

## **CURRICULUM PRINCIPLES**

**for Polish pupils learning abroad**

**(draft version)**

The document entitled *Curriculum principles for Polish pupils learning abroad* constitutes the basis for developing local curricula for teaching Polish language, Poland's history, culture, and geography, as well as studies on contemporary Poland. It shall also be helpful in developing didactic materials for teaching the aforementioned subjects.

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## Introduction

Political changes that took place in Poland after 1989 and Poland's accession to the European Union abolished the then existing barriers and allowed the Poles to travel freely throughout Europe and the world. This also resulted in tightening the relations between Poles living abroad and the independent and revived fatherland. At the same time, many a Pole decided to live and work outside Poland. There are many Polish children abroad who grow up and learn in local schools. Having recognized the importance and scale of the aforementioned phenomenon, the Ministry of Education of the Republic of Poland hereby presents Polish schools operating abroad the following *Principles of Curriculum for Polish pupils learning abroad*.

It is the very first document that has been developed based upon the Polish education. It was designed by the Ministry of National Education within the framework of the *Project* co-financed with the funds of the European Social Fund<sup>1</sup>. In 2008, consultations concerning the curriculum principles of both pre-school and general education in particular types of schools in Poland were concluded – thus determining the content of the educational path for each and every young Pole living in the country. We are glad that after just a few months upon concluding works thereon, it became possible for us to provide Polish schools existing abroad with this specially designed educational solution, meeting individual needs and requirements thereof.

These *Curriculum principles* are targeted particularly at teachers from Polish schools and Polish educational centres operating outside the country. The schools in question play a significant role in everyday life of Polish citizens living and working abroad. The teachers working there quite often have to face numerous challenges and obstacles related to local conditions prevailing in the country where education is provided; at the same time, they are fulfilling a task of utmost importance to the fate and future of the Polish Diaspora – they teach Polish children Polish language, literature, history, geography, and culture.

*1 "Development and pilot implementation of the innovative educational curricula – In line with the existing Polish curriculum principles for general education and exam requirements – recommended for the pupils – Polish citizens' children living abroad"*



## 6 ■ Introduction

The document titled *Curriculum Principles for Polish pupils learning abroad* has been developed according to the best solutions and models of contemporary didactics. The group consisting of a few dozen of experts nominated by the Minister of National Education participated in this project. The experts included teachers working at Polish schools abroad, researchers representing Polish universities, and specialists nominated by the Minister of National Education to work on the development and improvement of the general education curriculum principles existing and valid in Poland.

The document titled *Curriculum Principles for Polish pupils learning abroad* contains teaching material and information. It has been specially designed in order to highlight the key skills and competencies that each pupils shall master by the end of a given education stage, with particular attention being drawn to the linguistic competencies as a tool essential in the process of exploring Polish literature, history, and culture. Teaching one's mother tongue is also a factor that influences and shapes the man's awareness of belonging to the Polish nation.

The requirements have been developed with respect to the following three age groups: 5-9; 10-13; and 14 and beyond, allowing for the perceptive potential and cognitive development of pupils in corresponding age groups. The linguistic competences, in turn, have been additionally classified into following three skill levels: A – basic, B – intermediate, C – advanced. Linguistic education focuses on four skills of communicating in Polish: listening, speaking, reading, and writing. We do assume that the most advanced skill level (C) covers and comprises the lower levels' requirements. In the document provisions we avoid mentioning the skills and competencies of trans-linguistic character, which are internalized by pupils at local schools. Both linguistic and cultural education shall call for an integrated approach.

For each and every age group concerned, we have developed two sets of readings complemented with other cultural texts. The culture text shall be understood as any significant work of art that is internally organized according to defined rules, such as *inter alia*: a piece of fine arts, movie, graphics, sculpture, clothes, patterns of behaviour performing a particular, socially internalized role model. The first set includes the works important and essential to the Poles' national identity and awareness. It introduces the pupil to the notion of cultural community and Polish identity, and provides him/her (at more advanced educational level) with the opportunity to learn some elements of the history of literature. We do believe that Polish pupils learning abroad would familiarize themselves with the readings listed and discuss them with teachers. The second set – much more comprehensive – includes the list of works of art representing different époques, with special attention drawn onto the 20<sup>th</sup> and 21<sup>st</sup> century literature and films that shall be used to shape in minds of young Poles abroad the image of contemporary Poland, a country so different to the one left by their grandparents or parents. It is our sincere hope and intention that during a regular school year education, one pupil shall know (i.e. read either in whole or partially) at least one readings listed in the above mentioned sets. The teacher's pivotal role here shall consist in selecting the titles according to the pupils' level of intellectual development and language skills, taking into account individual character of the country of residence. 20<sup>th</sup> and 21<sup>st</sup> century poetry, comic books, films, and other culture texts listed in the aforementioned set have been organized in such a way so

as to make the teacher selecting the titles for further discussion with pupils capable of allowing for the expectations of a local community where he/she lives and works. First of all, the teacher's decisions shall support the process of mastering language skills and encourage to individual search for readings in Polish, but also they shall be driven by the educational dimension of literature as such. For us, the second set of readings and culture texts constitutes an open proposal to be discussed and complemented.

As far as the history and geography of Poland are concerned, the requirements have been set up in order to preserve and improve the pupils' knowledge on Polish culture, society, and geographic environment; also, they are aimed at strengthening the process of pupils' identification with native tradition and, at the same time, remaining respectful to cultural differences and traditions prevailing in the country of residence. With regard to the age group 14 years old and above, we provided for systematized knowledge on the history of Poland, from regaining independence in 1918 to contemporary days. With this knowledge, pupils shall be able to learn more on their ancestors' homeland modern history and to identify the roots of numerous contemporary phenomena. We do believe that personal contact with the most recent native history of one hundred years shall arouse pupils' interest in the events witnessed in the past by their parents, grandparents, and grand-grandparents.

The content of the *Curriculum Principles for Polish pupils learning abroad* shall be implemented further in developing new curricula that would integrate Polish language and literature with Poland's history and geography. It shall be stressed here that linguistic education of Polish children abroad – apart from Polish language classes – does take place during all other classes. The teachers working abroad shall be provided with educational/didactic materials, developed according to the principles thereof, and granted support in working out educational curricula for schools they teach in.

## 8 ■ Introduction

Moreover, we are convinced that our suggestions included in the *Curriculum principles* shall become useful to Polish teachers abroad in performing their daily duties; also, they shall be helpful to the pupils coming back from abroad in taking up learning in Poland. The documents drawn up shall help in meeting the pupils' educational needs; moreover, they shall make Polish pupils better prepared to function in foreign-language and multicultural environment, keeping their own sense of self-esteem and respect towards others. These documents shall also support using acquired knowledge to promote Poland. We assume that the presented educational concept shall become a convenient platform for exchanging information between Polish schools scattered throughout the world, facilitating the exchange of didactic expertise within the Polish school Diaspora abroad, and strengthening its bonds with the mother country.

In order to comment on the *Curriculum principles* please visit [www.polska-szkola.pl](http://www.polska-szkola.pl).

The Board of Experts of the Ministry of National Education

## Linguistic competencies (5-9 years of age)

Competences	Basic level	B – medium level (intermediate)	C – Advanced level
<b>Listening</b>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>Identifies majority of sounds crucial for Polish language,</li> <li>Understands simple commands,</li> <li>Understands simple statements in monologue and dialogue form if provided with additional explanations,</li> <li>Understands simple literary texts illustrated with pictures, gestures, props, and other culture texts if provided with additional explanations;</li> </ul>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>Identifies sounds of contemporary Polish language except for the most difficult ones;</li> <li>Understands complex commands;</li> <li>Understands simple statements in monologue and dialogue form without additional explanations;</li> <li>Understands simple literary texts (particularly those written in contemporary Polish) illustrated with pictures, gestures, props, and other culture texts;</li> </ul>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>Identifies sounds of contemporary Polish language;</li> <li>Understands extensive and complex commands;</li> <li>Understands complex statements in monologue and dialogue form;</li> <li>Understands literary texts (particularly those written in contemporary Polish) and other culture texts;</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Utters learnt words in generally understandable way;</li> <li>With teacher's support, creates a short statement built up with simple sentences;</li> <li>Communicate in simple communication situations;</li> <li>Uses basic honorifics;</li> <li>Reconstructs from memory ditties and other short, simple texts</li> </ul>	<ul style="list-style-type: none"> <li>Utters learnt words in understandable way;</li> <li>Effectively communicates in everyday life situations, using appropriate forms of communication;</li> <li>Participates in conversation, expresses in simple words his/her opinion;</li> <li>Formulates a statement built up with few sentences, shares his/her own experiences, describes people, objects, places and situations;</li> <li>Formulates wishes and invitation;</li> <li>Using simple vocabulary, tells the plot of a literary work and describes the characters and their mutual relations, as well as the world presented in the culture texts;</li> <li>Uses honorifics;</li> <li>Recite poems;</li> </ul>	<ul style="list-style-type: none"> <li>Utters words and expressions correctly;</li> <li>Speaks fluently;</li> <li>Describes, relates, give description of a book character;</li> <li>Participates in conversation and easy discussion;</li> <li>Uses honorifics</li> <li>Recites poems, using pause and intonation;</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Knows all letters and corresponding sounds;</li> <li>Divides words into syllables;</li> <li>Reads aloud and quietly simple, short texts;</li> <li>Understands simple, short application texts;</li> <li>Understands simple and short literary works, supported with illustrative material, and other culture texts;</li> <li>Uses pictorial dictionaries and encyclopaedias;</li> </ul>	<ul style="list-style-type: none"> <li>Reading aloud, correctly accentuates the words;</li> <li>Understands short application texts;</li> <li>Identifies the applied forms, such as invitations, wishes, announcements, letter, simple instructions;</li> <li>Understands short literary works and other culture texts;</li> <li>In a literary text, marks selected excerpts, defines time and place of action, identifies main characters;</li> <li>Looks for needed information in the text;</li> <li>Uses pictorial dictionaries and encyclopaedias;</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud, correctly and expressively, short and simple texts (also the ones read for the first time)</li> <li>Understands literary works and other culture texts;</li> <li>Defines basic elements of the world presented in a literary work or other culture text;</li> <li>Understands both literal and figurative meaning of words used in a text;</li> <li>Uses and looks up to dictionaries and encyclopaedias;</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Writes small and capital letters, spots the difference between a letter and sound;</li> <li>Writes down words and simple sentences;</li> <li>After having discussed the correct spelling with a teacher, writes from memory (single words) and by ear (simple sentences),</li> <li>With teacher's support, creates a short statement built up with simple sentences (description, greetings, wishes);</li> <li>Using a model, writes a short text about himself/herself;</li> <li>Uses basic honorifics;</li> <li>Takes care for correct graphics of Polish letters.</li> </ul>	<ul style="list-style-type: none"> <li>Writes down short texts,</li> <li>Writes from memory (few words) and by ear (simple, short texts);</li> <li>With teacher's support, creates a short statement built up with simple sentences (description, personal letter, greetings, wishes);</li> <li>Using a model, writes short texts on familiar subjects (for example related to his/her interests or hobbies);</li> <li>Writes simple texts concerning the internalized literary works and other culture texts;</li> <li>Uses basic honorifics;</li> <li>In general, uses correct orthography and keeps to basics of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Writes from memory (single sentences) and by ear (short texts)</li> <li>Builds up a short statement (dialogue, story, recipe);</li> <li>writes short texts on familiar subjects (for example related to his/her interests or hobbies),</li> <li>Builds up a statement concerning the internalized literary works and other culture texts;</li> <li>Uses basic honorifics;</li> <li>Knows and generally follows the orthography and punctuation rules;</li> </ul>

## Linguistic competencies (10-13 years of age)

Competences	Basic level	B – medium level (intermediate)	C – Advanced level
<b>Listening</b>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>Identifies majority of Polish sounds (except of the most difficult ones);</li> <li>Understands commands, and simple monologue and dialogue statements,</li> <li>Understands short, contemporary literary works supported with illustrations, gestures, objects and other culture texts ;</li> <li>Understands short statements of informative and applied character;</li> </ul>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>Identifies majority of Polish sounds</li> <li>Understands complex commands, simple instructions and monologue and dialogue statements – including those transmitted via audiovisuals;</li> <li>Understands literary texts (particularly those written in contemporary Polish) and other culture texts;</li> <li>Understands statements of informative and applied character;</li> </ul>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>Identifies all Polish sounds;</li> <li>Understands complex commands, simple instructions and monologue and dialogue statements, including statements expressed in discussions;</li> <li>Understands literary works (coming from different époques) and other culture texts;</li> <li>Understands complex statements of informative and applied character;</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Utters learnt words in generally understandable way;</li> <li>Builds up generally correct, few sentence-long statements, without assistance;</li> <li>Communicate in characteristic, typical communication situations;</li> <li>Uses basic honorifics;</li> <li>Reconstructs short texts from memory;</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in generally understandable way, using sentence stress;</li> <li>Spontaneously and relatively fluently communicates in everyday situations, using correct forms of communication;</li> <li>Shares his/her own experiences, describes people, objects, places and situations;</li> <li>Formulates wishes, congratulations, invitations,</li> <li>Formulates a relatively coherent utterance on familiar subjects (for example related to his/her interests or hobbies), as well as on internalized literary works and other culture texts;</li> <li>Relates the plot of a given piece, characterizes its protagonists and their mutual relationships, as well as the world presented in the culture texts, including naming his/her reader's reactions and expresses his/her attitude towards protagonists;</li> <li>Participates in conversation, expresses and supports his/her own opinions;</li> <li>Uses diverse forms of honorifics;</li> <li>Recite literary pieces, taking care of correct accentuation and intonation;</li> </ul>	<ul style="list-style-type: none"> <li>Pronounces words and sentences correctly;</li> <li>Expresses in concise, fluent, and logical way;</li> <li>Profiles, defines, and provides an accurate description of a literary character, gives the gist of events and comment on them,</li> <li>Initiates discussion and participate in the discussion concerning the read culture texts;</li> <li>Uses diverse forms of honorifics;</li> <li>Recite literary works, using correct intonation and voice inflection;</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Knows all letters and corresponding sounds in Polish language;</li> <li>Reads aloud and quietly simple literary and non-literary texts;</li> <li>Understands simple informative and application texts;</li> <li>Understands simple literary works and other culture texts;</li> <li>Indicates the key information in the text;</li> <li>Uses bilingual dictionaries and encyclopaedias.</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud, stressing the words properly and using the sentence stress;</li> <li>Understands longer, more complex informative and/or application texts;</li> <li>Differentiates between the informative and argumentative texts</li> <li>Differentiates sentences informing about facts from opinion expressing sentences;</li> <li>Understands more complex literary works and other culture texts;</li> <li>Identifies the sender and audience (receiver) within the literary text;</li> <li>Recognizes selected elements of the world presented in the literary text;</li> <li>Uses the students' dictionaries and other sources of information;</li> <li>Distinguish between official and unofficial language;</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud, stressing the words properly and keeping sentence intonation;</li> <li>With teacher's help, reads selected literary pieces (from different époques);</li> <li>Understands literary pieces, informative and application texts, and other culture texts;</li> <li>Differentiates between literary and non-literary language;</li> <li>Finds and isolates all elements of the world presented in a literary text;</li> <li>Uses information contained in encyclopaedias, monolingual and bilingual dictionaries;</li> </ul>

<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Writes down correctly all letters of the Polish alphabet;</li> <li>• Writes down words and simple sentences;</li> <li>• Writes from memory and by ear single words and simple sentences;</li> <li>• Writes down some basic, personal information;</li> <li>• Using a model, writes short texts on familiar subjects (for example related to his/her interests or hobbies);</li> <li>• Builds up a short, generally correct, few-sentences long statement, consisting of simple sentences (description, dialogue, greetings, wishes);</li> <li>• Uses basic honorific forms,</li> <li>• In general, uses correct spelling and keeps to basics of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Writes down dictated texts,</li> <li>• describes events, own stories and personal experiences,</li> <li>• Builds up a statement concerning the internalized literary works and other culture texts and related to the issues known for him/her (such as for example his/her hobbies),</li> <li>• builds up simple written statements in selected genre forms (description, characteristics, narrative, dialogue, personal letter, page in a diary, announcement, invitation, wishes, notes)</li> <li>• develops the utterance outline,</li> <li>• Uses honorifics;</li> <li>• Writes correctly, taking into account existing spelling and punctuation rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares a note on the read text;</li> <li>• Easily builds up written statements in learnt genre forms, implementing diversified vocabulary;</li> <li>• Uses in a written statement appropriate composition and graphic layout;</li> <li>• Uses both the official - formal, and unofficial - informal language;</li> <li>• Writes correctly, taking into account existing spelling and punctuation rules.</li> </ul>
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## Language competencies (14 years of age and over)

Competences	Basic level	B – medium level (intermediate)	C – Advanced level
<b>Listening</b>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• Differentiates between majority of Polish sounds</li> <li>• Understands commands, simple monologue and dialogue statements – including those transmitted via audiovisuals;</li> <li>• Understands simple literary texts (particularly those written in contemporary Polish) and other culture texts;</li> <li>• Understands simple informative and application texts;</li> <li>• Recognizes the purpose of a utterance (for example, disapproval, approval) supported by intonation and/or gestures;</li> </ul>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• Identifies Polish language sounds, except for the most difficult ones,</li> <li>• Understands simple monologue and dialogue statements – including those transmitted via audiovisuals;</li> <li>• Understands literary works and other culture texts;</li> <li>• Understands informative and application statements and distinguish between factual information and opinion;</li> <li>• Recognizes the purpose of a utterance (for example, disapproval, approval) and identifies correctly linguistic means used for expressing thereof;</li> </ul>	<p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• Identifies all applicable Polish sounds;</li> <li>• Grasps the meaning of the complex structure statements, including those transmitted via audiovisuals; and receives and decodes both open and classified information contained therein.</li> <li>• Understands literary works (coming from different époques) and other culture texts;</li> <li>• Understands and internalizes statements being of popular science and political character;</li> <li>• Recognizes both the explicit and hidden purpose of a utterance (suggestion, language manipulation, and irony);</li> <li>• Recognizes particular linguistic tools performing different stylistic features;</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Utters learnt words in generally understandable way;</li> <li>• Builds up generally correct, few sentence-long statements;</li> <li>• Communicates in characteristic, typical communication situations;</li> <li>• Uses simple means to express himself/herself (describing personal reactions) as regards the analysed culture texts.</li> <li>• Uses honorifics;</li> <li>• Recite texts previously learnt by heart.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks in generally understandable way and uses sentence stress;</li> <li>• Communicates freely and spontaneously on different situational platforms, implementing proper forms of communication;</li> <li>• Formulates coherent, concise statements related to the dominating reality, shares his/her own experiences, describes people, objects, places and situations;</li> <li>• Summarizes and discuss the pieces of literary artwork read, as well as other culture texts, identifying their subject matter and points of interest, characterises the protagonists and present the course of action; builds up longer, coherent statements on assigned or chosen individually subject matter.</li> <li>• Participates in the discussion concerning the issues well known to him/her, is able to present his/her own standpoint and coherently justifies personal approach.</li> <li>• Uses basic rules of linguistic etiquette, adjusting the language inflection and style to the actual conditions of a situation in which the statement is expressed.</li> <li>• Recites literary works, taking care of correct intonation;</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounces words and sentences correctly;</li> <li>• Expresses himself/herself in concise, fluent, and logical way;</li> <li>• Presents the plot and characterises the speaker, expresses precisely and coherently in various forms</li> <li>• In discussions or public speeches, formulates his/her own point of view, justifies it and defends if needed, by engaging in polemics.</li> <li>• Observes the rules of linguistic etiquette, adjust the means of expression to the style characteristic for a given condition/situation;</li> <li>• Recites literary works, interpreting them with voice inflection;</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Knows all letters and corresponding sounds;</li> <li>• Reads aloud and quietly simple literary and non-literary texts;</li> <li>• Understands simple informative and application texts;</li> <li>• Understands more complex literary works and other culture texts;</li> <li>• Identifies the components of the entire text and chapter (introduction, development and conclusion);</li> <li>• Identifies primary information and issues of secondary importance,</li> <li>• Uses dictionaries and encyclopaedias;</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud, accentuating words correctly, uses sentence stress;</li> <li>• Understands longer, more complex informative and/or application texts;</li> <li>• Recognizes basic functions of speech/utterance,</li> <li>• Searches information according to recommended criteria and puts them in order;</li> <li>• Understands more complex literary works and other culture texts;</li> <li>• Identifies and characterizes the basic categories of world present;</li> <li>• Recognizes both the explicit and hidden purpose of a utterance (such as approval, disapproval, suggestions);</li> <li>• Becomes aware of potential signs of manipulation in the statement;</li> <li>• In an argumentative text, indicates the theses, arguments, examples and conclusions,</li> </ul>	<ul style="list-style-type: none"> <li>• Understands literary works and other culture texts; takes into account different contexts while interpreting them;</li> <li>• Identifies the construction elements of the literary text structure and spots their mutual interrelations;</li> <li>• Deciphers the meaning of an entire text and separated excerpts thereof, as well as its function in the context of the work as a whole;</li> <li>• Recognizes both the explicit and hidden purpose of a utterance (suggestion, language manipulation and irony);</li> <li>• Reads selected literary pieces (from different époques);</li> <li>• Uses numerous, diversified sources of information;</li> </ul>

<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Writes down correctly all letters of the Polish alphabet;</li> <li>• Writes down words and simple sentences;</li> <li>• Writes from memory and by ear single words and simple sentences;</li> <li>• Writes down some basic, personal information;</li> <li>• Names his/her emotions and describes experiences straightforwardly,</li> <li>• Creates simple, few sentence-long statements (description, dialogue, personal letter, greetings, wishes, short message);</li> <li>• Builds up a generally correct, few sentence-long statement related to the issues known (such as for example his/her hobbies, experiences or interests);</li> <li>• Using simple language, expresses his/her opinion (describes personal reactions) on the internalized culture texts;</li> <li>• Uses honorifics;</li> <li>• In general terms, writes correctly with regard to spelling and punctuation, using the spelling dictionary;</li> </ul>	<ul style="list-style-type: none"> <li>• Writes down dictated texts,</li> <li>• Develops the basic applicative forms (official letter, motivational letter, CV),</li> <li>• Tells about either factual or fictitious events and experiences and expresses his/her emotions;</li> <li>• Builds up written statements using known genre forms and applying diversified vocabulary;</li> <li>• Builds up a comprehensive – both in logical and syntactic terms – statement on an assigned subject matter;</li> <li>• Presents his/her personal opinion concerning the internalized culture texts and justifies it;</li> <li>• Uses both the official – formal, and unofficial - informal language;</li> <li>• Uses honorifics;</li> <li>• In writing, observes the existing spelling and punctuation rules, using the spelling dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes notes from listening and reading assignment;</li> <li>• Develops some prevailing applicative forms (official letter, letter of application, CV, motivational letter);</li> <li>• Presents (develops in full) freely chosen topic, paying attention to the statement generic structure;</li> <li>• Expresses himself/herself using different genre forms (private letter, diary, summary, including the argumentative text epitome, report, essay), and diversified, rich vocabulary;</li> <li>• Analyses and interprets selected literary works and other culture texts;</li> <li>• Uses honorifics according to circumstances and situation;</li> <li>• Implements and observes valid linguistic norms in terms of correct usage rules, using dictionaries;</li> <li>• Proofreads and edits his/her own texts.</li> </ul>
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## Subject matter areas of interest

5-9 years of age	10-13 years of age	14 years of age and above
<p><b>Me and my close family:</b></p> <ul style="list-style-type: none"> <li>■ basic information on himself/herself (name, last name, address, age);</li> <li>■ external appearance;</li> <li>■ skills and hobbies;</li> <li>■ emotions, dreams, imaginary world;</li> <li>■ closest family;</li> <li>■ friends, mates.</li> </ul>	<p><b>Me and my close family:</b></p> <ul style="list-style-type: none"> <li>■ personal data (name, last name, age, address, date and place of birth);</li> <li>■ external appearance and character;</li> <li>■ interests, hobbies;</li> <li>■ feelings, emotions, dreams, imaginary world;</li> <li>■ professions and skills;</li> <li>■ family and family relations;</li> <li>■ friends, mates, people we know.</li> </ul>	<p><b>Me and my close family:</b></p> <ul style="list-style-type: none"> <li>■ personal data (name, last name, age, address, date and place of birth, education);</li> <li>■ external appearance and character, talents and abilities;</li> <li>■ interests, hobbies, passions;</li> <li>■ feelings, emotions, dreams, plans;</li> <li>■ job and career;</li> <li>■ family, family relations, ties of kinship;</li> <li>■ socializing;</li> <li>■ conflicts and problems (including ethical issues).</li> </ul>
<p><b>Home and immediate surroundings:</b></p> <ul style="list-style-type: none"> <li>■ home (rooms, furniture);</li> <li>■ toys;</li> <li>■ courtyard, playground;</li> <li>■ interesting places.</li> </ul>	<p><b>Home and immediate surroundings:</b></p> <ul style="list-style-type: none"> <li>■ home (rooms, equipments);</li> <li>■ house surroundings (garden, street);</li> <li>■ closest vicinity;</li> <li>■ attractions in the place of residence.</li> </ul>	<p><b>Home and immediate surroundings:</b></p> <ul style="list-style-type: none"> <li>■ house and its surroundings;</li> <li>■ place of residence and neighbourhood;</li> <li>■ offices and institutions;</li> <li>■ attractions in the place of residence and in the neighbourhood.</li> </ul>
<p><b>Everyday life:</b></p> <ul style="list-style-type: none"> <li>■ calendar (months, week days, hours, times of day);</li> <li>■ basic activities performed everyday;</li> <li>■ my class and school duties;</li> <li>■ games, plays, interest groups;</li> <li>■ nutrition (foodstuffs, meals and dishes);</li> <li>■ shopping (buying, selling, figures and numbers);</li> <li>■ services (for example a library);</li> <li>■ clothing (elements of wardrobe).</li> </ul>	<p><b>Everyday life:</b></p> <ul style="list-style-type: none"> <li>■ calendar (months, week days, hours, times of day, plan of a day/week/month);</li> <li>■ everyday activities and duties;</li> <li>■ my class and school;</li> <li>■ entertainment (i.e. cinema, amusement parks, etc.);</li> <li>■ nutrition (foodstuffs, meals and dishes, preparation of meals, diets and nutrition - methods);</li> <li>■ shopping (shops, goods, measures and weights, money);</li> <li>■ services (for example post office, barber shop);</li> <li>■ clothing and fashion.</li> </ul>	<p><b>Everyday life:</b></p> <ul style="list-style-type: none"> <li>■ calendar (months, week days, hours, times of day, years, ages, plan of a day/week/ month-);</li> <li>■ everyday activities and duties (at home, at school, while meeting with friends);</li> <li>■ class, school, education system;</li> <li>■ ways of spending free time/ leisure activities (such as cinema, theatre, club);</li> <li>■ nutrition (foodstuffs, meals and dishes, catering facilities, diets and nutrition methods);</li> <li>■ shopping (shops, goods, measures and weights, money, advertisement, complaint);</li> <li>■ services (for example bank, repair service point);</li> <li>■ clothing, fashion and style.</li> </ul>
<p><b>Health and sports:</b></p> <ul style="list-style-type: none"> <li>■ most important parts of the body;</li> <li>■ cleanliness and tidiness;</li> <li>■ well being/mood;</li> <li>■ sport skills.</li> </ul>	<p><b>Health and sports:</b></p> <ul style="list-style-type: none"> <li>■ parts of the body;</li> <li>■ personal hygiene;</li> <li>■ diseases and treatment;</li> <li>■ healthy food;</li> <li>■ sport disciplines and events;</li> <li>■ sport equipment and facilities;</li> </ul>	<p><b>Health and sports:</b></p> <ul style="list-style-type: none"> <li>■ human body structure;</li> <li>■ personal hygiene;</li> <li>■ diseases and treatment, accidents;</li> <li>■ substance abuse;</li> <li>■ healthy lifestyle, diet;</li> <li>■ sport disciplines and events;</li> <li>■ sport equipment and facilities;</li> </ul>

<p><b>Travelling and tourism:</b></p> <ul style="list-style-type: none"> <li>■ holidays;</li> <li>■ tourist attractions and highlights;</li> <li>■ local means of transport.</li> </ul>	<p><b>Travelling and tourism:</b></p> <ul style="list-style-type: none"> <li>■ holidays, recreation;</li> <li>■ familiar places and buildings;</li> <li>■ tourist information services;</li> <li>■ means of transport.</li> </ul>	<p><b>Travelling and tourism:</b></p> <ul style="list-style-type: none"> <li>■ planning the holidays and journey;</li> <li>■ well-known places and monuments;</li> <li>■ tourist information services;</li> <li>■ tourist infrastructure;</li> <li>■ transport.</li> </ul>
<p><b>Natural environment:</b></p> <ul style="list-style-type: none"> <li>■ weather, seasons;</li> <li>■ plants and animals.</li> </ul>	<p><b>Natural environment:</b></p> <ul style="list-style-type: none"> <li>■ climate, weather, seasons;</li> <li>■ plants and animals;</li> <li>■ environmental protection.</li> </ul>	<p><b>Natural environment:</b></p> <ul style="list-style-type: none"> <li>■ climate, weather, seasons;</li> <li>■ flora and fauna;</li> <li>■ landscape;</li> <li>■ ecology;</li> <li>■ natural disasters;</li> <li>■ outer space.</li> </ul>
<p><b>Technology, media:</b></p> <ul style="list-style-type: none"> <li>■ home appliances;</li> <li>■ TV, radio, Internet.</li> </ul>	<p><b>Technology, media:</b></p> <ul style="list-style-type: none"> <li>■ discoveries and inventions;</li> <li>■ mechanical appliances;</li> <li>■ TV, radio, newspapers, Internet.</li> </ul>	<p><b>Technology, media:</b></p> <ul style="list-style-type: none"> <li>■ technology and IT development;</li> <li>■ motorisation and telecommunication;</li> <li>■ TV, radio, newspapers, Internet.</li> </ul>
<p><b>Polish social studies:</b></p> <ul style="list-style-type: none"> <li>■ national symbols;</li> <li>■ famous Poles;</li> <li>■ celebrations and customs;</li> <li>■ Polonica in the place of residence.</li> </ul>	<p><b>Polish social studies:</b></p> <ul style="list-style-type: none"> <li>■ prominent artists and their works;</li> <li>■ celebrations, traditions, and customs;</li> <li>■ Polonica in the place of residence.</li> </ul>	<p><b>Polish social studies:</b></p> <ul style="list-style-type: none"> <li>■ artists and their works;</li> <li>■ celebrations, traditions, and customs, anniversaries;</li> <li>■ Polonica in the place of residence and in the neighbourhood.</li> </ul>
<p><b>Language of learning/teaching:</b></p> <ul style="list-style-type: none"> <li>■ basic terms concerning the linguistic knowledge;</li> <li>■ basic terms concerning the knowledge of literature;</li> <li>■ basic terms concerning history and geography.</li> </ul>	<p><b>Language of learning/teaching:</b></p> <ul style="list-style-type: none"> <li>■ basic terms concerning the linguistic knowledge;</li> <li>■ basic terms concerning the knowledge of literature;</li> <li>■ basic terms concerning history and geography.</li> </ul>	<p><b>Language of learning/teaching:</b></p> <ul style="list-style-type: none"> <li>■ terms concerning the linguistic knowledge;</li> <li>■ terms concerning the knowledge of literature;</li> <li>■ terms concerning history and geography.</li> </ul>

## Index of suggested readings and culture texts

For pupils aged 5-9 years

### PRIMARY READINGS

- Władysław Bełza, *Katechizm polskiego dziecka* (*The Polish Child's Catechism*)
- Jan Brzechwa, poems for children (selection)
- Kornel Makuszyński, Marian Walentynowicz, *Przygody Koziołka Matołka* (*Matołek the Billy-Goat*)
- Julian Tuwim, poems for children (selection)
- Józef Wybicki, *Mazurek Dąbrowskiego* (*Dąbrowski's Mazurka*) (2 first verses)

### Legends:

- *O smoku wawelskim* (*Dragon of Wawel Hill*)
- Artur Oppman, *O Warsie i Sawie* (*Of Wars and Sawa*)
- *O śpiących rycerzach* (*Sleeping Knights*)
- *O Piaście Kołodzieju* (*Piast the Cartwright*)
- *O Lechu, Czechu i Rusie* (*Lech, Czech and Rus*)

### Songs:

- Zygmunt Głogier, *Krakowiaczek jeden* (*One Man from Cracow*)
- *Mam chusteczkę harfowaną* (*Duck, duck, goose*)
- Edmund Wasilewski, *Płynie Wisła, płynie* (*Flow, Vistula, Flow*)
- *Stary niedźwiedź*, (*An Old Bear Is Sound Asleep*) *Wlazł kotek na płotek* (*A Kitten Climbed a Fence*)  
(quoted in: Oskar Kolberg)
- *Zasiali górale...* (*Rye has been sown by Highlanders*)

### CULTURE TEXTS AT CHOICE

- Liliana Bardijewska, *Zielony wędrowiec* (*The Green Wanderer*)
- Wanda Chotomska, *Dla najmłodszych* (*For the Very Little Ones*)
- Jan Grabowski, *Puc, Bursztyn i goście* (*Puc, Bursztyn and guests*)
- Joanna Kulmowa, *Zasypianki* (*Songs for Good Night*)
- Mira Jaworczakowa, *Jacek, Wacek i Pankracek, Oto jest Kasia* (*Here comes Kate*)
- Maria Kownacka, *Plastusiowy pamiętnik* (*Plastuś Diary*)
- Maria Krüger, *Karolcia*
- Anna Onichimowska, *Najwyższa góra świata*, (*The Highest Mountain in the World*), *Sen, który odszedł* (*Dream that left*)
- Marian Orłóń, *Florentynka*
- Ewa Szelburg-Zarembina, *Idzie niebo ciemną nocą*, (*The sky is coming through the dark night*), *Królestwo bajki* (*The Kingdom of a Fairy Tale*)
- Barbara Tylicka, *O krakowskich psach i kleparskich kotach* (*On Cracow Dogs and the Cats of Cracow's District of Kleparz*), *Polskie miasta w baśni i legendzie* (*Polish Cities in Tales and Legends*)
- Wojciech Wiślak, *Pan Kuleczka* (*Mr Ball*)

## Films:

- *Akademia Pana Kleksa (The Academy of Mr. Kleks)*
- *Bolek i Lolek*
- *Koziołek Matołek (Matołek the Billy-Goat)*
- *Miś Uszatek (Teddy Floppy-Ears)*
- *Reksio*

## MAGAZINES, WEBSITES, TV SERIES, CONTEMPORARY POPULAR SONGS FOR CHILDREN

### Selection of Polish comics books:

- Grzegorz Rosiński, *Legendarna historia Polski (The Legendary History of Poland)*
- Henryk J. Chmielewski (Papcio Chmiel), *Tytus, Romek i A'tomek*
- Janusz Christa, *Kajko i Kokosz*
- ...and others

### For pupils aged 10-13 years

## PRIMARY READINGS

- Jan Kochanowski, *Na dom w Czarnolesie, Na lipę, Na zdrowie (selection of Epigrams)*
- Ignacy Krasicki, *Lew i zwierzęta (Lion and Animals), Malarze (Painters), Ptaszki w klatce (Birds in a Cage), Przyjaciele (Selection of fairy tales)*
- Adam Mickiewicz, *Ballads (for example: Pani Twardowska, Świtezianka, The Return of Father), Pan Tadeusz (Invocation, Jankiel's Concerto, The Hunt)*
- Juliusz Słowacki, *W pamiętniku Zofii Bobrówny, List do matki (A Letter to Mother)*
- Henryk Sienkiewicz, *W pustyni i w puszczy (In Desert and Wilderness) (excerpts)*
- Bolesław Prus, selected novel *Katarynka, Kamizelka, Z legend dawnego Egiptu (Barrel Organ, Vest, Legends from Ancient Egypt)*
- Czesław Miłosz, *Świat. Poema naiwne (The World. Naive poems)*
- Zbigniew Herbert, *Pan od przyrody (Teacher of natural sciences)*
- Wisława Szymborska, *Kot w pustym mieszkaniu (Cat in an empty apartment)*

## CULTURE TEXTS AT CHOICE

- Adam Bahdaj, *Wakacje z duchami (Holidays with ghosts)*
- Lilianna Bardijewska, *Dom ośmiu tajemnic (Then House of Eight Secrets)*
- Paweł Beręsewicz, *Co tam u Ciumków? (What's Going on at the Ciumeks?)*
- Antonina Domańska, *Historia złotej cizemki (The Story of the Golden Boot)*
- Marta Fox, *Niebo z widokiem na niebo (Sky with a view to a sky)*
- Grzegorz Gortat, *Do pierwszej krwi (Till First Blood)*
- Irena Jurgielewiczowa, *Ten obcy (The stranger)*
- Aleksander Kamiński, *Kamienie na szaniec (Stones for the Rampar)*
- Grzegorz Kasdepke, *Kacperiada*
- Tadeusz Konwicki, *Zwierzoczekoupiór (Beastamaniphantom)*

- Katarzyna Kotowska, *Jeż (The Hedgehog)*
- Maria Krüger, *Godzina pąsowej róży (Hour of a Crimson Rose)*
- Stanisław Lem, *Dzienniki gwiazdowe, (The Star Diaries) Cyberiada*
- Bolesław Leśmian, *Przygody Sindbada Żeglarza (Sinbad the Sailor)*
- Kornel Makuszyński, *Szatan z siódmej klasy (Devil from Seventh Grade)*
- Małgorzata Musierowicz, *Jeżycjada (The Saga of Jeżyce) (as of Noelka)*
- Zbigniew Nienacki, *Pan Samochodzik i templariusze (Pan samochodzik and the Templar Knights )*
- Ewa Nowacka, *Małgosia contra Małgosia, Legendy rycerskie (Legends of the Knights)*
- Joanna Olech, *Dynastia Miziołków (Miziołki's Dynasty)*
- Anna Onichimowska, *Duch starej kamienicy, Dziesięć stron świata, Lot komety (The Phantom of Old Tenement House, Ten Cardinal Points, Comet's Journey)*
- Andrzej Sapkowski, *Wiedźmin (The Witcher)*
- Alfred Szklarski, *Tomek w krainie kangurów (Tomek in Kangaroo Land)*
- Dorota Terakowska, *Władca Lewawu; Córka czarownicy; Dzień i noc czarownicy (The Lord of Lewaw; The Witchery Daughter; The Day and Night in Witch's life)*
- Maciej Wojtyczko, *Bromba i inni (Bromba and the rest)*

#### **Selection of Polish comics books:**

- Dennis Wojda and Krzysztof Gawronkiewicz, *Mikropolis*
- Tadeusz Baranowski, *Skąd się bierze woda sodowa i nie tylko (Where does the Soda Come From and Much More)*
- ...and others.

#### **Films**

## FOR PUPILS AGED 14 YEARS

### PRIMARY READINGS

- Tadeusz Borowski, *U nas w Auschwitzu (Here in Auschwitz)*
- Aleksander Fredro, *Zemsta (Revenge)* (excerpts and film)
- Zbigniew Herbert, *Przesłanie Pana Cogito (The Message of Mr. Cogito)*
- Jan Kochanowski, *Threnodies IX and X*
- Adam Mickiewicz, *Pan Tadeusz* (excerpts and film), *Stepy Akermanańskie (Akerman Steppes)*
- Sławomir Mrożek, *Tango*
- Cyprian Kamil Norwid, *Moja piosnka II (My Song II)*
- Bolesław Prus, *Lalka* (excerpts)
- Juliusz Słowacki, *Smutno mi Boże (How sad I am, my God)*
- Stanisław Wyspiański, *Wesele (The Wedding)* (excerpts and film)

### CULTURE TEXTS AT CHOICE

- Irit Amiel, *Osmaleni (The Singed)* (f.ex. *Klara, Daniel*)
  - Ida Fink, *Skrawek czasu (A Scrap of Time)* (selected short stories)
  - Witold Gombrowicz, *Ferdynand* (selected excerpts)
  - Gustaw Herling-Grudziński, *Inny świat (Another world)* (selected excerpts)
  - Paweł Huelle, *Weiser Dawidek*
  - Jarosław Iwaszkiewicz, *Panny z Wilka (The Maids of Wilko)* (film)
  - Ryszard Kapuściński, *Cesarz (Caesar)*
  - Jan Kochanowski, selected Song
  - Tadeusz Konwicki, *Bohiń, Kronika wypadków miłosnych (A Chronicle of Amorous Incidents)*, *Mała Apokalipsa (Small Apocalypse Now)* (films)
  - Ignacy Krasicki, *Żona modna (Fancy Wife)*
  - Antoni Libera, *Madame*
  - Stanisław Lem, *Opowieści o pilocie Pirxie (Tales of Pirx the Pilot)* (selection)
  - Adam Mickiewicz, *Dziady* cz. II i III (excerpts), *Romantyczność, Oda do młodości, Do M...*
  - Sławomir Mrożek, *Słoń, Emigranci (Elephant, Emigrants)*
  - Bruno Schulz, *Sklepy cynamonowe (The Cinnamon Shops)* (selected short stories)
  - Henryk Sienkiewicz, selected historical novel (i.e. *Quo Vadis, Potop (Deluge), Ogniem i mieczem (With Fire and Sword), Krzyżacy (The Knights of the Cross), Latarnik (The Lighthouse Keeper)*)
  - Juliusz Słowacki, *Balladyna, Testament mój (The Will of Mine)*
  - Julian Strykowski, *Głosy w ciemności (Voices in the Darkness)*
  - Olga Tokarczuk, *E.E. lub Prawiek i inne czasy (Primeval and Other Times)* (excerpts)
  - Stanisław Ignacy Witkiewicz, *W małym dworku (In a Small Manor House)* (theatre staging)
- 
- Janusz Zajdel, selected novel or short story (such as *Limes interior*)
  - Gabriela Zapolska, *Moralność pani Dulskiej (The Morality Of Madame Dulska)*
  - Stefan Żeromski, *Szyfowe prace (Sisyphian Works)*

### Selection of 20<sup>th</sup> and 21<sup>st</sup> century Poetry

### Selection of Polish comics books:

- Krzysztof Gawronkiewicz, Grzegorz Janusz, *Esencja (Essence)*
- Krzysztof Gawronkiewicz, Krystian Rosenberg, *Achtung Zelig!*
- And others

### Selected films:

- Stanisław Bareja, *Miś (The Bear)*
- Tadeusz Chmielewski, *Nie lubię poniedziałku ( I don't like Mondays)*
- Ryszard Bugajski, *Przesłuchanie (Interrogation)*
- Jerzy Kawalerowicz, *Pociąg (The Train)*
- Krzysztof Kieślowski, *Przypadek (Coincidence)*
- Juliusz Machulski, *Seksmisja (Sexmission)*
- Marek Piwowski, *Rejs (Cruise)*
- Roman Polański, *Nóż w wodzie, Pianista (A Knife in Water, The Pianist)*
- Andrzej Wajda, *Popiół i diament (Ash and Diamond), Ziemia obiecana (The Promised Land), Człowiek z marmuru (Man of Marble), Pan Tadeusz, Katyń*

### Music

## History, geography, natural science (5-9 years of age)

Objectives of education
<p><b>Pupil:</b></p> <ul style="list-style-type: none"><li>• acquires basic knowledge concerning Poland's history, geography, and natural environment;</li><li>• acquires basic knowledge concerning culture and society of his/her ancestors' country of origin, identifies himself/herself with Polish culture and traditions, while keeping up respect for cultural diversity and traditions of the country of residence;</li><li>• learns classical texts of Polish children's literature;</li><li>• stimulates personal interest in Poland.</li></ul>
Skills
<p><b>Pupil:</b></p> <ul style="list-style-type: none"><li>• locates Poland in Europe;</li><li>• knows and tells selected legends and traditions that illustrate the birth of Polish nation and state;</li><li>• names and lists national symbols, explains the significance thereof, recognizes national anthem;</li><li>• enumerates selected prominent personalities from Poland's history (Mikołaj Kopernik, Tadeusz Kościuszko, Adam Mickiewicz, Frederic Chopin, Jan Matejko, Maria Skłodowska-Curie, John Paul II, Lech Wałęsa);</li><li>• is able to tell the traditions of his/her own family, builds up own family tree, uses the terms that define the ties of kinship;</li><li>• tells the professions of his/her ancestors or known families in Poland;</li><li>• names the region his/her family comes from or known Polish families, describes the landscape of that region and enumerates the most important buildings/monuments thereof;</li><li>• describes different causes that can result in immigration;</li><li>• identifies the diversity of cultural tradition and respects the cultural differences amongst other nations;</li><li>• defines Poland's geographical position, lists present and past Poland's capital cities, enumerates the most important cities, mountains and rivers;</li><li>• is able to describe the most important Polish festivities and holidays and traditions related thereto, compares Polish traditions to the ones prevailing in the country of residence; knows by heart selected Polish poems, songs, proverbs, and sayings.</li><li>• describes Polish landscape with regard to particular seasons and corresponding traditions;</li><li>• describes Polish landscapes: regions located on the Baltic coast, lowland, upland, mountain.</li></ul>

## History (10-13 years of age)

Objectives of education	
Pupil: <ul style="list-style-type: none"> <li>■ acquires basic knowledge concerning the history of Poland from the times of Poland's baptism to Solidarity times and regaining independence in 1989. this knowledge makes him/her able to learn better the country of his/her origin or ancestors, and to spot the links between the presence and past;</li> <li>■ acquires basic knowledge concerning the culture and society of their ancestors' country of origin; gained knowledge will let them more fully identify with Polish culture and tradition, enabling to confront gathered information on Polish culture with the cultural realities and traditions of the country of residence;</li> <li>■ stimulates his/her interest in the history of Poland, ask questions concerning the causes and consequences of analyzed historic and contemporary events;</li> <li>■ uses the internalized terms, presenting own standpoint and trying to justify it.</li> </ul>	
Topic	Skills
1. Poland- my Homeland/ Homeland of my ancestors	Pupil: <ul style="list-style-type: none"> <li>■ lists Polish national and state holidays and explains the significance thereof, describes the places bearing special significance for Polish national remembrance;</li> <li>■ enumerates and locates on the map the biggest diasporas of Poles worldwide, based on selected examples describes the life of Polish immigrants;</li> <li>■ identifies the institutions forming the political system of contemporary Poland: Two-chamber Parliament, the President and government.</li> </ul>
2. In Poland of the Piasts	Pupil: <ul style="list-style-type: none"> <li>■ tells the legends about Piast Kołodziej (Piast the Wheelwright), Prince Popiel, and Lech, Czech and Rus;</li> <li>■ is able to locate on the map Gniezno and the state of Mieszko I;</li> <li>■ describes the rule of Mieszko I, locating it in time and space;</li> <li>■ identifies the causes and enumerates consequences of Poland's adoption of Christianity;</li> <li>■ knows and tells the story of the Gniezno Convention, taking into account the personalities of St. Wojciech, Bolesław Chrobry (Bolesław I the Brave) and Otton III;</li> <li>■ is able to draw on the significance of Bolesław Chrobry's coronation;</li> <li>☐ explains the root causes that led to the regional partition and restoration of kingdom by Władysław Łokietek (Władysław I the Elbow-high);</li> <li>☐ is able to describe the reign of Kazimierz Wielki (Casimir III the Great), including the foundation of the Cracow Academy and the famous Feast at Wierzynek.</li> </ul>

3. Jadwiga and Jagiełło (Jogaila)	<p>Pupil:</p> <ul style="list-style-type: none"> <li>locates and points on the map Vilnius and the Grand Duchy of Lithuania</li> <li>explains the causes and enumerates the consequences of the Polish-Lithuanian Union;</li> <li>provides an accurate description of Jadwiga and lists her merits for Polish culture;</li> <li>describes the causes and draws on the aftermath of the Battle of Grunwald (also known as 1st Battle of Tannenberg).</li> </ul>
4. Poland under Jagiellonian rules	<p>Pupil:</p> <ul style="list-style-type: none"> <li>recognizes the monuments of Gothic style architecture in Poland, including Mariacki Church and Wit Stwoszcz's high altar;</li> <li>knows and comments on Nikolas Copernicus' life, studies and his revolutionary ideas;</li> <li>describes court life under the rule of last Jagiellonians;</li> <li>recognizes the masterpieces of Polish literature and art dating back to Jagiellonian times: the Wawel Cathedral and Sigimunt's Chapel, and selected poems by Jan Kochanowski.</li> </ul>
5. Scenes from life of Polish noblemen	<p>Pupil:</p> <ul style="list-style-type: none"> <li>describes the Polish nobleman's court and grange of corvee;</li> <li>defines the nobleman' rights and duties towards the state, while drawing on the fundamentals of the democracy of nobles.</li> </ul>
6. In the Polish–Lithuanian Commonwealth	<p>Pupil:</p> <ul style="list-style-type: none"> <li>explains the key principles and provisions of the Union of Lublin and locates on the map the territory of the Polish–Lithuanian Commonwealth;</li> <li>describes the Commonwealth as a state of many nations, cultures and religions;</li> <li>explains the principles and character of the Free Election.</li> </ul>
7. History of Polish Army in the 17 <sup>th</sup> century	<p>Pupil:</p> <ul style="list-style-type: none"> <li>locates in time and describes the events related to the Swedish Deluge (Potop Szwedzki), with special attention drawn to the defence of Częstochowa and the personality of Stefan Czarniecki;</li> <li>locates in time and describes the Battle of Vienna and Jan III Sobieski (John III Sobieski); tells about Marysieńka (Marie Casimire Louise de la Grange d'Arquien) and John III Sobieski in the context of the Succour of Vienna and everyday life in Wilanów Residence.</li> </ul>
8. Attempts to reform the Polish state and its final collapse	<p>Pupil:</p> <ul style="list-style-type: none"> <li>explains the reasons behind weakening the Polish state in the 18th century;</li> <li>provides some examples of reforming the Polish state, undertaken during the reign of Stanislaw August Poniatowski with special attention drawn to the role of the Commission of the National Education, and the Great Sejm, also known as the Four-Year Sejm, and the Constitution of May 3, 1791;</li> <li>draws on the Kosciuszko Uprising;</li> <li>Explains the circumstances in which the Polish State finally collapsed and</li> </ul>

	eventually partitioned.
9. By Napoleon's side	<p>Pupil:</p> <ul style="list-style-type: none"> <li>identifies in the Polish national anthem some historic contexts related to Napoleon I of France; refers to the prominent personalities of that time: Jan Henryk Dąbrowski, Józef Wybicki and Prince Józef Poniatowski;</li> <li>identifies correctly some selected historical contexts contained in Pan Tadeusz by Adam Mickiewicz: scenes presenting the life of Polish noblemen, selected elements of Napoleon legend, and the year 1812.</li> </ul>
10. Times of national captivity	<p>Pupil:</p> <ul style="list-style-type: none"> <li>set time frame for the November Uprising and January Uprising;</li> <li>points out main goals for the insurgents and examples of repressions suffered by Poles after the collapse of the two uprisings;</li> <li>tells about other forms of nationality-based persecutions.</li> <li>using different sources, gathers information on life and achievements that enriched Polish cultural heritage: Stanisław Moniuszko, Henryk Sienkiewicz, Jan Matejko and Stanisław Wyspiański.</li> </ul>
11. Polish immigration in 19th century.	<p>Pupil:</p> <ul style="list-style-type: none"> <li>is able to make a clear distinction between politically driven immigration and economic migration, identifies countries that witnessed the highest influx rates of Polish immigrants and refugees in 19th century;</li> <li>tells about the hardship of immigrants' lives and their significant input in the development of their the then new homelands.</li> <li>using different sources, gathers information on life and achievements of Poles in exile</li> </ul>
12. In revived Poland	<p>Pupil:</p> <ul style="list-style-type: none"> <li>indicates and describes the circumstances that were conducive to Poland's regaining independence;</li> <li>on the map, indicates the borders of the 2nd Republic of Poland and lists its directly neighbouring states;</li> <li>gather information on the merits and contribution of Józef Piłsudski, Ignacy Jan Paderewski and Roman Dmowski to the emergence of independent Poland;</li> <li>refers to the 2nd Republic of Poland's achievements in economy, culture, and science.</li> </ul>
13. Poland and Poles in the II World War	<p>Pupil:</p> <ul style="list-style-type: none"> <li>presents the key factors that determined the Nazis armed aggression against Poland;</li> <li>presents Stalin and Hitler's policy towards Poland;</li> <li>describes the fate of people living under occupied Poland's territory, with special focus on the tragic fate of Jewish citizens;</li> <li>Draws on the citizens' resistance towards the Occupiers, while taking into special consideration the role of the Home Army and the Warsaw Uprising;</li> <li>Presents the battles the Poles fought at the frontlines of the WW II, as well as their post-war ups and downs;</li> <li>Identifies the most prominent personalities, such as: Władysław Sikorski, Władysław Anders and Stanisław Maczek.</li> </ul>

<p>14. Living in Poland dependent on the Soviet Union</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>• indicates the post-war Poland's borders and its direct neighbours;</li> <li>• refers to the great national effort of raising the country from decay and atrocities of the WW II;</li> <li>• Comments on the epoch of the People's Republic of Poland, taking into account the process of reconstructing ruined Poland after the country had suffered from warfare damages, alphabetization, planned economy, dependence on the Soviet Union, the ultimate dictatorship of the communist wing, censorship, and democratic opposition.</li> <li>• He/she draw on the social resistance towards the communist regime and authorities;</li> <li>• Characterises the role and significance of the Catholic church in the communist period, taking into account the following persons, Stefan Wyszyński, Karol Wojtyła and Jerzy Popiełuszko.</li> </ul>
<p>15. Times of the Solidarity in the reborn Republic of Poland</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>• Describes the activities and emergence of the Solidarity movement and its pivotal role in abolishing communist regime (using the terms: strikes, martial law, round table).</li> <li>• Refers to the most significant social and political changes that took place in Poland after 1989, including Poland's accession to NATO and EU.</li> <li>• Point out new Poland's neighbours after 1991</li> </ul>

## Objectives of education (14 years of age and above)

Objectives of education	
<p>Pupil:</p> <ul style="list-style-type: none"> <li>■ gains systematized knowledge on Poland's history from the times of regaining independence in 1918 until contemporary times, which shall enable him/her to have a closer look into the most recent history of a country of his/her origin or origin if his/her ancestors, as well to spot some common patterns and roots of many contemporary phenomena.</li> <li>■ Gains systematised knowledge on Polish culture and society in the 20th century; this knowledge in turn shall enable him/her to identify oneself fully with Polish tradition and culture while making references to well-known 20th century history of the country of his/her residence.</li> <li>■ Stimulates personal interest in the country of his/her ancestors;</li> <li>■ Ask questions concerning the causes and consequences of the analysed events from the most recent Poland's history witnessed by their parents, grandparents, and grand-grandparents;</li> <li>■ reaches for different sources for information;</li> <li>■ selects them and puts in a particular order;</li> <li>☒ Synchronises the events from the Poland's history with the history of the country of his/her origin and general history as well;</li> <li>☒ Takes into account the complex nature of many phenomena and tries to discuss them either in Polish or native language;</li> </ul>	
Topic	Skills
1. Reconstruction of independence and political life in the 2 <sup>nd</sup> Polish Republic	<p>Pupil:</p> <ul style="list-style-type: none"> <li>■ Describes the complex process of shaping the 2nd PR's territory, including Wielkopolska Uprising of 1918–1919 and Silesian Uprisings and the plebiscite, as well as the Polish–Soviet War;</li> <li>■ Recognizes the characteristic features of the political system adopted by the 2<sup>nd</sup> PR, provided in the constitutions of 1921 and 1935;</li> <li>■ Explains the reasons that eventually led to the crisis of the parliamentary democracy in the 2nd PR;</li> <li>■ Explains the circumstances and conditions influencing the 2nd PR's foreign policy;</li> <li>■ Recognizes and identifies the most prominent and significant personalities for the interwar period: Józef Piłsudski, Roman Dmowski, Ignacy Jan Paderewski, Władysław Grabski, Eugeniusz Kwiatkowski;</li> <li>■ Synchronises the most significant events from the Poland's history with the events in his/her country of origin's history.</li> </ul>
The 2 <sup>nd</sup> Polish Republic Society, economy, culture	<p>Pupil:</p> <ul style="list-style-type: none"> <li>■ Describes and characterises the 2<sup>nd</sup> Polish Republic's society, taking into account the national and religious structure;</li> <li>■ Characterises the economic obstacles and successes of the 2nd Polish Republic including the establishment and construction of Gdynia city and port, Central Industrial Region, reforms of Władysław Grabski and the economic emigration;</li> <li>■ Characterises the major cultural and scientific achievements of the 2<sup>nd</sup> Polish Republic.</li> </ul>
German and Soviet occupation on Polish territory	<p>Pupil:</p> <ul style="list-style-type: none"> <li>■ Explains the reasons that triggered the outbreak of the Second World War;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Describe the course and aftermath of the Poland's 1939 Defensive War;</li> <li>▪ Characterises the occupiers' policy against Polish nation, including the information on the Katyn murder, deportations, concentration and death camps, and forced labour relocations;</li> <li>▪ Characterises the Nazis plan of extermination of the Jewish Nation and other nationalities and social groups: is able to present and discuss the Warsaw Jewish Ghetto Uprising, mentioning Janusz Korczak and Mordechaj Anielewicz, presents the Poles' active role in saving Jews, the organization „Żegota", Irena Sendlerowa, Jan Karski;</li> <li>▪ Describes and discuss the approach of societies and governments of Western Europe and the USA towards the Holocaust;</li> <li>▪ Presents the organization of the Polish Secret State and different forms of resistance, with special attention drawn to the activity of the Home Army; identifies the leaders of the Polish Secret State and Home Army heroes, including: Stefan "Grot" Rowecki, Tadeusz "Bor" Komorowski, August Emil "Nil" Fieldorf;</li> <li>▪ Presents the Stalin's plots aimed at establishing the communist centre of power in Poland;</li> <li>▪ Explains the political conditions and characterizes the military action of the Warsaw Uprising;</li> </ul>
<p>4. Government of the Republic of Poland in Exile and the case of Poland during the WW II</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>▪ Presents the circumstances conditioning the establishment and activity of the Government of the Republic of Poland in Exile;</li> <li>▪ Characterises the input of Poles in the Allies' military effort, including the success of Polish cryptologists; locates in time and space the operations of Polish troops on frontlines globally;</li> <li>▪ Characterises and assesses the world powers' policy and approach towards the Polish case during the WW II (Teheran, Yalta, Potsdam);</li> <li>▪ Identifies the leading personalities of the Polish government in exile and commanders of the Polish Military Forces during the WW II: Władysław Raczkiewicz, Władysław Sikorski, Stanisław Mikołajczyk, Władysław Anders, Stanisław Maczek and Stanisław Sosabowski;</li> <li>▪ Synchronizes the most significant events of the WW II in Poland with the events worldwide.</li> </ul>
<p>5. Poland under the communist regime</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>▪ Points out the borders of Poland in the post war period after 1945;</li> <li>▪ Explains the circumstances accompanying the taking over the power in Poland by communists;</li> <li>▪ Identifies the most important leaders of the communist party;</li> <li>▪ Characterises the system of Stalin's repressions in Poland and discuss the aftermath thereof;</li> <li>▪ Characterises the realities of the economic and social status of citizens in the People's Republic of Poland;</li> <li>▪ Compares the causes and consequences of the political crisis from 1956, 1968, 1970, and 1976;</li> <li>▪ Characterises the activity of the democratic opposition movement in the 70s of the 20th century;</li> <li>▪ Presents the relations between the Catholic Church and the State; assesses the role of the Roman-Catholic Church in political and social life;</li> <li>▪ Characterises the personality of Primate Stefan Wyszyński;</li> <li>▪ Characterises culture and everyday life in the realities of the People's Republic of Poland;</li> </ul>

<p>6. Collapse of the communist regime in Poland – Polish way to independence</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>▪ Draws on the significance of John Paul II pontificate and its impact on political changes in Poland;</li> <li>▪ Explains the causes and consequences of the August Events of 1980;</li> <li>▪ Draws on the role of the Solidarity movement in political and administrative transformations;</li> <li>▪ Presents the circumstances that accompanied the introduction of the martial law in 1981;</li> <li>▪ Characterises the reactions of the international community towards the introduction of the martial law, including taking into account the approach and stance of Polish Diaspora abroad;</li> <li>▪ Explains the root causes and draws on the most vital agreements of the round table;</li> <li>▪ Characterises the transformations in political, social, economic, civilizational and cultural areas of life after 1989;</li> <li>▪ Presents both the international and domestic conditions related to the process of reconstructing the foundations of a democratic state after 1989;</li> <li>▪ Presents the circumstances of and discuss the significance of Poland's accession to NATO and EU;</li> <li>▪ Indicates the key leaders and personalities of the Polish political scene after 1989;</li> <li>▪ Compares the contemporary Polish political system with the system exercised in the pupil' country of residence;</li> <li>▪ Synchronizes the most significant events of Poland's history in the second half of the 20th century with the events taking place in Europe and worldwide.</li> </ul>
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## Geography (14 years of age and above)

Objectives of education	
<b>Pupil:</b> <ul style="list-style-type: none"> <li>■ Learns the most important characteristics of the natural environment in Poland;</li> <li>■ Gains knowledge on cities and regions in Poland;</li> <li>■ learns the factors that decide on the Poland's economic diversity;</li> <li>■ uses the atlas of Poland and learns the geographic names in Polish;</li> <li>■ Kindles his/her interest in the country of ancestors and the region of Poland his/her family or other known to him/her Polish families come from.</li> </ul>	
Topic	Skills:
1. Poland on the map of Europe	Pupil: <ul style="list-style-type: none"> <li>■ shows Poland on the map of Europe;</li> <li>■ defines the geographical position of Poland, enumerates and shows its neighbours;</li> <li>■ knows the major natural habitats of Poland and can locate them on the map;</li> <li>■ locates lowlands, uplands and mountains;</li> <li>■ locates the Baltic Sea and most important lakes and rivers.</li> </ul>
2. My homeland - country of the pupil's family's origin or other Polish families known to him/her	Pupil: <ul style="list-style-type: none"> <li>■ characterises the place and region the pupil's family (or any other Polish family known) comes from, defines its natural environment and regional traditions;</li> <li>■ gathers information on the characteristic features of this region and its inhabitants;</li> <li>■ skilfully uses the map of a given region and is able to locate major rivers, towns, historic sites; correctly pronounces the region's name and locates this region on the map.</li> </ul>
3. Poland's landscapes	Pupil: <ul style="list-style-type: none"> <li>■ characterises the climate in Poland;</li> <li>■ characterises the landscapes: lowlands, uplands, lakelands, mountains: explains the causes of differences between them;</li> <li>■ explains the major factors accounting for the changes in Polish seasonal landscapes throughout the calendar year; characterises selected landscapes in different seasons.</li> </ul>

<p>4. Man and his economic activity</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>▪ Characterises the population settlement patterns based on the map of Poland</li> <li>▪ Enumerates the biggest Poland's agglomerations and locates them on the map; correctly pronounces their names;</li> <li>▪ Enumerates the biggest tourist assets and advantages of the biggest Poland's agglomerations;</li> <li>▪ Characterises the rural and agricultural landscape in Poland; enumerates the most important plants, crops, and farm animals; enumerates the traditional Polish meals and regional specialties;</li> <li>▪ Identifies the strategic mineral and natural resources exploited in Poland;</li> <li>▪ Characterizes the forms of environmental protection used in Poland, lists and locates national parks on the map, provides brief characteristics of a selected national park;</li> <li>▪ Provides examples of up-to-date problems in social and economic areas of life in contemporary Poland, using different sources of information (adults, press, radio, TV, Internet);</li> <li>▪ Lists the national and ethnic minorities living in Poland, based on a selected examples characterises their culture and traditions.</li> </ul>
<p>5. Poland in contemporary world</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>▪ Characterizes the Poland's place within the European Union; identifies the Eastern borderline of the EU;</li> <li>▪ Recognizes on the map of Europe the most important railway hubs, roads, airports and routes linking Poland with other countries, including the pupil's country of residence;</li> <li>▪ Localizes on the map the biggest clusters of Polish Diasporas; explains the reasons underlying the emergence thereof.</li> </ul>

## Geography (14 years of age and above)

Objectives of education	
Pupil: <ul style="list-style-type: none"> <li>▪ Uses plans, maps, pictures, drawings, diagrams, charts, statistical data, source texts and IT technologies in order to gather, process and present the geographic data concerning Poland;</li> <li>▪ Uses the basic geographic vocabulary in Polish while describing and explaining phenomena and processes taking place in the geographic environment; identifies the relations and correlations in Poland's natural environment, economy and social life;</li> <li>▪ Kindles his/her interest in Poland's natural and geographic environment.</li> </ul>	
Topic	Skills
1. Map- skills of reading, using, and interpreting the map of Poland in Polish language	Pupil: <ul style="list-style-type: none"> <li>▪ Reads information presented with the use of different cartographic techniques;</li> <li>▪ Correctly uses maps, plans, topographic map, tourist map, and road map of Poland (inter alia orients the map against the location, identifies geographic objects on the map, plans itineraries, travel to Poland);</li> <li>▪ Defines the location and characterizes the geographic objects on pictures, aerial photographs, satellite pictures and topographic maps of Poland.</li> </ul>
2. Location and natural environment of Poland	Pupil: <ul style="list-style-type: none"> <li>▪ Based on the map, locates the region of his/her ancestors' origin or other known families in Poland;</li> <li>▪ characterizes the administrative division of Poland; provides names and locates selected voivodeships and their capitals;</li> <li>▪ characterizes the contemporary features of the Polish landscape and allows for the diversification thereof;</li> <li>▪ provides the major characteristics of the climate in Poland, taking into account the climate-forming factors; compares Poland's climate with climatic conditions prevailing in the pupil's country of residence;</li> <li>▪ using the map, characterizes the distribution of the Poland's major natural resources.</li> </ul>
3. Poland's population	Pupil: <ul style="list-style-type: none"> <li>▪ Explains and correctly uses the basic Polish terms related to demography; population growth rate, births and deaths ratio, average life span;</li> <li>▪ Using different sources of information, provides the number of Poland's population, characterises its population growth pattern, gender structure, average life span in Poland, compares these factors to the ones in his/her country of residence</li> <li>▪ Based on the maps presenting the population density, presents the patterns of population distribution in Poland and the country of origin and explains these differences by considering the natural, historic, and economic factors;</li> <li>▪ Enumerates the major, to date problems related to the labour market in Poland; compares these factors to the ones in his/her country of residence</li> <li>▪ Analyzes, compares, characterizes the distribution patterns and size of cities in Poland; account for the reasons that underlie the emergence and development of the biggest agglomerations in Poland.</li> </ul>

<p>4. Chosen issues related to the economic geography</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>▪ Characterizes the structure of land property in Poland;</li> <li>▪ Enumerates the most important crops and products provided by Polish farming industry;</li> <li>▪ Compares the structure of using the energy sources in Poland and in the country of residence;</li> <li>▪ Accounts for the reasons for changes taking place in Polish industry and in the region of origin and indicates the best developed sectors of industrial production in nowadays Poland;</li> <li>▪ Characterizes the Poland's touristic assets and values and characterizes the places listed in the UNESCO List of the World Heritage Sites;</li> <li>▪ Using the maps, characterizes the diversity in density and quality of transportation network in Poland and discuss its impact on the development of other business sectors.</li> <li>▪ Enumerates the forms of means of protecting natural and cultural environment in Poland.</li> </ul>
<p>5. Poland's geographic regions</p>	<p>Pupil:</p> <ul style="list-style-type: none"> <li>▪ Locates on the map the major geographic regions of Poland;</li> <li>▪ Using the specialist maps, characterizes the natural environment of the major geographic regions in Poland, with special attention drawn to the region of origin;</li> <li>▪ Using the specialist maps, characterizes the most prominent features of economies in the major geographic regions in Poland, and the relation thereof to the natural conditions;</li> <li>▪ Presents the tourist values of a selected geographic region, with special attention drawn to its cultural assets</li> <li>▪ Based on tourist maps, as well as specialist, general ones, and accounts of family members, plans and describes a trip to be organized in a selected region, taking into account the natural and cultural values thereof;</li> <li>▪ Characterizes the basic features of location and natural environment of the Baltic Sea, discuss the economic significance of the sea and draws on the reasons for gradual deterioration of its waters.</li> </ul>