pastorová, Hana Pernicová, Václav Pumpr, Marie Rokosová, Lucie Slejšková, Adriena Smejkalová, Kateřina Smolíková, Jitka Tůmová, Jan Tupý, Jana Zahradníková, Marcela Zahradníková

### **External authors and compilers of background materials**

Zdeněk Beneš, Jan Jiráček, Věra Jirášková, Marie Kubínová, Danuše Kvasničková, Josef Valenta, Eliška Walterová, Sylva Macková, Jaroslav Provazník, Jana Zapletalová, Department 24 of the Ministry of Education, Youth and Sports of the Czech Republic (MŠMT)

### **External contributors and consultants**

Teachers and headmasters of the pilot schools that tested the development of school educational programmes.

Boards for individual educational areas and educational fields whose members were teachers at basic schools and six-year and eight-year grammar schools and representatives of education faculties, specialist faculties of higher education institutions and other organisations and associations.

Department 22 of the Ministry of Education, Youth and Sports (MoEYS) led by Karel Tomek

Representatives of the project “Healthy School”

Participants in the public debate on the 3<sup>rd</sup> version of the FEP BE

Translated by:

Hana Čechová

Stephan von Pohl

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## Annex

### Framework Educational Programme for Basic Education – Annex Specifying the Education of Pupils with Mild Mental Disabilities

Notes:

Unless otherwise specified, all that is prescribed in the FEP BE for Stage 2 of basic education (or more precisely for the 6<sup>th</sup> to 9<sup>th</sup> grades) applies also for the corresponding grades of six- or eight-year grammar schools.

The English version of the Framework Educational Programme for Basic Education utilises the English abbreviations for the phrases in question. The original, Czech abbreviations have been left only in the case of the names of Czech institutions due to their familiarity, i.e. the Research Institute of Education (VÚP) and the Ministry of Education, Youth and Sports of the Czech Republic (MŠMT).

# Part A

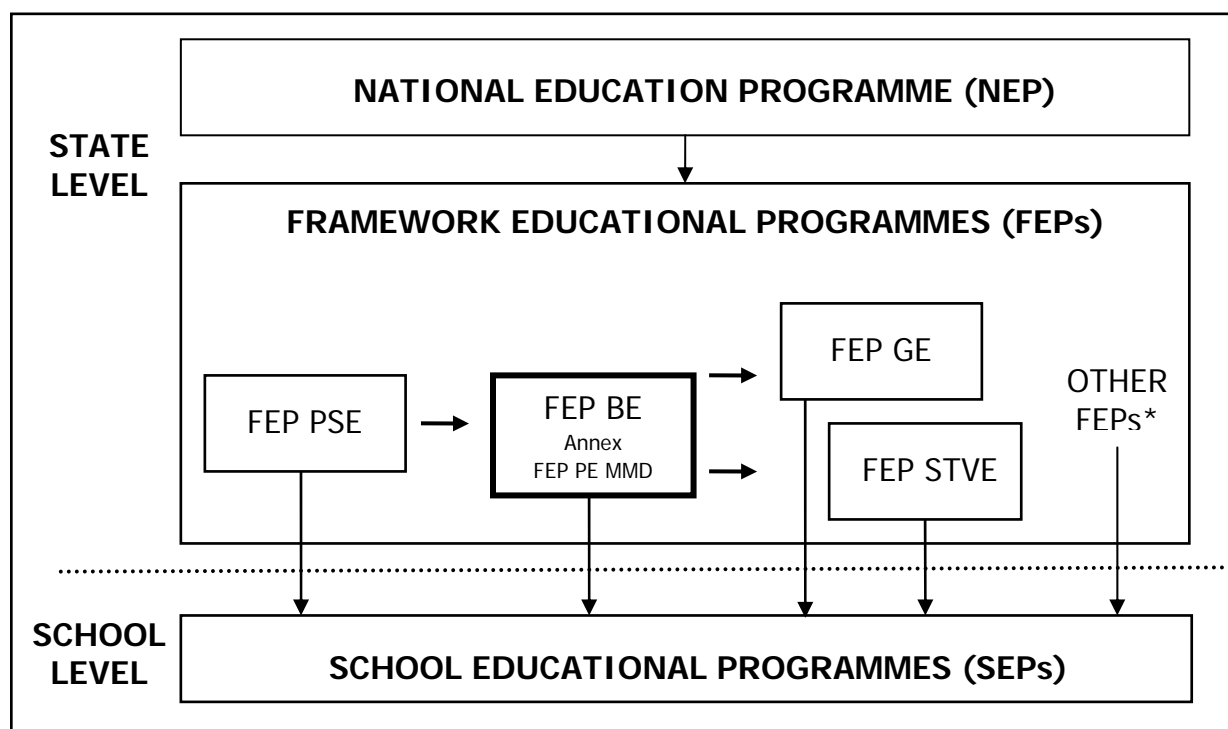
## 1 Definition of the Framework Educational Programme for Basic (i.e. Primary and Lower Secondary) Education within the System of Curricular Documents

### 1.1 The system of curricular documents

In line with the new curricular policy principles outlined in the National Education Development Programme for the Czech Republic (the so-called “White Paper”) and enshrined in the Education Act (on Pre-school, Basic, Secondary, Tertiary Professional and Other Education), a new curricular system for pupils and students from 3 to 19 years of age is being introduced into the Czech education system. Curricular documents are developed at two levels: the **national level** and the **school level** (see Diagram 1).

The **national level** in the curricular documents system comprises the **National Education Programme** and **Framework Educational Programmes (FEPs)**. The National Education Programme defines initial education as a whole. The Framework Educational Programmes define binding educational norms across various stages: pre-school education, basic education and secondary education. The **school level** consists of **school educational programmes (SEPs)**, forming the basis of education at the individual schools<sup>1</sup>.

The National Education Programme, the Framework Educational Programmes as well as the school education programmes are **public documents**, which are available to both the teaching and lay public.



<sup>1</sup> School Educational Programmes are developed by individual schools themselves, based on principles set out in the appropriate Framework Educational Programme. As a tool, the schools can use the *Manual for Developing School Educational Programmes (“the Manual”)*, which exists for each Framework Educational Programme. The Manual contains instructions for the preparation of school educational programmes as a whole, procedures for developing the various components of the school educational programme, and specific examples.

### **Diagram 1 – The system of curricular documents**

Legend: FEP PSE – Framework Educational Programme for Pre-School Education; FEP BE – Framework Educational Programme for Basic (i.e. primary and lower secondary) Education and Annex to the Framework Educational Programme for Basic Education Specifying the Education of Pupils with Mild Mental Disabilities (FEP BE MMD); FEP GE – Education Framework for Secondary General Education (grammar schools); FEP STVE – Framework Educational Programmes for Secondary Technical and Vocational Education.

\* Other FEPs – additional Framework Educational Programmes defined by the Education Act - Framework Educational Programme for Basic (i.e. primary and lower secondary) Artistic Schools, Framework Educational Programme for Language Education and others.

Framework Educational Programmes:

- are based on a new education strategy, stressing key competencies, their interlinking with educational contents and the application of acquired knowledge and skills in practical life;
- build on the concept of life-long learning
- formulate the expected level of education that should have been attained by all students who have completed the educational stage in question
- promote the educational autonomy of schools as well as teachers' professional responsibility for the outcomes of the educational process.

### **1.2 Principles of the Framework Educational Programme for Basic Education**

The FEP BE:

- follows up the Framework Educational Programme for Pre-school Education and forms a basis for Framework Educational Programmes for secondary education
- delimits all that is common to and necessary within the compulsory basic education system (including the lower grades of six-year and eight-year grammar schools)
- specifies the level of key competencies that the pupils should have attained when finishing their basic education
- specifies the educational content – the expected outcomes and subject matter<sup>2</sup>
- integrates cross-curricular subjects with distinctly formative functions that should be included as a mandatory component of basic education
- promotes a comprehensive approach to the implementation of the educational content, including the possibility of its interlinking as appropriate, and presumes choice from a variety of teaching procedures, different methods and formats of teaching suiting individual pupils' needs
- allows for the educational content to be modified so as to suit the needs of pupils with special educational needs
- is binding for all secondary schools specifying their requirements for the entrance procedure for study at secondary schools

The FEP PE is an open document, to be upgraded periodically taking into account the changing needs of society as well as teachers' experience with SEP and pupils' changing needs and interests.

### **1.3 Educational trends encouraged and promoted by the Framework Educational Programme for Basic Education<sup>3</sup>**

- Take into account pupils' needs and potential when attaining the objectives of basic education.
- Apply variable organizational patterns and individualization of the educational process respecting pupils' needs and potential; apply differentiation to education.
- Offer a broader range of obligatory optional subjects for the development of pupils' interests and individual potential.

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<sup>2</sup> Mentally disabled pupils are educated based on the Framework Educational Programme for Basic Education adapted to specify the education of mentally disabled pupils, which will be a separate annex to the Framework Educational Programme for Basic Education.

<sup>3</sup> For details see the National Programme for the Development of Education in the Czech Republic (the so-called "White Paper") pp. 47 – 51 (in Czech).

- Create a favourable social, emotional and working atmosphere based on effective motivation, cooperation and on engaging methods of education.
- Gradually accomplish changes in the assessment of the pupils towards diagnostics on an ongoing basis, individual assessment of pupils' achievements and a wider use of verbal assessment.
- Maintain, as long as possible, naturally diverse pupil groups and weaken the reasons for separating and sending pupils to specialized classrooms and schools.
- Put more stress on efficient cooperation with parents.

# Part B

## 2 Characteristics of Basic Education

Basic education whereby the level of basic education is achieved is implemented at basic school. In line with the Education Act the *Framework Educational Programme for Basic Education* has been developed for the implementation of basic education.

### 2.1 Compulsory school attendance

Basic education is linked with compulsory school attendance. Implementation of school attendance is governed by Sections 36 to 43 of the Education Act.

### 2.2 Organisation of basic education

The organisation of basic education, including the possibility of setting up preparatory classes at basic school, is supported by Sections 46 and 47 of the Education Act. Implementation of basic education is subject to Sections 49 and 50 of the Education Act. The Ministry of Education, Youth and Sports (hereinafter the Ministry) sets out detailed arrangements in relation to the organisation and implementation of basic education in Decree no. 48/2005 on basic education and some requisites of compulsory school attendance, and in Decree no. 73/2005 on the education of children, pupils and students with special educational needs and talented and gifted children, pupils and students.

### 2.3 Evaluation of educational outcomes

Pupils' educational outcomes are evaluated according to Sections 51 to 53 of the Education Act. The Ministry sets out the details of the evaluation of pupils' outcomes and its requisites in a legal regulation dealing with its implementation.

### 2.4 Acquisition of a level of education and completion of basic education

Acquisition of a level of education and completion of basic education are governed by Sections 45 and 55 respectively.



# Part C

## 3 The Concept and Objectives of Basic Education

### 3.1 The concept of basic education

Basic education is the continuation of pre-school education and follows up education in the family. Basic education is the only stage of education that the whole population of pupils goes through on a compulsory basis. It is organized in two stages that are mutually linked in terms of content and organization, as well as didactically.

Basic education at **Stage 1** is conceived so as to facilitate pupils' transition from pre-school education and family care to compulsory, regular and systematic education patterns. It is based on learning things, while respecting and developing each individual pupil's needs, skills and interests (including pupils with special educational needs). Owing to its activity-driven, practical nature, using appropriate methods, education motivates pupils to continue learning, leads them to a learning activity and to finding that it is possible to seek, discover, create and find suitable ways of solving problems.

Basic education at **Stage 2** helps pupils to acquire knowledge, skills and habits that will enable them to study independently and to create such values and attitudes as lead to prudent and cultivated behaviour, to responsible decision-making and to respect for the rights and obligations of citizens of both their country and the European Union. The scope and principle of Stage 2 basic education build on a wide development of pupils' interests, on pupils' higher-level learning potential and on the mutual linking between education and school life on the one hand, and out-of-school life on the other hand. This makes it possible to use rather demanding working methods as well as new sources and methods of learning, to assign the pupils comprehensive and long-term tasks or projects and entrust them with quite a lot of responsibility in learning as well as in organizing school life.

Both Stage 1 and Stage 2 of basic education require a challenging and creative environment that stimulates the most gifted and skilled pupils, encourages the less talented pupils and protects and supports the weakest students and is so adjusted that each child, through education adapted to his or her individual needs, will develop optimally in line with his or her own learning capabilities. To this end, adequate conditions are also created for the education of pupils with special educational needs. A friendly and helpful atmosphere encourages pupils to learn, work and foster activities that suit their interests, and provides them with space and time for active learning and for a full development of their personality. Assessment of pupils' performance and achievements should be based on the fulfilment of specific and practicable tasks, on the evaluation of the pupil's individual development and on a capacity to make finely-tuned, positive evaluative judgements. The pupils must be given the opportunity to enjoy success, not to be afraid of mistakes and, instead, to learn through them.

In the course of their basic education, pupils gradually acquire such personal qualities that will enable them to continue their studies, acquire additional skills in their profession of choice and continue their life-long learning, and – to a degree matching their potential – to actively participate in the life of the community and society.

### 3.2 Objectives of basic education

Basic education should help pupils to form, shape and gradually develop their key competencies and provide them with the dependable fundamentals of general education mainly aimed at situations that are close to their real life and at practical behaviour. Efforts are therefore made in basic education to meet the following goals:

**Create preconditions for pupils to acquire basic learning strategies and motivate them to life-long learning**

**Stimulate and encourage pupils to creative thinking, logical reasoning and problem solving**

**Guide pupils to engage in efficient, effective, open communication on all aspects of their life**

**Develop pupils' abilities to cooperate and to value their own work and achievements as well as the work and achievements of others**

**Guide pupils so that they should become free and responsible individuals who exercise their rights and meet their obligations**

**Induce in pupils the urge to express positive feelings and emotions in their behaviour, ways of acting and when experiencing important situations in their lives; develop in them sensitivity and responsiveness towards other people, the environment and nature**

**Teach pupils to actively develop and protect their physical, mental and social health and to be responsible for it**

**Guide pupils to tolerance and consideration for other people, to a respect for their culture and spiritual values; teach pupils to live together with others**

**Help pupils to discover and develop their own abilities and skills in the context of actual opportunities and to use their abilities and skills in combination with their acquired knowledge when making decisions regarding the aims of their own life and profession**

## 4 Key Competencies

Key competencies represent the system of knowledge, skills, abilities, attitudes and values that are important to the individual's personal development and to the individual's role in society. The selection and concept of key competencies are based on values that are generally accepted by society and on generally shared ideas as to which competencies of the individual contribute to his or her education, welfare and success in life and to a strengthening of the functions of civil society.

The purpose and aim of education are to equip all pupils with a set of key competencies at a level they are able to attain, and in this manner to prepare them for their further education and their role in society. Acquiring key competencies is a long-lasting and complex process which starts during pre-school education, continues during basic and secondary education and takes its definite shape during subsequent life. While the level of key competencies that the pupils have attained when finishing their basic education should not be regarded as the final level, the key competencies acquired form an important basis for the pupil's life-long learning and his or her start in life and the work process.

Key competencies are not isolated phenomena, they are mutually linked and intertwined, multifunctional, have an interdisciplinary nature and can only be acquired as a result of a comprehensive education process. **Therefore, their forming, shaping and development must be the ultimate aim of the entire educational content and of all of the activities taking place at school.**

The content of the FEP BE conceives the subject matter as a means to master activity-oriented expected outcomes which are gradually combined and create preconditions for an effective and comprehensive use of acquired abilities and skills at the level of key competencies.

The following competencies are regarded as key competencies at the basic education stage: **learning competencies; problem-solving competencies; communication competencies; social and personal competencies; civil competencies; working competencies.**

The following are descriptions of what a pupil should be able to do in terms of the competencies in question by the end of his/her elementary education.

### Learning competencies

By the end of his or her basic education, the pupil:

- selects and uses suitable procedures, methods and strategies for efficient learning; plans, organizes and manages his or her own learning process; is willing to devote his or her time and efforts to additional study and life-long learning;
- searches for and classifies information, and based on their understanding, interlinking and systemization, uses them efficiently within the learning process in creative activities and real life;
- works with commonly used terms, signs and symbols; interlinks things with respect to their context; sets knowledge from different educational areas within a wider context, and based on this, forms a comprehensive view of mathematical, scientific, social and cultural phenomena;
- makes independent observations and experiments; compares the pieces of knowledge so gained, assesses them critically and draws conclusions from them for future use;
- recognizes the meaning and goal of learning; has a positive attitude towards learning; assesses his or her own progress and identifies obstacles or problems hindering his or her learning progress; makes plans as to how to improve his or her learning; makes a critical assessment of his or her own learning results and discusses them.

## **Problem-solving competencies**

By the end of his or her basic education, the pupil:

- perceives the most diverse problem situations in school and out of school; recognizes and understands problems; considers discrepancies and their causes; considers and plans ways to address/solve problems based on his or her own reasoning and experience;
- seeks for information suitable for solving problems; identifies identical, similar and different features of pieces of information; makes use of acquired knowledge to discover/identify various ways to solve problems; is not discouraged by any failure and persistently seeks the best solution to the problem;
- addresses problems independently; chooses suitable ways to solve problems; uses logical, mathematical and empirical methods to address/solve problems;
- tests practically the adequacy of approaches to problem solving and applies proven methods when addressing similar or new problems; monitors his or her own progress in tackling problems;
- thinks critically; makes prudent decisions and is able to defend them; is aware of the responsibility for his or her own decisions; evaluates the outcomes of his or her decisions.

## **Communication competencies**

By the end of his or her basic education, the pupil:

- formulates and expresses his or her ideas and opinions in a logical sequence; his or her oral or written expression is apt, coherent and cultivated;
- listens to other people's utterances; understands them and responds to them adequately; participates effectively in debates; defends his or her opinion and uses appropriate arguments;
- comprehends various types of text, record, visual material, commonly used gestures, sounds and other information and means of communication, considers them, responds to them and makes creative use of them for his or her own development and active engagement in social events;
- uses information and means of communication and technologies for high-quality efficient communication with the outside world;
- uses his or her acquired communication skills to form relations necessary for full-fledged coexistence and quality cooperation with others.

## **Social and personal competencies**

By the end of his or her basic education, the pupil:

- cooperates efficiently with other members of his or her group; participates – together with teachers – in setting up the rules of team work; helps teamwork to succeed based on recognising and accepting new roles in activities;
- contributes to the creation of a friendly atmosphere in the team; contributes to a strengthening of interpersonal relations based on his or her consideration for others and respect for others; offers help or asks for help when needed;
- contributes to discussions within a small group as well as to debate in the classroom; understands the need to efficiently cooperate with others when addressing a task; appreciates experience acquired by others; respects different opinions and learns from what other people think, say and do;
- thinks of himself or herself in a positive way, thereby promoting his or her self-confidence and individual development; controls his or her behaviour so as to achieve a feeling of self-satisfaction and self-respect.

## **Civil competencies**

By the end of his or her basic education, the pupil:

- respects the beliefs of others; has respects for personal values of others; is able to empathize; opposes oppression and any rude behaviour; is aware of his or her obligation to stand up against any physical or psychological violence;
- understands the underlying basic principles of law and community standards; is aware of his or her rights and obligations in school and out of school;
- makes responsible decisions based on the actual situation; offers adequate efficient help when needed; acts responsibly in critical situations, including situations threatening the lives and/or health of others;
- respects, protects and appreciates national traditions and the country's cultural and historical heritage; has a positive attitude to works of art; has a sense of culture and creativity, gets actively involved in cultural and sporting activities;
- understands basic environmental issues and relationships; respects requirements for a good-quality environment; in his or her decisions takes into account the need to support and protect the health and sustainable development of society.

## **Working competencies**

By the end of his or her basic education, the pupil:

- is able to safely and efficiently work with materials, tools and equipment; in his or her activities, complies with guidelines and rules; meets his or her obligations and commitments; adapts to changed or new working conditions;
- takes into account, in addition to the aspects of quality of work, performance, cost, and importance for the community, the aspects of protection of his or her own health and the health of others, environmental protection and preservation of cultural and social values;
- uses his or her knowledge acquired in the various educational areas for the benefit of his or her own development and preparation for the future; makes well-founded decisions regarding his or her future studies and/or profession;
- has a notion of the basic activities needed to set up and implement a business plan; understands what it means to be an entrepreneur, what goals an entrepreneur pursues and which risks he or she faces; develops his or her entrepreneurial thinking.

## 5 Educational Areas

The content of basic education within the education framework is divided into nine, roughly defined **educational areas**. Each educational area comprises one or more interlinked *educational fields*:

**Language and Language Communication** (*Czech Language and Literature, Foreign Language*)

**Mathematics and Its Applications** (*Mathematics and Its Applications*)

**Information and Communication Technologies** (*Information and Communication Technologies*)

**Humans and Their World** (*Humans and their World*)

**Humans and Society** (*History, Civic education*)

**Humans and Nature** (*Physics, Chemistry, Natural Sciences, Geography*)

**Arts and Culture** (*Music, Fine Art*)

**Humans and Health** (*Health Education, Physical Education*)

**Humans and the World of Work** (*Humans and The World of Work*)

Each educational area contains the **characteristics of the educational area**, the **objectives of the educational area** and its **educational content**.

The **characteristics of the educational area** express the position and relevance of the educational area within the basic education system and characterise the content of each of the educational fields included in the educational area concerned. Furthermore, the links between the educational contents of basic education at Stage 1 and Stage 2 are highlighted.

The **objectives of the educational area** specify towards what the pupil is guided by means of the educational content so as to acquire gradually the key competencies.

Practical interlinking between the educational content and the key competencies is provided by the fact that based on the aims of the educational area, the school defines (within the school educational programme) its educational strategy for the subjects taught – see Diagram 2.

**The educational content of the educational fields** (including the complementary educational fields<sup>4</sup>) comprises the expected outcomes and the subject matter<sup>5</sup>. Within Stage 1, the educational content is additionally divided into Period 1 (grades 1 to 3) and Period 2 (grades 4 and 5). This division is meant to help schools distribute the educational content among the grades.

*Expected outcomes* are activity-driven, practically aimed, usable in everyday life and verifiable. They define the expected competency in applying acquired knowledge in practical situations and in common life. The education framework of basic education identifies the expected outcomes at the end of *grade 3* (Period 1) as **tentative** (i.e., not binding), and at the end of *grade 5* (Period 2) and *grade 9* as **binding**<sup>6</sup>.

The *subject matter* is structured within the education framework of basic education into thematic areas (themes, activities) and is supposed to be a *means to achieve the expected outcomes*. Due to its informative and formative function it is an integral part of the educational content. Curriculum defined within the education framework of basic education is **recommended** to schools for distribution and further detailing for the individual grades or longer time segments. At the level of the school educational programme the curriculum is binding.

The school will divide the educational content of each of the educational fields into *subjects* and will detail and, where appropriate, add subject matter to the *curriculum* with respect to the pupils'

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<sup>4</sup> Complementary educational fields complement and widen the educational content of basic education.

<sup>5</sup> The educational content for mentally disabled pupils is defined by a separate Annex to the Framework Educational Programme for Basic Education.

<sup>6</sup> Should the nature of chronic health disability objectively prevents some expected outcomes in the FEP BE from being accomplished, it is possible to substitute the respective expected outcomes with such that correspond better to the educational potential of the pupils with the health disability.

needs, interests, inclination and talents so that *the development of the key competencies be best pursued*.

An educational field can comprise either one subject or more than one subject; also, a subject can integrate the educational contents of more than one educational field. The education framework of basic education allows for *interlinking (integration)* of the educational content at the level of themes, thematic areas, or educational fields. Integration of the educational content must respect the logic of the structure of the educational fields involved. A qualified and skilled teacher is a basic precondition for functional integration.

The system is conceived so as to achieve a situation where the teachers would *cooperate* when setting up the school educational programmes, *interlink* suitable themes which are common to the individual educational fields and *strengthen the interdisciplinary approach to education*.

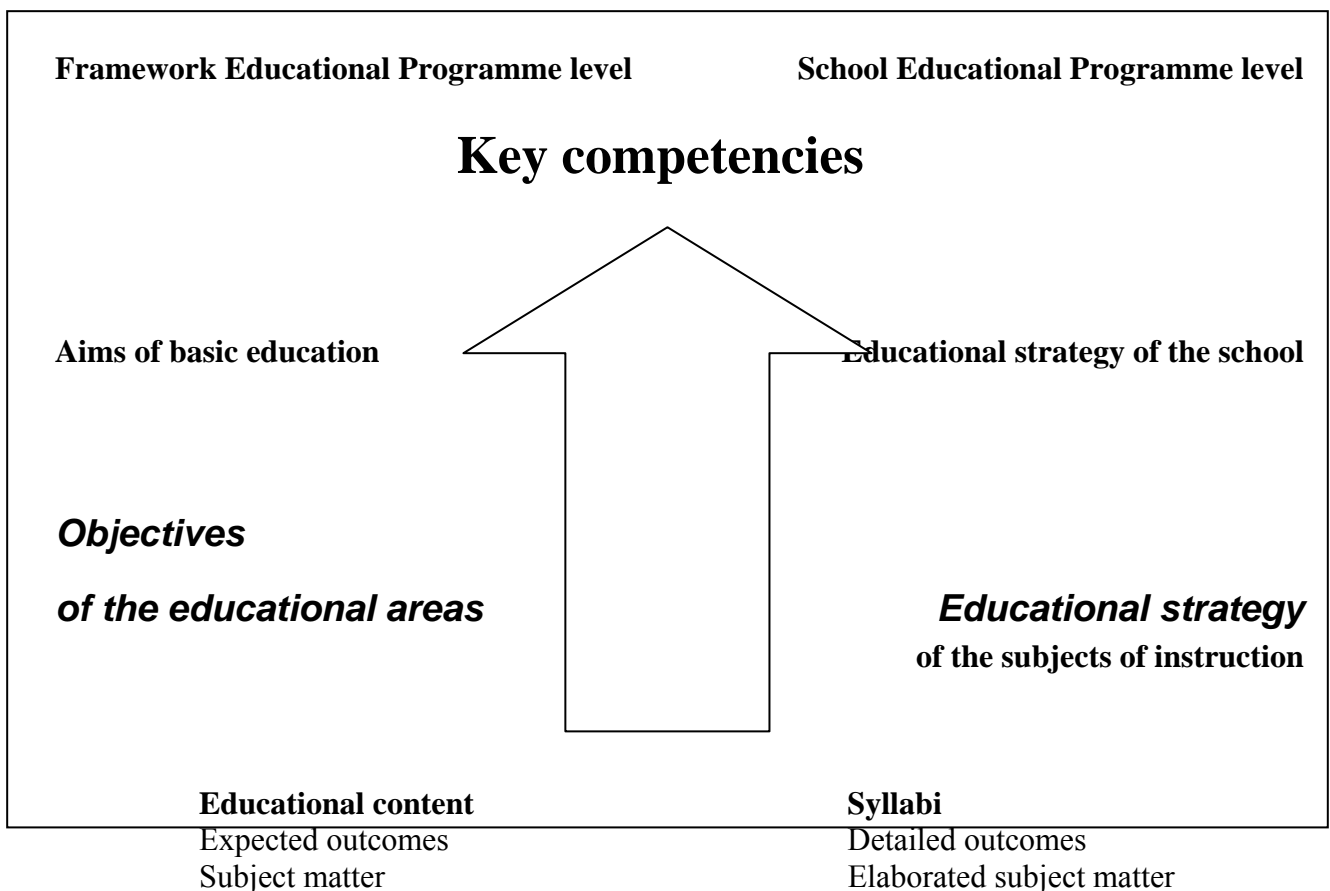


Diagram 2. Direction followed to form, shape and develop pupils' key competencies



## 5.1 LANGUAGE AND COMMUNICATION THROUGH LANGUAGE

### Description of the educational area

The educational area **Language and Communication Through Language** holds a pivotal position in the educational process. A good level of language culture is one of the major indicators of the general achievement of the basic school graduate. Language education provides pupils with the knowledge and skills that allow them to understand various kinds of messages, to express themselves appropriately and to apply the results of their learning.

The content of the educational area Language and Communication Through Language is implemented in the educational fields of **Czech Language and Literature, Foreign Language and Second Foreign Language**<sup>7</sup>.

The skills acquired in the educational field **Czech Language and Literature** are necessary not only for good quality language education, but also for the successful acquisition of knowledge in other areas of education. The use of Czech as a mother tongue both in the oral and written form allows pupils to familiarize themselves with and understand the socio-cultural development of human society. This educational field provides the foundations of effective inter-personal communication as the pupils learn to interpret their responses and feelings so as to understand their role in various situations and to identify with their perception of the surrounding world and themselves.

The content of the educational field Czech Language and Literature is of a comprehensive nature. For the sake of clarity, it is divided into three components: Communication and Composition, Language, and Literary Education. Nevertheless, instruction interweaves the contents of these three components.

In *Communication and Composition*, pupils learn to perceive and understand various language messages, to read with comprehension, to write in a cultivated manner, to speak and to make decisions based on different texts related to diverse situations that they have read or listened to, to analyse the text and to critically evaluate its content. At higher grade levels, pupils learn to assess the formal qualities of the text and its structure.

In *Language*, pupils acquire the knowledge and skills necessary to learn the standard form of the Czech language, and learn to recognise and identify its other forms. The Language component guides pupils towards accurate and logical thinking, which is a prerequisite for expressing oneself clearly, comprehensibly and in a well-structured manner. In developing the necessary knowledge and skills, pupils' general intellectual skills are used and deepened as well, including the ability to compare various phenomena, identify common and different features, classify them while applying various perspectives and arrive at a general conclusion. The Czech language thus becomes not only the instrument for the acquisition of a majority of information, but also a subject of cognition.

In *Literary Education*, pupils familiarize themselves, by means of reading, with basic literary styles and learn to perceive their specific features, to identify the artistic intentions of the author and to

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<sup>7</sup> Until the school year 2011/2012, Second Foreign Language is defined as a **complementary educational field** and allocated 6 lessons in Stage 2. This means that the school must offer Second Foreign Language to all pupils as an optional subject. The educational content of the complementary educational field Second Foreign Language is set out in chapter 5.10.

articulate their own opinions about the work they have read. They also learn to distinguish literary fiction from reality. They gradually acquire and develop basic reading habits and the capacity for creative reflection upon and the interpretation and production of a literary text. Pupils arrive at findings and experiences that may positively influence their attitudes and value orientations and enrich their spiritual life.

Verbal as well as non-verbal communication can also be developed by means of Drama Education, which is included in the FEP BE as a complementary educational field.

**Foreign Language** and **Second Foreign Language** contribute to understanding and discovering facts that go beyond the experience facilitated by the mother tongue. These fields provide a vivid language basis and the prerequisites for the pupils' ability to communicate within an integrated Europe and the rest of the world.

Foreign language skills help reduce language barriers and increase the individual's mobility in their personal lives and during their future educational and career paths. They allow pupils to learn about the different lifestyles and cultural traditions of people in foreign countries. Moreover, they promote an awareness of the importance of mutual international understanding and tolerance and create the conditions for schools' participation in international projects.

The requirements for foreign language education set out in the FEP BE are based on the Common European Framework of Reference for Languages, which describes the various levels of language proficiency. Education in the educational field of Foreign Language leads to the acquisition of the A2 level, and education in the educational field of Another Foreign Language aims to achieve level A1 (according to the Common European Framework of Reference for Languages)<sup>8</sup>.

The success of language education as a whole depends not only on educational achievement in the mother tongue and in foreign languages, but also on the extent to which pupils' language culture becomes the concern of all other areas of basic education.

### **Objectives of the educational area**

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- understanding language as an independent historical phenomenon which reflects the historical and cultural development of a nation and thus to see it as a major unifying agent of the national community and an important and indispensable instrument for lifelong learning
- developing a positive attitude to their mother tongue and understanding it as a potential resource for the development of personal and cultural wealth
- perceiving and gradually acquiring language as a rich and multi-faceted tool for obtaining and passing on information and expressing one's needs, experiences and opinions
- mastering common rules of inter-personal communication in the given cultural environment and developing a positive attitude to language as a part of inter-cultural communication

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<sup>8</sup> The Common European Framework of Reference for Languages defines the target competencies of language education as communication competencies (linguistic, socio-linguistic and pragmatic) and general competencies (presupposing the knowledge of the socio-cultural environment, life and institutions of the countries where the relevant language is spoken).

Level A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Level A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

- obtaining information independently from various sources and mastering work with language and literary sources and with the texts from various specialisations
- building the self-confidence for public presentation and learning how to use language as a cultivated means of self-assertion
- experiencing literary works of art, communicating reading experiences, developing a positive attitude towards literature and other text-based artistic disciplines, and developing emotional and aesthetic perception.

## 5.1.1 CZECH LANGUAGE AND LITERATURE

### Educational content of the educational field

#### Stage 1

#### **COMMUNICATION AND COMPOSITION**

##### **Expected outcomes – Period 1**

pupils will

- *read fluently and understand texts of reasonable length and difficulty*
- *understand written and oral instructions of reasonable difficulty*
- *adhere to basic communication rules in a conversation*
- *pronounce precisely and correct wrong or careless pronunciation*
- *breathe properly and choose an appropriate pace of speech in short oral expressions*
- *choose suitable verbal and non-verbal tools of expression in ordinary situations both in and out of school*
- *give a short oral presentation based on their own experiences*
- *master basic health habits related to writing*
- *write the correct shapes of letters and digits, connect letters and syllables; check their own written texts*
- *write correct messages both in terms of facts and form*
- *arrange illustrations in an appropriate sequence and, on their basis, narrate a simple story*

##### **Expected outcomes – Period 2**

pupils will

- *read texts of adequate difficulty with comprehension and that both silently and aloud*
- *recognise substantial and marginal information in an age-appropriate text; make notes of substantial information*
- *assess a simple message for its completeness or lack thereof*
- *reproduce the content of a text of adequate difficulty and remember substantial facts*
- *correctly lead a dialogue, a telephone conversation, leave a message on an answering machine*
- *recognise manipulative communication in an advertisement*
- *choose appropriate intonation, accent, pauses and pace in line with the focus of their communication*
- *distinguish between standard and non-standard pronunciation and use it correctly according to the situation*
- *correctly write simple types of communication both in terms of content and form*
- *create an outline for a narration and develop a short oral or written presentation on its basis while adhering to chronological sequence*

#### **Subject matter**

- **reading** – practical reading (reading technique, attentive and fluent reading, knowledge of points of orientation in a text); factual reading (reading as a source of information, search reading, key words)
- **listening** – practical listening (polite, expressing contact with the partner); factual listening (attentive, focused, active – recording what one listens to, responding through questions)
- **speaking** – basics of oral expression techniques (breathing, voice formation, pronunciation), expressing oneself according to the communication situation; communication styles: greetings, forms of address, apologies, requests, messages, announcements, narration, dialogue based on pictorial material; basic rules of communication (address, starting and completing a dialogue, speaker and listener changing roles, polite presentation), non-linguistic tools (mimic, gestures)
- **writing** – basic health habits (proper sitting posture, holding a pen and pencil properly, healthy eyesight, handling graphic material); writing technique (neat, legible and well-arranged writing, formal text arrangements); genres: address, congratulations, holiday greeting, letter of

apology, report, announcement, invitation, message, advertisement, letter, description; simple forms (application, questionnaire), narration

## **LANGUAGE**

### **Expected outcomes – Period 1**

pupils will

- *recognise a word's phonetic and graphic form, divide words into phones, distinguish between long and short vowels*
- *compare word meanings, particularly antonyms, synonyms, hypernyms and hyponyms; identify related words in a text*
- *compare and classify words according to generalised meaning – action, thing, circumstance, quality*
- *distinguish parts of speech in their basic form*
- *when speaking, use the correct grammatical forms of nouns, adjectives and verbs*
- *combine clauses into simple compound and complex sentences using appropriate conjunctions and other conjunctive expressions*
- *in a text, distinguish types of sentences according to the speaker's attitude and form them using appropriate linguistic and phonetic tools*
- *provide reasons for correct spelling: i/y after hard and soft consonants, and after ambiguous consonants b f l m p s v z in enumerated words; dě, tě, ně, ú/ů, bě, pě, vě, mě – except for morphological junctures; capital letters at the beginning of a sentence and in typical examples of the proper names of persons, animals and places*

### **Expected outcomes – Period 2**

pupils will

- *compare word meanings, particularly words of the same or similar meaning and words with multiple meanings*
- *identify the root, suffix, prefix and ending in a word*
- *identify parts of speech and use them in correct grammar patterns in speaking*
- *distinguish standard words and their non-standard forms*
- *identify subject and predicate and identify the base of a clause if either the subject or the predicate is missing*
- *distinguish a clause and a compound or complex sentence, change a clause into a compound or complex sentence*
- *use appropriate conjunctive expressions in speaking and change them as required by the utterance*
- *write i/y properly in words after ambiguous consonants*
- *master basic examples of syntactic grammar*

### **Subject matter**

- **phonetic aspects of the language**– distinguishing phones, pronunciation of vowels, consonants and groups of consonants, modulation of coherent speech (pace, intonation, accent)
- **vocabulary and word formation** – words and concepts, word meaning, words with one and multiple meanings, antonyms, synonyms, homonyms; word structure (root, prefix and suffix, ending)
- **morphology** – word categories, word forms
- **syntax** – clauses and sentences, subject and predicate
- **grammar** – lexical grammar, basics of morphological grammar (endings of nouns and hard and soft adjectives) and syntactic grammar (simple subject and predicate agreement)

## **LITERARY EDUCATION**

### **Expected outcomes– Period 1**

pupils will

- *read literary texts suitable to the given age and recite them by heart using proper phrasing and pace*
- *express how they feel about a text they have read*
- *distinguish between prose and verse and between fairy-tales and other types of narration*
- *work creatively with a literary text according to the teacher's instructions and their abilities*

#### **Expected outcomes – Period 2**

pupils will

- *express and record their impressions from reading*
- *freely reproduce a text in line with their abilities, create their own literary text on a given topic*
- *distinguish different types of artistic and non-artistic texts*
- *use elementary literary terms when performing a simple analysis of a literary text*

#### **Subject matter**

- **listening to literary texts**
- **experience-based reading and listening**
- **creative activities with a literary text** – reciting suitable literary texts, creatively reproducing a text which one has read or heard, dramatization, making accompanying illustrations
- **basic literary terms** – literary styles and genres: counting rhymes, riddles, nursery rhymes, poems, fairy-tales, fables, short stories; the writer, poet, book, reader; theatre performance, actor, director; verse, rhyme, simile

#### **Stage 2**

#### **COMMUNICATION AND COMPOSITION**

##### **Expected outcomes**

pupils will

- *when reading or listening to a text, distinguish facts from opinions and assessments, and verify facts by means of questions or comparison to available information resources*
- *differentiate between subjective and objective messages and the communicative intent of the conversation partner*
- *recognise manipulative communication in the mass media and adopt a critical stance towards it*
- *communicate in a cultivated manner and to the point, using language tools appropriate to the given situation*
- *distinguish standard and colloquial speech and use standard language tools appropriately in view of the communicative intent*
- *use appropriate verbal, non-verbal and paralinguistic means of communication in both prepared and improvised oral presentations*
- *participate in a discussion, run a discussion and apply rules and principles of communication and dialogue*
- *apply the basics of study-reading – search for key words, formulate main ideas in a text, formulate questions and make brief comments, notes or excerpts from a text read; independently prepare a paper and deliver it using the text as support*
- *arrange information in a text with a view towards its purpose; form a coherent text while adhering to the rules of inter-linking sentences*
- *on the basis of their abilities and personal preferences, apply their knowledge about language and style to write a grammatically and factually correct text, work creatively with a text or pursue creative writing*

#### **Subject matter**

- **reading** – practical (attentive, appropriate pacing, knowledge of points of orientation in a text), factual (study-reading, reading as a source of information, seeking), critical (analytical, evaluative), experiential
- **listening** – practical (teaching empathy, impetus for action), factual (focused, active), critical (objective and subjective messages, the speaker’s communicative intent, manipulative effects of a speech, phonetic tools of coherent speech, non-linguistic tools), experiential
- **speaking** – principles of communication (communication standards, basic genres of spoken communication according to situation), basics of cultivated speech (techniques of spoken communication, non-verbal and paralinguistic tools); communication genres: prepared and non-prepared presentations with or without notes, papers, discussions
- **writing** – using one’s knowledge of language and style, principle approaches to composition and genres; expressing a stance towards the content communicated, creative writing (communication genres: excerpt, request, private and official letter, order, proposition, structured CV, invitation, characteristics, subjective description, presentation, reflection)

## **LANGUAGE**

### **Expected outcomes**

pupils will

- *pronounce, in a standard manner, Czech and commonly used foreign words*
- *identify (and document by providing examples in a text) the principles for forming Czech words and the most important ways of enriching vocabulary; identify transferred meanings, particularly in phrasemes*
- *work independently with the Rules of Czech Orthography, the Dictionary of Standard Czech and other dictionaries and handbooks*
- *correctly classify parts of speech, create standard word forms and use them consciously in a suitable communication situation*
- *apply their knowledge of language norms to express themselves appropriately according to the communication situation*
- *distinguish the meaning-based relationships between grammatical units in a clause and a compound or complex sentence*
- *in their writing, master lexical grammar, word formation, and morphological and syntactic grammar in a clause and in a compound and complex sentence*
- *distinguish standard Czech, dialects and common Czech and justify their usage*

### **Subject matter**

- **phonetic aspects of the language** – principles of standard pronunciation, modulation of coherent speech (word and sentential stress), intonation, segmentation of coherent speech (pauses, phrasing)
- **vocabulary and word formation** – vocabulary and its units, register, word meanings, homonyms, synonyms, enriching vocabulary, ways of forming words
- **morphology** – word categories, grammatical meanings and word forms
- **syntax** – statement and sentence, sentence structure, word order, developing sentence elements, compound and complex sentences, direct and indirect speech, text structure
- **grammar** – lexical, morphological, syntactic
- **general instruction on the language** – Czech (national language, mother tongue), language groups (Slavic – particularly Slovak – and other languages, minority languages), register in the national language (standard and non-standard forms and usage), language and communication (language norms, codification; the culture of language and speech, the origin and foundations of the development of the Czech language, language handbooks)

## **LITERARY EDUCATION**

### **Expected outcomes**

pupils will

- *retell coherently a text they have read; describe in simple terms the structure and language of a literary work and interpret its meaning in their own words*
- *distinguish the basic features of an author's distinctive style*
- *formulate, orally and in writing, their impressions from reading and from attending a theatre performance or film, and articulate their opinions on a work of art*
- *create their own literary text based on their abilities and acquired knowledge of the fundamentals of literary theory*
- *distinguish fine and popular literature, support their opinions with arguments*
- *distinguish the basic literary types and genres, compare them and their function, name important examples*
- *identify the principal literary styles and their major representatives in Czech and world literature*
- *compare various interpretations of the same topic in literature, drama and film*
- *search for information in various types of catalogues, libraries and other sources of information*

### Subject matter

- **creative activities with a literary text** – reciting suitable literary texts, creatively reproducing a text which one has read or heard, recording and reproducing the main ideas, interpreting a literary text, dramatization, creating one's own texts, making illustrations to accompany a literary text
- **ways of interpreting literary and other works**
- **fundamentals of literary theory and history** – structure of a literary work (topic and theme of a work of literature, literary hero, composition of a literary story), language of a literary work (metaphors; phonetic components of poetry: rhyme, rhythm, free verse), belles-lettres and non-fiction (popular non-fiction, reference non-fiction, journalism genres)
- **literary types and genres** – poetry, prose, drama, lyrics, epics and drama throughout history – major stages in the development of national and world literature, typical genres and examples

## 5.1.2 FOREIGN LANGUAGE

### Educational content of the educational field

#### Stage 1

#### **RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS**

##### Expected outcomes – Period 1

pupils will

- *pronounce and read correctly in terms of phonetics an appropriate vocabulary range*
- *understand simple instructions and sentences and respond appropriately*
- *distinguish between the written and spoken form of a word*
- *understand the content and meaning of a simple, slow and carefully pronounced conversation between two people, provided there is enough time for understanding*
- *use an alphabetical glossary in a textbook*

#### **RECEPTIVE LANGUAGE SKILLS**

##### Expected outcomes – Period 2

pupils will

- *understand familiar words and simple sentences related to the topics being covered*
- *understand the content and meaning of simple authentic materials (magazines, pictorial and listening materials) and use them in their activities*
- *read a simple text aloud containing familiar vocabulary; reading is fluent and phonetically correct*



- *find necessary information in a simple text and formulate an answer to a question*
- *use a bilingual dictionary*

**PRODUCTIVE LANGUAGE SKILLS**

**Expected outcomes – Period 2**

pupils will

- *form a simple written message, short text and response to a message that is correct in terms of both grammar and form; fill in a form with their personal data*
- *reproduce, both orally and in writing, the content of a text and simple conversation of appropriate difficulty*
- *modify short texts while adhering to their meaning*

**INTERACTIVE LANGUAGE SKILLS**

**Expected outcomes – Period 2**

pupils will

- *participate actively in a simple conversation, greet and say good-bye to **both an adult and a friend**; provide the required information*

**Subject matter**

- **rules of communication in common everyday situations** – greetings, thanking, introductions
- **simple messages** – address, congratulations, holiday greeting and letter, apology, request
- **theme areas** – home, family, school, free time and leisure activities, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data
- **vocabulary and word formation** – synonyms, antonyms, meaning of words within context
- **basic grammatical patterns and types of sentences** – simple sentences, forming questions and negations, word order in a sentence

**Stage 2**

**RECEPTIVE LANGUAGE SKILLS**

**Expected outcomes**

pupils will

- *read aloud texts of appropriate length, fluently and respecting the rules of pronunciation*
- *understand the content of simple texts in textbooks and the content of authentic materials using visual aids; find familiar expressions, phrases and answers to questions in texts*
- *understand simple and clearly pronounced speech and conversations*
- *infer a likely meaning of new words from context*
- *use a bilingual dictionary, look up information or the meaning of a word in an appropriate monolingual dictionary*

**PRODUCTIVE LANGUAGE SKILLS**

**Expected outcomes**

pupils will

- *form a simple (oral or written) message related to a situation from family and school life and other studied theme areas*
- *create and modify grammatically correct simple sentences and short texts*
- *provide a brief summary of the content of a text, speech and conversation of appropriate difficulty*
- *request simple information*

**INTERACTIVE LANGUAGE SKILLS**

### Expected outcomes

pupils will

- *in a simple manner, make themselves understood in common everyday situations*

### Subject matter

- **simple messages** – address, responding to being addressed, greetings, welcoming, saying good-bye, introductions, apologies, responding to an apology, thanking and responding to being thanked, pleas, requests, wishes, congratulations, requests for help (services, information), agreement/disagreement, meetings, social plans
  - **basic relationships** – existential (Who?...), spatial (Where? Where to?...), temporal (When?...), qualitative (What? Which? How?...), quantitative (How many/much?...)
  - **theme areas** – home, family, housing, school, free time and leisure activities, personal letters, forms, questionnaires, sport, healthcare, food, in town, clothing, shopping, nature, weather, people and society, travelling, the socio-cultural environment of relevant language areas and the Czech Republic
  - **vocabulary and word formation**
  - **grammatical structures and sentence types, lexical principles of orthography**
- 
- **Second Foreign Language** is included in chapter 5.10 – Complementary Educational Fields.

## 5.2 MATHEMATICS AND ITS APPLICATION

### Description of the educational area

In basic education, the educational area Mathematics and its Application is based primarily on activities typical for working with mathematical concepts and for using mathematics in real life situations. It provides knowledge and skills necessary for practical life and facilitates the acquisition of mathematical literacy. Because of this indispensable role it permeates all of basic education and creates the preconditions for further successful learning.

Education in this area places an emphasis on a thorough understanding of basic ways of thinking, mathematical concepts and their mutual interaction. Pupils gradually learn various mathematical concepts, algorithms, terminology and symbols, as well as methods for their application.

The educational content of the educational field **Mathematics and Its Applications** is divided into four thematic areas. During the Stage 1 thematic area of *Numbers and Numerical Operations*, which is followed up and expanded upon at Stage 2 by the thematic area *Numbers and Variables*, pupils study three components of arithmetic operations: the ability to perform operations, algorithmic understanding (why an operation is performed in the manner presented), and understanding meaning (the ability to relate an operation to real-life situations). Pupils learn to collect data by through measurements, estimates, calculations and rounding. They are acquainted with the concept of variables and their role in applying mathematics to practical situations.

In the next thematic area, *Dependencies, Relations and Working with Data*, pupils learn to recognise various types of changes and dependencies related to common phenomena from real life, and familiarize themselves with their mathematical representations. They study changes and dependencies found in familiar phenomena, and learn that a change can be not only an increase and decrease but that it can have a zero value as well. Pupils analyse these changes and dependencies using tables, diagrams and graphs, construct them using simple examples and express them using mathematical descriptions, or, if circumstances allow, model them using appropriate software or graphic calculators. An examination of these dependencies leads to understanding the concept of functions.

In the thematic area of *Two- and Three-dimensional Geometry*, pupils identify and draw geometric figures and model real-life situations, seek similarities and differences in common figures, study an object's position on a plane (or in space), learn to compare, estimate and measure length, angle, circumference and area (surface area and volume), and to improve their graphic skills. By examining shape and space, pupils are guided towards solving tasks and problems involving position and measurement related to everyday situations.

An important part of mathematical education are *Non-Standard Application Exercises and Problems*, which may to a large degree be solved independently from the pupil's mathematical knowledge and skills, but which require logical thinking. These assignments should be present in all thematic areas throughout all of basic education. Pupils learn to solve situations and tasks from everyday life, to understand and analyse problems, to sort out data and conditions, to draw sketches of situations, and to address questions of optimisation. The difficulty of solving these logical tasks depends on the pupils' level of intellectual development, reinforces their confidence in their logical thinking and may even encourage pupils who are less apt at mathematics.

Pupils learn to use computer technology (calculators, appropriate software, certain types of learning applications) and other aids. This helps those pupils who are not as good at numerical calculations and drafting. Pupils also improve independent and critical work with information resources.

### **Objectives of the educational area**

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- the application of mathematical knowledge and skills in practical activities – estimating, measuring and comparing sizes and distances, orientation
- developing their memory by performing numerical calculations and learning necessary mathematical formulas and algorithms
- developing combinatory and logical thinking, critical judgment and comprehensible and factual argumentation by solving mathematical problems
- developing abstract and precise thinking by acquiring and using basic mathematical concepts and relationships, recognising their characteristic qualities and identifying and classifying concepts on the basis of these qualities
- acquiring a repository of mathematical tools (numerical operations, algorithms, problem-solving methods) and effectively using their acquired mathematical skills
- perceiving and understanding the complexity of the real world; gaining experience in the use of mathematical modelling (applying mathematics to practical situations), evaluating mathematical models and their limitations; understanding that reality is more complex than any mathematical model, that one model may be applied various situations and that one situation may be demonstrated using various models
- analysing problems and planning solutions, choosing the proper approach to resolving a problem, evaluating results for correctness with a view towards the nature of the task or problem
- expressing themselves precisely and succinctly by using the language of mathematics, including mathematical symbols and by performing analyses and keeping records during problem-solving and for perfecting their graphic abilities
- learning to co-operate while solving problems and applied tasks which reflect situations from everyday life, and subsequently applying the solution in practice; learning about the possibilities of mathematics in real life, and the fact that results may be arrived at in several different ways
- learning to trust in their own problem-solving skills and abilities, systematic self-evaluation at each step of the solution process, developing a systematic approach, determination and

precision and the ability to express hypotheses on the basis of experience or experiment and to verify them or reject them using counterexamples

## 5.2.1 MATHEMATICS AND ITS APPLICATION

### Educational content of the educational field

#### Stage 1

##### ***NUMBERS AND NUMERICAL OPERATIONS***

###### **Expected outcomes – Period 1**

pupils will

- *use natural numbers to model real-life situations, count objects in a given set, create sets with a given number of elements*
- *read, write and compare natural numbers up to 1,000; use and record equality and inequality relations*
- *use linear arrangement; show numbers on a number axis*
- *perform simple mental calculations using natural numbers*
- *solve and create problems in applying and modelling acquired operations*

###### **Expected outcomes – Period 2**

pupils will

- *perform mental and written calculations using commutative and associative properties of adding and multiplication*
- *perform written calculations using natural numbers*
- *round natural numbers, perform estimates and check the results of natural-number calculations*
- *solve and create problems in which they apply calculations which they have learned using natural numbers*

#### **Subject matter**

- the range of natural numbers
- writing decimal numbers, number axis
- multiplication table
- characteristics of calculations using natural numbers
- written forms of calculations

##### ***DEPENDENCIES, RELATIONSHIPS AND WORKING WITH DATA***

###### **Expected outcomes – Period 1**

pupils will

- *orientate themselves in time, perform simple time unit conversions*
- *describe simple dependencies from daily life*
- *complete tables, diagrams and number sequences*

###### **Expected outcomes – Period 2**

pupils will

- *seek out, collect and classify data*
- *read and compose simple tables and diagrams*

#### **Subject matter**

- dependencies and their properties

- diagrams, graphs, tables, timetables

### **TWO- AND THREE-DIMENSIONAL GEOMETRY**

#### **Expected outcomes – Period 1**

pupils will

- *identify, label, model and describe basic two-dimensional figures and simple bodies and find examples from real life*
- *compare the size of figures, measure and estimate the length of line segments*
- *identify and model simple symmetrical two-dimensional figures*

#### **Expected outcomes – Period 2**

pupils will

- *draw and illustrate basic two-dimensional figures (squares, rectangles, triangles and circles); use simple constructions*
- *add and subtract graphic segments; determine the length of a broken line or the circumference of a polygon by adding the length of its sides*
- *construct parallel and perpendicular lines*
- *determine the area of a geometric figure by means of a quadratic grid; use basic units of area*
- *identify and depict simple reflection symmetry of figures on a quadratic grid and determine the axis of symmetry by folding the paper*

#### **Subject matter**

- **basic two-dimensional figures** – broken lines, lines, rays, line segments, squares, circles, rectangles, triangles, disks, quadrilaterals, polygons
- **basic three-dimensional figures** – cuboids, cubes, pyramids, spheres, cones, cylinders
- lengths of line segments; units of length and unit conversions
- circumference and area of geometric figures
- relative position of two lines on a plane
- reflection-symmetric figures

### **NON-STANDARD APPLICATION EXERCISES AND PROBLEMS**

#### **Expected outcomes – Period 2**

pupils will

- *solve simple practical word problems and problems which may to a large degree be solved independently of usual approaches and algorithms of the mathematics taught at school*

#### **Subject matter**

- word problems
- numerical and pictorial sequences
- magic squares
- spatial imagination

#### **Stage 2**

### **NUMBERS AND VARIABLES**

#### **Expected outcomes**

pupils will

- *perform calculations using whole numbers and rational numbers; use second powers and square roots*
- *round off and perform estimates to a given level of certainty, use calculators for specific*

*purposes*

- *model and solve situations using the divisibility of natural numbers*
- *use various methods for quantitatively expressing the relationship of a part to the whole (using natural numbers, ratios, fractions, decimals, percentage)*
- *using modelling and calculations, solve situations expressed in ratios; work with scale on maps and plans*
- *solve applied problems using percentage (even if the percent is greater than the whole)*
- *use variables to give mathematical form to simple real-life situations; determine the value of an expression, add and multiply polynomials, decompose the polynomial into its coefficient using formulas and factoring*
- *formulate and solve real-life situations using equations and simultaneous equations*
- *analyse and solve simple problems; model specific situations using whole and rational numbers*

**Subject matter**

- **divisibility of natural numbers** – prime numbers, composite numbers, multiples, divisors, lowest common denominator, greatest common divisor, criteria for divisibility
- **whole numbers** – opposites, number axis
- **decimals, fractions** – extended notation, i.e. decomposition of complex numbers in the decimal system; inverse numbers, mixed numbers, composite fractions
- **ratios** – scale, proportion, rule of three
- **percentages** – percent, per mille; base, amount, percentage points; simple interest
- **exponents and square roots** – squares and square roots
- **expressions** – numerical expressions and their values; variables, expressions with variables, polynomials
- **equations** – linear equations, simultaneous linear equations with two unknowns

**DEPENDENCIES, RELATIONS AND WORKING WITH DATA**

**Expected outcomes**

pupils will

- *seek out, evaluate and process data*
- *compare data sets*
- *determine direct or inverse proportionality*
- *express functional relationships through tables, equations and graphs*
- *use functional relationships to give mathematical form to simple real-life situations*

**Subject matter**

- **dependencies and data** – examples and characteristics of dependencies from everyday life, charts, diagrams, graphs, tables; occurrence, arithmetic mean
- **functions** – rectangular coordinate system, direct proportionality, inverse proportionality, linear functions

**TWO- AND THREE-DIMENSIONAL GEOMETRY**

**Expected outcomes**

pupils will

- *reason and apply the positional and metric properties of basic two-dimensional figures when solving tasks and simple practical problems; use necessary mathematical notation*
- *characterise and classify basic two-dimensional figures*
- *measure and calculate angles*
- *estimate and calculate the area and circumference of basic two-dimensional figures*
- *use the concept of the set of all points of a given characteristic to describe a figure and solve*

*positional and non-positional tasks*

- *sketch and construct two-dimensional figures*
- *apply theorems on congruent and similar triangles when making argumentations and calculations*
- *sketch and construct a two-dimensional figure with central and reflection symmetry, identify centrally-symmetric and reflection-symmetric figures*
- *identify and describe basic three-dimensional figures (bodies) and analyse their characteristics*
- *estimate and calculate the volume and surface area of bodies*
- *sketch and construct basic bodies*
- *sketch and construct simple bodies in a plane*
- *analyse and solve applied geometric tasks using newly acquired mathematical skills*

### **Subject matter**

- **two-dimensional figures** – lines, rays, line segments, disks, circles, angles, triangles, quadrilaterals (trapezoids, parallelograms), regular polygons, relative position of two lines on a plane (types of angles), congruence and similarity (theorems on congruent and similar triangles)
- **characteristics of two-dimensional measurements** – types of angles, distance of a point from a line, triangle inequality, Pythagoras' theorem
- **three-dimensional figures** – cuboids, cubes, right circular cylinders, pyramids, right circular cones, spheres, right prisms
- **construction tasks** – multiples of all points of a given characteristic (segment bisectors, angle bisectors, Thales' circle), reflection symmetry, central symmetry

### **NON-STANDARD APPLICATION EXERCISES AND PROBLEMS**

#### **Expected outcomes**

pupils will

- *use logical consideration and combinatory logic to solve tasks and problems and to find different solutions to presented or analysed situations*
- *solve exercises of spatial imagination, apply and combine knowledge and skills from various thematic and educational areas*

### **Subject matter**

- numerical and logical sequences
  - numerical and pictorial analogies
- logical and non-traditional geometrical tasks

## **5.3 INFORMATION AND COMMUNICATION TECHNOLOGIES**

### **Description of the educational area**

The educational area **Information and Communication Technologies** makes it possible for all pupils to achieve a basic level of information literacy – to acquire elementary skills in using computers and modern information technologies, to orientate themselves in the world of information, to work with information in a creative manner and to use it in their further education and practical life. In view of the growing need for the acquisition of basic computer skills, the educational area of Information and Communication Technologies has been designated as a mandatory part of basic education at Stage 1 and Stage 2. The skills acquired constitute a prerequisite for success in the labour market in an

information society, and are a pre-condition for the effective development of professional and leisure activities.

Mastering computer technology, particularly the ability to quickly find and process needed information using the Internet and other digital media, allows pupils to “learn anywhere and at any time”. Moreover, it takes the burden off memory while allowing for the use of a far more extensive volume of data and information than before, accelerates the updating of knowledge and appropriately complements standard textbooks and other aids.

The skills acquired in the educational area of Information and Communication Technologies allow pupils to apply computer technology using a wide range of educational software and information sources in all areas of their basic education. This application level goes beyond the content of the educational area of Information and Communication Technologies and becomes part of all educational areas of basic education.

### **Objectives of the educational area**

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- recognizing the role of information and information activities, and using modern information and communication technologies
- understanding the flow of information from its generation, storage on a medium, transfer, processing, retrieval by search and practical use
- acquiring the skills to formulate a request and to use algorithmic thinking when interacting with computers
- comparing information and knowledge from a larger number of information sources, and thus achieving a greater level of credibility for the found information
- using computer technology and application and instructional software to improve the effectiveness of their learning activities and to better organize work
- using software and hardware in a creative manner when presenting the outcomes of their work
- understanding the role of computer technology as a tool for simulating and modelling natural and social phenomena and processes
- respecting intellectual property rights when using software
- taking a responsible and ethical attitude to inappropriate content on the Internet and other media
- working thoughtfully with computer technology.



## 5.3.1 INFORMATION AND COMMUNICATION TECHNOLOGIES

### Educational content of the educational field

#### Stage 1

##### ***THE BASICS OF WORKING WITH A COMPUTER***

###### **Expected outcomes – Period 1 and 2**

pupils will

- *use the basic, standard functions of computers and their most common peripherals*
- *respect safety rules when working with hardware and software, and proceed in an informed manner if a defect occurs*
- *protect data from damage, loss or misuse*

###### **Subject matter**

- basic concepts for working with information – information, information sources, information institutions
- structure, functioning and description of computers and peripheral equipment
- operating systems and their basic functions
- introduction to file formats (doc, gif)
- multi-media use of computers
- simple computer maintenance, procedures for addressing common problems with hardware a software
- principles of work safety and prevention of health risks related to the long-term use of computer technology

##### ***INFORMATION SEARCHING AND COMMUNICATION***

###### **Expected outcomes – Period 1 and 2**

pupils will

- *use simple and appropriate ways of searching for information on the Internet*
- *search for information on web portals, in libraries and in databases*
- *communicate using the Internet and other common communication equipment*

###### **Subject matter**

- the social flow of information (generation, transfer, transformation, processing, dissemination)
- basic means of communication (e-mail, chat, telephone)
- methods and tools for information retrieval
- formulating search requests on the Internet, search attributes

##### ***INFORMATION PROCESSING AND APPLICATION***

###### **Expected outcomes – Period 1 and 2**

pupils will

- *work with text and pictures in text and graphic editors*

###### **Subject matter**

- basic functions of text and graphic editors

## Stage 2

### ***INFORMATION SEARCHING AND COMMUNICATION***

#### **Expected outcomes**

pupils will

- *verify the credibility of information and information sources and assess their relevance and mutual linkages*

#### **Subject matter**

- development trends in information technology
- the value and relevance of information and information sources, instruments for their verification
- the Internet

### ***INFORMATION PROCESSING AND APPLICATION***

#### **Expected outcomes**

pupils will

- *master work with text and graphic editors and spreadsheets, use suitable applications*
- *apply basic aesthetic and typographic rules for working with text and images*
- *work with information in line with legislation on intellectual property rights*
- *use information from various information sources and evaluate simple relationships between data*
- *prepare and present information using text, graphics and multi-media forms at a user level*

#### **Subject matter**

- computer graphics, raster and vector software
- spreadsheets, designing tables, comparing data, simple formulae
- presenting information (websites, presentation software, multimedia)
- protection of intellectual property rights, copyright, information ethics

## 5.4 HUMANS AND THEIR WORLD

### Description of the educational area

The educational area **Humans and Their World** is the only educational area in the FEP BE which is designed only for Stage 1 of basic education. The content of this comprehensive area concerns people, family, society, homeland, nature, culture, technology, health and other topics. It focuses on the past as well as the present and leads towards the acquisition of skills for practical life. Through its broadly conceived, synthesized (integrated) content, this educational area participates in forming mandatory basic education at Stage 1.

Education in the area of Humans and Their World develops the knowledge, skills and initial experience which pupils have acquired in their families and during pre-school education. Pupils learn to observe and name things and phenomena, their interrelationships and contexts, and thus acquire their first coherent picture of the world. They learn about themselves and their immediate surroundings and gradually become familiar with physically and chronologically more removed persons and phenomena and more complex events. They learn to understand people and their interrelationships, and to notice, observe and contemplate substantial factual and aesthetic features of human works and natural phenomena. Based on their understanding of themselves, their needs and the world around them, the pupils learn to perceive principal social relations, to understand the current way of life with its strengths and weaknesses, and to see the present as the result of the past and a starting point for the future. When acquiring the knowledge and skills contained in the educational area of Humans and Their World, pupils learn to express their thoughts, observations and impressions and to respond to the ideas, opinions and suggestions of others.

Successful education in this area is conditioned upon pupils' own experience of specific or model situations when acquiring the necessary skills and approaches. The teacher's personal example contributes significantly to making this possible. Linking this educational area with real life situations and with pupils' practical experience greatly helps pupils handle new situations and new roles and helps them find their position among peers and strengthen their work and social habits.

In this way, the educational area provides the foundations for more specialised instruction in the educational areas of *Humans and Society* and *Humans and Nature* and the educational field of *Health Education*.

The educational content of the educational area **Humans and Their World** is divided into *five thematic areas*. By combining these thematic areas within the SEP, it is possible to create various alternative subjects and educational contents<sup>9</sup>.

In the thematic area *The Place Where We Live* pupils, based on familiarising themselves with their immediate surroundings, learn about relationships and contexts and understand the organisation of life in the family, at school, in the community and in society. They learn to participate actively in daily life with their own ideas, to pursue new and interesting things and to move safely around this world. Emphasis is placed on traffic education, practical knowledge of local and regional reality and on developing pupils' personal experience. Diverse activities and tasks should naturally encourage pupils to form a positive relationship with the place where they live, gradually develop their national consciousness and form a positive relationship to our country.

In the thematic area *People Around Us*, pupils gradually acquire and reinforce the basics of proper manners and behaviour towards other people. They gradually realize the importance and essence of tolerance, assistance, mutual respect and solidarity among people, including gender equality. They learn how people come together, enjoy themselves and create culture. They learn about basic rights and responsibilities, but also about problems related to the coexistence of people, entire

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<sup>9</sup> It is traditionally possible to create one subject in grades 1-3 (i.e. to select subject matter from various thematic areas to match the expected outputs for Period 1), and two subjects in grades 4-5 (i.e. to use thematic areas 1, 2 and 3 as a foundation for National Geography and History and areas 4 and 5 for Science). It is also possible to create only one subject in grades 4 and 5, or one subject throughout grades 1 to 5. It is not always necessary to stick strictly to the thematic areas. The subject matter can be structured, combined or distributed in various ways so as to meet the expected outcomes.

societies, or even the world (global problems). The entire thematic area thus focuses on providing the initial knowledge and skills required by future citizens of a democratic country.

The thematic area *People and Time* facilitates an understanding of events and time. Pupils learn how and why time is measured, and how events proceed in time and create the history of things and events. They learn how life and things develop and what changes they are subjected to over time. This thematic area begins with the most familiar events in the family, community and region and proceeds towards the most important moments in the history of our country. The essence of the thematic area is to encourage pupils to take an interest in history and the cultural wealth of the region and the entire country. It is therefore important that pupils can independently search for, obtain and explore information from available sources, particularly from members of their family and people around them so that they can jointly visit historical sights, regional and specialised museums, public libraries, etc.

In the thematic area *Diversity of Nature*, pupils learn about the Earth as a planet in the solar system where life was created and has been evolving. They get acquainted with the extensive diversity and variability of animate and inanimate nature in our country. They are guided to realize that the Earth and life on it constitute one integral entity where all major actions exist in harmony and balance, which people can easily disturb and restore only with difficulties. Based on practical exploration of the surrounding area and further information, pupils learn to seek out evidence of changes in nature, to make use of and evaluate their observations and records, to monitor the impact of human activities on nature and to identify ways in which they, at their age, can contribute to environmental protection and sustainable development.

In the thematic area *People and Their Health*, pupils focus on exploring themselves as living human beings with specific biological and physiological functions and needs. They learn how human beings develop and change from birth to adulthood, and what is good and what is bad for them in terms of daily regime, hygiene, nutrition, interpersonal relationships, etc. They acquire basic knowledge of health and diseases, health prevention and first aid, and safe conduct in various life situations including emergency situations threatening the health of individuals and groups of people. Pupils gradually realize the extent to which each person is responsible for his/her health and safety, as well as the health of other people. They learn to recognise that health is the most valuable aspect of their lives. They acquire the necessary knowledge and skills by observing visual aids and specific situations, and through role playing and model situations.

### **Objectives of the educational area**

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- developing work habits both for independent work and teamwork
- understanding the world of information and links between historical, geographical and cultural information in terms of place and time
- expanding their vocabulary related to the relevant topics, describing observed facts and capturing them in their own presentations, opinions and works
- discovering and understanding differences between people, adopting cultured and tolerant behaviour based on jointly created and adopted or generally applied rules of coexistence, fulfilling duties and common tasks
- acting in an independent and self-confident manner, communicating effectively and smoothly even in less common situations, getting to know and influencing their uniqueness (capabilities and limitations)
- developing a considerate attitude to the environment and cultural monuments, and seeking active ways of participating in their protection
- expressing positive feelings towards themselves and their surroundings in a natural manner
- discovering and getting to know everything they take an interest in, that they like and that could be an area of future success

- getting to know the essence of health and the causes of diseases, reinforcing preventative behaviour, effective decision-making and acting in various situations where the health and safety of themselves or others are at risk.

## 5.4.1 HUMANS AND THEIR WORLD

### Educational content of the educational field

#### Stage 1

##### *THE PLACE WHERE WE LIVE*

###### Expected outcomes – Period 1

pupils will

- *mark, on a simple map, their place of residence and their school, the path to a designated place, and identify possible dangers in their immediate surroundings*
- *locate their municipality (town) within the relevant region and service centre of the Czech Republic, observe and describe changes in their immediate surroundings and municipality (town)*
- *distinguish natural and man-made elements in the surrounding countryside and express, in various ways, their aesthetic values and diversity*

###### Expected outcomes – Period 2

pupils will

- *identify and explain the position of their residence in relation to the landscape and the country*
- *identify the cardinal points in nature and using a map, orient themselves and observe fundamental safety rules for being in nature*
- *distinguish between sketches, plans and basic types of maps; seek out simple data on natural conditions and human settlements on maps of the Czech Republic, Europe and the hemispheres*
- *identify the typical characteristics of a region's nature, settlements, economy and culture, make a simple assessment of their importance from the natural, historical, political, administrative and ownership perspective*
- *tell others their experiences and interesting facts from travelling and trips, and compare the life and nature in the Czech Republic with that of other countries*
- *define the main bodies of state power and some of their representatives, our state symbols and their meaning*

#### Subject matter

- **home** – the home environment, orientation in the place of residence
- **school** – the school environment, school activities, the school's surroundings, safe routes to school
- **municipality (town), local countryside** – components, position in the countryside, the history and present day of the municipality (town), important buildings, transport infrastructure
- **surrounding countryside (local, regional)** – the Earth's surface and its forms, continental waters, distribution of soils, flora and fauna, the influence of the landscape on people's lives and vice versa, orientation points and lines, cardinal points
- **regions of the Czech Republic** – Prague and selected areas of the Czech Republic, natural resources, production, services and trade
- **our country** – home, landscape, nation, the foundations of the system of government and political system of the Czech Republic, state administration and local government, state symbols
- **Europe and the world** – continents, European countries, the EU, travelling
- **general geographic and thematic maps** – content, graphics, legend

##### *PEOPLE AROUND US*

###### Expected outcomes – Period 1

pupils will

- *distinguish close kinship relations in a family, the role of family members and relationships between them*
- *deduce the importance of and need for various occupations and work activities*
- *express tolerance for their classmates' natural differences, strengths and weaknesses*

### **Expected outcomes – Period 2**

pupils will

- *identify, based on their experience, principal relationships between people, deduce and observe rules of coexistence in school, between boys and girls, in the family, municipality (town)*
- *distinguish basic differences among individuals, defend their opinions during specific activities, admit a possible mistake, agree with classmates on a joint procedure and solution*
- *identify actions and behaviour in their surroundings that cannot be tolerated and that violate fundamental human rights or democratic principles*
- *understand the main forms of ownership; use money in everyday situations*
- *point out changes and problems in their immediate social and natural environment and propose improvements to the environment in their municipality (town)*

### **Subject matter**

- **family** – the position of the individual in the family, the role of family members, kinship and inter-generational relationships, the life and functioning of the family, physical and intellectual work, employment
- **human coexistence** – interpersonal relationships, communication, business, companies, hobby and free-time clubs, political parties, churches, helping the ill and socially disadvantaged, the common “European house”
- **human behaviour** – people’s qualities, rules of polite behaviour, democratic principles
- **rights and justice** – fundamental human rights and the rights of the child, rights and obligations of the school’s pupils, unlawful conduct, legal protection of citizens, property and intellectual values
- **ownership** – private, public, personal, common; tangible and intangible property; money
- **culture** – cultural forms and expressions, cultural institutions, mass culture and sub-culture
- **principal global problems** – major social problems, problems related to consumer society, intolerance among people, global environmental problems.

### **PEOPLE AND TIME**

#### **Expected outcomes – Period 1**

pupils will

- *use time data to resolve various situations from daily life, and to distinguish past, present and future events*
- *name several regional figures and cultural or historical monuments and major events in the region; interpret legends or myths associated with the place where they live*
- *apply elementary knowledge about themselves, their family and human activities, human society, human coexistence, customs and work; compare the past and the present using examples*

#### **Expected outcomes – Period 2**

pupils will

- *work with time data and use the ascertained data to understand the relationships between events and between phenomena*
- *use archives, libraries, museum collections and galleries as information sources to understand the past; explain the importance of protected nature areas, cultural monuments and movable cultural heritage*

- *recognise the present and the past and understand major past and present events in the Czech Republic while taking into account specific regional characteristics*
- *compare and evaluate the way of life and work of our predecessors in this country in the past and present, using selected examples and taking into account specific regional characteristics*
- *explain historic reasons for the observance of national holidays and significant days*

### Subject matter

- **orientation in time, chronological order** – telling time, time as a physical quantity, history as a sequence of events over time, calendars, era, generation, daily schedule, seasons
- **the present and past in our lives** – changes in the way of living, housing, objects of daily use, the course of human life, national holidays and significant days
- **regional monuments** – monument preservation, people and disciplines studying the past
- **fables, myths and legends** – the past of the region and ancestors, homeland, native region

### ***DIVERSITY OF NATURE***

#### **Expected outcomes – Period 1**

pupils will

- *observe, describe and compare visible changes in nature in various seasons*
- *sort products of nature according to conspicuous determining features, give examples of the incidence of organisms in a familiar location*
- *carry out simple experiments using a group of familiar substances, identify their common and different qualities and measure basic quantities using simple instruments and devices*

#### **Expected outcomes – Period 2**

pupils will

- *discover and establish links between animate and inanimate elements of nature, and the principle of balance in nature; identify links between the final look of nature and human activities*
- *using basic knowledge about the Earth as part of the universe, explain the link to time division and the alternation of seasons*
- *study basic communities in selected regional locations, explain principal relationships between organisms and identify shared and different ways in which organisms adapt to the environment*
- *based on observation of specific organisms, compare major manifestations of life, classify organisms into familiar categories using simple guides and atlases*
- *evaluate specific human activities in the environment and identify those that may either help or harm the environment and human health*
- *set up a simple experiment, plan and justify the procedure, evaluate and explain the outputs of the experiment*

### Subject matter

- **substances and their properties** – classification of substances, changes in substances and states, comparing substances and measuring quantities with the practical use of basic measurement units
- **water and air** – occurrence, characteristics and forms of water, water cycle in nature, characteristics, composition, air flow, importance for life
- **minerals and rocks, soil** – economically important minerals and rocks, weathering, the birth of soil and its importance
- **Earth and the universe** – the solar system, day and night, seasons of the year
- **plants, fungi and animals** – features of life, existential needs and manifestations, the course and way of life, nutrition, body structure in some of the most familiar species, their importance for the environment and people



- **living conditions** – diversity of the conditions for life on Earth; importance of the atmosphere, waters, soils, fauna and flora on Earth; climate and weather
- **balance in nature** – importance, mutual relations between organisms, major natural communities
- **considerate conduct towards nature, environmental protection** – human responsibility, protection and creation of the environment, protection of flora and fauna, waste disposal, natural and environmental disasters

### ***PEOPLE AND THEIR HEALTH***

#### **Expected outcomes – Period 1**

pupils will

- *observe basic hygiene and regular and other preventative health habits using elementary knowledge of the human body; show their attitude to health through appropriate behaviour and activities*
- *observe fundamental rules of safe conduct so as not to threaten their health and that of others*
- *behave cautiously when meeting unknown individuals, refuse uncomfortable communication; if need be, ask for help for themselves or for another child*
- *observe basic traffic rules*
- *respond appropriately to adults' instructions during emergencies*

#### **Expected outcomes – Period 2**

pupils will

- *apply their knowledge of the human body to explain the principal functions of various organ systems and to support their own healthy lifestyle*
- *distinguish various stages of human life and understand the development of the child before and after birth*
- *efficiently plan their time for learning, work, leisure and relaxation according to their needs and with respect to the justified needs of others*
- *behave efficiently in various life-threatening situations and in simulated emergency situations*
- *demonstrate, in model situations, simple ways of refusing addictive substances*
- *apply basic skills and habits related to promoting health and preventative protection*
- *treat minor injuries and secure medical assistance*
- *behave considerately towards the opposite sex and understand safe sexual behaviour between boys and girls of the given age*

#### **Subject matter**

- **human body** – existential needs and manifestations, basic structure and functions, sex differences between men and women, basics of human reproduction, development of the individual
- **partnership, parenthood, basic sexual education** – family and partnership, biological and mental changes during adolescence, ethical aspects of sexuality, HIV/AIDS (forms of transmission)
- **care for one's health, proper nutrition** – daily regimen, drinking regimen, movement regimen, healthy nutrition; illness, minor injuries and wounds, first aid, accident prevention; personal, intimate and emotional hygiene – stress and its risks; influence of advertising
- **addictive substances and health** – refusing addictive substances, gambling slot machines and computers
- **personal safety** – safe behaviour in high-risk environments, safe traffic behaviour as a pedestrian and a cyclist, emergency situations (bullying, maltreatment, sexual abuse, etc.), brutality and other forms of violence in the media; professional assistance services
- **public emergency situations**



## 5.5 HUMANS AND SOCIETY

### Description of the educational area

At the level of basic education, the educational area **Humans and Society** provides pupils with the knowledge and skills necessary for their active engagement in the life of a democratic society. The aim of instruction is for pupils to learn the historical, social and cultural aspects of human life in all its diversity, changeability and mutual contexts. Pupils are introduced to the development of society and to important social phenomena and processes found in daily life which influence the formation of the social climate. The focus is on the formation of positive civic attitudes, the development of a conscious sense of belonging to European civilisation and culture and the adoption of the values on which contemporary democratic Europe is founded. An important part of education in this educational area is the prevention of racist, xenophobic and extremist attitudes, learning tolerance and respect for human rights, gender equality, respect for the natural and cultural environment, and the preservation of artistic and cultural values.

In the educational area of Humans and Society, pupils acquire important skills and attitudes for applying their knowledge of society and interpersonal relationships in civil life. Pupils learn to identify and describe social issues from the past and present, to gather and process information necessary for solving these problems, finding solutions and drawing conclusions, and to reflect on solutions and apply them in real-life situations.

The educational area of Humans and Society is divided into the educational fields of **History** and **Civil Education**. Their educational content links directly with the educational area of Humans and Their World. This educational area also overlaps with other educational areas and with school life in general, and has direct ties to the social sciences section of the educational field of *Geography*, which in the interest of maintaining the field's integrity has been placed entirely within the educational area of Humans and Nature.

The educational field of **History** offers basic information on past human events. Its main objective is to cultivate the individual's historical consciousness and to maintain the continuity of historical memory, primarily in passing on historical experience. Especially important is the learning of events, deeds and phenomena which have fundamentally influenced the development of society and have imprinted themselves on our society. Emphasis is placed primarily on the history of the 19th and 20th centuries, where we may find the roots of most contemporary social phenomena. Significant attention is paid to the basic values of European civilisation. Also important is the development of a sense of time, space and empathy which will enable pupils to better understand historical phenomena and events. Pupils are guided towards understanding that history is not a closed part of the past or a jumble of facts and definite conclusions, but also involves asking questions through which the present looks into the past to find its contemporary character and possible future. General historical issues are brought to life through regional and local history.

The educational field of **Civil Education** is focused on helping pupils orientate themselves in social reality and to successfully participate in various social relations and relationships. It opens the pupils' path towards a realistic self-awareness, acknowledging the personality of others and understanding their behaviour and that of others within the context of various life situations. It introduces pupils to relationships within the family, society, economic life, political bodies and institutions, and possible forms of individual engagement in civil life. Pupils learn to respect and apply moral principles and rules of social coexistence and to take responsibility for their opinions, behaviour and the results of their behaviour. They develop their citizenship and legal consciousness, reinforce their sense of personal and social responsibility and are motivated to actively participate in the life of the democratic society.

### Objectives of the educational area

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- developing an interest in the present-day and past of their nation and other cultures, forming and reinforcing their conscious sense of belonging to European culture
- uncovering the roots of societal phenomena, events and changes, thinking about contexts and mutual conditionalities in history and the present day
- finding parallels between past and present events and comparing them with similar and different phenomena and processes in Europe and the world
- forming a positive value system based on historical experience
- differentiating myth from reality, identifying examples of and reasons for the subjective selection and assessment of facts, and endeavouring to objectively assess past and present social phenomena
- creating the ability to use diverse verbal and non-verbal social and social-science texts as sources of information
- developing an orientation in the multifaceted nature of historical, socio-cultural, ethical, political, legal and economic facts which form the framework for everyday life; understanding and assessing the mutual interrelationships of everyday situations and events in the broader context, including the international and global context
- respecting their nation and other nations and ethnic groups; developing a sense of respect for cultural and other differences (singularities) of people, groups and societies
- gaining an orientation in current events in the Czech Republic, the EU and the world, developing an interest in public issues
- becoming aware of their personal identity and that of others, developing a realistic self-awareness and self-evaluation, accepting one's personality and that of others
- forming positive relationships with the opposite sex at school and outside school, identifying stereotyped views of the role of men and women in the family, at work and in political life, being aware of prejudiced views of women's role in society
- identifying opinions and attitudes which threaten human dignity or violate the fundamental principles of democratic coexistence; increasing their resistance towards ideological manipulation
- applying appropriate tools of communication in order to express their personal thoughts, feelings, opinions and attitudes, to take and defend personal standpoints and to duly defend their rights

## 5.5.1 HISTORY

### Educational content of the educational field

#### Stage 2

#### ***HUMAN HISTORY***

#### **Expected outcomes**

pupils will

- *give specific examples of the importance and need for historical knowledge*
- *give examples of sources of information on the past; name institutions where these sources are accumulated*
- *be able to read timelines and historical maps, order the main historical periods in chronological order*

#### **Subject matter**

- importance of studying history, finding information on history; historical sources
- historical time and space

## ***BEGINNINGS OF HUMAN SOCIETY***

### **Expected outcomes**

pupils will

- *describe the life of prehistoric hunters and gatherers as well as their material and spiritual culture*
- *explain the significance of agriculture, animal husbandry and metal processing for human society*
- *give examples of archaeological cultures on the territory of the Czech Republic*

### **Subject matter**

- humans and human society in prehistory

## ***ANCIENT CIVILISATIONS. THE ROOTS OF EUROPEAN CULTURE***

### **Expected outcomes**

pupils will

- *understand the connection between natural conditions and the rise of the first great agricultural civilisations*
- *name the most important types of monuments which have become part of world cultural heritage*
- *using specific examples, demonstrate the contributions brought by ancient cultures and name personalities of Antiquity important for European civilisation; the birth of Christianity and connections with Judaism*
- *compare various forms of government and the position of social groups within the individual states and explain the essence of Antique democracy*

### **Subject matter**

- the earliest ancient civilisations and their cultural legacy
- Antique Greece and Rome
- Central Europe and contacts with the Mediterranean world during Antiquity

## ***CHRISTIANITY AND MEDIAEVAL EUROPE***

### **Expected outcomes**

pupils will

- *describe the fundamental changes which took place in Europe as a result of the arrival of new ethnic groups, Christianisation and the rise of states*
- *compare the basic characteristics of the Western European, Byzantine-Slavic and Islamic culture regions*
- *describe the Great Moravian Empire, the internal development of the Czech state and these states' positions within the European context*
- *describe the role of Christianity and religion in mediaeval people's life, conflicts between secular and ecclesiastical powers, Christianity's relationship to heresy and other theological doctrines*
- *describe the position of the various medieval social classes, give examples of Romanesque and Gothic culture*

### **Subject matter**

- new ethnic map of Europe
- formation of states in the East- and West-European cultural areas and their specific development
- Islam and the influence of Islamic empires on Europe (Arabs, Turks)

- Great Moravia and the Czech state, their internal development and position within Europe
- Christianity, Catholicism, empire, the Crusades
- the structure of medieval society, the roles of the individual classes
- the culture of medieval society – Romanesque and Gothic arts and learning

### ***DISCOVERIES AND CONQUESTS. THE BEGINNINGS OF THE MODERN ERA***

#### **Expected outcomes**

pupils will

- *explain the rediscovery of the ideal of man from antiquity, new ideas demanding Church reform, the Church's reaction to these demands*
- *describe the significance of the Hussite tradition for Czech political and cultural life*
- *describe and demonstrate the course, causes and impacts of transoceanic discoveries*
- *describe the position of the Czech state within a Europe divided into several centres of religion and power, and its position within the Habsburg monarchy*
- *explain the causes and implications of the Thirty Years' War and assess its outcomes*
- *give specific examples of absolutism, constitutional monarchies and parliamentarism from European history*
- *identify the basic signs of various cultural/artistic styles, name their representatives and give examples of important cultural monuments*

#### **Subject matter**

- Renaissance, Humanism, the Hussite movement, the Reformation and its spreading across Europe
- transoceanic discoveries and the beginnings of global conquest
- the Czech state and the great powers in the 15th to 18th centuries
- Baroque culture and the Enlightenment

### ***MODERNIZATION OF SOCIETY***

#### **Expected outcomes**

pupils will

- *explain fundamental economic, social, political and cultural changes involved in the modernization of society in selected countries and in our lands*
- *explain the connection between the events of the French Revolution and the Napoleonic Wars on the one hand and the dissolution of old European social structures on the other*
- *compare the various stages in the formation of the modern Czech nation to selected national movements in Europe*
- *describe the emancipation efforts of important social groups; name the demands of selected European revolutions*
- *demonstrate on selected examples the basic political currents*
- *explain the different pace of modernization and the increased inequality in the development of the various parts of Europe and the world, including the impacts of this inequality; describe the rivalry among the great powers as well as the significance of colonies*

#### **Subject matter**

- the French Revolution, the Napoleonic era and their impact on Europe and the world; establishment of the United States of America
- industrialization and its impacts on society; social issues
- national movements of large and small nations; formation of the modern Czech nation
- the revolutions of the 19th century as a tool for addressing political, social and national issues
- political currents (conservatism, liberalism, democracy, socialism), constitutions, political parties, civil rights

- cultural diversity of the time
- conflicts between the Great Powers, colonialism

## ***THE MODERN ERA***

### **Expected outcomes**

pupils will

- *demonstrate on specific examples the abuse of technology during the World Wars and its consequences*
- *identify the strengths and weaknesses of democratic systems*
- *describe the various totalitarian systems, the reasons for their rise within the broader economic and political context and their consequences for the world; identify the destructive power of totalitarianism and extreme nationalism*
- *explain on specific examples anti-Semitism, racism and their unacceptability from the viewpoint of human rights*
- *assess the position of Czechoslovakia within European contexts as well as its internal social, political, economic and cultural environment*

### **Subject matter**

- World War I and its political, social and cultural impacts
- the new political order in Europe and the role of the USA in the world; the establishment of Czechoslovakia, its economic and political development, social and nationality issues
- the international political and economic situation in the 1920s and 1930s; totalitarian systems – Communism, Fascism, Nazism – implications for Czechoslovakia and the world
- World War II, the Holocaust; the situation in our lands, domestic and foreign resistance; political, geo-political and economic impacts of the war

## ***A DIVIDED AND INTEGRATING WORLD***

### **Expected outcomes**

pupils will

- *explain the causes and consequences of the existence of a bi-polar world; give examples of conflict between the two blocs*
- *explain and substantiate on specific examples the geo-political valency and political reasons for transatlantic economic and military cooperation*
- *assess the position of the developing countries*
- *show basic familiarity with current global issues*

### **Subject matter**

- the Cold War, division of the world into military blocs represented by the superpowers; political, economic, social and ideological rivalry
- the internal situation in the countries of the Eastern bloc (a comparison with the characteristics of Western countries on specific examples)
- Czechoslovakia from the February coup to 1989, the establishment of the Czech Republic
- the disintegration of the colonial system, the world outside Europe
- contemporary issues
- science, technology and education as factors of development; sports and entertainment



## 5.5.2 CIVIL EDUCATION

### Educational content of the educational field

#### Stage 2

#### *HUMANS IN SOCIETY*

##### Expected outcomes

pupils will

- *explain the purpose and use of important symbols of our state*
- *distinguish between the manifestations of patriotism and nationalism*
- *justify the inadmissibility of vandalism and take an active stance against it*
- *assess the events and programmes offered by cultural institutions and choose events that interest them*
- *approach media information with a critical eye and express their views on the effects of propaganda and advertising on public opinion and people's behaviour*
- *assess and use examples to demonstrate the importance of solidarity among people, describe the ways in which they can help people in need and in emergency situations*
- *apply appropriate forms of behaviour and communication in various life situations, resolve possible disagreements or conflict with other people in a non-violent manner*
- *explain the need for tolerance in society, respect cultural specificities and different opinions, interests, ways of behaviour and thinking, take up tolerant attitudes towards minorities*
- *recognise intolerant, racist, xenophobic and extremist behaviour in people and take an active stance against all forms of human intolerance*
- *assess and use examples to demonstrate the benefits of cooperation among people in addressing specific tasks and fulfilling goals in the family, at school and in the municipality*

##### Subject matter

- **our school** – school life, pupil's rights and responsibilities, the importance and activities of student government, shared rules and norms; the importance of education as an investment for life
- **our municipality, region, area** – important institutions, interesting and commemorative sights, important local personalities, local traditions; protection of cultural monuments, natural sites and property
- **our country** – the concepts of homeland and patriotism; interesting and commemorative sights, what has made us famous, prominent personalities; state symbols, national holidays, significant days
- **cultural life** – diversity of cultural expression, cultural values, cultural traditions; cultural institutions; mass culture, means of mass communication, mass media
- **human encounters** – natural and social differences between people, equality and inequality, gender equality; human solidarity, helping people in need, needy people in society
- **interpersonal relations** – personal and impersonal relationships, interpersonal communication; conflicts in interpersonal relationships, problems of human intolerance
- **principles of human coexistence** – ethics and morality, freedom and mutual dependence, rules of conduct; division of labour and activities, advantages of human cooperation

## **PEOPLE AS INDIVIDUALS**

### **Expected outcomes**

pupils will

- *explain how a realistic understanding and evaluation of their own personality and potential can have a positive impact on personal decision-making, relationships with other people and quality of life*
- *assess the influence of personal qualities on achieving individual and common goals, explain the importance of willpower in attaining objectives and overcoming obstacles*
- *recognise manifestations of negative character traits in themselves and in other people, critically assess and appropriately correct their behaviour and actions*
- *describe how character and volitive qualities may be regulated and cultivated, how personal strengths can be developed, weaknesses overcome, and how sound self-confidence may be nurtured*

### **Subject matter**

- **human similarities and differences** – manifestations of behaviour, differences in experiencing, thinking and acting; personal qualities, skills and capacities, character; inborn disposition, individual potential
- **the inner world of people** – perception, experiencing, awareness and assessment of reality, oneself and others, personal value system, self-evaluation; stereotypes in assessing other people
- **personal development** – life goals and plans, life prospects, adaptation to life changes, self-change; the importance of motivation, activity, willpower and personal discipline in self-development

## **STATE AND ECONOMY**

### **Expected outcomes**

pupils will

- *distinguish and compare various forms of ownership and provide examples*
- *explain the need for observing rules for the protection of intellectual property rights, apply these rules in practice*
- *observe the basic principles of financial management, describe and explain their own methods of handling money and property (both their own and that entrusted to them), avoid risks in money management*
- *explain the role of banks and the services they provide*
- *identify the sources of state revenues and areas of state expenditures, provide examples of allowances and benefits citizens receive from the state budget*
- *distinguish and compare the roles of production, trade and services, provide examples of their synergy*
- *use examples to explain buyer and seller behaviour and explain the fundamental workings of the market*

### **Subject matter**

- **property, ownership** – forms of ownership; material and intellectual property and its protection; handling money, property and various forms of ownership
- **money** – functions and forms of money, methods of payment; family budget, state budget; the importance of taxes
- **production, trade, services** – their functions and linkages
- **principles of the market economy** – supply, demand, market; the fundamental workings of the market; the most frequent legal forms of business organisation

## **STATE AND LAW**

### **Expected outcomes**

pupils will

- *distinguish the most common types and forms of states, compare their characteristics using examples*
- *distinguish and compare the tasks of various components of state power in the Czech Republic and their bodies and institutions, provide examples of institutions and bodies that participate in municipal, regional and state administration*
- *explain the advantages of a democratic system of governance for the day-to-day lives of citizens*
- *describe the importance of local and general elections in democratic countries and provide examples of how election results can influence the everyday lives of citizens*
- *exercise their rights in an appropriate manner and respect the rights and justified interests of other people, assess the importance of protecting human rights and freedoms*
- *explain the importance of legislation regulating important relationships – ownership, employment, marriage*
- *perform simple legal procedures and understand their consequences, provide examples of agreements regulating civil relations – personal transport; purchase, repair or hire*
- *comply with legal regulations which concern them and be aware of the risks of violating them*
- *distinguish and compare the tasks of various bodies which secure citizens' legal protection, provide examples of their activities and cooperation in penalising criminal offences*
- *recognise unlawful conduct, distinguish between infractions and criminal offences, provide examples*

### **Subject matter**

- **the state's legal foundations** – state features, types and forms of states; Czech citizenship; Constitution of the Czech Republic; components of state power, their bodies and institutions
- **state administration and local government** – state and local administrative bodies and institutions, their tasks
- **principles of democracy** – features of democratic decision-making and state governance; political pluralism, social dialogue and their importance; forms of elections and their importance
- **human rights** – fundamental human rights, the rights of the child, protection of rights; provisions on human rights and the rights of the child in documents; violation of human rights, bullying, discrimination
- **the legal system in the Czech Republic** – the importance and functioning of the legal system, bodies for citizens' legal protection, the judicial system; legal norms, regulations, publication of legal regulations
- **unlawful conduct** – types of unlawful conduct and sanctions, criminal liability; violation of traffic regulations, violation of intellectual property rights
- **the law in everyday life** – the importance of legal relations; important legal relationships and commitments resulting from them; dealing with state administrative offices

## **INTERNATIONAL RELATIONS, THE GLOBAL WORLD**

### **Expected outcomes**

pupils will

- *describe the impact of the Czech Republic's accession to the EU on the everyday lives of citizens, provide examples of the rights of Czech nationals within the EU and possible ways of exercising these rights*
- *name several important international organisations and communities with which the Czech Republic has a relationship, assess their importance in the international context and*

*describe the advantages of cooperation among countries*

- *provide examples of manifestations of globalisation, compare their positive and negative features*
- *name contemporary global problems, express their own opinions on them and describe their main causes and possible consequences for humankind*
- *explain the links between global and local problems, provide examples of possible manifestations of global problems and their solution at the local level – in the municipality, region*
- *provide examples of international terrorism and take a personal stance on ways of combating terrorism*

**Subject matter**

- **European integration** – its essence, importance, advantages; the European Union and the Czech Republic
- **international cooperation** – economic, political and security cooperation among countries and its advantages; important international organisations (Council of Europe, NATO, UN etc.)

**globalisation** – manifestations, costs and benefits; major global problems and ways of addressing them

## 5.6 HUMANS AND NATURE

### Description of the educational area

The educational area **Humans and Nature** includes a range of topics associated with the study of nature. It provided pupils with the tools and methods for a deeper understanding of natural phenomena and natural laws. It also gives them the necessary foundation for a better understanding and use of contemporary technology and helps them better orient themselves in everyday life.

In this educational area, pupils receive an opportunity to get to know nature as a system whose constituent parts are interconnected and interrelated and mutually influence one another. Based on this knowledge, pupils realize the importance of maintaining the natural balance of existing living systems, including humans. The educational area also significantly promotes the creation of open thinking (open to alternative viewpoints), critical thinking and logical consideration.

Through their activities and the research character of instruction, the educational fields of the educational area of Humans and Nature – **Physics, Chemistry, Natural Sciences and Geography** – allow pupils to more deeply understand the laws of natural processes and thus to become aware of the usefulness of being familiar with the natural sciences and applying this knowledge in everyday life. Especially important is the fact that, while studying nature through the help of specific learning methods, pupils also learn important skills. These include the ability to systematically, objectively and reliably observe, experiment and measure, to make and test hypotheses regarding the essence of observed natural phenomena, to analyse the results of their verifications and on this basis to draw conclusions. Pupils thus learn to study the causes of natural processes and their interrelations or interconnections, to ask questions (how? why? what will happen if?) and to seek to answer them, to explain observed phenomena, to seek out and solve cognitive or practical problems, and to use their knowledge of the laws of natural processes in order to predict or influence them.

In the aforementioned educational fields, pupils gradually familiarise themselves with the complexity and diversity of the real world and with the fundamental interrelationship between the state of nature and human activity, above all our dependence on natural resources and the influence of human activities on the state of the environment and human health. They learn to study changes occurring in nature, to discover the causes and effects of changes to important local and worldwide ecosystems and to consciously use their scientific knowledge in order to protect the natural environment and promote the principles of sustainable development. In addition to physics, chemistry and nature, another field which helps to create a comprehensive overview of the relationship between humans and nature – an important part of which is an awareness of the positive influence of nature on our emotional life – is geography, which allows pupils to gradually discover the relationship between natural conditions and the life of people, including human societies in the pupils' immediate surroundings, on the regional and national level, in Europe and throughout the world.

Although the educational field of Geography includes aspects of both the natural and social sciences, in the interest of maintaining the field's integrity it has been placed entirely within this educational area.

The educational area Humans and Nature follows up the educational area Humans and Their World, which provides pupils in Stage 1 of basic education with an elementary introduction to the natural sciences. It cooperates primarily with the educational areas of Mathematics and its Applications, Humans and Society, Humans and Health, Humans and the World of Work and of course with other educational areas.

### Objectives of the educational area

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- testing natural phenomena and their interconnections through the use of various empirical fact-finding methods (observation, measurement, experimentation) as well as various forms of rational thinking

- the need to ask themselves questions regarding the form and causes of various natural processes, to properly formulate these questions and to seek satisfactory answers to them
- a way of thinking which requires testing of hypotheses on natural phenomena through several independent methods
- assessing the importance, reliability and correctness of collected natural-science data in order to confirm or refute previously articulated hypotheses or conclusions
- becoming involved in activities promoting a respectful attitude towards natural systems, personal health and the health of others
- understanding the connections between human activities and the state of the environment
- thinking and behaving in a way that prefers as efficient a use of energy resources in practice as possible, including the widest use of renewable energy resources possible, in particular solar radiation, wind, water and biomass
- the formation of skills for responding appropriately when coming into contact with substances or situations which represent a real or potential threat to human life, health, property or the environment

## 5.6.1 PHYSICS

### Educational content of the educational field

#### Stage 2

#### ***SUBSTANCES AND BODIES***

##### **Expected outcomes**

pupils will

- *use suitably chosen measuring instruments to make certain important physical measurements of substances and bodies*
- *give specific examples of phenomena proving that substance's particles are constantly moving and mutually influencing each other*
- *predict an object's change in length or volume given a specific change in temperature*
- *knowledgeably apply the relationship between density, mass and volume in order to solve practical problems*

##### **Subject matter**

- **measured quantities** – length, volume, mass, temperature and change in temperature, time
- **states of substances** – relationship of substances' state to their molecular structure; diffusion

#### ***MOTION OF BODIES***

##### ***FORCES***

##### **Expected outcomes**

pupils will

- *determine the type of motion a body makes in relation to another body*
- *knowledgeably apply the relationship between speed, direction and time for solving problems related to the uniform motion of bodies*
- *measure the magnitude of a force*
- *determine the types of forces acting on a body in certain simple situations, as well as their magnitude, direction and resultant force*
- *apply Newton's laws to simple situations in order to determine and predict changes in the motion of bodies in response to a constant resultant force*
- *apply knowledge of rotational effects of force in order to solve practical problems*

### Subject matter

- **motion of bodies** – uniform and non-uniform motion; rectilinear and curvilinear motion
- **gravitational field and force of gravity** – direct proportion between gravitational force and a body's mass
- **compressive force and pressure** – relationship between compression force, pressure and the contents of a surface on which the force acts
- **force of friction** – friction, influencing the magnitude of friction in practice
- **resultant of two forces of the same and opposite directions**
- **Newton's Laws** – First, Second (qualitatively), Third Laws of Motion
- **equilibrium on a lever and fixed pulley**

### ***MECHANICAL PROPERTIES OF FLUIDS***

#### **Expected outcomes**

pupils will

- *apply their knowledge of pressure on a fluid at rest in order to solve specific practical problems*
- *predict a body's behaviour within a fluid at rest based on an analysis of the forces acting on the body*

### Subject matter

- **Pascal's Law** – hydraulic equipment
- **hydrostatic and atmospheric pressure** – the connection between hydrostatic pressure, depth and the density of a liquid; the connection of atmospheric pressure and certain atmospheric processes
- **Archimedes' Principle** – buoyant force; immersion, suspension and floating in a fluid at rest

### ***ENERGY***

#### **Expected outcomes**

pupils will

- *using simple examples, determine the work performed by a force and derive the resultant change in the body's energy*
- *knowledgeably apply the relationship between power, work and time*
- *solve specific problems and tasks while applying their knowledge of mutual conversions of various forms of energy and energy transfer*
- *using simple examples, determine the heat absorbed or emitted by a body*
- *evaluate the advantages and disadvantages associated with the use of various sources of energy from the viewpoint of their environmental impact*

### Subject matter

- **forms of energy** – kinetic and potential energy; internal energy; electrical energy and power; production and transmission of electrical energy; nuclear energy, nuclear fission, nuclear reactor, nuclear power plant; protecting humans against radioactive radiation
- **state changes** – melting and solidification, latent heat of melting; evaporation and condensation; main factors influencing evaporation and boiling point of liquids
- **renewable and non-renewable sources of energy**

### ***SOUND-RELATED PROCESSES***

#### **Expected outcomes**

pupils will

- *identify sources of sound in their surroundings and qualitatively analyse a given environment's suitability for sound diffusion*
- *evaluate the possibility of reducing the environmental impact of excessive noise*

**Subject matter**

- **properties of sound** – the necessity of a medium for the diffusion of sound, speed of sound in various mediums; deflection of sound from a barrier, echo; sound absorption; pitch

***ELECTROMAGNETIC AND OPTICAL PROCESSES***

**Expected outcomes**

pupils will

- *use a diagram to build an electrical circuit and analyse a diagram of an actual circuit*
- *differentiate between alternating and direct current and measure electrical current and voltage*
- *differentiate between conductors, insulators and semiconductors on the basis of an analysis of their characteristics*
- *use Ohm's law for part of a circuit when solving practical problems*
- *apply in practice their knowledge of the effects of a magnetic field on a magnet and a coil containing a current, as well as the influence of changes in the magnetic field surrounding a coil on the induction of voltage*
- *properly connect a semiconductor diode*
- *apply the law of the rectilinear propagation of light in a uniform optical medium and the law of reflection in order to solve problems and tasks*
- *decide, based on their knowledge of the speed of light in two different media, whether light will be refracted towards the normal or away from it, and use this fact in analysing the path of light through a set of lenses*

**Subject matter**

- **electrical circuit** – source of voltage, elements, switch
- **electric and magnetic fields** – electric and magnetic force; electric charge; heat effects of electric current; electric resistance; direct current electromotor; transformers; safe conduct when working with electrical devices and equipment
- **properties of light** – sources of light; speed of light in a vacuum and in various mediums; shadow, solar and lunar eclipses; reflection imaging on a plane, concave and convex mirrors (qualitative); refraction by thin converging and diverging lenses (qualitative); dispersion of white light by a prism

***THE UNIVERSE***

**Expected outcomes**

pupils will

- *using their knowledge of gravitational forces, qualitatively expound on the motion of the planets around the Sun and of moons around planets*
- *differentiate stars from planets based on their characteristics*

**Subject matter**

- **the solar system** – main components; phases of the Moon
- **stars** – their composition



## 5.6.2 CHEMISTRY

### Educational content of the educational field

#### Stage 2

##### ***OBSERVATION, EXPERIMENTATION AND SAFETY***

###### **Expected outcomes**

pupils will

- *determine shared and dissimilar qualities of substances*
- *work safely with selected available and commonly used substances and assess their level of risk; assess the danger of selected easily available substances with which they are currently not allowed to work*
- *in model situations, identify the best response to an accidental release of hazardous materials*

###### **Subject matter**

- **properties of substances** – density, solubility, thermal and electrical conductivity, atmospheric influence on a substance's state and characteristics.
- **principles of safe work** – in the school laboratory and in everyday life
- **hazardous substances and materials** – R phrases, S phrases, warning signs and their meanings
- **emergency situations** – accidents at chemical plants, release of hazardous substances

##### ***MIXTURES***

###### **Expected outcomes**

pupils will

- *differentiate between mixtures and chemical substances*
- *calculate the composition of solutions, prepare a solution of a given composition in practice*
- *explain the basic factors influencing the dissolution of solid substances*
- *suggest and perform the steps for separating the known components of a mixture; give examples of the separation of components in practice*
- *identify different kinds of water and give examples of their occurrence and use*
- *give examples of water and air pollution at work and at home and propose the most appropriate measures for preventing and cleaning up pollution*

###### **Subject matter**

- **mixtures** – heterogeneous, homogenous solutions; weight percentage and concentration of a solution; concentrated, dilute, saturated and unsaturated solutions; influence of temperature, mixing and surface area of a solid component on its speed of dissolution into a solution; separating components of a mixture (sedimentation, filtration, distillation, crystallization, sublimation)
- **water** – distilled, potable, waste water; production of drinking water; water purity
- **air** – composition, air purity, ozone layer

##### ***THE MOLECULAR COMPOSITION OF SUBSTANCES AND CHEMICAL ELEMENTS***

###### **Expected outcomes**

pupils will

- *use the terms atom and molecule in the proper contexts*
- *identify chemical elements and chemical compounds and use terms in the proper contexts*
- *know the periodic table of elements, recognize selected metals and non-metals and speculate as to their possible characteristics*

### Subject matter

- **molecular composition of substances** – molecules, atoms, atomic nuclei, protons, neutrons, electron shell and changes during chemical reactions, electrons
- **elements** – names, symbols, properties and use of selected elements, groups and periods in the periodic table of elements; proton (atomic) number
- **chemical compounds** – chemical bonds, nomenclature of simple inorganic and organic compounds

### **CHEMICAL REACTIONS**

#### Expected outcomes

pupils will

- *identify reactants and products involved in chemical reactions, give examples of important chemical reactions, classify them and assess how they can be used*
- *read chemical equations and, using the law of conservation of mass, calculate the mass of reactants or products*
- *apply their knowledge of factors influencing the course of chemical reactions in practice and in order to prevent dangerous reactions*

### Subject matter

- **chemical reactions** – Law of Preservation of Mass, chemical equations, amount of substance, molar mass
- **classification of chemical reactions** – combination, neutralization, exothermic and endothermic reactions
- **factors influencing the speed of chemical reactions** – temperature, surface area of reactants, catalysts
- **chemistry and electricity** – chemical production of electrical current

### **INORGANIC COMPOUNDS**

#### Expected outcomes

pupils will

- *compare the properties and uses of selected useful oxides, acids, hydroxides and salts, and assess the environmental impact of important examples of these substances*
- *explain the causes of acid rain, describe its additional impact on the environment and provide preventative measures*
- *understand the pH scale, measure the reaction of a solution using universal indicator paper and give examples of the practical application of neutralization*

### Subject matter

- **oxides** – nomenclature, properties and uses of selected oxides important in practice
- **acids and hydroxides** – acidity and basicity of solutions; properties, formulae, names and uses of selected acids and hydroxides important in practice
- **oxygen and halide salts** – properties, use of selected salts, oxidation state, nomenclature, properties and uses of selected halides important in practice

### **ORGANIC COMPOUNDS**

#### Expected outcomes

pupils will

- *identify simple hydrocarbons and give their sources, characteristics and uses*
- *evaluate the use of fossil fuels and fuel products as a source of energy and give examples of petroleum-based products*

- *identify selected hydrocarbon derivatives and give their sources, characteristics and uses*
- *orient themselves in reactants and products involved in photosynthesis and in the end products of biochemical processes, in particular proteins, fats and carbohydrates.*
- *determine the conditions necessary for active photosynthesis*
- *give examples of sources of proteins, fats, carbohydrates and vitamins*

#### Subject matter

- **hydrocarbons** – practical examples of important alkanes, hydrocarbons with multiple bonds and aromatic hydrocarbons
- **fuels** – petroleum, coal, natural gas, synthetic fuels
- **hydrocarbon derivatives** – practical examples of important alcohols and carboxylic acids
- **natural substances** – resources, properties and examples of the function of proteins, fats, carbohydrates and vitamins in the human body

### **CHEMISTRY AND SOCIETY**

#### Expected outcomes

pupils will

- *evaluate the exploitation of primary and secondary raw materials from the viewpoint of long-term sustainable development on Earth*
- *apply their knowledge of the principles of fire extinguishing in order to solve practical model situations*
- *orient themselves in the preparation and practical use of various substances and their impact on the environment and human health*

#### Subject matter

- **chemical industry in the Czech Republic** – production, environmental risks, recycling of raw materials, corrosion
- **industrial fertilisers**
- **heat-treated materials** – cement, lime, plaster, ceramics
- **plastics and synthetic fibres** – characteristics, use, disposal
- **detergents and pesticides, insecticides**
- **combustible compounds** – meaning of the classification of hazards
- **pharmaceuticals and addictive substances**

## 5.6.3 NATURAL SCIENCES

### Educational content of the educational field

#### Stage 2

### **GENERAL BIOLOGY AND GENETICS**

#### Expected outcomes

pupils will

- *identify the basic manifestations of life and its conditions and have an overview of the evolution of organisms*
- *describe the basic differences between plant, animal and bacterial cells and describe the functions of basic organelles*
- *recognize, compare and describe the functions of basic plant and animal organs (organ systems)*
- *categorize organisms and classify selected organisms into kingdoms and lower taxonomic units*

- *explain the fundamentals of sexual and asexual reproduction and its importance from the viewpoint of inheritance*
- *give examples of inheritance from everyday life, as well as examples of environmental influences on the formation of organisms*
- *give examples from daily life showing the significance of viruses and bacteria in nature and for humans*

#### **Subject matter**

- **emergence, development, diversity, manifestations of life and its significance** – nutrition, respiration, growth, reproduction, development, reactions to stimuli; views on the emergence of life
- **fundamental structures of life** – cells, tissue, organs, organ systems, unicellular and multicellular organisms
- **meaning and fundamentals of classifying organisms**
- **inheritance and changeability of organisms** – fundamentals of inheritance and transfer of inherited information, genes, crossbreeding
- **viruses and bacteria** – occurrence, significance and practical uses

### ***FUNGAL BIOLOGY***

#### **Expected outcomes**

pupils will

- *recognize the best-known edible and poisonous mushrooms, including fruiting bodies, and compare their characteristic features*
- *explain various forms of fungal nutrition, their importance within ecosystems and their place in the food chain*
- *explain the function of the two organisms in the thalli of lichens*

#### **Subject matter**

- **fungi without fruiting bodies** – basic characteristics, positive and negative impact on humans and living organisms
- **fungi with fruiting bodies (mushrooms)** – structure, occurrence, importance, fundamentals of gathering, consumption and first aid in case of mushroom poisoning
- **lichen** – structure, symbiosis, incidence and importance

### ***PLANT BIOLOGY***

#### **Expected outcomes**

pupils will

- *on the basis of observations, infer the organization of a plant's body from cells and tissues to individual organs*
- *compare the external and internal structure of individual organs and give practical examples of their functions and relationships within the plant as a whole*
- *explain the principle of basic physiological processes in plants and their use during plant cultivation*
- *identify the basic systematic groups of plants and identify important examples using identification keys and atlases*
- *on the basis of observations from nature, infer specific plants' dependence on and adaptability to environmental conditions*

#### **Subject matter**

- **plant anatomy and morphology** – structure and significance of individual parts of the body of higher plants (root, stem, leaves, flower, seeds, fruit)

- **plant physiology** – basic principles of photosynthesis, respiration, growth, reproduction
- **categories of plants** – recognizing and classifying specific examples of common species of alga, bryophytes, ferns (lycopodiophytes, sphenophytes, polypodiopsida), gymnosperms and angiosperms (monocotyledons and dicotyledons); their development and the use of economically important examples
- **importance of plants and their protection**

### ***ANIMAL BIOLOGY***

#### **Expected outcomes**

pupils will

- *compare the basic internal and external structure of selected animals and explain the functioning of individual organs*
- *identify and compare individual groups of animals, identify selected animals and classify them into the main taxonomic groups*
- *on the basis of observations from nature, infer basic animal behaviour; using examples, explain their way of life and adaptation to their environment*
- *assess the importance of animals in nature and for humans, observe fundamentals of safe conduct around animals*

#### **Subject matter**

- **structure of the body, structure and function of the individual parts of the body** – animal cells, tissue, organs, organ structures, unicellular and multicellular organisms, reproduction
- **animal evolution, development and categories** – important examples of individual groups of animals – protozoa, invertebrates (cnidaria, platyhelminthes, nemathelminthes, molluscs, annelids, arthropods), chordates (chondrichthyes, fish, amphibians, reptiles, birds, mammals)
- **distribution, significance and protection of animals** – economic and epidemiological importance of species, caring for selected household pets, raising domesticated animals, animal communities
- **animal behaviour**

### ***HUMAN BIOLOGY***

#### **Expected outcomes**

pupils will

- *identify the location, structure and function of organs and organ systems of the human body and explain their relationships*
- *orient themselves in the basic developmental stages of human phylogenetics*
- *describe the creation and development of new individuals from conception to old age*
- *identify the causes and symptoms of common illnesses and apply fundamental rules for prevention and treatment*
- *apply first aid in case of injury and other bodily harm*

#### **Subject matter**

- **human phylogeny and ontogeny** – human reproduction
- **anatomy and physiology** – structure and function of the individual parts of the human body, organs, organ systems (skeleton, musculature, circulatory, respiratory, digestive, urinary, reproductive and nervous systems), higher nervous functions, mental hygiene
- **illness, injury and prevention** – causes, symptoms, essential knowledge and steps in treating common illnesses; serious injury and life-threatening conditions
- **lifestyle** – positive and negative impact on human health

### ***INANIMATE NATURE***

### Expected outcomes

pupils will

- *explain the influence of the individual spheres of Earth on the creation and continuation of life*
- *using field guides, identify selected rocks and minerals by their characteristic qualities*
- *identify the outcome of internal and external geological events, including the water and rock cycles*
- *compare the significance of soil-forming agents for the creation of soil and identify the main soil types found in the nature of the Czech Republic*
- *identify individual geologic periods by their characteristic traits*
- *on the basis of observations, describe the importance of climatic influences and weather on the continued existence of life on Earth*

### Subject matter

- **Earth** – the creation and composition of Earth
- **minerals and rocks** – creation, characteristics, qualitative classification, practical importance and use, classification of samples; principles of crystallography
- **internal and external geologic processes** – causes and results
- **soils** – composition, characteristics and importance of soil for plant nutrition, economic importance for society, dangers and examples of soil devastation, possibilities and examples of recultivation
- **evolution of Earth's crust and organisms on Earth** – geologic changes, emergence of life, occurrence of typical organisms and their adaptation to the environment
- **geologic development and composition of the Czech Republic** – Bohemian massif, Carpathians
- **climate and weather in relation to life**

## FUNDAMENTALS OF ECOLOGY

### Expected outcomes

pupils will

- *give examples of the occurrence of organisms and their interrelationships in a specific environment*
- *identify and give examples of systems of organisms – populations, communities, ecosystems – and describe, using examples, the fundamental principle of the existence of animate and inanimate parts of the ecosystem*
- *explain the basics of simple food chains in various ecosystems and analyse their importance*
- *give examples of positive and negative human influences on the environment, as well as examples of disturbances to an ecosystem's equilibrium*

### Subject matter

- **organisms and environment** – important relations between organisms, between organisms and the environment; population, community, natural and artificial ecosystems, food chain, ecosystem in equilibrium
- **natural and environmental protection** – global problems and their solutions, nature reserves

## EMPIRICAL EXPLORATION OF NATURE

### Expected outcomes

pupils will

- *apply empirical methods of exploring nature*
- *observe basic safety rules prescribing working and coming into contact with animate and*

**Subject matter**

- **empirical methods of exploring nature** – observation via magnifying glass and microscope (or telescope), simple identification keys and atlases, starting a herbarium and collection, examples of trapping certain animals, simple classification of plants and animals
- **important biologists and their discoveries**

## 5.6.4 GEOGRAPHY

### Educational content of the educational field

#### Stage 2

#### ***GEOGRAPHIC INFORMATION, DATA SOURCES, CARTOGRAPHY AND TOPOGRAPHY***

##### **Expected outcomes**

pupils will

- *organize and properly assess geographic information and sources of data from available cartographic products and guides, graphs, diagrams, statistics and other information sources*
- *knowledgeably apply geographic, topographic and cartographic terminology*
- *properly assess geographic objects, phenomena and processes in the landscape, their specific regularities, laws and dissimilarities, mutual contexts and conditionalities, and distinguish borders (boundaries) between fundamental spatial elements in the landscape*
- *create and use personal mental diagrams and mental maps for orientation within specific regions, for spatial perception and the assessment of places, objects, phenomena and processes, and for forming attitudes towards the surrounding world*

##### **Subject matter**

- **using geographic and cartographic terminology** – selected widely-used geographic, topographic and cartographic terms; basic topographical formations: important points, important linear formations, surface formations and combinations thereof: networks, surfaces, foci – intersections; main cartographic products: diagrams, maps; the language of maps: symbols, common markings, explanatory text; statistical data and their graphical representation, tables; basic geographic media and data sources
- **geographical cartography and topography** – globe, scale of a globe, geographic co-ordinate system, longitude and latitude, geographic co-ordinates, determining geographic position within the geographic co-ordinate system; scale and contents of diagrams and maps, orientation on maps using the cardinal points; practical exercises and use of available print and electronic cartographic products

#### ***A NATURAL IMAGE OF THE EARTH***

##### **Expected outcomes**

pupils will

- *assess the position of Earth within the universe and compare Earth's fundamental characteristics with the other objects within the solar system*
- *using specific examples, show the shape of planet Earth, calculate the impact of Earth's motion on human and other life*
- *identify and compare natural phenomena, their interrelations and conditionality, and recognize, name and classify landforms on the Earth's surface*
- *compare the actions of internal and external natural processes and their influence on nature and human society*

### Subject matter

- **the Earth as a celestial body** – the shape, size and motion of the Earth, alternation of day and night, changing seasons, Universal Time, time zones, local time, International Date Line, conventional time
- **landscape** – biosphere, society and economy, natural elements
- **the biosphere on the global level** – geographical belts, latitudinal zones, altitudinal zones
- **the biosphere on the regional level** – natural regions

### ***REGIONS OF THE WORLD***

#### **Expected outcomes**

pupils will

- *learn basic natural and social phenomena as criteria for defining, delineating and locating regions of the world*
- *locate continents, oceans and macroregions on a map according to selected criteria, compare their positions, cores of development and peripheral zones*
- *compare and adequately assess the location, area, natural, cultural, social, political and economic relations, traits and parallels, and the potential and boundaries of the individual continents, oceans, selected macroregions and selected (example) states*
- *reflect on the changes that have occurred, are occurring and may occur in selected regions of the world, as well as the causes of fundamental changes*

### Subject matter

- **continents, oceans, world macroregions** – defining and comparative criteria; their characteristics from the viewpoint of natural and socio-economic relations, with an emphasis on relationships and contexts (nature, climate, settlement, language, religion, culture)
- **model regions of the world** – selected examples of natural, social, political, economic and environmental issues and possible solutions

### ***THE SOCIAL AND ECONOMIC ENVIRONMENT***

#### **Expected outcomes**

pupils will

- *at the appropriate level, assess the spatial organization, distribution, structure, growth, movement and growth dynamics of the world population and, using selected examples, appraise the mosaic of the multicultural world*
- *analyse how natural conditions relate to the functioning of human settlements, name the basic general geographical traits of settlements*
- *properly assess the structure, composition and functioning of the global economy and locate the main sources of raw materials and energy resources on a map*
- *compare the prerequisites and main factors for the territorial distribution of economic activities*
- *compare the countries of the world and associations of countries on the basis of similarities and differences*
- *on maps of the individual continents, identify the main areas of current geopolitical changes and political problems in specific regions of the world*

### Subject matter

- **world population** – basic quantitative and qualitative geographic, demographic, economic and cultural characteristics
- **social, political and economic processes of globalisation** – current social, settlement, political and economic relations within the world, settlement systems, urbanization, suburbanization



- **the global economy** – economic structure (sectors, industries), territorial division of labour, indicators of economic development and standard of living
- **regional social, political and economic systems** – comparative criteria: nation-states and multiethnic states, parts of states, administrative areas, regions, towns, agglomerations; main and peripheral economic regions of the world; political, security and economic groupings (associations) of states; geopolitical processes, main centres of world conflict

### ***THE NATURAL ENVIRONMENT***

#### **Expected outcomes**

pupils will

- *compare various landscapes as a part of the terrestrial landscape and, using concrete examples, identify specific traits and functions of landscapes*
- *identify specific examples of natural and cultural landscape elements and the spatial distribution of main ecosystems (biomes)*
- *using selected examples, identify important impacts and risks of natural and social impacts on the environment*

#### **Subject matter**

- **landscape** – natural and social environment, types of landscape
- **the relationship between nature and society** – sustainable living and development, fundamental principles of nature preservation and environmental protection, protected natural areas, global ecological and environmental issues

### ***THE CZECH REPUBLIC***

#### **Expected outcomes**

pupils will

- *define and locate the region in which they live or go to school*
- *assess, at the appropriate level, natural, economic and cultural relations within the local region, possibilities for further development, appropriately analyse relations between the region and higher territorial categories*
- *assess and compare, at the appropriate level, the location, natural conditions and resources, and the human and economic potential of the Czech Republic within the European and global context*
- *on a map, locate the regions of the Czech Republic as well as core and peripheral settlement regions and areas of economic activity*
- *give examples of the Czech Republic's participation and involvement in international and supranational institutions, organizations and associations of states*

#### **Subject matter**

- **the local region** – geographical location, criteria used for defining the local region, relations with surrounding regions, basic natural and socio-economic characteristics with an emphasis on specific traits important for the region's further development (potential vs. barriers)
- **the Czech Republic** – geographical location, area, terrain segmentation, natural conditions and resources; population: fundamental geographic, demographic and economic characteristics, settlement pattern; distribution of economic activities, economic structure (sectors and industries); transformation society, political and economic processes and their territorial impacts; economic and political standing of the Czech Republic in Europe and the world, role in international division of labour and trade
- **regions of the Czech Republic** – local and regional administrative and self-administering units, regional divisions, local region, cross-border cooperation with neighbouring states within Euroregions

## ***GEOGRAPHICAL FIELDWORK, PRACTICE AND APPLICATION***

### **Expected outcomes**

pupils will

- *master the basics of practical topography and orientation in the field*
- *apply practical approaches in the field for the observation, depiction and assessment of the landscape*
- *observe fundamental safety rules for being in the open nature*

### **Subject matter**

- **field exercises in and observations of the local landscape, geographical field trips** – orientation points, phenomena, tools and aids; location, determining primary and secondary cardinal directions, navigation using maps and the azimuth, estimating distance and height of objects in the field; simple panoramic sketches of the landscape, location diagrams, diagrammatic sketch of route, evaluation of natural phenomena and indicators
- **human safety in case of threats to life and health** – natural disasters; measures, conduct during natural disasters using example situations

## 5.7 ARTS AND CULTURE

### Description of the educational area

The educational area of **Arts and Culture** provides pupils with the chance to gain more than a merely rational knowledge of the world and reflects an indispensable part of human existence – arts and culture. Culture is not only the processes and results of intellectual activity which allow us to understand the continuity of changing historical experience, including the individual’s socialization and his involvement into the life of the community, but it is also an indivisible part of everyday life (behaviour, clothing, travel, work). Art is the specific process of understanding, communicating and depicting the internal and external world and mutual interrelationships which cannot be formulated or conveyed in any way other than through artistic means.

Education in this area enables pupils to identify with the world artistically, i.e., to develop an aesthetic identity. During this process, pupils develop their own feelings, creativity and views of works of art and thus of themselves and their surrounding. This process includes the search for and discovery of relationships between different types of art on the basis of common themes, the ability to empathize with the cultural needs and values of others and to approach these topics with conscious personal involvement. Creative activities help to develop the ability to express oneself non-verbally through tone and sound, line, points, form, colour, gesture, facial expressions and the like.

At the level of basic education, Arts and Culture is represented by the educational fields of **Music** and **Fine Arts**. The educational area may be expanded to include the additional field of *Drama Education*, which can be implemented in the school educational programme through independent subjects, projects, courses, etc. (see chapter 5.10).

At Stage 1 of basic education, pupils use activities to familiarize themselves with musical and artistic means of expression and the language of music and art, as well as with theatre and literature. They learn to work creatively and to use these forms of art as tools for self-expression. They learn the rules of creative work, are introduced to selected works of art and, based on their experiences, learn to understand them and to recognize and identify their message.

At Stage 2 of basic education, pupils are introduced to a broader view of culture and art, learning historical and cultural contexts which have influenced art and culture. Works of literature and drama (theatre, film) represent another source of inspiration for artistic activities, as do multimedia works and notational systems. Through projects, the pupils discover relationships between individual types of art and make use of a diverse range of expressive means while searching for individual solutions to commonly selected themes. This provides a common platform for gaining skills and knowledge beyond the framework of individual fields, thus contributing to the creation of a more personal and original self-expression and a deeper understanding of works of art.

Through *vocal and instrumental exercise, movement and listening activities*, the field **Music** guides pupils towards an understanding of the musical arts, the active perception of music and song, and their use as an original form of communication. During basic education, these musical activities – production, listening and reflection – form the *content* of musical education.

As mutually interconnected, interrelated and supplementary activities, musical activities comprehensively develop the pupils’ overall personality and their musical talent in particular, which is subsequently expressed through individual musical skills – aural recognition, rhythm, singing, intonation, instrumentalism, movement, musical creativity and listening.

These activities allow pupils to apply their individual vocal potential in solo, group and choral singing; they can apply their instrumental skills in an orchestra and by accompanying vocals, and can show their movement skills through dance and by accompanying music; they are given the opportunity to “interpret” music on the basis of their own personal goals and interests.

*Vocal activities* include voice work during which pupils cultivate singing and speaking while learning and reinforcing proper singing habits.

*Instrumental activities* include playing musical instruments and using them during musical productions.

*Musical movement activities* includes the representation of music and responding to it through movement, dance and gesture.

*Listening activities* include active perception of music during which pupils recognize musical genres, styles and periods, and learn to analyse and interpret music.

The field **Fine Art** involves work with visual images and symbols – these are an irreplaceable tool for understanding and experiencing human existence. Creative work with these symbols and images, based primarily on a comparison of the pupils' current and past experiences, enables pupils to express their personal feelings and experiences through creativity, perception and interpretation.

Fine art education approaches visual artistic expression (both individually created works as well as those of others) not only as a mere reflection of reality, but also as a tool which partakes in shaping the reception of reality and its involvement in the process of communication.

At the level of basic education, fine arts education is founded on creative activities – creating, perceiving and interpreting art. These activities allow pupils to develop and apply their own perceptions, feelings, ideas, experiences, imagination, fantasy, intuition and inventiveness, which they can realize through visual means – not just traditional and verified means, but also newly emerging approaches in contemporary art and image media. Through creative activities (developing the senses, applying a subjective viewpoint and verifying the communicative impact) and experimentation, pupils are guided towards gaining the courage and desire to apply their personal feelings and experiences and to participate, at an appropriate level, in the process of creation and communication.

*Developing the perceptiveness of the pupils' senses* includes activities which allow pupils to develop their ability to recognize the individual senses' involvement in the perception of reality and to become aware of these experiences' influence in the selection and use of suitable means of expression.

*Applying a subjective viewpoint* includes activities which guide pupils towards an awareness and application of their own experiences in creating, perceiving and interpreting works of visual expression.

*Verifying communicative impact* includes activities which allow pupils to create visual works of art while communicating and seeking out new and unusual possibilities for the successful application of their own visual artworks and works of other image media.

## **Objectives of the educational area**

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- understanding art as a specific form of understanding and using the language of art as an original means of communication
- understanding art and culture as an indivisible part of human existence; understanding mutual interrelations; learning by creating works on the basis of their individual subjective perception, feelings, experiences and imagination; developing their creative potential, cultivating their own form of expression and needs; and forming a hierarchy of values
- jointly creating an open and inspirational climate for making art, understanding and recognizing artistic values within the broader social and cultural context, maintaining a tolerant approach towards diverse cultural values of the past and present and towards the cultural expressions and needs of diverse individual and national and ethnic groups
- becoming aware of themselves as independent individuals; a creative approach towards the world, actively overcoming stereotypes and enriching their emotional life
- personally participating in the creative process and understanding this process as a method for discovering and expressing one's personal experiences and attitudes towards a diverse world

## 5.7.1 MUSIC

### Educational content of the educational field

#### Stage 1

##### Expected outcomes – Period 1

pupils will

- *sing according to their abilities, with clear intonation, and sing in rhythm and in accord with one another*
- *perform simple texts with rhythm and create melodies for them, improvise within the simplest musical forms*
- *play accompaniment on simple musical instruments*
- *respond to played music through movement and express the meter, tempo, dynamics and direction of a melody*
- *identify the individual qualities of tones and identify distinct changes in tempo and dynamics while listening to music*
- *identify certain musical instruments while listening to music; differentiate between vocals, instrumentals and voice instrumental music*

##### Expected outcomes – Period 2

pupils will

- *sing according to their abilities, with clear intonation, sing (monophony or homophony) in rhythm in major and minor keys, and make use of their singing skills while singing*
- *perform, according to their individual skills and abilities, a simple melody or song written in musical notation (song, instrumental, dance, accompaniment)*
- *based on their musical skills and abilities, play a simple or more complicated musical instrument as accompaniment and for reproducing simple motifs of songs and compositions*
- *identify the musical form of simple songs or compositions*
- *create, to the extent of their individual talent, simple overtures, interludes and codas and perform elementary musical improvisation*
- *identify certain forms of musical expression while listening to music and point out changes in meter, tempo, dynamics and harmony*
- *represent music through movement while making use of dance steps, and create physical improvisation according to their individual skills and abilities*

#### Subject matter

##### **VOCAL ACTIVITIES**

- **singing and vocal expression** – singing skills (breathing, intonation, establishing and creating a tone, dynamically differentiated singing), vocal hygiene, expanding one's vocal range
- **musical rhythm** – performing songs in 2/4, 3/4 and 4/4 time
- **homophony and polyphony** – fermata, canon, folk two-voice harmony etc.
- **intonation, vocal improvisation** – diatonic sequences in major and minor keys (fifth, third and first scale degrees, free progressions of the eight scale degree/tonic/and the subdominant, etc.), musical games (echo, question – response etc.)
- **recording vocal music** – recording the melody of a song using simple graphic methods (e.g. lines), notes as a graphical symbol for tone, recording the rhythm of a simple song, notation as a performance aid

##### **INSTRUMENTAL ACTIVITIES**

- **playing a musical instrument** – reproducing motifs, themes, simple compositions with the help of simple percussive instruments (Orff-Approach), recorders, keyboards etc.
- **playing with rhythm, melody and style, musical improvisation** – creating overtures, interludes and codas using a song's notes, musical accompaniment (accenting the downbeat in

rhythmic accompaniment, ostinato, fermata), music games (echo, question – response), binary song form (a – b)

- **recording instrumental music** – reading and recording the rhythmic scheme of a simple motif or theme of instrumental composition, use of notation programmes

### **MUSICAL MOVEMENT ACTIVITIES**

- **keeping beat, moving to music** – double time, triple time and quadruple time, dance theatre with song, simple folk dances
- **expressing music through movement, responding to changes in the music** – pantomime and movement improvisation while using dance steps
- **orientation in space** – creating movement memory, reproducing movement performed during dance or movement games

### **LISTENING ACTIVITIES**

- **tone quality** – length, intensity, timbre, pitch
- **tonal relations** – harmony, chords
- **forms of musical expression and musical elements with significant semantic meaning** – rhythm, melody, harmony, timbre, contrast and gradation, melody progression (ascending and descending), musical onomatopoeia, changes in meter, rhythm, dynamics and harmony
- **vocals, instrumentals, voice instrumental music, the human voice and the musical instrument**
- **musical styles and genres** – dance music, marching music, lullabies etc.
- **musical forms** – single-movement, multi-movement, rondo, variation
- **interpreting music** – verbal expression (what kind of music is it and why)

## **Stage 2**

### **Expected outcomes**

pupils will

- *apply their individual musical skills and abilities in musical activities*
- *apply newly gained singing skills and habits in song and in verbal expression in daily life; sing (monophonic and polyphonic) according to their talents, clearly intone, and sing in rhythm, be able to appreciate others' good vocal performance*
- *reproduce, according to their individual musical skills and abilities, various motifs, themes and parts of compositions, create and select simple accompaniments, and perform simple musical improvisation*
- *create, according to their individual skills and abilities, songs and compositions of various styles and genres*
- *identify specific dances from different stylistic periods, select suitable physical movement to go with music and perform simple movement to music according to their individual musical skills and physical abilities*
- *orient themselves within music while listening, identify means of musical expression and characteristic semantic elements, understand their significance within the music and, using this knowledge, approach the work of music as a logical whole*
- *on the basis of their individual abilities and previously learned knowledge, classify music by stylistic period and, based on its idiomatic and stylistic categorization, compare it to other compositions*
- *seek out relationships between music and other types of art*

## Subject matter

### *VOCAL ACTIVITIES*

- **song and verbal expression** – expanding vocal range, vocal hygiene, vocal deficiency and some methods for correcting it, voice mutation, monophony and polyphony, declamation, vocal techniques (scat, falsetto etc.) and their use while singing and in voice instrumental music
- **intonation and vocal improvisation** – diatonic sequences in major and minor keys, improvising simple musical forms
- **musical rhythm** – identifying relationships between the rhythm of speech and music, applying rhythmic patterns in vocal expression
- **orientation in the musical notation of a vocal composition** – notation as an aide for performing songs or more complicated vocal or voice instrumental compositions
- **developing musical hearing and imagination** – reproducing tones, transferring a melody from singing to non-singing pitch, capturing rhythm or melody of a sung (played) song through graphic representation (notation)
- **reflecting on vocal expression** – personal and others' vocal performance, seeking possibilities for correcting vocal deficiency (transposition of the melody, other musical activities)

### *INSTRUMENTAL ACTIVITIES*

- **playing a musical instrument** – instrumental reproduction of melodies (small motifs, themes, songs, simple compositions), playing and creating accompaniments using simple percussive instruments (Orff-Approach), keyboards and computers, instrumental improvisation (simple musical forms)
- **recording music** – notes, notation programmes (e.g. Capella, Finale, Sibelius) and other ways of recording music
- **expressing musical and non-musical concepts and ideas through musical instruments** – rhythm, melody, tempo, dynamics, form
- **creating accompaniments to musical dramatic expressions**

### *MUSICAL MOVEMENT ACTIVITIES*

- **movement accompaniment to music** – keeping beat, dance steps, personal movement interpretation
- **expressing music through movement in response to the semantics of the musical work** – pantomime, improvisation
- **responding to changes in music** – tempo, dynamics, rhythm and meter, harmony
- **orientation in space** – developing movement memory, reproducing movement performed during dance or movement theatre

### *LISTENING ACTIVITIES*

- **orientation in musical space and analysing a musical composition** – distinguishing means of musical expression, important semantic elements used in the composition (musical onomatopoeia, “mental painting”, movement of the melody, regular and irregular musical forms) and their importance for understanding a musical work
- **works of music and their authors** – a musical composition in the context of other musical and non-musical works, its era, the life of the composer and personal experiences (inspiration, epigonism, kitsch, trendiness and modernity, stylistic context)
- **musical styles and genres** – understanding their functions in relation to the individual, society and cultural traditions and customs
- **interpretation of the music being played** – describing musical works in words (idiomatic and stylistic classification etc.), creating personal opinions and tastes

## 5.7.2 FINE ARTS

### Educational content of the educational field

#### Stage 1

##### Expected outcomes – Period 1

pupils will

- *identify and name elements of visual artistic expression (line, form, volume, colour, objects); based on their personal knowledge, observations, experiences and imagination, compare and classify works of art on the basis of differences and similarities*
- *express their personal life experiences through art while using line, form, volume, colour, objects and other elements or combinations thereof in a two-dimensional or three-dimensional work of art*
- *express different perceptions of events through different senses and select appropriate tools for their visual representation*
- *according to their own abilities, interpret various forms of visual artistic expression; compare different interpretations with their prior experiences*
- *on the basis of their personal experiences, choose and incorporate the contents of a work of visual artistic expression which they have created, selected or altered themselves*

##### Expected outcomes – Period 2

pupils will

- *identify the elements of visual artistic expression during their own artistic activities and compare them on the basis of relationships (brightness, colour contrast, proportion etc.)*
- *use and combine elements of visual artistic expression in relation to the whole: line and colour surface for two-dimensional works; modelling and sculptural approaches for three-dimensional works; the organization of elements in relation to their own body as an independent model for installation and performance art*
- *when creating works of visual artistic expression, consciously focus on expressing their personal life experiences and on creating a work of art with a communicative impact on their peers*
- *choose appropriate tools for creating a work of visual artistic expression on the basis of the relationship between visual perception and the other senses, and apply them in two-dimensional, three-dimensional and installation/performance art*
- *apply their personal perception of reality in order to create and interpret works of visual artistic expression; freely choose and combine tools for expressing new and unusual feelings and experiences (including means of expression and approaches found in contemporary art)*
- *compare different interpretations of visual artistic expression and approach them as a source of inspiration*
- *choose and incorporate the contents of a work of visual artistic expression which they have independently created, selected or altered in order to communicate with their peers*

#### Subject matter

##### **DEVELOPMENT OF SENSUAL PERCEPTIVENESS**

- **elements of visual expression** – line, form, volume, light and colour qualities, texture – simple relationships (similarity, contrast, rhythm), combinations and changes on a surface, in three-dimensions and in installation/performance art
- **organizing objects into wholes** – based on expressiveness, size and mutual relationships in static and dynamic works of art
- **reflection, the relationship of visual perception to the other senses** – visual artistic expression of touch, sound, movement, smell and taste; expressing visual stimuli in a manner perceivable by the other senses
- **sensory effects of visual artistic expression** – works of art, photography, film, printed materials, television, electronic media, advertising



### **APPLYING A SUBJECTIVE VIEWPOINT**

- **tools for expressing feelings, emotions, moods, fantasies, ideas and personal experiences** – manipulating objects, body movement and locating objects within a space, performative aspects of painting and drawing
- **types of visual expression** – differences, selection and applications – toys, objects, text illustrations, creative painting, sculpture and modelling, animated film, comics, photography, electronic images, advertising
- **approaches towards visual expression** – sensory perspective (visual, haptic, static, dynamic), motivation (fantastic, based on sensory perception)

### **VERIFYING COMMUNICATIVE IMPACT**

- **personal approach to communicating a message** – formulation and reasoning; different interpretations of visual artistic expression (both independently created works and those of others) within the child's peer group; comparison and personal interpretation
- **the message of visual artistic expression** – communication with classmates, family members and peers (within and outside school); explaining the results of creative efforts according to one's abilities and interests
- **changes in the communication content** – the intentions of a work of art and changing the content of visual artistic expression and works of visual art

## **Stage 2**

### **Expected outcomes**

pupils will

- *select, create and name the broadest possible range of elements of visual artistic expression, identify their mutual relationships, and apply them in order to express personal experiences, perceptions, ideas and knowledge; pupils will variously apply these elements' different characteristics and relationships in order to achieve personal results*
- *visually express visual experiences, experiences gained through the other senses, and ideas from their fantasy and imagination*
- *make use of tools for capturing phenomena and processes found in changes and relationships; make use of techniques from contemporary art and digital media in their own work – computer graphics, photography, video, animation*
- *choose, combine and create tools for their own personal expression, and compare and evaluate its impacts with the impacts of existing and regularly applied tools of visual expression*
- *identify the effects of visual artistic expression on the senses, subjective impacts and social and symbolic content*
- *interpret visual artistic expression of the past and present based on their knowledge of historical context and their personal knowledge and experiences*
- *using specific examples, compare different interpretations of visual artistic expression and, bearing in mind the personal, social and cultural context of their viewpoint, explain attitudes towards them*
- *verify the communicative effects of selected, altered and independently created works of visual artistic expression within social relations, and find suitable forms of presentation*

### **Subject matter**

#### **DEVELOPMENT OF SENSUAL PERCEPTIVENESS**

- **elements of visual expression** – line, form, volume, light and colour qualities, texture; relationships and organizing elements in two and three dimensions and in time (similarity, contrast, rhythm, dynamic changes, structure), in static and dynamic visual artistic expression
- **organizing objects into wholes in two and three dimensions and in time** – expressing relationships, movement and changes within and between objects (linear, light, colour, three-dimensional and spatial tools and tools for expressing the course of time) in static and dynamic forms of expression

- **reflection, the relationship of visual perception to the other senses** – conscious perception and application of non-visual stimuli in one’s work; reflecting on other types of art (music, drama)
- **sensory effects of visual artistic expression** – works of art, photography, film, print media, television, electronic media, advertising; selecting, combining and variation in one’s work

#### *APPLYING A SUBJECTIVE VIEWPOINT*

- **tools for expressing feelings, emotions, moods, fantasies, ideas and personal experiences** – manipulating objects, body movement and locating objects within a space, performative aspects of painting and drawing, organizing space and the overall visual artistic expression, expressing changes; selection, application and interpretation
- **types of visual expression** – toys, objects, text illustrations, creative painting, sculpture and modelling, animated film, comics, photography, the electronic image, advertising, visual theatre, communicative images; differentiation, selection and application of personal artistic intents
- **approaches towards visual expression** – sensory perspective (visual, haptic, static, dynamic), motivation (fantastic, symbolic, based on sensory perception, rational-constructive, expressive); reflection, conscious application in one’s creative activities

#### *VERIFYING COMMUNICATIVE IMPACT*

- **personal approach to communicating a message** – formulation and reasoning; reasons for the emergence of different interpretations of visual artistic expression (both independently created works and those of others), criteria for comparison, reasoning
- **communicative content of visual artistic expression** – creating and applying a message; explaining and defending the results of creative efforts while respecting the artist’s intent; public presentation, media presentation
- **changes in the message** – the intentions of a work of art and changing the content of visual artistic expression in one’s own works and works of visual art; historical, social and cultural contexts

## 5.8 HUMANS AND HEALTH

### Description of the educational area

Human health is understood as a balanced state of physical, emotional and social well-being. It is created and influenced by many different factors, including lifestyle, healthy conduct, interpersonal relationships, the environment, and the individual's safety and security. Because health is a fundamental condition for leading an active and satisfied life and for optimum work productivity, learning about one's health and promoting health and prevention represent a priority of basic education.

The educational area of **Humans and Health** introduces pupils to fundamental information for influencing one's health (knowledge, activities, behaviour) and teaches them in the use and application of this information in daily life. The primary aim of education in this educational area is for pupils to become acquainted with themselves as living beings and to understand the importance of good health and prevention and to learn about issues associated with illnesses or other health impairments. Pupils familiarize themselves with various threats to health which they may come across in common and less common situations, learn skills and behaviour (decision-making) for preserving or strengthening their state of health, and gain the required level of responsibility for their own health and the health of others. Much attention is thus focused on learning fundamental life values, the gradual formation of attitudes towards life and acting in accord with these attitudes. At the level of basic education, these objectives must be founded on effective motivation and on activities and situations which will increase pupils' interest in this topic.

Implementation of this educational area should emphasize practical skills and their application in model situations and in daily school life. It is thus extremely important that life at the school be in accord with the things pupils are learning in relation to health and their health-related needs. At the outset, instruction must be strongly influenced by the teacher's positive personal example and multifaceted support and an overall positive atmosphere at the school. Later, the emphasis shifts on pupils' greater independence and responsibility for their behaviour in decision making and health-related activities. Education presented with these principles in mind forms the basis for forming the pupils' active approach to promoting and protecting their health.

The educational area of **Humans and Health** is defined and implemented in accordance with the age of the pupil in educational fields of **Health Education** and **Physical Education**, which also includes physical health education. The educational content of **Humans and Health** is interwoven with the life of the school and with other educational areas which add to or make use of (apply) this area.

The educational field of **Health Education** provides pupils with fundamental information on the human body as related to preventative health measures. Pupils learn to actively promote and protect health in all its forms (social, emotional and physical) and to be responsible for their own state of health. In its educational content, this field is closely linked to the educational area of **Humans and Their World**. Pupils reinforce their hygienic, nutritional, work and other preventative healthcare habits, expand their ability to refuse harmful drugs, avoid injuries and deal with personal threats in everyday and emergency situations. They expand and deepen their knowledge of family, school, peer group, nature, humans and interpersonal relationships, and learn to see their activities through the prism of the health-related needs and prospects of a growing young individual and to make decisions beneficial to their health. In view of the individual and social dimension of health, the educational field of **Health Education** is closely linked with the cross-curricular subject of **Personal and Social Education**.

As part of pupils' comprehensive education in health-related issues, the educational field of **Physical Education** focuses on becoming acquainted with one's personal abilities for and interests in physical activity and with the impacts of certain physical activities on physical fitness and emotional and social well-being. Physical education starts with spontaneous physical activity and moves on to guided and elective activities aimed at giving pupils the ability to independently judge their level of physical fitness and to include physical activity into their daily routine in order to satisfy their personal needs for and interests in physical activity, to promote the optimum development of fitness and

performance, to recuperate strength and compensate for various forms of stress, and to promote health and health protection. One precondition for developing good exercise habits is that, at the level of basic education, pupils experience physical activities and communication during exercise; properly learned skills reinforce the quality of the experience.

Physical education is characterized by the recognition and development of movement talents and, subsequently, different activities for pupils and different evaluations of their performance. It is particularly important to discern pupils' physical weaknesses and to correct these through joint and individual forms of physical education – both through mandatory physical education as well as, if necessary, through physical health education. For this reason, an inseparable part of physical education are corrective and special balancing exercises applied preventively during physical education for all pupils as needed or assigned to pupils with physical impairment in place of activities which are counterindicative of their impairment.

At the same time, schools are recommended to offset the movement deficits of pupils in health category III (in special cases, category II) and to provide corrective exercises by assigning a mandatory or elective subject whose activities are taken from the thematic area of Physical Health Education (as a satisfactory replacement for mandatory physical education or for expanding the range of physical exercises). This range of exercises takes into account the state of modern society, which in many ways has made our life easier but paradoxically has led to numerous health impairments at a young age which must be rectified and corrected (lack of intensive and proper physical activity, long periods of time spent in sedentary positions, excessive food intake and poor nutrition, poor air quality, numerous stressful situations, negative social relations etc.). Basic education thus responds to the findings of doctors that health impairments are on the rise in the entire population and that children with health impairments require a greater amount of spontaneous and targeted physical activities than healthy children. Participation in physical health education helps pupils familiarize themselves with their health impairments and the level and extent to which they are limited in certain activities. At the same time, it offers specific ways of influencing one's impairment (special exercises, general movement activities, relaxation techniques, swimming etc.) and of including them into the pupils' daily schedule.

### **Objectives of the educational area**

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- recognizing health as the most important life value
- understanding health as a balanced state of physical, emotional and social well-being and feeling a sense of joy from physical activities, a pleasant environment and a climate of positive interpersonal relations
- recognizing human beings as biological individuals dependent, in the various stages of their life, on their own behaviour and decision-making, on the quality of interpersonal relationships and on the quality of their environment
- gaining a basic orientation in opinions on what is healthy and can benefit personal health, as well as threats to health and what causes damage to health
- applying the acquired preventative methods in order to influence their health in daily life, strengthening decision-making and behaviour in order to actively promote health in all life situations and learning about and making use of sites related to preventative healthcare
- combining behaviour and activities related to health and healthy interpersonal relationships with basic ethical and moral attitudes, willpower etc.
- understanding fitness, good physical appearance and mental well-being as important preconditions for choosing a professional career, partners, social activities etc.
- becoming actively engaged in activities which promote health and in promoting healthy activities at school and in the municipality

## 5.8.1 HEALTH EDUCATION

### Educational content of the educational field

#### Stage 2

##### Expected outcomes

pupils will

- *respect the accepted rules for coexistence among peers and partners; contribute, through positive communication and cooperation, to the formation of good interpersonal relationships in the wider society in general (in the family, community)*
- *explain the role of members of the community (family, classroom, association) and give examples of positive and negative influences on social atmosphere (peer group, family environment) from the viewpoint of benefits to health*
- *using examples, explain the direct correlation between physical, mental and social health; explain the relationship between satisfying basic human needs and health*
- *assess various types of human behaviour from the viewpoint of being responsible for one's own health and the health of others and, based on their findings, determine personal responsibility for actively promoting good health*
- *based on their abilities and experiences, endeavour to actively promote good health*
- *express their own opinions on the issue of health and discuss them with their peers, their family and immediate surroundings*
- *understand the relationship of diet and eating habits to the development of lifestyle diseases and apply healthy eating habits to the extent of their abilities*
- *apply acquired preventative decision-making habits and behaviour in relation to common, transmitted, lifestyle and other diseases; if necessary, confide their health-related problems with someone and seek out professional help*
- *demonstrate a responsible relationship to themselves, to the process of maturing and to the rules of healthy living; voluntarily participate in programmes for promoting health at school at in the community*
- *make independent use of acquired compensational and relaxation skills and techniques for regenerating the body, overcoming tiredness and dealing with stressful situations*
- *react as best as possible to physiological changes related to the process of maturing and behave properly towards the opposite sex*
- *be responsible for safe sexual behaviour as regards health, ethics, morals and the life goals of young people*
- *understand the relationship between the physical and psychosocial risks associated with the abuse of addictive substances and a young person's prospects in life; apply acquired social skills and models of behaviour when faced with socio-pathological situations in and outside of school; if necessary, seek out professional help for themselves or others*
- *on the basis of their knowledge and experiences, evaluate the potential manipulative influence of peers, the media, sects; apply acquired defensive communication skills against manipulation and aggression*
- *behave responsibly during situations which threaten their health and personal safety and during emergency situations; if necessary, provide appropriate first aid*

##### Subject matter

###### **HUMAN RELATIONS AND FORMS OF CO-EXISTENCE**

- **two-person relationships** – companionship, friendship, love, partnership, marriage and parenthood
- **relations and rules of co-existence within the community** – family, school, peer group, community, society

###### **LIFE CHANGES AND REFLECTING UPON CHANGE**

- **childhood, puberty, adolescence** – physical, mental and social changes
- **puberty and reproductive health** – premature sexual experience; teenage pregnancy and parenthood; sexual identity disorders

### ***HEALTHY LIFESTYLE AND HEALTH MAINTENANCE***

- **nutrition and health** – fundamentals of a healthy diet, influence of environment and eating habits on health; eating disorders
- **physical and mental hygiene** – fundamental habits for personal, intimate and mental hygiene; building stamina, the importance of physical activity for health
- **daily regimen**
- **protecting oneself from infectious and non-infectious diseases, chronic illness and injury** – types of safe conduct (sexually transmitted diseases, HIV/AIDS, hepatitis); preventive and medical care; behaving responsibly in case of injury and life-threatening situations (household, sports, work, traffic-related injuries)

### ***HEALTH RISKS AND THEIR AVOIDANCE***

- **stress and its relation to health** – compensational, relaxation and regenerative techniques for overcoming tiredness and stress and strengthening mental resistance
- **lifestyle diseases** – health risks, prevention and medical care
- **self-destructive addictions** – health and social risks of abusing addictive substances, pathological gambling, computer addiction; addictive substances (traffic safety, criminal activity, doping)
- **hidden forms and levels of individual violence and abuse, sexual crimes** – bullying and other forms of violence; forms of sexual abuse of children; communicating with professional aid services
- **safe conduct** – communicating with peers and strangers, conduct in high-risk environments and conflict and crisis situations
- **observation of the rules of safety and health protection** – safe school environment, health protection during various activities, traffic safety, knowledge of traffic rules
- **manipulative advertising and information** – influence of advertising; influence of sects
- **personal safety in extraordinary situations** – natural disaster, terrorism

### ***APPRECIATING AND PROMOTING HEALTH***

- **holistic concept of the individual in health and illness** – components of health and their interactions, basic human needs and their hierarchy (Maslow's theory)
- **promoting health, forms of promoting health** – prevention and intervention, influence on change in the quality of the environment and human behaviour, individual responsibility for health
- **promoting health in the community** – programmes for promoting health

### ***PERSONAL AND SOCIAL DEVELOPMENT***

- **self-awareness and self-conception** – one's relationship with oneself, with others; healthy and balanced self-conception
- **self-regulation and self-organization of activities and behaviour** – exercising self-reflection, self-control and restraint; managing difficult situations; setting personal goals and the steps for achieving them
- **mental hygiene** – social skills for avoiding and managing stress, seeking help
- **interpersonal relationships, communication and cooperation** – respecting oneself and others, accepting the opinions of others, empathy; behaviour beneficial for good relationships, active listening, dialogue, effective and assertive communication and cooperation in various situations
- **moral development** – exercises in taking a value-based position; decision-making skills; skills for solving problems in interpersonal relationships; supportive and prosocial behaviour

## 5.8.2 PHYSICAL EDUCATION

### Educational content of the educational field

#### Stage 1

##### Expected outcomes – Period 1

pupils will

- *associate regular daily physical exercise with their health and make use of available opportunities*
- *on the basis of individual abilities, manage simple physical activities as individuals and as a group and work to improve their skills*
- *cooperate in simple team-based physical activities and competitions*
- *apply the fundamental basics of hygiene and safety during physical activities in familiar school spaces*
- *respond to basic commands and instructions related to acquired activities and the organization of these activities*

##### Expected outcomes – Period 2

pupils will

- *participate in establishing a regular physical exercise regimen; make use of conditioning activities; demonstrate the appropriate level of independence and desire to improve their level of fitness*
- *include corrective exercises into their physical exercise regimen, especially in relation to repetitive strain or weakened muscles*
- *based on their individual abilities, manage their acquired physical skills; come up with variants of learned physical games*
- *apply rules of hygiene and safe conduct in regular sporting environments; respond appropriately to other pupils' injuries*
- *perform a simple assessment of the quality of other pupil's physical activities and respond to instructions for performing physical activities*
- *act in the spirit of fair play: follow rules of games and competitions, recognize and name obvious violations of rules and react accordingly; respect the other sex during physical activities*
- *during physical activities, make use of basic terminology which they have learned; exercise on the basis of simple drawings or descriptions of the exercise*
- *organize non-demanding physical activities and competitions at the class level*
- *measure basic physical performance and compare it with previous results*
- *be familiar with sources of information on physical activities and sports events at school and in their community; independently seek out the required information*

#### Subject matter

##### **ACTIVITIES AFFECTING HEALTH**

- **the importance of physical exercise for health** – pupils' exercise regimen, length and intensity of exercise
- **physical preparation** – pre-exercise preparations, relaxing after physical exertion, tension exercises and stretching exercises
- **health-oriented activities** – proper body posture, proper lifting of heavy loads; basic, compensational, relaxation and other health-related activities and their practical application
- **developing various forms of speed, endurance, strength, flexibility, coordination**
- **proper health habits during physical education** – healthy habits for physical activities and the exercise environment, proper clothing and footwear for physical exercise

- **safety during physical activities** – organization and safety of exercise space, safety in dressing and shower rooms, safe preparation and storage of gym apparatus, equipment and aids, first aid during physical education

### **ACTIVITIES AFFECTING THE LEVEL OF PHYSICAL SKILLS**

- **movement games** – with various objectives; non-traditional movement games and activities; exercise using toys and non-traditional equipment; creative movement
- **basic gymnastics** – basic exercises, acrobatics, exercises using gym apparatus and on equipment of appropriate size and weight
- **rhythmic and conditioning exercises for children** – conditioning exercises with music or rhythmic accompaniment, fundamentals of aesthetic movement, expressing melody and rhythm through movement, simple dancing
- **basic grappling techniques** – pulling, pushing
- **basics of athletics** – sprints, motivated long-distance running, long jump or high jump, ball throwing
- **fundamentals of sports games** – using balls, bats or other sports equipment of appropriate size and weight, individual sporting activities, teamwork, basic games, matches using simplified minisport rules
- **hiking and nature** – field trips, proper conduct in transport vehicles, hiking, camping, nature preservation
- **swimming** – (*basic swimming instruction*) healthy habits for swimming, acclimation to the water environment, basic swimming skills, one swimming style (technique), elements of self-preservation and helping a drowning person
- **skiing, ice skating** (*depending on schools' possibilities*) – games on snow and ice, fundamental techniques of movement on skis and ice skates
- **other physical activities** (*depending on schools' possibilities and pupils' interest*)

### **ACTIVITIES PROMOTING PHYSICAL LEARNING**

- **communication during physical education** – basic physical-education terminology for acquired activities in physical education, common instructions, signals
- **organization during physical education** – basic organization of space and activities in a familiar (everyday) environment
- **rules of conduct** – fair play, Olympic ideals and symbols
- **rules of simplified acquired physical activities** – games, races, competitions
- **measuring and evaluating physical skills** – measuring performance, basic physical tests
- **sources of information on physical activities**

## **Stage 2**

### **ACTIVITIES AFFECTING HEALTH**

#### **Expected outcomes**

pupils will

- *actively participate in organizing their personal physical exercise regimen and regularly practice certain physical activities with a specific goal in mind*
- *strive to improve their physical fitness; choose a suitable exercise programme from the available offer*
- *independently prepare for physical activity and complete exercise in harmony with the main activity – strained muscles*
- *refuse drugs and other harmful substances as not compatible with sporting ethics and health; adapt their physical activities in response to data on air pollution*
- *behave properly and safely even in less familiar environments – sports field, nature, traffic; predict any possible sources of injury and adapt activities accordingly*



### Subject matter

- **the importance of physical exercise for health** – recreational and performance-based sport, boys' and girls' sports
- **health-related fitness** – developing health-related fitness, conditioning programmes, working with weight
- **prevention and correction of repetitive strain and muscular disbalance** – basic, compensational, balancing, relaxation and other health-related activities
- **health habits and safety during physical education** – in unusual environments, first aid during physical education and sports in various environments and weather conditions, improvised treatment of injuries and transport of the injured

### **ACTIVITIES INFLUENCING THE LEVEL OF PHYSICAL SKILLS**

#### **Expected outcomes**

pupils will

- *based on their individual abilities, manage the acquired physical skills and creatively apply them during games, competitions and recreational activities*
- *evaluate their performance of acquired physical skills, identify obvious insufficiencies and determine possible causes*

### Subject matter

- **movement games** – with diverse orientation; non-traditional movement games and activities
- **gymnastics** – acrobatics, vaults, exercises with gym apparatus and on equipment
- **aesthetic and conditioning exercises with music and rhythmic accompaniment** – fundamentals of rhythmic gymnastics, exercises with gym apparatus; age-appropriate conditioning exercises; dance
- **grappling techniques** – fundamentals of self-defence, fundamentals of aikido, judo, karate
- **athletics** – sprints, long-distance running on a track and cross-country, fundamentals of hurdles, long jump or high jump, ball or grenade throwing, shot-put
- **sports** (*at least two sports as chosen by the school*) – individual sporting activities, combinations of sports, sport systems, matches using rules for pupils
- **hiking and nature** – preparing an outdoor event, field trips and following road safety regulations as pedestrians and cyclists, hiking with a backpack and in slightly challenging terrain, camping, nature preservation, fundamentals of orienteering races, documenting hiking events
- **swimming** (*depending on schools' possibilities – advanced swim instruction; if basic swim instruction is lacking, this must be preceded by acclimation to the water environment, basic swimming skills*) – additional swimming skills, additional swimming styles (techniques), life-saving and defensive swimming, elements of swimming for health and for sport, developing endurance
- **skiing, snowboarding, ice-skating** (*depending on schools' possibilities*) – cross-country skiing, ski hiking, downhill skiing or snowboarding, safety in mountainous winter landscapes, riding a ski lift; (*other winter sports depending on schools' possibilities*)
- **other (including non-traditional) physical activities** (*depending on schools' possibilities and pupils' interest*)

### **ACTIVITIES PROMOTING PHYSICAL LEARNING**

#### **Expected outcomes**

pupils will

- *apply acquired terminology as players, referees, viewers, newspaper and magazine readers, internet users*
- *observe basic Olympic ideals within the school environment – fair play, helping the disabled,*

*respect for the opposite sex, nature preservation during sport*

- *agree on and observe rules for cooperation and tactics leading towards their team's success*
- *identify and observe rules and obligations arising from their role as player, referee, viewer, and organizer*
- *observe specific elements of physical activity and performance and record and evaluate them*
- *organize simple tournaments, races and hiking events at the school level independently and as part of a team; participate in judging games and competitions*
- *evaluate data and information on physical activities and participate in its presentation*

### **Subject matter**

- **communication during physical education** – basic terminology for acquired physical education activities; common instructions, signals, gestures, signs, fundamentals of graphic recording of physical activities, communication and cooperation during physical activities
- **organizing space and physical activities** – in non-standard conditions; sporting equipment and accessories – selection, care
- **history and present-day of sports** – important competitions and athletes, Olympism – the Olympic Charter
- **rules of acquired physical activities** – games, races, competitions
- **rules of conduct in different environments and during different activities**
- **measuring performance and evaluating physical skills** – measurement, record-keeping, evaluation

**REMEDIAL PHYSICAL EDUCATION** (*certain elements of RPE are applied during mandatory physical education; as a comprehensive system, RPE is available to pupils in health category III (II) during independent instructional time – see description of the educational area “Humans and Health” and notes to the framework education plan*).

### **Stage 1**

#### **Expected outcomes – Period 1**

pupils will

- *apply proper posture in various positions and during various working activities; adopt proper basic exercise positions*
- *manage simple special exercises targeted at their impairments*

#### **Expected outcomes – Period 2**

pupils will

- *include special exercises for balancing their impairments into their regular exercise regimen, with the optimum number of repetitions*
- *manage basic special exercise techniques; adjust their exercise technique by observing themselves in the mirror and on the basis of their teacher's instructions*
- *independently identify activities (environments) which are incompatible with their impairments*

### **Subject matter**

#### **ACTIVITIES AND INFORMATION ENCOURAGING THE CORRECTION OF HEALTH IMPAIRMENTS**

- **health impairments** – the pupil's specific health impairment, prevention, exercise regimen, appropriate clothing and footwear for PHE, fundamentals of proper body posture, breathing exercises, being aware of feelings and sensations during exercise, inappropriate exercise and activities (counterindicative of the health impairments)

#### **SPECIAL EXERCISES**

- **fundamentals of special exercises** – basic exercise positions, basic exercise technique, collection of special exercises for independent exercise

*In view of the integrated system of special exercises, which is identical for Stages 1 and 2, the subject matter is formulated only for Stage 2, under the assumption that it will be applied during the pupil's entire basic education.*

### **MULTIFACETED DEVELOPMENTAL PHYSICAL ACTIVITIES**

- **physical activities related to the content of physical education** – with a view towards the specific type and level of impairment

### **Stage 2**

#### **Expected outcomes**

pupils will

- *apply an appropriate level of persistence and determination to correcting health impairments*
- *independently include special exercises for balancing their impairments into their regular exercise regimen, with optimum practice*
- *actively avoid activities which are counterindicative of their health impairments*

#### **Subject matter**

### **ACTIVITIES AND INFORMATION ENCOURAGING THE CORRECTION OF HEALTH IMPAIRMENTS**

- **basic types of impairment; their causes and possible implications** – basic terminology of acquired activities, prevention and correction of impairments, daily regimen in relation to health impairment, focusing on exercise, consciously controlling exercise, inappropriate exercise and activities (counterindicative of health impairment)

### **SPECIAL EXERCISES**

- **impairment of skeletomuscular system (A)** – disorders in muscular function (A1); spinal disorders – lordosis and kyphosis (A2) and scoliosis (A3); anatomical disorders of the lower limbs (A4): local and overall relaxation; proper posture of head, pectoral girdle, pelvis, knees; stretching the chest and lumbar muscles, hamstrings and hip flexors; strengthening the musculature of the neck, upper back (rhomboids), abdomen, buttocks, thighs and calves, spinal extensors; increased joint flexibility and range of motion; relaxing the spine; rotational exercises; proper breathing
- **impairment of internal organs (B)** – impairment of circulatory and respiratory system (B1); endocrine system impairment (B2); obesity (B3); other impairments of internal organs (B4): (excluding exercises from group A) develop main and secondary respiratory muscles; abdominal and chest breathing during increased strain; adapting to increased strain; exercising coordination and balance
- **impairment of sensory and nerve functions (C)** – impaired vision (C1); impaired hearing (C2); neurological impairments (C3): (excluding exercises from group A) adapting the cardiovascular and breathing system; coordinating movement; balanced positions; developing auditory, visual and tactile perception of rhythm; exercising to musical accompaniment; spatial orientation; visual localization, speed of visual perception

### **MULTIFACETED DEVELOPMENTAL PHYSICAL ACTIVITIES**

- **physical activities related to the contents of physical education** – with a view towards the specific type and level of impairment

## 5.9 HUMANS AND THE WORLD OF WORK

### Description of the educational area

The educational area **Humans and the World of Work** covers a broad spectrum of working activities and technologies, guides pupils towards gaining basic practical skills in various areas of human activities and contributes towards shaping pupils' attitudes towards their life and professional career.

The educational area Humans and the World of Work is organized on the basis of actual life situations in which pupils come into direct contact with human activities and technology in all its diverse forms and broader contexts.

The educational area Humans and the World of Work is actively focused on practical work skills and habits and complements all of basic education by adding an important component for promoting individual success in life and society. In this, it differs from other educational areas and forms a certain counterbalance to them. Instruction is founded on the pupil's creative intellectual participation.

At Stage 1, the educational content of the educational field **Humans and the World of Work** is divided into four mandatory thematic areas: *Working with Fine Materials*, *Construction Activities*, *Plant Husbandry* and *Food Preparation*. At Stage 2, it is divided into eight thematic areas: *Working with Technology*, *Design and Construction*, *Plant Cultivation and Animal Husbandry*, *Household Management*, *Food Preparation*, *Working with Laboratory Equipment*, *Use of Digital Technology* and *The World of Work*. Thematic areas at Stage 2 represent a list of possible areas, of which *The World of Work* is mandatory and schools choose at least one other area from the others according to their needs and instructional objectives. The selected thematic areas must be realized to their full extent.

The thematic area *The World of Work* is mandatory for all pupils to its full extent. In view of its focus on the selection of future profession, it is best assigned at the highest grade levels of Stage 2.

The educational content is realized at Stages 1 and 2 and is intended for all pupils (i.e. boys and girls with no differences). Pupils learn to work with various materials and acquire basic working skills and habits. They learn to plan, to organize and to evaluate working activities independently and in a team. In all thematic areas, pupils are systematically guided towards observing fundamental work safety and health habits. Based on the pupils' age, the programme gradually builds a system offering pupils important information from the area of work performance and helping them to make responsible decisions regarding their further professional development. It is thus appropriate for the pupils' instruction to include as many thematic areas as possible.

### Objectives of the educational area

Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

- a positive relationship towards work and towards taking responsibility for the quality of their work and of joint work efforts
- acquiring basic working skills and habits in various fields of work, organizing and planning work and using the appropriate tools, equipment and aids in work and in daily life
- perseverance and adopting a systematic approach to performing assigned tasks, applying their creative thinking and ideas in work activities and exerting the effort required to achieve a quality outcome
- the realization that, as an important part of human culture, technology is always closely associated with people's work activities
- an authentic and objective familiarity with the surrounding world, the necessary amount of self-confidence, new attitudes and principles in one's relationship to human work, technology and the environment

- understanding work and occupational activities as an opportunity for self-fulfilment, self-actualisation and developing entrepreneurial thinking
- an orientation in various areas of human activity and forms of physical and intellectual work, and the acquisition of important skills and knowledge necessary for success, for choosing one's professional path and for future life and professional orientation.

## 5.9.1 HUMANS AND THE WORLD OF WORK

### Educational content of the educational field

#### Stage 1

#### ***WORKING WITH FINE MATERIALS***

##### **Expected outcomes – Period 1**

pupils will

- *create various items from both traditional and non-traditional materials using simple methods*
- *work according to verbal instructions and models*

##### **Expected outcomes – Period 2**

pupils will

- *follow appropriate operations and procedures to create various products from a given material according to their imagination*
- *apply elements of folk traditions while creatively working with different materials*
- *select proper tools, work aids and instruments and equipment appropriate to the material used*
- *maintain an orderly work place and observe fundamental health and safety rules; provide first aid in case of injury*

#### **Subject matter**

- properties of materials (natural materials, modelling clay, paper and cardboard, textiles, wire, plastic sheets etc.)
- work tools and equipment – functioning and use
- simple operations and procedures, organizing work
- folk customs, traditions, crafts

#### ***CONSTRUCTION ACTIVITIES***

##### **Expected outcomes – Period 1**

pupils will

- *master elementary skills and activities while working with construction sets*

##### **Expected outcomes – Period 2**

pupils will

- *perform simple assembly and disassembly while working with construction sets*
- *work according to verbal instructions, models and simple sketches*
- *observe fundamental health and safety rules, provide first aid in case of injury*

#### **Subject matter**

- construction set (two-dimensional, three-dimensional, building set), putting together models
- working with instructions, models, simple sketches

#### ***PLANT CULTIVATION***

### **Expected outcomes – Period 1**

pupils will

- *conduct observations of nature; record and evaluate the results of their observations*
- *care for easy-to-grow plants*

### **Expected outcomes – Period 2**

pupils will

- *perform simple horticultural activities, independently lead horticultural experiments and observations*
- *treat and care for indoor and other plants according to existing rules*
- *depending on the type of horticultural activity, select the proper tools, aids and implements*
- *observe fundamental health and safety rules, provide first aid in case of injury*

### **Subject matter**

- basic conditions for plant cultivation; soil and working the soil; plant nutrition; seeds
- cultivating plants from seeds indoors, in the garden (ornamental plants, medicinal plants, herbs, vegetables etc.)
- cultivating indoor plants
- poisonous plants, drugs, allergies

## ***FOOD PREPARATION***

### **Expected outcomes – Period 1**

pupils will

- *set the table for a simple meal*
- *show proper table manners*

### **Expected outcomes – Period 2**

pupils will

- *be familiar with basic kitchen equipment*
- *independently prepare a simple meal*
- *observe rules for proper table manners and etiquette*
- *maintain working surfaces in a clean and orderly state; observe fundamental health and safety rules; provide first aid in case of injury in the kitchen*

### **Subject matter**

- basic kitchen equipment
- selection, purchase and storage of food
- simple table setting, proper table manners and etiquette
- technology in the kitchen – history and significance

## **Stage 2**

## ***WORKING WITH TECHNICAL MATERIALS***

### **Expected outcomes**

pupils will

- *perform simple work with technical materials and observe proper technological procedures*
- *solve simple technological tasks using an appropriate selection of materials, tools and implements*
- *organize and plan their work activities*
- *make use of technical documentation, create their own simple product diagram*

- *observe fundamental health and safety rules as well as basic safety and protective measures while working with tools; provide first aid in case of injury*

### Subject matter

- properties of materials, their practical application (wood, metal, plastics, composites)
- tools, aids, instruments and equipment for manual treatment
- simple operations and procedures
- organizing work, important technical procedures
- technical sketches and drawings, technical information, instructions
- role of technology in people's lives, abuse of technology, technology and the environment, technology and leisure time, tradition and crafts

## **DESIGN AND CONSTRUCTION**

### Expected outcomes

pupils will

- *assemble a specific model according to instructions, sketches, plans or a simple programme*
- *design and construct simple constructional elements and inspect and compare their functionality, load-bearing ability, stability etc.*
- *perform assembly, disassembly and maintenance of simple objects and equipment*
- *observe fundamental health and safety rules and regulations; provide first aid in case of injury*

### Subject matter

- construction set (structural, electrotechnical, electronic), assembly of models, creating structural elements, assembly and disassembly
- instructions, models, sketches, plans, schemes, simple programmes

## **PLANT CULTIVATION, ANIMAL HUSBANDRY**

### Expected outcomes

pupils will

- *select appropriate approaches when cultivating selected plants*
- *grow flowers and use them for decoration*
- *use appropriate tools and maintain these tools*
- *show a basic knowledge of caring for small animals and fundamentals of safe conduct around animals*
- *observe proper procedures and fundamental health and safety rules; provide first aid in case of injury, including injuries caused by animals*

### Subject matter

- **basic conditions for plant cultivation** – soil, working the soil, plant nutrition, plant and soil preservation
- **vegetables** – seed for sowing, seedlings, crop strain, conditions and principles of cultivation; cultivating selected types of vegetables
- **ornamentals** – fundamentals of caring for indoor plants, cultivating selected ornamental trees, shrubs and flowers; indoor and outdoor flowers (hydroponics, bonsais), pruning, simple arrangements, arranging flowers
- **fruit plants** – types of fruit plants, cultivation methods, storage and processing
- **medicinal plants, herbs** – cultivating selected plants; plants and human health; medicinal effects of plants, poisonous plants; plants as drugs, abuse; allergies
- **animal husbandry** – care for animals at home, breeding conditions, health and safety; conduct around familiar and unfamiliar animals

## ***HOUSEHOLD MANAGEMENT***

### **Expected outcomes**

pupils will

- *perform simple payment operations and household accounting*
- *master basic household activities and orient themselves in instruction manuals for common household appliances*
- *properly handle and maintain tools, aids, implements and equipment; perform minor household maintenance*
- *observe fundamental health and safety rules and regulations and provide first aid in case of injury, including electric shock*

### **Subject matter**

- **finances, household management and maintenance** – budget, income, expenses, payments, savings; cash and cashless transactions, household economics; maintaining clothing and textiles, household cleaning, procedures, detergents and their environmental impact, waste and its ecological disposal; household appliances
- **electricity in the household** – electrical wiring, electrical appliances, electronics, communication technology, functioning, operation and use, protection, maintenance, safety and economics of operation, danger of electrical shock

## ***FOOD PREPARATION***

### **Expected outcomes**

pupils will

- *use basic kitchen equipment and safely operate basic appliances*
- *prepare simple meals while observing the fundamentals of healthy nutrition*
- *observe basic principles of good table manners, social conduct and serving at the table in company*
- *observe fundamental health and safety rules; provide first aid in case of injury in the kitchen*

### **Subject matter**

- **kitchen** – basic equipment, maintaining order and cleanliness, safety and operational hygiene
- **food** – selection, purchase, storage, food groups, putting together a menu
- **food preparation** – cold foods, basic methods for preparing warm foods, basic approaches for preparing foods and drinks
- **setting the table, table manners** – simple table setting, serving, table manners and dinner etiquette, festive family meals, decorative elements and flowers on the table

## ***WORKING WITH LABORATORY EQUIPMENT***

### **Expected outcomes**

pupils will

- *select and practically apply appropriate procedures, tools, equipment and aids for performing specific observations, measurements and experiments*
- *write a report on the objectives, course and results of experiments and formulate the conclusions which they have reached*
- *search available information resources for all information that will best help them to perform the given experiment*
- *observe rules for work safety and environmental protection during their experiments*
- *provide first aid in case of injury in the laboratory*



### Subject matter

- basic laboratory methods and procedures
- basic laboratory devices, equipment and aids

### **USE OF DIGITAL TECHNOLOGIES**

#### Expected outcomes

pupils will

- *master the fundamentals of digital technology; diagnose and resolve basic problems while working with digital technology*
- *interconnect individual pieces of digital equipment*
- *have basic user knowledge of mobile technologies – travel, business, education, entertainment*
- *properly care for digital equipment and protect it from damage*
- *observe fundamental health and safety rules and regulations when working with digital technology and provide first aid in case of injury*

### Subject matter

- **digital equipment** – computers and peripheral equipment, digital camera, video camera, PDAs, CD and DVD players, e-books, mobile phones
- **digital technologies** – wireless technologies (USB, Bluetooth, WiFi, GPRS, GMS, IEEE 802.11b standard), navigational technology, technological convergence, multiplexing
- **computer programmes for processing voice and graphical information** – modifications, archiving, editing; operating systems, communication between different equipment (synchronizing PDA with PC)
- **mobile services** – operators, tariffs

### **THE WORLD OF WORK** (mandatory for grades 8 and 9, may be implemented in grade 7)

#### Expected outcomes

pupils will

- *be familiar with the work related to selected professions*
- *evaluate their options when deciding on a suitable profession and professional training*
- *make use of professional information and advisory services in order to choose appropriate education*
- *using model situations, show the ability to present themselves when entering the labour market*

### Subject matter

- **labour market** – professions, types of work places, tools, objects; nature and type of work-related activities; qualifications, health and personality requirements; equal opportunities on the labour market
- **selection of a professional orientation** – basic principles; coming to know oneself: personal interests and objectives, physical state, health, personal qualities and abilities, self-evaluation, influences on career choice; sufficient information for making a career choice, working with professional information and making use of advisory services
- **educational opportunities** – curriculum of educational and vocational fields, entrance procedures, information and advisory services
- **employment** – local (regional) employment opportunities, ways of seeking employment, writing a curriculum vitae, employer interview, unemployment, labour offices; employers' and employees' rights and responsibilities
- **entrepreneurship** – types and structure of organizations, most frequent forms of entrepreneurship, small businesses and self-employment

## 5.10 COMPLEMENTARY EDUCATIONAL FIELDS

The FEP BE includes *complementary educational fields* which are not a mandatory part of basic education but merely complement and expand its educational content. Complementary educational fields may be applied for all or only certain pupils as a compulsory or compulsory optional part of educational content.

### 5.10.1 SECOND FOREIGN LANGUAGE

#### Educational content of the educational field

##### Stage 2

#### **RECEPTIVE LANGUAGE SKILLS**

##### **Expected outcomes**

pupils will

- *pronounce and read aloud texts using known vocabulary, fluently and phonetically correct*
- *understand familiar everyday expressions, basic phrases and simple sentences*
- *understand simple commands and react accordingly*
- *understand the contents and meaning of a simple text; scan the text to find necessary information and the answer to a question*
- *use an alphabetical glossary in a textbook and bilingual dictionary*

#### **PRODUCTIVE LANGUAGE SKILLS**

##### **Expected outcomes**

pupils will

- *orally and in writing, provide basic information on themselves, their family and common everyday situations, fill in a form with their basic data*
- *reproduce, both orally and in writing, the content of a text, speech and simple conversation of appropriate difficulty*
- *write a simple message and respond to a message with the proper use of basic grammatical structures and sentences*

#### **INTERACTIVE LANGUAGE SKILLS**

##### **Expected outcomes**

pupils will

- *participate in simple, carefully pronounced conversation with other people using common expressions; provide the requested information*

##### **Subject matter**

- **basic rules of communication in common everyday situations** – greetings, thanking, introductions
- **simple messages** – address, congratulations, holiday greeting and letter, apology, request
- **theme areas** – home, family, school, free time and leisure activities, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data
- **vocabulary and word formation** – synonyms, antonyms, meanings of words within context
- **basic grammatical patterns and types of sentences** – simple sentences, forming questions and negations, word order in a sentence

## 5.10.2 DRAMA EDUCATION

### Educational content of the educational field

#### Stage 1

##### Expected outcomes – Period 1

pupils will

- *master the basics of proper breathing, voice, articulation and body posture; express basic emotions using voice and movement, and recognize them in the conduct of others*
- *differentiate acted from real situations; acknowledge the rules of acting; put themselves into simple roles and act naturally in them*
- *explore themes and conflicts on the basis of their personal acting*
- *work together in a group to create a stage situation and present it to their classmates; watch others' presentations*
- *with the teacher's help, reflect upon their experiences from watching a work of drama (theatre, film, television, radio)*

##### Expected outcomes – Period 2

pupils will

- *involve and combine somatic skills for the purpose of expressing their personal inner state and emotions as well as those of a specific character*
- *work with rules of acting and variations thereon; put themselves into a role and act naturally and convincingly in an acting situation*
- *identify themes and conflicts in situations and stories; look at them from the position of different characters; think about the impacts of characters' actions*
- *work together in a group to create a short staged performance while using various tools of expression*
- *present their staged performance in front of their classmates and continue to work on it on the basis of self-reflection and classmates' response; watch and evaluate classmates' presentations*
- *reflect upon their experiences from watching a work of drama; on the basis of personal experience, differentiate the basic forms of theatre*

#### Subject matter

##### **FUNDAMENTAL PREREQUISITES OF DRAMATIC ACTING**

- **mind-body skills** – working with breath, properly forming the voice, posture, verbal and nonverbal communication
- **acting skills** – putting oneself into a role, stage persona
- **social and communication skills** – cooperation, communication in common life situations, in acting situations and in group stagework, presentation, reflection and evaluation

##### **THE DRAMATIC AND STAGING PROCESS**

- **topics and themes in dramatic situations** – finding and expressing them
- **character types** – working towards their deeper characteristics; tools of drama and puppet theatre
- **dramatic situations, plot** – organizing the situation chronologically
- **tools of and approaches to staging** – staging improvised situations and mini-stories; presentation
- **communicating with the audience** – presentation, self-reflection

##### **RECEPTION OF AND REFLECTION ON DRAMATIC ARTS**

- **basic building blocks of a drama** – situation, character, conflict
- **contemporary dramatic arts and media** – works of theatre, film, television, radio and multimedia

- **basic types of theatre** – drama, musical theatre, puppet theatre, movement and dance theatre

## Stage 2

### Expected outcomes

pupils will

- *make use of cultivated spoken and movement-based expression, observe basic vocal hygiene and proper posture*
- *apply somatic skills when engaging in verbal and non-verbal expression; using examples, show the connection between experience and acting in oneself and others*
- *develop, vary and repeat acting situations (independently, with a partner, in a group), acknowledge rules of acting and creatively develop them further*
- *explore themes from various points of view and identify main themes and conflicts; be aware of analogies between fictional situations and reality*
- *approach dramatic and stage work as a joint creative process in which they take on and perform their tasks, accept responsibility for the joint work and for the final presentation of its outcome*
- *identify the basic dramatic elements in their own dramatic performance and in the work of drama; recognize the basic types of theatre and dramatic genres, including their main characteristics; critically assess works of drama as well as contemporary media art*

### Subject matter

#### **FUNDAMENTAL PREREQUISITES OF DRAMATIC ACTING**

- **mind-body skills** – working with breath, properly forming the voice, posture, verbal and nonverbal communication
- **theatrical skills** – putting oneself into a role, stage persona; structuring acting and stage situations
- **social and communication skills** – communicating in common life situations, in acting situations and in group stagework, presentation, reflection and evaluation, teamwork, organizing creative group work

#### **THE DRAMATIC AND STAGING PROCESS**

- **topics and themes in dramatic situations** – finding and expressing them
- **working on the character** – character, motivation, relationships
- **conflict as the foundation of a dramatic situation** – addressing conflict through the characters' behaviour
- **dramatic situations, plot** – organizing the situation chronologically and causally, dramatizations of works of literature
- **stagework** – dramaturgy, directing, acting, stage design, music and sound
- **communicating with the audience** – presentation, self-reflection

#### **RECEPTION OF AND REFLECTION ON DRAMATIC ARTS**

- **basic building blocks of a drama** – situation, character, conflict, theme, climax, rising action
- **basic dramatic genres** – comedy, tragedy, drama
- **basic types of theatre** – drama, puppet theatre, opera, operetta, musical, ballet, pantomime
- **contemporary dramatic arts and media** – works of theatre, film, television, radio and multimedia
- **selected history and types of world and Czech theatre**
- **significant personalities from Czech and world theatre**

## 6 Cross-Curricular Subjects

**Cross-curricular subjects** in the FEP BE are subjects related to contemporary present-day issues and represent an important and inseparable part of basic education. They represent an important formative element of basic education, offering pupils the opportunity for individual engagement and teamwork and promotes their personal development, primarily as concerns attitudes and values.

All cross-curricular subjects are organized in the same manner. They include **characteristics of the cross-curricular subject**, which emphasize the cross-curricular subject's importance and position in basic education. This is followed by a description of its relationship to the educational areas and the **benefits of the cross-curricular subject for pupils' personal development** – pupils' knowledge, skills and abilities as well as their attitudes and values. The recommended contents of the cross-curricular subjects for basic education are divided into **thematic areas** (marked in bold). Each thematic area contains an available range of **themes** (activities, ideas). The selection of themes and the manner in which they are worked into the syllabi is up to the individual schools.

**The cross-curricular subject's thematic areas** cover multiple educational areas and allow for the integration of content from the educational fields. This contributes to the pupils' comprehensive education and positively influences the formation and development of their key competencies. Pupils are thus given the opportunity to form an integrated view on a given issue and to apply a broad spectrum of their skills.

Cross-curricular subjects represent a *mandatory part of basic education*. Schools must include all cross-curricular subjects contained in the FEP BE<sup>10</sup> into Stages 1 and 2 of education. Not all cross-curricular subjects, however, must be represented at each grade level. It is the school's responsibility to, over the course of basic education, gradually offer pupils all thematic areas contained in the individual cross-curricular subjects; their extent and manner of implementation is governed by the SEP. Cross-curricular subjects may be used as an integrated part of the educational content of a subject of instruction in the form of individual subjects, projects, seminars, courses, etc.

In order for the cross-curricular subjects to be effective, they must be integrated with the educational contents of specific subjects of instruction and with the contents of the pupil's other activities at school and outside of school.

The following cross-curricular subjects have been defined for basic education:

- **Personal and Social Education**
- **Democratic Citizenship**
- **Education towards Thinking in European and Global Contexts**
- **Multicultural Education**
- **Environmental Education**
- **Media Education**

### 6.1 PERSONAL AND SOCIAL EDUCATION

#### Characteristics of the cross-curricular subject

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<sup>10</sup> **Six-year grammar schools** must include into their educational content the entire cross-curricular subject of Democratic Citizenship from the FEP BE (which is not contained in the FEP GE), as well as all cross-curricular subjects from the FEP GE. They may include the other cross-curricular subjects from the FEP BE if they consider this to be useful for the school's educational objectives.

At their lower stage, **eight-year grammar schools** must include all cross-curricular subjects from the FEP BE into the educational content. Of these, they must include all of the cross-curricular subject of Democratic Citizenship; from the other cross-curricular subjects of the FEP BE, the school must include at least certain thematic areas in order to prepare pupils for the thematic areas of the cross-curricular subjects contained in the FEP GE.

At the level of basic education, the cross-curricular subject **Personal and Social Education** emphasizes formative elements, focuses on subject and object, is practically oriented and finds daily application in life. It reflects the pupils' personalities and their individual needs and unique traits. Its purpose is to help all pupils form practical life skills.

A specific characteristic of Personal and Social Education is the fact that the subject of instruction is the pupils themselves, as well as the particular group of pupils and situations which they may encounter more or less frequently in everyday life. Its purpose is to help all pupils find their own path towards satisfaction in life, a path founded on a good relationship with oneself, with others and with the world.

The relationship between personal and social education and the educational area of **Language and Communication through Language** is founded on the communicational essence of language – the focus is on daily verbal communication as a key instrument in various life situations. It deepens the relationship between verbal and non-verbal communication and expands the specific use of language to include social skills. The educational area of **Humans and Their World** can be complemented using themes aimed at self-awareness, healthy self-esteem, self-regulation and maintaining mental health – good mental health habits, communication, interpersonal relationships. There is also a close relationship to the educational area of **Humans and Society**, specifically Civil Education and "Humans in Society", "People as Individuals" – in particular the themes of "human encounters, relationships among people, principles of human co-existence" (Humans in Society) and "similarity and diversity of people, the inner world of people, personal development" (People as Individuals). In Personal and Social Education, all these topics are viewed as being independent. Personal and Social Education places an emphasis on gaining practical skills connected with these topics. The relationship to the educational area of **Humans and Nature** concerns the evolution of human behaviour, animal and human communication and self-regulatory behaviour as fundamental ecological principles. It also offers the possibility for developing emotional relationships, personal attitudes and practical skills in relation to the natural environment. The relationship to the educational area of **Arts and Culture** concerns primarily the common focus on developing sensory perception, creativity, and the perception and formation of a non-artistic aesthetic – e.g., the aesthetics of behaviour and interpersonal relationships and an understanding of art as a tool for communication and exploring the world. In personal and social education, we may effectively apply various approaches of drama education. The fundamental methods of Drama Education are the tools of drama and stage work; personal and social education additionally uses non-theatre socio-psychological training methods. Personal and Social Education may be integrated with the educational area of **Humans and Health** via suitable topics reflecting an individual's physical aspects, social relations, communication and decision-making in normal and tense situations. Personal and Social Education can thus help pupils gain skills related to a healthy emotional and social life. It also contributes to the educational area of **Humans and the World of Work**, in particular by honing skills related to teamwork, team-based communication and various work situations.

### **Benefits of the cross-curricular subject for pupils' personal development**

#### ***In the area of knowledge, skills and abilities, the cross-curricular subject:***

- guides pupils towards an understanding of themselves and others
- helps them control their own behaviour
- contributes to the creation of good interpersonal relationships in the classroom and outside it
- develops basic skills for good communication, as well as related knowledge
- shapes and develops basic skills for cooperation
- helps pupils acquire basic social skills necessary for solving difficult situations (such as conflicts)
- shapes study skills
- promotes skills and provides knowledge concerning mental health

#### ***In the area of attitudes and values, the cross-curricular subject:***

- helps to create a positive (non-harmful) attitude towards oneself and others
- guides pupils towards an awareness of the value of cooperation and support
- guides pupils towards an awareness of the value of human diversity and a diversity of opinions and problem-solving techniques
- contributes towards an awareness of the moral dimensions of various types of human behaviour
- helps to prevent pathological social phenomena and harmful forms of behaviour

### **Thematic areas of the cross-curricular subject**

The thematic areas of personal and social education are divided into three sections focused on personal, social and moral development. For implementation, we recommend including those topics which reflect pupils' actual needs or which are chosen on the basis of mutual agreement with them. All topics described here are realized through practical means using appropriate games, exercises, model situation and relevant discussion.

In view of the fact that these are lively encounters which touch on personal and existential issues, teachers should anticipate that pupils will have different opinions on different things, that they may reject a topic or technique, that they will be inhibited or that certain games will not "work out". Precisely these kinds of moments tend to be of high value in Personal and Social Education, since they offer an opportunity for thinking about what is going on.

### **Personal development**

- **Developing awareness** – exercising sensory perception, attention and concentration; exercising memorization skills, problem-solving; study and learning skills
- **Self-awareness and self-conception** – I as a source of information about myself; others as a source of information about myself; my body, my mind (temperament, attitudes, values); what I do and do not know about myself; how my 'I' projects itself in my behaviour; my relationship to myself; my learning; my relationships to others; healthy and balanced self-conception
- **Self-regulation and self-organization** – exercising self-control and restraint – regulating one's behaviour and experiences, self-will; time management, planning learning and studying; setting personal goals and steps for achieving them
- **Mental hygiene** – skills for a positive mindset and a good relationship with oneself; social skills for avoiding stress in interpersonal relationships; good time management; skills for managing stressful situations (rational problem-solving, relaxation, effective communication etc.); seeking help in case of difficulty
- **Creativity** – exercises for developing a basic framework of creativity (flexibility in ideas, originality, the ability to see things differently, sensitivity, the ability to implement ideas), creativity in interpersonal relationships

### **Social development**

- **Meeting people** – getting to know one another within the group/classroom; developing awareness of differences and finding benefits in differences; mistakes when meeting people
- **Interpersonal relationships** – nurturing good relationships; behaviour promoting good relationships, empathy and seeing other people's viewpoints, respect, support, help; human rights as a regulator of relationships; relationships and our group/classroom (working with the natural dynamic in the classroom as a social group)
- **Communication** – body language, the language of sounds and words, the language of human-made objects and environments, the language of human deeds; practicing observation, empathy and active listening; verbal and non-verbal communication skills (speaking techniques, expression, exercises in non-verbal communication); specific communication skills (monologues – introduction to rhetoric); dialogues (holding a dialogue, rules and strategy, types of dialogues); communication in various situations (giving information, refusal, apology,

greeting, asking for a favour, persuading, solving conflicts, negotiating, explaining, request etc.); effective strategies: assertive communication, communicative defence against aggression and manipulation, open and positive communication; truthfulness, lying and pretence in communication

- **Cooperation and competition** – developing individual skills for cooperation (self-regulation in situations involving disagreement, resistance etc., ability back off from one's own suggestions, ability to connect with others and develop one's train of thought, positive thinking etc.); developing social skills for cooperation (clear and respectful communication, solving conflicts, acquiescence, leading and organizing team work); developing individual and social skills for ethically dealing with competitive and contentious situations

### **Moral development**

- **Problem-solving and decision-making skills** – problem-solving and decision-making skills for various types of problems, social aspects of problems in interpersonal relationships, managing learning difficulties related to the difficulty of a subject, problems with self-regulation
- **Values, attitudes, practical ethics** – analysing one's and others' attitudes, values and their influence on human behaviour; becoming aware of qualities such as responsibility, reliability, justice, respect etc.; supportive and prosocial behaviour (not expecting anything in return); decision-making skills in ethically problematic everyday situations

## **6.2 DEMOCRATIC CITIZENSHIP**

### **Characteristics of the cross-curricular subject**

The cross-curricular subject **Democratic Citizenship** is of an interdisciplinary and multicultural character. Generally speaking, it represents a synthesis of the values of justice, tolerance and responsibility, while more specifically helping to develop critical thinking, an awareness of one's rights and responsibilities and an understanding of the democratic social order and democratic approaches to problem solving and conflict resolution.

The objective of Democratic Citizenship is to equip pupils with a basic level of citizenship literacy – the ability to orient oneself in difficult situations, problems and conflicts found in an open, democratic and pluralistic society. In gaining these skills, pupils learn to solve problems constructively while retaining their human dignity and respect for others, while bearing in mind the interests of society as a whole, and with a full awareness of their rights and obligations, freedoms and responsibilities, while applying fundamental rules of proper communication and democratic problem solving.

At the level of basic education, this cross-curricular subject is presented not only through thematic areas, but also through the skills and experiences of the pupils themselves, where the overall school atmosphere (the relationships between all individuals involved in the educational process are founded on cooperation, partnership, dialogue and respect) creates a democratic atmosphere in the classroom. In this “laboratory of democracy”, pupils will be more motivated to share their opinions in group discussions and to participate in democratic decision making, community and society. At the same time, they not only personally understand the importance of observing rules or participating in the creation of new rules in the interest of justice, but also realize the importance of working to strengthen democracy against the continued threat of falling into anarchy or despotism. This experience then helps to develop critical thinking skills.

The cross-curricular subject of Democratic Citizenship is closely linked to the educational area **Humans and Society**, which addresses the principles of democracy, democratic decision-making, democratic governance and human and civil rights, with an emphasis on individual and citizen participation in the social and political life of democratic societies. The educational area of **Humans and Their World** is incorporated in areas focusing on home and home country.



The cross-curricular subject is also linked to other educational areas, in particular those which look at one's relationship to oneself, others, one's surroundings, and values and standards.

### **Benefits of the cross-curricular subject for pupils' personal development**

#### ***In the area of knowledge, skills and abilities, the cross-curricular subject:***

- encourages an active approach to defending and respecting human rights and freedoms
- encourages an understanding for the importance of order, rules and laws for the proper functioning of society
- enables pupils to participate in decisions made by the whole while being aware of their personal responsibility for this decision and its consequences
- develops and promotes communication skills, presentation skills and the ability to formulate arguments, to hold a dialogue
- deepens pupils' sense of empathy, active listening skills and fair judgment
- encourages pupils to consider issues in the broader context and to engage in critical thinking

#### ***In the area of attitudes and values, the cross-curricular subject:***

- encourages an open, active and involved approach to life
- teaches respect for the law
- develops disciplined behaviour and self-criticism
- teaches self-worth and self-confidence, independence and an engaged attitude
- contributes to the formation of values such as justice, freedom, solidarity, tolerance and responsibility
- develops and promotes the ability to take a stand among a plurality of opinions
- motivates pupils to be respectful and willing to help others, particularly those weaker than them
- helps pupils judge and evaluate social phenomena, processes, events and issues from various points of view (local, national, European and global dimensions)
- encourages respect for cultural, ethnic and other differences
- encourages assertiveness and the ability to compromise

### **Thematic areas of the cross-curricular subject**

The thematic areas of the cross-curricular subject are focused on the formation and development of democratic awareness, as well as on the skills and attitudes necessary for pupils (as future adult citizens) to actively participate in the life of a democratic society. It is recommended to make use of real-life situations and to relate the recommended content of the thematic areas as closely as possible to pupils' life experiences.

- **Civil society and school** – the school as a model of an open partnership and democratic society, democratic atmosphere and democratic relations at school; forms in which democratic principles and values are applied in the school's everyday life (the importance of pupils' active involvement in student administration via student councils or academic senates); forms of pupils' participation in the life of the local community; cooperation between the school and local administrative bodies and institutions
- **The citizen, civil society and the state** – the citizen as a responsible member of society (rights and responsibilities and the ability to actively exercise them, to accept responsibility for one's positions and actions, to become engaged and be interested in the common interest); the Charter of Basic Human Rights and Freedoms, citizens' rights and responsibilities; the role of citizens in a democratic society; fundamental principles and values of a democratic political system (rights, justice, differences, diversity); principles of co-existence with minorities (relationships to others, respecting different identities, mutual communication and cooperation, causes of misunderstanding and sources of conflict)

- **Forms of citizen participation in political life** – electoral systems and democratic elections and politics (parliamentary, regional and communal elections); the municipality as the basic administrative unit; social organizations and movements
- **Democratic principles as forms of government and decision-making** – democracy as a counterbalance to dictatorship and anarchy; principles of democracy; basic areas of democratic functions (justice, order, norm, law, right, morals); the importance of the Constitution as the country's fundamental law; democratic forms of conflict resolution in personal life and in society

## 6.3 EDUCATION TOWARDS THINKING IN EUROPEAN AND GLOBAL CONTEXTS

### Characteristics of the cross-curricular subject

The cross-curricular subject of Education towards Thinking in European and Global Contexts accentuates the European dimension in education, which promotes global thinking and international understanding and represents a principle running through all of basic education. A fundamental component of this European dimension is educating future European citizens to be responsible and creative individuals who, as adults, will be capable of mobility and flexibility in society and employment as well as in personal life. Instruction develops an awareness of European identity while respecting national identities, and opens up horizons for exploration and for the prospect of living in Europe and the world and learning about all the possibilities this offers.

Education towards Thinking in European and Global Contexts diffuses all educational areas, integrates and deepens pupils' knowledge and allows them to apply the skills which they have learned in the individual educational fields. It promotes pupils' awareness of and respect for traditional European values such as humanism, free will, morals, rule of law and personal responsibility, as well as rational consideration, critical thinking and creativity.

At Stage 1 basic education, opportunities for presenting this subject are provided by the educational field of **Humans and Their World**. Instruction makes use of pupils' knowledge and experience from everyday life and from unusual events in the family, the community and the immediate surroundings. At Stage 2, the cross-curricular subject is tied in particular to the educational area of **Humans and Society**, while using, updating and incorporating knowledge from the fields of history and political geography. It deepens pupils' understanding of key historical and political events which have influenced European and global development and which have been of fundamental importance for European integration and the Czech Republic's inclusion in this integration process. An important area for applying this cross-curricular subject is the field of **Civil Education**, whose educational content emphasises social, economic, legal and cultural relationships on the European and worldwide level. It also clarifies the relationships between local, national, European and global levels of consideration, decision making and action. In the educational area of **Humans and Nature**, it is applied for clarifying global impacts on the environment, with an emphasis on the pressing need to protect the local environment in particular. Another important area for the realization of this subject is the educational area of **Language and Communication through Language**. The Czech language is an irreplaceable tool of learning, processing information and presenting one's attitudes and opinions, but also plays an important instructional role in learning other languages; knowledge of foreign languages is a key factor in mutual communication and in understanding other nations' cultures. Foreign languages are of practical importance for personal, educational and labour mobility. They represent a tool for reading original sources when learning about life and about European and world culture. The skills acquired by pupils in the educational area of **Information and Communication Technologies**, in particular working with the internet, are used for independent gathering of information on countries in Europe and around the world, and on local life and events. This information subsequently can be used as a tool for gaining an overview of opportunities in the areas of education, work, culture and personal interests, and in making contacts. In the educational area of **Arts and Culture**, this cross-curricular subject develops pupils' relationship to European and world culture. It deepens their understanding of European cultural heritage and cultural contexts while respecting the uniqueness of national and regional cultures and their contribution to world culture. It clarifies the importance of cultural and historical heritage as a source of identity and contributes to emotional interest in its protection and preservation. As a complementary educational field, Drama Education enables pupils to express and present their attitudes, to take on roles and explore subjects and situations through their own actions. The educational area of **Humans and Health** offers pupils an overview of global issues related to health. In the field of physical education, this cross-curricular subject makes use of pupils' interest in sports to provide a deeper understanding of the European roots of Olympic ideals and the significance of sports for mutual understanding and friendship among people of various nations and nationalities.

## **Benefits of the cross-curricular subject for pupils' personal development**

### ***In the area of knowledge, skills and abilities, the cross-curricular subject:***

- develops and integrates the basic knowledge necessary for understanding social and cultural differences between nations
- deepens pupils' understanding of the influence of cultural, ideological and socio-political differences in causing and solving global issues and of mutual contexts
- deepens the basic knowledge necessary for understanding the structure and functioning of international and non-governmental organizations and their role in addressing global and local humanitarian, political, social, economic, cultural and human rights issues
- develops the ability to compare cultural expressions in the European and global context, to find commonalities and differences, and to evaluate them in the broader context
- expands and deepens the skills necessary for orienting oneself in Europe, for self-realization and for solving real-life situations within an open Europe
- deepens the knowledge necessary for understanding European roots, the continuity of European development and the essence of the European integration process
- helps pupils to understand the significance of the European Union's common policies and institutions; shows them the impact of their actions on individual personal and civic life and introduces them to the possibilities for influencing and participating in this personal and civic life
- introduces pupils to and helps them to understand the life and work of important Europeans and stimulates interest in them as role models
- develops rational thinking and the ability to express and adjust emotional engagement in situations which encourage meeting, comparing and finding common European perspectives

### ***In the area of attitudes and values, the cross-curricular subject:***

- helps to overcome stereotypes and prejudices
- enriches pupils' understanding of themselves by introducing them to their open future, including their expanded range of choice in Europe and the world
- cultivates an understanding of Europe as their broader home and towards the world as the global environment
- forms a positive attitude towards differences and cultural diversity
- promotes positive attitudes towards traditional European values
- supports the acquisition of behavioural patterns for proper conduct of a European citizen and a sense of responsibility

## **Thematic areas of the cross-curricular subject**

The thematic areas of the cross-curricular subject stimulate pupils' interest in Europe and the world and help them to get to know Europe and the world as an organized environment which changes over time and in which people meet, solve problems together and form their lives. Through thematic areas, pupils gain a more clear image of Europe, become aware of the relationship between everyday situations and global issues and the possibility of shaping their own life in Europe and the world.

- **We are interested in Europe and the world** – family stories, knowledge and experiences from Europe and the world; nearby places, events and artefacts which are related to Europe and the world; our neighbours in Europe; the life of children in other countries; folk literature, customs and traditions in Europe
- **We explore Europe and the world** – our homeland and Europe; European landscapes; Europe and the world; international gatherings; state and European symbols; Europe Day; the life of Europeans and style of life in European families; lifestyle and education of young Europeans
- **We are Europeans** – the roots and origins of European civilisation; key milestones in European history; European integration; institutions of the European Union and their functioning; the four

freedoms and their impact on the life of the individual; what brings Europe together and what divides it; international organizations and their contributions to addressing issues related to children and youth

## 6.4 MULTICULTURAL EDUCATION

### Characteristics of the cross-curricular subject

At the level of basic education, the cross-curricular subject of Multicultural Education familiarises pupils with the diversity of various cultures and their traditions and values, on the basis of which they can become better aware of their own cultural identity, traditions and values.

Multicultural Education helps pupils know their own cultural anchorage and to understand different cultures. It develops a sense for justice, solidarity and tolerance, and guides pupils towards understanding and respecting the constantly increasing level of sociocultural diversity. Among members of minority ethnic groups, it develops their specific cultural identity while at the same time introducing them to the majority culture. Members of the majority learn the fundamental characteristics of other nations living in the same country, and both groups thus can find common points of reference for mutual respect, joint activities and cooperation.

Multicultural Education deeply affects interpersonal relationships at the school, including teacher-pupil relations and relationships among pupils, between the school and the family and between the school and the local community. As an environment which brings together pupils from various social and cultural backgrounds, the school should ensure an atmosphere in which all will feel equal, in which minority pupils are successful in a majority environment and in which majority pupils learn about their minority classmates' culture. In this way, Multicultural Education contributes to mutual understanding between both groups, tolerance, and the elimination of animosity and prejudices towards the "unknown".

Multicultural Education penetrates all educational areas. It is particularly closely tied to the educational areas of **Language and Communication through Language, Humans and Society, Information and Communication Technologies, Arts and Culture** and **Humans and Health**. In **Humans and Nature**, it touches primarily on the educational field of Geography. Its ties to all these areas result primarily from themes focused on the relationship between various nations and ethnic groups.

### Benefits of the cross-curricular subject for pupils' personal development

#### *In the area of knowledge, skills and abilities, the cross-curricular subject:*

- offers pupils basic information on various ethnic and cultural groups living in Europe and the Czech Republic
- develops the ability to orient oneself in a pluralistic society and to use intercultural contacts to enrich oneself and others
- teaches pupils to communicate and co-exist in a group containing members of different sociocultural groups, to exercise their rights and respect those of others, to understand and tolerate others' different interests, opinions and abilities
- teaches acceptance of others as individuals with the same rights, realizing that all ethnic groups and all cultures are equal and none is superior to any other
- develops the ability to recognize and tolerate the differences of other national, ethnic, religious and social groups and to work with members of different sociocultural groups
- develops the ability to recognize expressions of racial hatred and helps to prevent xenophobia
- teaches pupils to be aware of the possible impacts of their verbal and non-verbal statements and to be prepared to take responsibility for their actions
- provides information on basic multicultural terminology: culture, ethnic group, identity, discrimination, xenophobia, racism, nationality, intolerance etc.

***In the area of attitudes and values, the cross-curricular subject:***

- offers pupils information which helps them to form attitudes of tolerance and respect towards different sociocultural groups, to consider the cultural background of members of other sociocultural groups and to recognize their legitimacy
- helps pupils become aware of their own identity, to be themselves, to reflect on their own sociocultural background
- stimulates, influences and corrects pupils' behaviour and value systems, and teaches them to see differences as an opportunity for personal enrichment and not as a source of conflict
- promotes an awareness of the incompatibility of racial (religious or other) intolerance with the principles of living in a democratic society
- promotes personal engagement in fighting expressions of intolerance, xenophobia, discrimination and racism
- teaches pupils to see themselves as citizens who actively participate in forming society's relations to minority groups

**Thematic areas of the cross-curricular subject**

Thematic areas of Multicultural Education are based on the actual situation at school and reflect actual events in the local community and the current state of society. The selection and realization of any given thematic area or topic may be significantly influenced by an agreement among teachers, between teachers and pupils, or between teachers and parents etc.

- **Cultural differences** – each individual's uniqueness and individuality; a person as an indivisible unity of body and mind as well as a member of an ethnic group; recognizing one's personal cultural grounding; respecting the unique character of various ethnic groups (in particular foreigners or members of ethnic groups living in the local community); fundamental issues related to sociocultural differences in the Czech Republic and in Europe
- **Human relations** – the right of all to live and work together; maintaining tolerant relations and working with other people regardless of their membership in any cultural, social, religious, special interest or generational group; intercultural relations (mutual enrichment of cultures as well as conflicts resulting from cultural differences); prejudices and ingrained stereotypes (causes and results of discrimination); the importance of individuals' integration in family, peer and professional relationships; respectful behaviour (basic moral standards); the importance of good interpersonal relations for harmonic personal development; tolerance, empathy, the ability to put oneself into other people's shoes; solidarity, personal contributions to including pupils from different cultural backgrounds into the classroom collective
- **Ethnic origin** – equal value of all cultures and ethnic groups; differences and equality; the status of national minorities; basic information on various ethnic and cultural groups living in Europe and the Czech Republic; different lifestyles, different modes of thinking and ways of perceiving work; identifying expressions of racial intolerance – sources of intolerance
- **Multiculturalism** – multiculturalism in the world today and expected development in the future; multiculturalism as a path towards mutual enrichment; specific characteristics and equal worth of languages; listening to others, communicating with members of different sociocultural groups, forthright attitude towards differences; the importance of using foreign languages as a tool for communication and lifelong learning
- **Principles of social reconciliation and solidarity** – personal responsibility for and contribution to eliminating the discrimination of and prejudices towards ethnic groups; conflict-free life in a multicultural society; active participation in reshaping society according to one's abilities, respecting the needs of minority groups; human rights – founding documents

## 6.5 ENVIRONMENTAL EDUCATION

### Characteristics of the cross-curricular subject

**Environmental Education** promotes individual understanding of the complex and intricate relationship between humans and the environment, i.e. it fosters a realization of the necessity of moving gradually towards sustainable development and acknowledging the importance of taking responsibility for the actions of society and of each individual. The cross-curricular subject helps pupils trace and become aware of humans' dynamically changing relationship to the environment while directly observing current ecological, economic, scientific/technical, political and civic aspects, as well as aspects of time (our relationship to the future) and space (relationships between local, regional and global issues), as well as the possibilities offered by various options for solving environmental issues. It encourages individuals to actively participate in environmental protection, shaping the environment and changing their lifestyle and values in the interest of the sustainable development of human civilisation.

The realization of this cross-curricular subject involves most educational fields. By gradually integrating, expanding, reinforcing and systematizing knowledge and skills in these areas, Environmental Education promotes the formation of an integrated viewpoint. Each area plays a specific role in influencing rational, emotional and conative behaviour. In the educational area of **Humans and Their World**, this cross-curricular subject provides an elementary view of nature and the environment. It teaches pupils to observe, to sensitively perceive and to evaluate the impact of human behaviour and promotes the acquisition of fundamental skills and habits required for an active responsible approach to the environment in everyday life. It makes maximum use of pupils' direct contact with their environment and develops critical thinking while influencing the individual's emotional side. In the educational area of **Humans and Nature**, it emphasises acknowledging the objective applicability of natural laws and dynamic contexts from less complex ecosystems all the way to the biosphere as a whole, humankind's position in nature and the complex functioning of ecosystems in relation to human society, i.e. for maintaining the conditions necessary for life, for finding renewable sources of raw materials and energy and for non-productive values (inspiration, rest). It proposes a systemic approach which emphasizes the interlinked nature of systems, their hierarchic organization and their relations to the surroundings. In the educational area of **Humans and Society**, it uncovers connections between ecological, technical-economic and social phenomena while emphasizing the importance of preventative circumspection in actions, as well as other principles of sustainable development. In the educational area of **Humans and Health**, it touches on the issue of the environment's influence on our health and on the health of others. In connection with issues facing the world today, it guides pupils towards recognizing the importance of nature preservation when organizing mass sporting events. In the educational area of **Information and Communication Technologies**, this cross-curricular subject enables the active use of computer technology (the internet) to find the latest information on the state of the environment, to determine the seriousness of environmental issues and to realize their interconnectedness. Communication technologies stimulate interest in different solutions to environmental problems by making contacts in this area and exchanging information on the region, national, EU and worldwide level. The educational area of **Arts and Culture** offers Environmental Education many opportunities for considering humankind's relationship to the environment, recognizing the natural and social environment as a source of inspiration for shaping cultural and artistic values, and contributes to perceiving the aesthetic qualities of the environment. The subject's integration with the educational area of **Humans and the World of Work** takes place through specific activities benefiting the environment. It allows pupils to recognize the importance and role of various professions in relation to the environment.

### Benefits of the cross-curricular subject for pupils' personal development

#### *In the area of knowledge, skills and abilities, the cross-curricular subject:*

- develops an understanding of interrelationships within the biosphere, humankind's relationship to the environment and the environmental impacts of human activities

- promotes an awareness of the conditions necessary for life and the possibility of their endangerment
- contributes to a recognition and understanding of the connection between the growth in human population and the relationship to the environment in different parts of the world
- promotes an understanding of the interrelationships between local and global issues and personal responsibility in one's relationship to the environment
- provides the knowledge and skills and nurtures the habits necessary for citizens to adopt environmentally-friendly behaviour
- shows positive and negative examples of behaviour towards the environment and in regard to sustainable development
- helps to develop collaborative efforts in environmental protection on the local, regional, European and international level
- introduces principles for the sustainable development of society.
- teaches pupils to assess the objectivity and urgency of information on environmental issues
- teaches pupils to talk about environmental issues, to express themselves, and to rationally defend and reason their opinions and standpoints

***In the area of attitudes and values, the cross-curricular subject:***

- contributes to a perception of life as having the highest value
- promotes responsibility in one's relationship to the biosphere, nature preservation and conservation of resources
- promotes an understanding of the importance and necessity of sustainable development as a promising possibility for the future development of human society
- promotes an active approach, creativity, tolerance, open-mindedness and considerateness in one's relationship to the environment
- contributes to shaping a healthy lifestyle and an awareness of the aesthetic value of the environment
- promotes personal engagement in issues associated with environmental protection
- promotes a perceptive and sensitive attitude towards nature and cultural heritage

**Thematic areas of the cross-curricular subject**

Environmental Education is divided into thematic areas which promote a complete understanding of humankind's relationship towards the environment and acknowledging the fundamental conditions necessary for life, as well as an understanding of the present generation's responsibility for future life.

**Thematic areas:**

- **Ecosystems** – forests (forests in the Czech Republic, productive and non-productive meaning); fields (meaning, human influence on the surrounding landscape, methods of cultivation, fields and their surroundings); water resources (human activities associated with water management, importance for landscape ecology); oceans (species differences, importance for the biosphere, algae and oxygen, carbon dioxide cycle) tropical rain forests (comparisons, species diversity, endangerment, global importance and importance for us); human settlements – towns – villages (artificial ecosystem, its functions and relations to the surroundings, apply to local conditions); cultural landscapes (understanding the deep influence of nature during the rise of civilisation until today)
- **Fundamental conditions for life** – water (relationship between the water quality and quality of life, importance of water for human activities, safeguarding water quality, drinking water in the world and the Czech Republic, possible solutions); the atmosphere (importance for life on Earth, threats to the atmosphere, climate change, global interconnectedness, air quality in the Czech Republic); soil (interconnectedness of environmental components, source of nutrition, threats to soil, recultivation and local situation, changes in the need for agricultural land, the



new function of agriculture in the landscape; preservation of species (reasons for their protection, forms of protection of individual species); ecosystems – biodiversity (functioning of ecosystems, importance of biodiversity, different levels, threats to ecosystems and biodiversity, environmental protection in the world and in the Czech Republic); energy (energy and life, impact of energy resources on the development of society, use of energy, possible forms of conservation, local conditions); natural resources (raw materials, energy resources and resource depletion, environmental impacts, proper management of natural resources, local importance and local forms of obtaining and using natural resources)

- **Human activities and environmental problems** – agriculture and the environment, organic agriculture; transport and the environment (importance and development, sources of energy for transport, environmental impact, forms of transport and environmental burden, transport and globalisation); industry and the environment (industrial revolution and demographic changes, environmental impacts of industry, processed materials and their impacts, impact of legal and economic pressure on industry's relationship to environmental protection, industry and sustainable development); waste and waste management (waste and nature, principles and forms of waste management, secondary raw materials); nature preservation and preservation of cultural monuments (importance of nature preservation and preservation of cultural monuments; legal solutions in the Czech Republic, the EU and the world, local examples, the principle of erring on the side of caution; protecting nature during mass sporting events – IOC principles) changes to the landscape (the landscape in the past and today, influence of human activities, reflection and prospects); long-term programmes focused on increasing the public's environmental awareness (the Environmental Education and Awareness government programme, the EU's Agenda 21) and events (UN World Environment Day, Earth Day, etc.)
- **Humankind's relationship to the environment** – our community (natural resources, origin, forms of use, waste management solutions, local nature and culture and their preservation, ensuring environmental protection in our town - institutions, non-governmental organizations, people); our lifestyle (consumption of goods, energy, waste, forms of behaviour and environmental impact); current (local) environmental issues (examples, causes, impacts, connections, possible solutions, assessment, presenting and arguing personal opinions); the environment and health (diverse environmental influences on health, complex and synergetic effects, possible forms of health protection); the non-uniform character of life on Earth (different environmental conditions and different levels of societal development, causes and impacts of increased disparities in globalisation, principles of sustainable development, examples from around the world and the Czech Republic)

## 6.6 MEDIA EDUCATION

### Characteristics of the cross-curricular subject

In basic education, the cross-curricular subject of Media Education provides elementary knowledge and skills related to media communication and work with the media. Media and communication represent a highly important source of skills, experience and knowledge for an increasing range of recipients. Individual success in society greatly depends on the ability to process, evaluate and make use of stimuli from the surrounding world, which requires an ever greater ability to process, evaluate and make use of stimuli from the media. The media have become an important social factor with a significant level of influence on the behaviour of individuals and society and on shaping our lifestyle and quality of life in general. In the meantime, however, the media's messages are inconsistent, characterized by a peculiar relationship to natural and social reality and guided by various (mostly unacknowledged and thus potentially manipulative) intentions. The proper evaluation of these messages' intentions (to inform, convince, manipulate or entertain) and their relationship to reality (factual accuracy, logically structured arguments, legitimacy) requires a significant amount of training.

The objective of Media Education is to equip pupils with a basic level of media literacy. This includes familiarizing oneself with certain basic findings regarding the functioning and societal role of

contemporary media (history, structure) and acquiring skills which facilitate the individual's educated, active and independent interaction with the media message. This primarily involves the ability to analyse the message, to judge its trustworthiness and to determine its intent or associate it with other messages. It further involves orientation in media content and the ability to choose the proper medium for meeting various different needs – source of information, education, leisure time activities.

Media Education is closely related to the educational area of Humans and Society, in particular because the media as a social institution participate in shaping the modern era and its values, and allow us to find parallels between past and present events and to compare local phenomena and processes against European and global criteria. Media Education is focused on systematically instilling a critical distance from media messages and developing the ability to interpret media messages on the basis of their informative quality (significance and trustworthiness of news reports, use of “convenient” information in advertising etc.). Media Education's connection to the educational area of Language and Communication through Language is found primarily in the perception of spoken and written messages, their structure, various types of content and the use of a corresponding range of communicative tools. It also includes the acquisition of basic rules of public communication, dialogue and argumentation. Within the educational field of Information and Communication Technologies, it involves the use of print and digital documents as sources of information. Attention is focused on the message's factual correctness and accuracy, both through the critical analysis of existing texts as well as through own texts and by forming the habit to verify all data as thoroughly as possible. The subject's relation to the educational area of Arts and Culture is based on the perception of the specific “language” of symbols and combinations of symbols used by the media – not only language but also images and sounds. This contributes to the ability to be aware of, interpret and critically assess artistic and regular media products.

### **Benefits of the cross-curricular subject for pupils' personal development**

#### ***In the area of knowledge, skills and abilities, the cross-curricular subject:***

- promotes the ability to successfully and independently engage media communication
- promotes development of an analytic approach to and critical distance from media content
- teaches pupils to use the media's potential as a source of information and quality entertainment and for leisure time activities
- promotes an understanding of the objectives and strategies of selected media content
- guides pupils towards adopting the basic principles involved in creating important forms of media content (especially news reports)
- enables pupils to gain an idea of the role of the media in key societal situations and in democratic society in general (including legal context)
- provides an idea of the role of the media in daily life in the (local) region
- guides pupils towards identifying the validity and importance of arguments in public discourse
- develops communication skills, in particular during public appearances, as well as writing and speaking style
- helps pupils to properly apply their skills within an editorial team
- contributes to pupils' ability to adapt their activities to the needs and objectives of the team

#### ***In the area of attitudes and values, the cross-curricular subject:***

- develops sensitivity towards stereotypes found in the media as well as towards the manner in which a media message has been formulated
- promotes pupils' awareness of the value of their life (in particular leisure time) and their responsibility for personal fulfilment
- develops sensitivity towards prejudices and simplified judgments by society (in particular of minorities) and individuals
- facilitates an awareness of the possibility of freely expressing one's personal attitudes and promotes taking responsibility for their formulation and manner of presentation

## **Thematic areas of the cross-curricular subject**

At the level of basic education, Media Education comprises basic knowledge and skills related to the media and media communication. Its thematic areas are divided into receptive and productive activities.

### **Thematic areas of receptive activities:**

- **critical reading and perception of media messages** – developing a critical approach to news and advertising; distinguishing a message’s entertainment-oriented (“tabloid”) elements from informative and socially significant elements; biased elements in a message (selection of words and images); identifying differences between informative, entertainment and advertising messages; understanding the essence of a media message, clarifying its objectives and rules; identifying a text’s basic orientational elements
- **interpretation of the relationship between media messages and reality** – identifying different types of messages and their functions; differences between advertising and news and between “factual” and “fictional” content; main characteristics of representation (differentiating between reality and media stereotypes, as a representation of reality); the relationship between the media message and social experience (differentiating messages which enforce preconceived notions and prejudices from messages based on a knowledge of the issue and an unbiased attitude); identifying social bias in a text, signs of biases contained in the message; identifying simplified media messages, repeated use of certain elements (in news, advertising and entertainment)
- **the structure of media messages** – examples of regularity in the organization of media messages, in particular the news (news as storytelling, compiling contributions according to criteria); principles of compiling news, identifying these principles, positive principles (significance and usefulness), “entertainment” in reporting (negativity, personal tone, simplification, immediacy); examples of structuring and organizing news reports (comparison of front pages from various daily newspapers), other media messages (such as composition and selection of messages in magazines for teenagers)
- **perception of the author of media messages** – identifying the author’s attitudes and opinions in the media message; tools of communication and their use to express or veil opinions and attitudes, including conscious manipulation; signs of explicit or implicit bias, selection and combination of words, images and sounds as part of intent and bias
- **functioning and influence of the media in society** – the media’s structure and position in society; factors influencing the media, interpreting influences on the media’s behaviour; forms and impacts of media financing; the media’s influence on daily life, society, politics and culture from contemporary and historical perspectives; the role of the media in the daily life of the individual, the influence of the media on the organization of our days, on our range of conversation topics, on attitudes and behaviour; the role of the media in political life (election campaigns and their significance); the influence of the media on culture (the role of film and television in the life of the individual, the family and society); the role of the media in political changes

### **Thematic areas of productive activities:**

- **creation of the media message** – use, selection and combination of communication tools for shaping factually accurate and (socially and situationally) appropriate messages; creating a media message for a school magazine, radio, television or internet; technological possibilities and limitations
- **working on a production team** – editorial board of a school magazine, radio, television or internet-based medium; building the team, importance of enriching the team with people of various ages and from various social groups, communication and teamwork; setting objectives and timelines, delegating tasks and responsibility; factors influencing teamwork; regular schedule of media production

## 7 Framework Curriculum Timetable

Educational Area	Educational Field	Stage 1	Stage 2
		Grades 1 – 5	Grades 6 - 9
		Minimum time allotment	
Language and Communication through Language	Czech Language and Literature	35	15
	Foreign Language	9	12
Mathematics and Its Applications		20	15
Information and Communication Technologies		1	1
Humans and Their World		12	–
Humans and Society	History	–	11
	Civil Education		
Humans and Nature	Physics	–	21
	Chemistry	–	
	Nature	–	
	Geography	–	
Arts and Culture	Music	12	10
	Fine Art		
Humans and Health	Health Education	–	10
	Physical Education	10	
Humans and the World of Work		5	3
Cross-curricular subjects		M	M
Available time allotment		14	24 <sup>11</sup>
<b>Total mandatory time allotment</b>		<b>118</b>	<b>122</b>

M = mandatory: must be included and implemented for all pupils over the course of education at the relevant stage, time may be allocated from available time allotment

<sup>11</sup> The school is obligated to offer pupils at stage 2 (no later than by grade 8) six hours of instruction in Second Foreign Language. Pupils who do not elect Second Foreign Language must choose from other electives, using the same amount of time allotment.

## 7.1 Notes on the framework curriculum timetable

The Framework Curriculum Timetable (FCT) for basic education establishes **binding** rules for the following:

- the inclusion of educational areas and educational fields into basic education at Stage 1 (grades 1 to 5) and Stage 2 (grades 6 to 9)
- the minimum time allotment for each educational area (educational field) at the relevant stage of basic education
- inclusion and realization of cross-curricular subjects for all students at the relevant level
- the available time allotment
- the total mandatory time allotment for Stages 1 and 2 of basic education
- notes on educational areas (educational fields) in the FCT

The FCT establishes a *total mandatory time allotment* of **118 hours**<sup>12</sup> for Stage 1 of basic education and **122 hours**<sup>13,14</sup> for Stage 2 of basic education. The total mandatory time allotment contained in the FCT represents the maximum mandatory weekly time allotment<sup>15</sup> at the relevant stage of basic education<sup>16</sup>.

Two conditions must be met when compiling the SEP's curriculum timetable and when realizing instruction:

- the total mandatory time allotment for the relevant stage of basic education (118 or 122 hours) must be observed
- the maximum weekly time allotment established by the Education Act for the individual grade levels of basic education must not be exceeded (22 hours for grades 1 and 2; 26 hours for grades 3 to 5; 30 hours for grades 6 and 7 and for corresponding grades at six-year and eight-year secondary schools; 32 hours for grades 8 and 9 and for corresponding grades at six-year and eight-year secondary schools).
- at the same time, a minimum weekly time allotment is established for the individual grade levels of basic education as follows: 18 hours for grades 1 and 2; 22 hours for grades 3 to 5; 28 hours for grades 6 and 7 and for corresponding grades at six-year and eight-year secondary schools; 30 hours for grades 8 and 9 and for corresponding grades at six-year and eight-year secondary schools.

The total mandatory time allotment is composed of the minimum time allotment for the educational areas (educational fields) plus the available time allotment.

The minimum time allotment for the individual educational areas (educational fields) is binding<sup>17</sup>. This number determines how many hours a week the school must dedicate to the given educational areas (educational fields) at the relevant stage of basic education.

The available time allotment is defined as 14 hours for Stage 1 of basic education and 24 hours for Stage 2 of basic education. (For more information on use of the available time allotment, see section 7.2.) The school shall use the available time allotment for the realization of subjects which promote the pupils' specific talents and interests and positively encourage learning. For pupils with

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<sup>12</sup> Small schools at which not all Stage 1 grade levels are represented set their SEP's time allotment for each grade level with a view towards the fact that the schools to which the pupils advance tend to set the number of hours at subsequent grade levels at the upper limit.

<sup>13</sup> Six-year grammar schools set their SEP's time allotment for subjects of instruction at the lower grade levels of grammar school with a view towards the relative time allotment for the individual educational areas defined in the FEP BE's framework curriculum timetable. The total mandatory time allotment for the lower grade levels at six-year grammar schools is 64 hours.

<sup>14</sup> At all grade levels, the education of pupils with health disabilities may make use of the maximum weekly time allotment provided for the individual grade levels by the Education Act for increasing the amount of time spent on subjects requiring additional time allotment in view of the pupil's disability, or for adding subjects from special education.

<sup>15</sup> If instruction is organized in an irregular manner, the maximum mandatory time allotment is understood as representing the average figure.

<sup>16</sup> The total mandatory time allotment is linked to the pupil, i.e. each pupil must complete 118 hours at Stage 1 and 122 hours at Stage 2.

<sup>17</sup> See chapter 8 for the specifics of educating pupils with health disabilities.

special educational needs, the available time allotment may be used to include subjects of special education.

On the basis of the FCT, the school creates an curriculum timetable which respects the requirements contained in the FCT and observes the fundamentals for preparing the school educational programme as formulated in chapter 11 of this document<sup>17</sup>.

## 7.2 Notes on educational areas

### Language and Communication through Language

- the educational content of the educational field *Czech Language and Literature* is implemented at all grade levels of basic education
- writing is included in Communication and Composition and as a rule is implemented in smaller time units than the teaching hour
- education in a mother tongue other than Czech is implemented on the basis of special regulations
- the educational content of the educational field of Foreign Language has a weekly time allotment of 3 hours and is mandatory for grades 3 to 9; if there is pupil interest and parental consent, Foreign Language instruction may be commenced at lower grade levels; pupils must be offered English before other languages; if pupils (their statutory representatives) choose a language other than English, the school must provably inform the pupil's statutory representative of the fact that the educational system cannot guarantee continuity in the education of the chosen foreign language in case of the pupil's transfer to another basic school or to secondary school
- until the 2011/2012 school year the educational content of the educational field of Second Foreign Language is elective; the school is obligated to offer it to all pupils no later than by grade 8; the available time allotment for Second Foreign Language is at least 6 hours; pupils who do not select Second Foreign Language shall select from other subjects which better reflect their interest
- Second Foreign Language may be German, French, Spanish, Italian, Russian, Slovak, Polish or another language; schools must offer English as Second Foreign Language for pupils who did not select English as their Foreign Language

### Mathematics and Its Applications

- the educational content of the educational field *Mathematics and Its Applications* is implemented at all grade levels of basic education

### Information and Communication Technologies

- the educational content of the educational field *Information and Communication Technologies* is implemented at Stages 1 and 2 of basic education

### Humans and Their World

- the educational content of the educational field *Humans and Their World* is implemented at all grade levels of Stage 1 of basic education

### Humans and Society

- the educational content of the educational area is implemented at all grade levels of Stage 2 of basic education

### Humans and Nature

- the educational content of the educational area is implemented at all grade levels of Stage 2 of basic education

### Arts and Culture

- the educational content of the educational area is implemented at all grade levels of basic education

### Humans and Health

- the educational content of the educational field *Health Education* is realized only at Stage 2 of basic education; at Stage 1, the educational content of Health Education is included in the educational area of Humans and Their World

- the educational content of the educational field *Physical Education* is realized at all grade levels of basic education; for health reasons, the time allotment for Physical Education must not drop below 2 hours per week
- the educational content of the educational field *Physical Education* includes the thematic area of *Remedial Physical Education*, elements of which are applied preventively during *Physical Education* for all pupils or are assigned to pupils with physical impairment in place of activities which are counterindicative of their weakness; at the same time, schools are recommended to offset the physical deficits of pupils in health category III and to provide corrective exercises by assigning a mandatory or elective subject whose activities are taken from the thematic area *Remedial Physical Education*.

### **Humans and the World of Work**

- the educational content of the educational field *Humans and the World of Work* is implemented at Stages 1 and 2 of basic education
- at Stage 1, the educational content is realized at all grade levels; all 4 thematic areas are mandatory for the school; at Stage 2, the only mandatory thematic area is *The World of Work* and the school selects at least one thematic area from the remaining seven which must be implemented to its full extent
- the thematic area *The World of Work* is mandatory to its full extent for all pupils; with a view towards helping pupils select their future career, it is appropriately offered at the highest grade levels of Stage 2

### **Cross-curricular subjects**

- cross-curricular subjects form a mandatory part of basic education
- all cross-curricular subjects must be included at Stages 1 and 2, but need not be present at all grade levels (for inclusion of cross-curricular subjects in six-year and eight-year grammar schools, see note 10 on page 92)
- cross-curricular subjects may be included into the SEP as an integrated part of other subjects; the school may decide on the manner in which cross-curricular subjects are realized and may determine the time allotment for the individual grade levels

### **Available time allotment**

- use of the available time allotment is fully within the authority and responsibility of the school director
- the use of the total available time allotment in the SEP's curriculum timetable is binding

The available time allotment is intended for:

- implementing elective subjects, which must meet the objectives of basic education and develop pupils' key competencies
- implementing the educational content of the field of Second Foreign Language at an extent of at least 6 hours (no later than by grade 8) or realizing another elective with the same time allotment
- increasing the time allotment of individual educational areas and educational fields beyond the minimum time allotment
- creating time allotment for realizing other mandatory subjects which help to complete the school's focus
- offering additional electives
- implementing cross-curricular subjects
- implementing complementary educational fields
- increasing the time allotment for PE at two consecutive grade levels at Stage 1, with mandatory swimming instruction



- implementing educational content which supports the education of pupils with special educational needs

# Part D

## 8 Teaching Pupils with Special Educational Needs

Pupils with special educational needs include students with health disabilities (physical disabilities, visual and auditory impairments, mental disabilities, autism, speech defects, multiple disabilities and developmental disorders affecting learning or behaviour), pupils with health disadvantages (physical weakness, long-term illness and mild health disorders leading to learning and behavioural problems) and socially-disadvantaged pupils (family background with low socio-cultural standing, at risk of pathological social phenomena, in court-mandated institutional educational care or in a protective facility, refugees and asylum seekers).

### 8.1 Teaching pupils with health disabilities and physical disadvantages

The education of pupils with health disabilities and physical disadvantages is provided:

- at schools specifically established for such pupils;
- in independent classrooms, departments or study groups with specially adapted educational programmes;
- through individual integration into a regular classroom.<sup>18</sup>

For all organized forms of education, pupils must be provided the conditions for their successful education and for satisfying their special educational needs.

Because of the pupils' health disabilities and physical disadvantages, their education must include a combination of special education and alternative methods along with modified methods used when teaching the regular population. These methods are applied in particular for the development of cognitive abilities and orientational skills and for improving pupils' social communication and certain other skills.

Basic education of pupils with health disabilities and physical disadvantages requires the professional preparation of the teaching staff, a stimulating and accommodating school environment which – with the contribution of all supportive measures<sup>19</sup> – enables the development of the pupils' inner potential, promotes lifelong learning and a corresponding level of career success, and thus facilitates their social integration.

The FEP BE establishes the conditions for teaching pupils with health disabilities and physical disadvantages and forms a starting point for preparing the SEP. The SEP represents a foundation for the creation of individual education plans.

At the SEP level, the educational content of basic education may be adapted and altered for these pupils in order to bring the educational requirements in line with the pupils' actual abilities. For the same reason, it is possible to set a different length for the teaching hour. The SEP includes special education subjects and subjects of special educational care corresponding to the pupils' special educational needs resulting from the type of health disability and physical disadvantage. This includes speech therapy, sign language, spatial orientation and independent movement for visually impaired pupils, visual stimulation, work with optical aides, reading and writing in Braille, physical health education, communication and social skills etc. At the same time, the SEP describes which compensational and educational tools, special textbooks and educational programmes are used during teaching.

When diagnosing special educational needs and assessing the abilities of pupils with health disabilities and physical disadvantages, as well as during their education, upon approval from parents or statutory representatives, additional support may be provided by educational care centres, officially

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<sup>18</sup> Section 16(8) of Act No. 561/2004 Coll.

<sup>19</sup> Section 1(2) of Decree No. 73/2005 Coll.

registered school counselling facilities (educational psychological counselling, special educational centres etc.) and specialised school counselling staff (in particular, special education teacher or psychologist).

### **Conditions for teaching pupils with health disabilities and physical disadvantages**

Planning and implementation of the educational process should be based on a specific diagnosis and description of the pupil's special educational needs and abilities. Although each category of pupils with health disabilities and physical disadvantages shares common educational needs and requires the same type of special educational support, it should be kept in mind that pupils are individuals with varying educational needs and abilities. For this reason, subjects of special educational care are taught while observing the principle of the individualization and differentiation of education.

### **The successful education of pupils with health disabilities and physical disadvantages requires the following:**

- observe health aspects and respect the pupil's individuality and needs;
- enable the use of all supporting measures<sup>20</sup> during the pupil's education;
- apply the principle of the differentiation and individualization of the educational process when organizing activities and determining educational content, forms and methods;
- provide specialists for teaching subjects of special educational care;
- respect the type, degree and level of disability or disadvantage when assessing the outcomes of teaching;
- remove architectural barriers and perform any necessary changes to or adaptations of the school environment;
- work together with the pupil's parents or statutory representatives, school counselling facilities and specialised school counselling staff or with specialists from other areas (in particular when preparing individual education plans);
- work together with other schools which educate pupils with health disabilities or physical disadvantages;
- promote pupils' gifts and talent by providing the appropriate educational offer.

### **Other conditions for the education of pupils with disabilities:**

- provide a higher time allotment (at all grade levels) for those subjects which require additional time because of the pupils' disabilities;
- enable the application of the maximum weekly time allotment established by the Education Act<sup>21</sup> for each grade level in order to include subjects of special educational care;
- adapt and formulate the expected outcomes for the educational fields in the individual periods<sup>22</sup> in order to make them realistic and attainable for these pupils in light of their abilities, and adjust the selection of subject matter to these outcomes;
- if the pupil's (pupils') health disability objectively prevents the realization of the educational content of all or part of an educational field contained in the FEP BE, enable the replacement of all or part of the relevant educational content in the SEP with related or different educational content which is better suited for his (their) educational abilities (see notes on the FCT);
- make use of alternative forms of communication – sign language, Braille, other forms of communication;
- if needed and in accord with currently binding legal regulations, allow an assistant teacher in the classroom or study group.

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<sup>20</sup> Section 1(2) of Decree No. 73/2005 Coll.

<sup>21</sup> Section 26(2) of Act No. 561/2004 Coll.

<sup>22</sup> If the pupil attends school for ten years, Stage 1 is divided into Period 1 (grades 1-3) and Period 2 (grades 4-6).

## **8.2 The education of socially disadvantaged pupils**

This group includes pupils<sup>23</sup> from social or linguistic backgrounds which are different from that in which the majority population is growing up. These pupils either belong to a local minority or are the children of immigrants (primarily refugees and asylum seekers). In Czech schools, the number of such pupils is on the rise. Some such pupils are able to integrate into regular schools without serious problems, while others may encounter various difficulties of a linguistic nature or because they are deeply influenced by their families and cultural patterns, which are reflected in behaviour, actions, and different values, lifestyles, concepts of childrearing, relationship to education etc. Pupils from families with low socio-cultural and economic standing are more frequently at risk of socio-pathological influences. For these reasons, it is necessary to devote specific attention to these pupils to the extent they require.

From the very beginning of their schooling, in most cases the main problem in teaching pupils from a different cultural background is their lack of familiarity with the language of instruction. This is symptomatic for the most minorities and ethnic groups for whom instruction does not take place in their mother tongue. It is thus not only necessary to make sure that they learn the Czech language, but also that they become familiar with Czech society and its cultural habits and traditions. On the other hand, it is necessary to ensure, in accordance with the Education Act and under the conditions established therein, that these pupils receive instruction in the language of the relevant national minority and are given the opportunity to receive information during their school career from which they may select elements in order to build their own identity. This requires complementing the educational content to include specific materials on their nationality's history, culture and traditions.

The school's long-term objective must be the integration of pupils from different cultural and socially disadvantaged backgrounds, the protection of their minority culture and the promotion of their success within the majority society. It is thus vital that, when preparing the SEP, schools be aware of the nationality, ethnicity or value system of all their pupils and to respond as flexibly as possible to their cultural differences, or to prepare an individual education plan for these pupils which meets their needs to the maximum possible extent.

### **Conditions for the education of socially disadvantaged pupils**

The most important factor in successfully teaching pupils from culturally different and frequently also socially disadvantaged backgrounds is the teacher, who should be familiar with his pupils and their family background, be able to select an appropriate approach and to create a welcoming social atmosphere in the school and classroom.

The school must make use of instructional methods which are suitable for the pupils' diverse learning styles and different ways of organizing instruction, and to plan instruction on the basis of the interests, experiences and needs of pupils from various cultural, ethnic and social backgrounds.

The successful education of socially disadvantaged pupils requires the following:

- individual or group attention;
- preparatory classes;
- the aid of an assistant teacher;
- smaller number of pupils per classroom;
- corresponding methods and forms of work;
- specific textbooks and materials;
- regular communication and feedback;
- cooperation with a psychologist, special education teacher – child behavioural psychologist, social worker or other specialists.

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<sup>23</sup> Section 16(4) of Act No. 561/2004 Coll.

### **8.3 Creating the school educational programme at basic schools attached to healthcare facilities, children's diagnostic institutions and educational facilities established for institutional and protective education**

When creating the school educational programme at basic schools attached to healthcare facilities, children's diagnostic institutions and educational facilities established for the institutional and protective education of children requiring medical treatment as a result of neurological damage and mental illness – see Sections 9 to 11 of Decree No. 438/200 Coll. regulating the details of institutional and protective education at educational facilities – the director of the school or educational facility may adjust the school educational programme or the organization of education as established in the FEP BE according to the facility's specific conditions and the pupils' educational needs and abilities.

## 9 Education of Exceptionally Gifted Pupils

The education of exceptionally gifted pupils is an important part of basic education because exceptionally gifted pupils have specific educational needs which need to be addressed and require the creation of suitable conditions.

‘Gifted’ is most commonly defined as possessing a collection of abilities which enable the individual to attain a higher level of achievement than the average population. The number of exceptionally gifted pupils is estimated at 3 to 10 %<sup>24</sup>. Exceptionally gifted pupils may be gifted in one or several different areas.

Basic education plays a fundamental role in identifying and developing exceptionally gifted pupils. This is primarily due to the fact that all pupils pass through this stage of education and it is long enough for systematically observing pupils in order to identify those who are gifted, to provide appropriate motivation, to develop their gifts and to provide them with opportunities for applying their gifts in specific activities. These pupils require specific attention and support from the school and family, particularly stimulation and the creation of suitable pre-conditions for developing their talent.

### Identification of gifts

Identifying exceptionally gifted pupils is a long-term process involving pedagogical, psychological, pedagogical-psychological and lay techniques. The main approach involves the observation of pupils during their school-based work, an analysis of pupils’ work outcomes and portfolios, an assessment of tests and assignments, and interviews with pupils and parents. For pupils up to age 9, it is especially difficult to determine unambiguously whether they are exceptionally gifted or whether we are seeing uneven (faster) development which will gradually level out to the standard for their age while remaining in the upper average. When looking for exceptionally gifted pupils, it is important to pay attention to pupils with developmental disorders affecting their learning or behaviour, physically disabled pupils, and pupils from different cultural backgrounds or from disadvantaged social backgrounds.

With the approval of the pupil’s parents or statutory representatives, teachers may be aided in identifying gifted pupils and properly nurturing their gifts by psychologists from a network of pedagogical-psychological counselling centres.

### Specific characteristics of exceptionally gifted pupils:

- the pupil’s knowledge exceeds the required level;
- problematic attitude towards the rules of schoolwork;
- tend to create their own rules;
- tendency towards perfectionism and a corresponding approach, sometimes contentious, to communication with the teacher;
- personal working pace;
- create their own approaches to solving assignments which allow for creativity;
- little willingness to work together within the group;
- quickly learn teaching approaches;
- enjoy solving difficult assignments, in particular in connection with a high level of ability in the subject; physically gifted pupils tend to overestimate their abilities;
- good concentration and memory, tend to seek out and find creative approaches;
- insight into their own learning;
- increased level of motivation for a deeper approach to the basic subject matter, especially in subjects of instructions in which the pupil is gifted;

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<sup>24</sup> Although the question of ‘gift’ or talent has been studied for more than a hundred years, there still exists no uniform definition of gifted or exceptionally gifted. The estimated number of gifted pupils varies from author to author.

- a need to demonstrate and apply their knowledge and skills in the school environment.

### **Formation of relationship networks among exceptionally gifted pupils**

Among exceptionally gifted pupils, the formation of relationship networks is influenced by their personality, in particular their strong inclination towards introversion. Certain characteristics of these pupils' personalities may also make it more difficult for them to form conflict-free relationships with their peers, teachers or themselves. In particular their inclination towards perfectionism, their heightened level of criticism towards themselves and the surrounding world and their specific sense of humour may influence the formation of relationships with their peers (classmates). For pupils who have not been provided with the tools for learning how to deal with their specific abilities, their exceptional gifts may paradoxically cause them to form a negative self-image and to reject their special abilities. At other times it may occur that an unstimulating and unaccommodating environment causes such pupils to close themselves off into an inner world of their abilities and to refuse to communicate with the surrounding peer environment. Since many gifted pupils are introverts with poor social skills who prefer limited communication with their surroundings or are more inclined to communicating with older people, this is quite a common situation.

Another important factor is the level to which the pupils' gifts correspond to the abilities and opportunities in their surroundings, i.e., their family, classroom, teachers and peers. When the pupils start going to school, it is important for them to become members of an age-based community even if they usually find it easier to communicate with adults or older schoolmates. Gifted pupils frequently are afraid that they will not be able to integrate into their age-based community. As a result, they tend to deny their own abilities when trying to integrate into their natural peer age group. With increased age, these pupils display an increased social awareness and are well aware of their virtues and insufficiencies as well as their standing within their peer group, where their exceptional gifts may even become a reason for their peers' admiration.

The formation of a positive climate for exceptionally gifted pupils requires a sufficient amount of sensitivity to the pupils' specific needs on the part of those around them.

### **Possible adjustments to the form of instruction provided to exceptionally gifted pupils**

The form of instruction used with exceptionally gifted pupils should consistently observe the principles of individualization and internal differentiation.

#### **Examples of pedagogical-organizational adjustments:**

- individual education plans;
- complementing, expanding and deepening the educational content;
- assigning specific assignments;
- including pupils into independent and more extensive work and projects;
- internal differentiation of pupils in certain subjects;
- occasional (temporary) creation of groups for selected subjects with an open choice on the part of pupils;
- for certain subjects, participation in instruction alongside older pupils.

## 10 Material, Personnel, Sanitary, Organizational and Other Conditions for Implementing the FEP BE

Education based on the FEP BE should be accompanied by the corresponding conditions. In accordance with conceptual educational documents, generally binding regulations and standards, pupils' educational needs and teachers' requirements, the FEP BE defines the necessary material, personnel, hygienic, organizational and other conditions.

These conditions represent the optimum state against which the individual schools should measure themselves and which they should, supported by their founding entity, gradually approach and continue to develop.

When creating the conditions at a particular school, the following should be taken into consideration:

- pupils' and teachers' needs;
- the quality, functioning and aesthetic character of the school environment;
- optimalization of social relationships;
- effective education of pupils;
- pastime activities;
- collaboration with all participants and partners involved in the educational process.

### *Space and material needs:*

- home (universal) classroom containing functional multipurpose equipment;
- special classrooms and spaces (in accordance with the school's educational content)
  - language lab, ICT, physics, chemistry, natural sciences, geography, music and arts etc., equipped with special furniture, (laboratory) equipment, tools, materials and aids, audiovisual technology,
  - physical education (including outdoor and leased), equipped with safety surfaces, tools and equipment,
  - working classroom (workshops, kitchens, plots for gardening activities) equipped with the proper tools, equipment etc.;
- spaces for storing aids and for the teacher's preparatory work (studies), equipped with the corresponding storage furniture, instructional aids for the individual educational areas and appropriate facilities for the teacher to prepare and to rest;
- study areas for active use of free time (for pupils' and teachers' further studies or self-learning) – libraries and study rooms, informational and communication centres;
- spaces for work and rest, including spaces for non-demanding physical activities – joint and individual creative activities and joint or individual relaxation (pupils and teachers);
- spaces for assembling all of the school's pupils or a larger number of classes (hall, auditorium, exhibition spaces or other spaces adapted to these purposes);
- spaces for after-school pastime activities (school-based afterschool programmes, clubs), equipped with furnishings for work and rest, as well as aids for active and passive relaxation and learning;
- spaces for storing clothing and footwear (lockers), including pupils' changing rooms for physical education in an amount corresponding to the number of exercise stations, changing of pupils, and separation of boys' and girls' activities;
- spaces for pupils' and teachers' personal hygiene – toilets and washrooms equipped with a sufficient number of hygienic facilities corresponding to the physical needs of the age group and meeting applicable standards;
- spaces for common meals, sufficiently equipped and respecting hygienic standards and age-specific needs;



- spaces for treating injuries and for temporarily accommodating the injured, or for the provision of other aid in case of health problems;
- spaces (work rooms) for the school's other teaching and non-teaching staff (director, assistant director, supply officer, network administrator etc.), containing relevant equipment and communication technology;
- textbooks, teaching aids, information and communication technology and other aids and supplies (including aids for physical education, crafts and working activities, music and art education) allowing for effective teaching and promoting pupils' activity and creativity;
- other spaces for ensuring the school's proper functioning (storerooms, spaces for waste separation etc.).

***Educational health and safety needs; school life:***

- an appropriate work and rest schedule for pupils and teachers, with sufficient relaxation and active movement;
- an appropriate teaching schedule bearing in mind healthy learning habits and pupils' age;
- appropriate food and drink (according to pupil's age-based and individual needs);
- a healthy environment in the classroom and other school spaces, meeting binding standards (sufficient light, warmth, sound insulation, cleanliness, ventilation, size of seating and working furniture, hygienic facilities);
- observance of ban on smoking, drinking alcohol and the consumption of other harmful substances at and near the school;
- protecting pupils against injury;
- all dangerous objects or areas are visibly marked; regular inspection of facilities' safety;
- accessible first-aid supplies, contact information to doctors and other specialized services, teachers have practice in providing first aid.

***Psychosocial needs:***

- creation of a welcoming environment, healthy teaching and open partnership between pupils and teachers and between teachers and school management;
- education is connected to real life – learning things which make practical sense to the pupils, practical experience;
- age-appropriate and motivational assessment – respect for pupils' individuality, assessments made in accordance with individual abilities and progress, sufficient feedback, tolerance for errors and mistakes;
- fulfil pupils' needs – pupils' multifaceted success is the driving force in the preparation and realization of education;
- a favourable social climate – open communication based on partnership; respect, tolerance, acceptance, empathy, working with and helping others, a sense of belonging to the classroom and school;
- shielding pupils from violence, harassment and other socio-pathological situations;
- pupils' participation in education and school life, based on the model of a democratic society – community-building on the principles of freedom, responsibility, stable shared rules, justice, cooperation;
- timely provision of information on issues at school and outside school;
- respect for the needs of the individual and the individual's personal problems.

***Personnel needs:***

- teaching staff meet the requirements established by Act no. 563/2004, are capable of participating in other activities at the school;
- teaching staff have the requisite professional skills – are communicative towards pupils, parents, other teachers and specialists providing special services for the school, are capable of

diagnosing pupils and motivating them, can maintain an informal discipline, participate in continuing education, and assess and adapt their activities;

- professional support for pupils and parents – special educational teacher, psychologist, assistant etc.;
- teaching staff is capable of teamwork, teachers communicate and cooperate with each other;
- management possesses important managerial, organizational and pedagogical skills, is capable of creating a motivating and demanding professional atmosphere which encourages both their and their subordinates' constant professional growth, is capable of conceptual thinking and a conceptual style of work, can both advise and protect teachers from negative outside influences.

***Organizational needs:***

- all teachers are involved in preparing and realizing the SEP BE;
- basic rules for school life (for pupils, teachers and other users of the school), forms of discussing problems with pupils and parents;
- optimum instructional schedule taking into account pupils' age-related abilities and needs, in accordance with the content of education and appropriate teaching methods and with a view towards mandatory and elective subjects;
- school life is optimally organized in accordance with pupils' age-related needs and their safety (rest, activity, food and drink, health and hygiene, pastimes, unusual situations).

***Cooperation between the school and pupils' parents:***

- functioning and constantly updated system for providing information to pupils, teachers, school management, parents, school partners and among the individual participants in education;
- relationship with pupils' parents and other members of the public (e.g. school board) – introduction to school's objectives, teaching methods, pupil assessment, rules of school life, mutual search for solutions to pupils' problems;
- education strategy is open towards parents;
- allow for the establishment and functioning of a parent organization;
- make room for parent-teacher meetings;
- advisory service for parents with questions related to child-rearing;
- information on individual pupils as necessary for individual forms of education;
- possibility of parents' participation in instruction and in educational activities organized by the school;
- creation of social relations between the school and the public.

**Absolutely necessary material and space needs include:**

- a home classroom for each class, containing functioning equipment;
- special classrooms and spaces or a home classroom adapted for specialized instruction: foreign language instruction, ICT, natural and social sciences, music, art, crafts and working activities, spaces (own or leased) for providing mandatory PE;
- spaces for storing aids and for teachers' preparatory work;
- spaces for non-demanding physical activity during instruction and for after-school pastime activities;
- spaces for assemblies of all of the schools' pupils (own or leased);
- spaces for storing clothing and footwear (lockers), including changing rooms for physical education corresponding to the number of exercising pupils, and separation of boys' and girls' activities;
- spaces for pupils' and teachers' personal hygiene – toilets and washrooms equipped with a sufficient number of hygienic facilities corresponding to applicable standards;
- spaces for common meals (own or nearby);

- spaces for treating injuries and for temporary accommodation of the injured, or for providing other aid in case of health problems;
- textbooks, teaching aids, information and communication technology and other aids and supplies enabling effective instruction and promoting pupils' activity and creativity.

For the most part, other conditions (organizational, personnel, safety) do not place specific demands on financing and the difference between their essential and optimum level depends more on the quality/manner in which they are provided.

## 11 Principles for the Development of a School Educational Programme

The School Educational Programme for Basic Education (SEP) is a school document which, in accordance with the Education Act, every school providing basic education must prepare on the basis of the FEP BE<sup>25</sup>. The SEP is based on the school's specific educational objectives, and takes into account the pupils' needs and abilities, the school's real conditions and capabilities and the justified demands of the pupils' parents or statutory representatives. It is prepared with a view towards the school's standing in the region, as well as the social environment in which instruction will take place. The educational process at each specific school takes place according to the SEP prepared by the school.<sup>26</sup>

The school's director is responsible for preparing the SEP in accordance with the FEP BE. He or she coordinates the work involved in creating the SEP or may assign the role of coordinator to a subordinate or other member of the teaching staff. The actual preparation of the SEP reflects the school's pedagogical autonomy as well as its responsibility for educational methods and outcomes. For this reason, the individual parts of the SEP are prepared with the participation of all of the school's teachers, who are co-responsible for implementing the SEP in the conditions existing at their school.

The SEP is established (published) by the school director following negotiations with the school board, which comments on both the SEP as well as on the provision of education according to this programme. The SEP is a mandatory school document and must be publicly accessible, so that all those interested may familiarise themselves with its programme content, inspect it and make notes and excerpts or request a copy.<sup>27</sup>

As part of its inspection activities, the Czech Schools Inspectorate ascertains and assesses the manner in which the SEP is met and the extent to which it follows legal regulations and the FEP BE.<sup>28</sup>

### Principles for the development of the school educational programme for basic education

The SEP:

- is prepared in accordance with the FEP BE for all or part of the basic education period, i.e. for those grade levels for which the school provides basic education;
- ensures equal access to basic education for all pupils in compulsory school attendance and takes into account their educational needs and abilities;
- enables a differentiated and individualized approach to instruction for pupils with special educational needs (see chapter 8) and for exceptionally gifted pupils if required by these pupils' education;
- creates the preconditions for realizing educational content with a view towards pupils' age-specific characteristics, thus helping to form and develop their key competencies;
- helps to fulfil the objectives of basic education as established by the school's educational strategies, as well as the objectives of the educational area established by educational strategies at the level of subjects of instruction;
- is prepared in such a manner as to allow teachers to develop a creative working style and not to limit them in applying different methods or different time schedules based on the teachers' experience with effective instructional methods and their pupils' specific needs;

<sup>25</sup> The obligation to prepare an SEP is stipulated in Section 3(2) and Section 5(3) of Act No. 561/2004 Coll.

<sup>26</sup> The SEP is a mandatory document for the realization of education at comprehensive basic schools, at basic schools with only stage 1 of basic education, and at one-room schools and other small schools without a complete set of grade levels. Six-year and eight-year secondary schools base their school educational programme for the grade levels corresponding to the second stage of basic education on the FEP BE. It need not be called a SEP, but its relationship to the FEP BE must be clear and measurable.

<sup>27</sup> On the basis of Section 5(3) of Act No. 561/2004 Coll.

<sup>28</sup> The assessment of the SEP by the Czech Schools Inspectorate is covered by Section 174 (2b and c) of Act. No 561/2004 Coll.

- is a relatively stable document and any eventual changes in its curriculum timetables and syllabi should not negatively affect pupils' education in a "cycle" already in progress;
- follows the prescribed structure.

## Structure of the SEP for basic education

All schools providing basic education, except for the lower stage at six-year and eight-year grammar schools, must create their SEP according to this structure. The SEP's structure for the lower stage at six-year and eight-year grammar schools is described later in the FEP BE.

### 1. Identification data

- name of SEP<sup>29</sup>:
- submitter:
  - school name
  - school address
  - name of director
  - contacts
- founding entity:
  - name
  - address
  - contacts
- document valid from:
  - date
  - director's signature
  - school stamp

*Other recommended information: motivational name of SEP, organization ID (IČO), school ID (IZO, RED-IZO), name of coordinator for creation of SEP*

### 2. Characteristics of the school

- school size and grade levels represented
- school facilities (materials, space, technology, hygienic facilities)
- characteristics of teaching staff (staff size, qualifications)
- long-term projects, international cooperation
- cooperation with parents and other entities (school council, school counselling facilities, local and regional institutions etc.)

*Other recommended information: school's location, characteristics of pupils*

### 3. Characteristics of the SEP

- school's focus
- educational strategy: common strategies at the school level which are applied in and outside of instruction and through which the school consciously shapes and develops pupils' key competencies
- ensuring instruction for pupils with special educational needs
- ensuring instruction for exceptionally gifted pupils
- inclusion of cross-curricular subjects: list of all realized cross-curricular subjects and selected thematic areas – at which grade level, in which subject and in which form are the thematic areas of cross-curricular subjects realized

### 4. Curriculum timetable

- chart of curriculum timetable: clear division of Stages 1 and 2; listing of mandatory subjects of instruction and their time allotment for each grade level; time allotment for electives at each grade level; total number of hours at each grade level and total number of hours for Stages 1 and 2
- notes on the curriculum timetable: definition of content, organizational conditions and other specific information related to the realization of mandatory and elective subjects if

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<sup>29</sup> From the name of the SEP, it must be clear that said document is a school educational programme for basic education or that it was prepared according to the FEP BE.

information is not clear from the chart of the curriculum timetable (from which field/fields or cross-curricular subjects was the subject of instruction created if it does not have the identical educational content or name as the relevant educational field from the FEP BE; use of organizational forms other than teaching hour etc.)

## 5. Syllabus

- name of the subject of instruction
- characteristics of the subject of instruction:
  - contents, time allotment and organization of subject of instruction (specific information on the subject required for its realization; in case of integration, indicate which educational fields or parts thereof and which cross-curricular subjects have been used to create the educational content);
  - educational strategy: common strategies at the subject level through which the school consciously shapes and develops pupils' key competencies
- educational content of the subject of instruction:
  - distribution and allocation of anticipated outcomes from the FEP BE into the individual grade levels or into longer time segments
  - selection and allocation of subject matter from the FEP BE into the individual grade levels or into longer time segments in relation to expected outcomes
  - cross-curricular subjects – selection of thematic areas with specification of activities and ideas for each grade level

*Other recommended information: interrelation between subjects, other notes providing more detailed information on the realization of the educational content*

## 6. Assessment of pupils, school's self-evaluation

- rules for pupil assessment:
  - forms of assessment – grade marks, verbally, combination of both
  - evaluation criteria
- school's self-evaluation:
  - areas of self-evaluation (in accordance with Decree No. 15/2005 Coll., specifying the requirements of the school's long term plans, annual reports and self-evaluation, as subsequently amended, and other areas of self-evaluation)
  - objectives and criteria of self-evaluation
  - tools of self-evaluation
  - timeline of assessment activities

## **The structure of the SEP for basic education at the lower stages of six-year and eight-year grammar schools**

This structure is used for creating the SEP for the lower stage of six-year and eight-year grammar schools; the structure for four-year grammar schools and for the upper stage of six-year and eight-year grammar schools is contained in the FEP GE. Six-year and eight-year grammar schools may create one school educational programme for all six or eight years of education or may create an independent SEP for each stage (lower and upper) of education. The SEP for the lower stage of six-year and eight-year grammar schools (or the relevant part of the SEP) is created according to the FEP BE; the SEP for four-year grammar schools and for the upper level of six-year and eight-year grammar schools (or the relevant part of the SEP) is created according to the FEP GE.

### **1. Identification data**

- name of SEP<sup>30</sup>
- educational programme<sup>31</sup>
- form of education<sup>32</sup>
- submitter:
  - school name
  - school address
  - name of director
  - contacts
- founding entity:
  - name
  - address
  - contacts
- document valid from:
  - date
  - director's signature
  - school stamp

*Other recommended information: motivational name of SEP, organization ID (IČO), school ID (IZO, RED-IZO), name of coordinator for creation of SEP*

### **2. School characteristics**

- school size
- school facilities (materials, space, technology, hygienic facilities)
- characteristics of teaching staff (staff size, qualifications)
- long-term projects, international cooperation
- cooperation with parents and other entities (school council, school counselling facilities, local and regional institutions etc.)

*Other recommended information: school's location, characteristics of pupils*

### **3. Characteristics of the SEP**

- school's specialisation
- graduate profile
- organization of application procedure
- organization of matura exams
- educational strategy: common strategies at the school level which are applied in and outside of instruction and through which the school consciously shapes and develops pupils' key competencies
- ensuring instruction for pupils with special educational needs

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<sup>30</sup> From the name of the SEP, it must be clear which Framework Educational Programme was used to prepare the school educational programme (FEP BE, FEP GE)

<sup>31</sup> Four-year, six-year or eight-year educational programme

<sup>32</sup> A day, evening, distance or combined form of education



- ensuring instruction for exceptionally gifted pupils
- inclusion of cross-curricular subjects: list of all realized cross-curricular subjects and selected thematic areas – at which grade level, in which subject and in which form are the thematic areas of cross-curricular subjects realized

#### 4. Curriculum timetable

- chart of curriculum timetable: clear division of grammar school's upper and lower stages; listing of mandatory subjects of instruction and their time allotment for each grade level; time allotment for electives at each grade level; total number of hours at each grade level and total number of hours for upper and lower stages
- notes on the curriculum timetable: definition of content, organizational conditions and other specific information related to the realization of mandatory and elective subjects if information is not clear from the chart of the curriculum timetable (from which field/fields or cross-curricular subjects was the subject of instruction created if it does not have the identical educational content or name as the relevant educational field from the FEP BE; use of organizational forms other than teaching hour etc.)

#### 5. Syllabus

- name of the subject of instruction
- characteristics of the subject of instruction:
  - contents, time allotment and organization of subject of instruction (specific information on the subject required for its realization; in case of integration, indicate which educational fields or parts thereof and which cross-curricular subjects have been used to create the educational content);
  - educational strategy: common strategies at the subject level through which the school consciously shapes and develops pupils' key competencies
- educational content of the subject of instruction:
  - distribution and allocation of anticipated outcomes from the FEP BE into the individual grade levels or into longer time segments
  - selection and allocation of subject matter from the FEP BE into the individual grade levels or into longer time segments in relation to expected outcomes
  - cross-curricular subjects – selection of thematic areas with specification of activities and ideas for each grade level

*Other recommended information: interrelation between subjects, other notes providing more detailed information on the realization of the educational content*

#### 6. Assessment of pupils; school's self-evaluation

- rules for pupil assessment:
  - forms of assessment – grade marks, verbally, combination of both
  - evaluation criteria
- school's self-evaluation:
  - areas of self-evaluation
  - objectives and criteria of self-evaluation
  - tools of self-evaluation
  - timeline of assessment activities

# GLOSSARY

This glossary contains only terms which are used in the Framework Educational Programme for Basic Education and its annex specifying the education of pupils with mild mental disabilities. It explains the meaning of the terms as used in this document. It is intended primarily for school directors and teachers who will be creating their own school educational programme.

## **autism**

pervasive developmental disorder (→*pervasive disorder*) which expresses itself through the individual's inability to make social contacts or to communicate, as well as through an absence of imagination; these symptoms are usually accompanied by a limited area of interest, unfocused repetitive behaviour and strange rituals

## **school's self-evaluation**

serves for the systematic assessment of the school's activities planned in the → *school educational programme*; the results of the self-evaluation serve as feedback which help the school correct its activities and form the basis for the school's future work; the self-evaluation is performed by the participants in the educational process – the school management, teachers, pupils; the section "School's Self-Evaluation" is part of the →*school educational programme*, in which the school defines the objectives, tools, criteria and timeline of self-evaluation →*evaluation activities*

## **objectives of basic education**

the aims of basic education; the →*Framework Educational Programme for Basic Education* defines a total of nine objectives whose gradual realization helps to form and develop pupils' →*key competencies*; the educator providing basic education must create the conditions for achieving these objectives

## **objectives of the educational area**

part of the →*educational area* which connects the →*educational content* with →*key competencies*; it forms the basis for the →*educational strategy* at the level of the →*subject of instruction*, through which the school forms and develops pupils' →*key competencies*

## **complementary educational field**

educational field which complements and expands the →*educational content* of basic education

## **stages of education**

legislatively defined, content- and time-specific segments of education which correspond to education according to the →*Framework Educational Programme*

## **evaluation activities**

all planned activities of the school consciously aimed at verifying, measuring, assessing and evaluating the results and changes achieved in all school activities defined in the →*school educational programme*

## **integration of educational content**

the integration of →*educational content* at the level of themes, thematic areas or →*educational areas of fields*, made possible by the →*Framework Educational Programme for Basic Education*

## **integration of pupils**

inclusion of pupils with special educational needs and exceptionally gifted pupils into regular classrooms and providing education in accordance with individual educational needs

## **key competencies**

a collection of knowledge, skills, abilities, attitudes and values important for the personal development and success of each member of society; the →*Framework Educational Programme for Basic Education* defines key competencies at a level which all pupils should achieve by the end of basic education; key competencies for basic education are considered to be: learning competencies, problem-solving competencies, communication competencies, social and personal competencies, civil and work competencies

### **cognitive processes**

the mental processes which form the essence of learning; these are part of an individual's intellectual development and include sensory perception, imagination and visualization, thinking, memory and learning; sometimes speech and attentiveness are included as well

### **compensation**

special educational methods and approaches aimed at improving and perfecting the effectiveness of functions other than the affected functions; these represent an active attempt at compensating for a disability and attaining the level of the regular population of the same age

### **compensation methods**

methods for developing the effectiveness of non-disabled functions as a replacement for a disabled or entirely missing function

### **curricular documents**

educational documents defining the legislative framework and content necessary for creating the →*school educational programme*; curricular documents are created and implemented at two levels; the state level is formed by the →*National Education Programme and Framework Educational Programmes*, the school level is formed by the →*school educational programmes*

### **Manual for developing school educational programmes for basic education**

methodical document recommended for creating →*school educational programmes* for basic education; contains specific approaches for creating the individual parts of the →*school educational programme*, with examples from real life

### **mental disability (mental retardation)**

lowered cognitive abilities resulting from physical damage to the brain or insufficient mental functions and expressed through a lower level of →*cognitive processes*, different development of certain mental functions and lower social adaptability; the individual symptoms depend on the depth and extent of the mental disability, the level to which individual functions have been affected and the level of mental development; the World Health Organization (WHO) divides mental retardation (disability) into six basic categories:

- *mild mental retardation* – mental disability (IQ 50 – 69); lowered cognitive abilities as a result of physical brain damage; although such individuals are characterized by a lower level of mental development, the great majority achieves complete independence in personal care and in practical household skills
- *moderate mental retardation* – mental disability (IQ 35 – 49); basic reading, writing and counting skills; as adults, such individuals are usually capable of performing simple supervised work, some are capable of simple conversations; their mental disability is usually accompanied by additional related disabilities such as neurological illness, epilepsy, physical disabilities and →*autism*
- *severe mental retardation* – mental disability (IQ 20 – 34) – a large number of such individuals suffers from motor skill disorders and other disabilities related to the damage to their central nervous system; such individuals' educational possibilities are quite limited, and they currently receive education through the Rehabilitation Educational Programme for Assisted Learning Schools

- *profound mental retardation* – (IQ lower than 20); low developmental level of mental functions, particularly attentiveness and volitive abilities necessary for systematic learning, very limited possibilities for education
- other mental retardation

unspecified mental retardation

### **National Programme for the Development of Education in the Czech Republic**

conceptual document of Czech educational policy known as the White Paper; contains the objectives for the development of education for pupils aged 3 to 19, as well as proposals and recommendations of an economic, political and pedagogic nature, which are gradually implemented

### **National Education Programme**

highest →*curricular document* created on the basis of the definitions contained in the →*Education Act*

### **period**

pedagogically distinct time segment of education in Stage 1 in the →*Framework Educational Programme for Basic Education*; period 1 of education includes grades 1 to 3, period 2 includes grades 4 and 5

### **division of education – basic school**

one of the divisions in the educational system as decreed by the government after negotiations with the relevant central unions and nationwide employers' organizations; in accordance with the Education Act, the →*Framework Educational Programme for Basic Education* is published for basic education

### **expected outcomes**

the pivotal part of the →*educational content* of the individual →*educational fields*; these outcomes are verifiable and practically oriented, activity-based and applicable in daily life; they define the level which all pupils are expected to attain through the →*subject matter*; the outcomes are of an orientational (non-binding) nature for the end of grade 3 (Period 1) and binding for the end of grades 5 (Period 2) and 9

### **pervasive disorder**

a disorder which affects the entire personality and expresses itself in all areas of functioning

### **person with multiple disabilities**

a person with multiple disabilities is someone who has two or more independent forms of disabilities, where the level and impacts of each would entitle the individual to be assigned to a school for the relevant type of disability

### **subjects of special educational care**

at basic schools, instruction of subjects of special educational care is provided for the specific type of disability and according to the individual needs of the pupils, but always based on the recommendations of a specialist to the extent possible at the school and within the framework of binding regulations; these include individual speech therapy, sign language, physical health education, spatial orientation and independent movement for visually impaired pupils, visual stimulation, work with compensational supplies, cognitive and sensory education etc.

### **cross-curricular subjects**

in the →*Framework Educational Programme*, these are current issues faced by the world today or in the future; they are a mandatory part of basic education and an important formative element of basic education; they help to develop the pupil's personality particularly in the areas of attitudes and values and represent an opportunity for pupils' personal engagement and mutual cooperation

### **Framework Educational Programmes**

→*curricular documents* at the state level which establish the standards for the individual →*stages of education*; they are binding for the creation of →*school educational programmes*

#### **framework curriculum timetable for basic education**

curriculum timetable of the →*Framework Educational Programme for Basic Education* which defines the basic organizational parameters of basic education; it contains binding rules for: the incorporation of →*educational areas* and →*educational fields* into basic education at Stages 1 and 2, the minimum time allotment for their realization, available time allotment, total mandatory time allotment and notes on the framework curriculum timetable

#### **framework curriculum timetable for basic education for pupils with mild mental disabilities**

curriculum timetable of the annex to the Framework Educational Programme for Basic Education which defines the basic organizational parameters of basic education; it contains binding rules for: incorporation of →*educational areas* and →*educational fields* into basic education at Stages 1 and 2, the minimum time allotment for their realization, available time allotment, total mandatory time allotment and notes on the framework curriculum timetable

#### **Framework Educational Programme for Basic Education**

→*curricular document* at the state level which establishes the standards for the general framework of basic education

#### **Framework Educational Programme for Basic Education – annex specifying the education of pupils with mild mental disabilities**

annex to the →*Framework Educational Programme for Basic Education* adapted to the needs and educational abilities of pupils with mild mental disabilities

#### **re-education**

special educational methods and approaches used to perfect performance in the area of a particular disability

#### **rehabilitation**

(in education) – special educational methods and approaches for correcting social relations, renewing afflicted practical capabilities and skills and the disabled individual's possibilities for self-realization

#### **diagnosis of special educational needs**

scientific discipline focused on determining the capabilities and abilities of disabled individuals; the purpose of diagnosis is to determine these individuals' educational possibilities as well as tools for special education within the family and during extracurricular activities

#### **special educational methods**

methods aimed at preventing, overcoming or reducing the impact of a disability; basic special educational methods include *education, compensation, reduction and rehabilitation*

#### **school council**

school body allowing the statutory representatives of minor pupils, adult pupils, the school's teaching staff, its founding entity and other persons to participate in school administration; it discusses the draft →*school educational programme*

#### **school educational programmes**

→*curricular documents* at the school level; every educator providing basic education must prepare a school educational programme for basic education on the basis of the →*Framework Educational Programme for Basic Education*

#### **Education Act**

short name for the Act on Pre-school, Basic, Secondary, Tertiary Professional and Other Education and on Amending Certain Acts

**syllabi**

part of the →*school educational programme* in which the →*educational content* of the individual →*educational fields* is divided into →*subjects of instruction* for each grade level at Stages 1 and 2 of basic education

**curriculum timetable**

part of the →*school educational programme* which defines the organization of instruction at the specific school on the basis of the →*framework curriculum timetable*; it contains a chart with a listing of mandatory and elective →*subjects of instruction* and notes on the organization and realization of individual →*subjects of instruction*

**subject matter**

part of the →*educational content* of individual →*educational fields*; it is structured into individual thematic areas (themes, activities) and is understood as a tool for achieving the →*expected outcomes*; it forms a vital part of the educational content; at the level of the →*Framework Educational Programme for Basic Education*, the subject matter is recommended for inclusion in the →*school educational programme*; it is binding at the level of the →*school educational programme*

**subject of instruction**

form of educational organization of the →*educational content* and its inclusion in the →*school educational programme*; it is possible to create one or several →*subjects of instruction* from one →*educational field*, or a →*subject of instruction* may be created by integrating the →*educational content* of several →*educational fields* (integrated subject of instruction)

**educational areas**

orientational division of the →*educational content of basic education*; the →*Framework Educational Programme for Basic Education* contains nine →*educational areas*, which are composed of one →*educational field* or several →*educational fields* with related content

**educational fields**

independent parts of →*educational areas* in the →*Framework Educational Programme for Basic Education*; they define the →*educational content* (→*expected outcomes* and →*subject matter*)

**educational content**

definition of the →*expected outcomes* and →*subject matter* at the level of →*educational fields*; the content is further elaborated at the level of the →*school educational programmes*

**educational content of basic education**

collection of human knowledge prepared for education at the level of →*basic education*, which offers pupils a reliable foundation of general knowledge focused in particular on situations from their everyday life and on practical behaviour

**educational strategy**

carefully chosen and organized approach through which the school consciously aims to fulfil →*key competencies*

**basic school**

see division of education