

# BASIS International School Prague CURRICULUM Educational Program (curriculum)

While developing the curriculum, BASIS schools were inspired by the most successful school systems throughout the world. Consequently, they created a fusion of traditional European education, which focuses on knowledge and study skills, and American project-based learning, which focuses on problem solving and making connections. BASIS teachers do not only focus on the results, but they also focus on student satisfaction. This is why they do their best to ensure that children enjoy education and see it as a challenge to mobilize their intellectual potential.

The BASIS curriculum teaches students to think critically, to question and to seek solutions across disciplines of study and cultures, regardless of country borders. From an early age, students collaborate on projects invoking creativity, the projects then push them to look for connections, and allow them to apply the knowledge they learn in the classroom. The goal of the BASIS curriculum is to cultivate self-sufficient adults who are active participants in life and events, who are resourceful, independent, and ready to face professional challenges. The BASIS curriculum has undergone more than 20 years of development, continuous refinement, and validation of achieved results.

BASIS schools teach according to an individual curriculum and lesson plans - the BASIS Curriculum. The program starts in preschool (at the age of three) and guides children through further studies up to university entrance.

The presented curriculum is the standard core curriculum for all schools in the BASIS Educational Group network (51 schools in total - USA, China, Thailand, Czech Republic). In the Czech Republic, this curriculum is also supplemented by teaching the Czech language in all elementary school years and by Czech realities in the history and geography subjects. The subject areas of Human and Our World (World Around Us) are also integrated.

The BASIS International School Prague curriculum is identical to the curriculum of BASIS Charter Schools which was created and managed by the American company BASIS Educational Group (BASIS.ed). All schools use the same model for assessing student results. BASIS.ed designed a system of Comprehensive Exams and Baseline Tests for BASIS Charter Schools to effectively manage the learning process. In addition, students take tests to compare their knowledge to their peers from different states (including international Advanced Placement Tests) as well as to individual schools (the OECD tests - PISA Based Test for Schools). For an international comparison of the results of the younger BASIS schools' students, the students take the ISA Tests (International Student Assessment). This program is created especially for international school students, is intended for students from the third grade to the first years of high school and is based on the principles of the PISA Tests.

The graduates of schools using the BASIS Charter School Curriculum are prepared to actively participate in the world of 21st century information technology. They are resourceful and independent and are ready to face professional challenges. Although it is up to each of them to decide what decisions they will make in the future and what career they will choose, studying at our schools aims to prepare them for success.

## 1. PRINCIPLES OF THE EDUCATION FRAMEWORK

### **GLOBAL EDUCATION PRINCIPLE:**

We design the education program for our students with global criteria in mind. In the 21st century, the education of the next generation cannot be guided only by consideration of the city or country in which the children live. We teach our students to the highest global standards so that they gain access to the world's best universities and are competitive in the global job market.

### **ACCOUNTABILITY PRINCIPLE:**

Because the founders of BASIS.ed are two economists, from the very beginning they set out to collect systematic and credible data on student performance across their network of schools. Our responsibility is not only to analyze this data, but more importantly to use the insights gained to continuously improve the academic performance of our students.

**VIRTUOSITY PRINCIPLE:**

We teach our students to excel in the subjects they study and the skills they need. It is this perfect - virtuosic - mastery of the subjects of study that will enable them to excel in their future lives and careers. In our classes, students face extraordinary challenges. This, and the constant support of their teachers and school administrators, will prepare our students for a future full of life's trials.

**CONTINUITY PRINCIPLE:**

Our model of education is characterized by a continuity of subjects from the beginning of the preschool grades to the conclusion in the senior year, where students complete a final Senior Project. Our curriculum is fine-tuned so that the material covered in each course is intellectually challenging and enticing to students. Each year of study builds closely on the previous year and serves simultaneously as preparation for the challenges of the courses that follow.

**CREATIVE COLLABORATION PRINCIPLE:**

We recognize that the greatest asset in our classrooms are our teachers and school leaders. In addition to the standard methods of involving them in the curriculum development, we have developed two important information systems to connect the direct participants in the education process with the central management of the academic process: BeLA and SPORK. The BeLA system enables curriculum planning, lesson plans and the training of new teachers. All participants in the process can benefit from the deep experience of our experts, while offering their new approaches and resources to all their colleagues. The central academic program management staff use BeLA to deliver, align and standardize instruction. While BeLA focuses mainly on the organization of the teaching process, SPORK is a system supporting the content side of teaching. SPORK not only helps to make routine processes such as attendance, homework checking and classroom feedback data collection more effective, but more importantly, it facilitates the use of e-texts, images and videos organized in the form of lessons created by our subject experts or helps modify these materials according to the preference and expertise of the classroom teacher.

**PLURALITY OF OPINIONS PRINCIPLE:**

We encourage our students to not only discuss differences of opinions, but to also learn how to confirm and demonstrate their validity using data and acquired knowledge. In doing so, we emphasize friendly, creative discussion. Our students must be prepared to navigate the ever-changing 21st century. We train them to be productive problem solvers, while approaching conflict situations with sufficient humility and civility. Our teachers are prepared to teach students to confront inevitable differences of opinion, conflicts of opinion and their resolution are welcomed as an important tool in the process of students' maturation and the formation of their own opinions.

## 2. EXTRACURRICULAR AND LEISURE ACTIVITIES

Our curriculum also influences and guides extracurricular activities. We form our own sports teams, set up school clubs and offer a range of other extracurricular activities. Through these, students discover what they really enjoy, plus find friends and interests for life. We guide our students to take an active role in their education, and this philosophy rules our extracurricular activities as well. It is the students themselves who decide with us on the clubs and determine their curriculum and focus. At the beginning of each school year, we find out from the students what activities they are interested in. Based on the results, the school then arranges specific extracurricular activities.

## 3. DIVISION AND DESCRIPTION OF THE EDUCATION PROGRAM

In our curriculum, students are divided into five groups: Preschool, Lower 1st Stage Elementary, Upper 1st Stage Elementary, 2<sup>nd</sup> Stage Elementary and High School. For a comprehensive overview of the complete educational program, we are providing a short description of the preschool and secondary education, respectively. For the purposes of the assessment, of course, only the period of elementary education applies, for which the curriculum is subsequently presented, broken down by grade.

## PRESCHOOL:

### **DISCOVERING AND BUILDING THE FOUNDATIONS OF EDUCATION** (3-6 years)

Preschool children are grouped into groups based on their age and the level of intellectual and social development they have reached. Each group is assigned an Early Education Specialist Teacher, called an EET - Early Education Teacher, and an Associate Teacher, called an EETF - Early Education Teaching Fellow. The early childhood learning environment is carefully designed to foster personal development and curiosity, to encourage natural abilities, to question, create and discover. Our efforts are geared towards making learning fun and playful, but also intense and rich in information. The goal of our preschool program is to lay the foundation for the upcoming school years. The future of education is influenced not only by knowledge of basic concepts and skills, but also by the acquisition of necessary study and work habits, and the establishment and adoption of values that promote a positive attitude toward learning.

## LOWER 1<sup>ST</sup> STAGE ELEMENTARY:

### **HOW TO LEARN PROPERLY** (1<sup>st</sup> to 3<sup>rd</sup> Year)

The 1<sup>st</sup> Stage students are also divided into groups according to their age and each group is assigned a Lead Teacher (LET), a teacher with a focus on effective pedagogy and learning. However, from the first year onwards, students do not spend the entire day in one classroom with one teacher. Rather, they move from class to class where they are met by an expert teacher, called a SET - Subject Expert Teacher. Each SET is qualified to teach his or her subject: humanities, math and science, arts, engineering, language, etc. The LET accompanies the students from one classroom to the next and is dedicated to them throughout the school day. He/she verifies that the students have sufficiently understood the material provided by the SET and that each individual student in the class is working and performing to the best of his/her ability in order to achieve the best possible results. The LET has the task of helping students to develop their ability to learn and monitors their progress very closely, which is consulted with parents. The synergy between SET and LET enables a relatively quick transition from teaching basic skills and knowledge directly to independent thinking and active learning. SET's deep knowledge of the subject and passion for his/her field, combined with LET's teaching experience and exclusive focus on the quality of the teaching process, guarantee extraordinary results. In this age group, there is a particular emphasis on the connections between disciplines. The combination of reading and writing instruction with the teaching of basic social studies concepts, mathematics and introduction to science, as well as the specific subject of Connections, are effective tools for this goal. Emphasizing the interconnectedness of the concepts being taught helps not only to assimilate knowledge more quickly, but also to be able to apply it in specific situations.

## UPPER 1<sup>ST</sup> STAGE ELEMENTARY:

### **EXPLORING ABSTRACT THINKING** (4<sup>th</sup> and 5<sup>th</sup> Year)

At this stage of the curriculum, students are still working in permanent groups in most subjects, but instead of two teachers in the classroom, only the SET - an expert teacher who has graduated from a university specializing in the subject being taught - is present. Our education method builds on the independence and autonomy that students gradually acquire in the early years and deepens these habits. The aim is to make students fully aware of their share of responsibility for their own education. As the name suggests, the Upper 1<sup>st</sup> Stage Elementary makes higher demands on students and aims to build a solid theoretical foundation for progression to the 2<sup>nd</sup> Stage. Teaching is more focused on the transition from concrete to abstract thinking: students move from understanding a text to interpreting it, simple data collection is enriched by data analysis, and students learn in mathematics, in addition to the calculation itself, to find the procedures that lead to the correct result.

## 2<sup>ND</sup> STAGE ELEMENTARY:

### **KNOWLEDGE AS A TOOL OF REALIZATION** (6<sup>th</sup> to 9<sup>th</sup> Year)

In the 2<sup>nd</sup> Stage, the students take a full range of carefully defined subjects across the major disciplines

of study, including the Czech language, foreign language, history, physics, chemistry, biology, economics and, of course, logic. These subjects are balanced by art electives and subjects that extend technical readiness. At this time, students naturally begin to understand knowledge as a means or tool of realization. Gradually they become aware of the horizons opened by knowledge of the basic concepts of each field. They learn that the accumulation of knowledge and improvement of skills is just another but important step towards the creative thinking required for university concepted study in the 2<sup>nd</sup> Stage.

## HIGH SCHOOL:

### **THE ART OF PROBLEM SOLVING** (10<sup>th</sup> to 13<sup>th</sup> Year)

The beginning of the High School period is accompanied by the inclusion of courses focused on preparation for the international Advanced Placement (AP) tests. To earn a BASIS diploma, students must pass at least 6 AP exams: English, Mathematics, Natural Sciences, History and 2 optional. Preparation for the AP exams is organically built into a system called AP Prep and AP Courses. Students are not drilled in just one year to master the facts and skills necessary to succeed on AP exams. Students do not only learn the well-organized course content, designed by leading high school and college experts in the U.S., but also the importance of the principle that knowing the prescribed material is not enough. They must also be able to demonstrate their knowledge in an environment defined outside the closed system of their school. Students work with their teachers to prove their abilities in competition with students from other schools, states, countries, and continents. The demanding criteria of AP exams are unwaveringly objective and unaffected by the classroom environment, the school, or the subjective opinion of the teacher. They are a unique opportunity for students and teachers to develop an exceptional personal mentor-mentee relationship. While many schools in the U.S. prepare students for AP exams in one-year and sometimes even half-year courses, our students prepare for the exam, along with learning about the broader context of the subject, depending on the choice and expertise of their teacher, for at least two years. This, and the quality of the instruction in the earlier stages of the program, is the reason for our students' extraordinary success on AP exams and the subsequent advantages in college applications. In all English-speaking countries, but also in a growing number of European countries, AP scores are a clear differentiator of an applicant's quality.

# BASIS International School Prague

## curriculum (1<sup>st</sup> Year)

1 <sup>ST</sup> YEAR (GRADE 0)		
Field	Subject	Time duration (1 period = 45 min)
Math and Natural Science	Math and Science A	5.5
English and Social Sciences	English Humanities A	5.5
Czech and Social Sciences	Czech Humanities A	4.5
Physical Education	Movement	3
Music Education	Music	3
Art Education	Integration	5.5
Drama		
Engineering		
Connections		
<b>Total</b>		27

## ANNOTATION OF SUBJECTS

### MATH AND SCIENCE

In 1<sup>st</sup> Year, students are introduced to basic mathematical skills and concepts such as addition and subtraction, number value, numeration sense, measurement, rhyming, counting coins and shapes. Students learn common mathematical procedures (problem solving, mathematical modelling, abstract reasoning, etc.) through calendar/morning meetings, fact practice, guided practice, and written assessments.

### ENGLISH HUMANITIES

In this course, students develop basic comprehension, reading and writing skills. They acquire phonemic awareness skills, learn 45 phonograms, 8 spelling rules, and comprehension of simple texts. Reading with comprehension emphasizes skill and vocabulary development through content-rich instruction. They also learn to write uppercase and lowercase letters and begin to build vocabulary for further development in writing. This subject also provides knowledge of social sciences. Topics begin gradually, building a foundation of necessary skills and terminology. This course also incorporates topics from Human and Our World and Health Education.

### CZECH HUMANITIES

The subject is conducted according to the Framework Curriculum for Elementary Education (RVP ZV) - writing habits, print and cursive letters, description and transcription of letters, syllables, simple words and sentences, dictation of letters, syllables, words and sentences, as well as writing numbers. In literary education, students compose and read syllables and words, form simple sentences, and reproduce text. The emphasis is on correct pronunciation, order of words in a sentence, dividing words into syllables, sentences into words. This subject also provides knowledge of social studies. Topics begin gradually, building a foundation of necessary skills and terminology. This course also incorporates topics from Human and Our World and Health Education.

## **MOVEMENT**

The subject is part of a more comprehensive education of students in health issues, on the one hand aiming to learn about their own physical capabilities and interests, and on the other hand to learn about the effects of specific movement activities on physical fitness, as well as on mental and social well-being. Movement training progresses from spontaneous movement activity of students to controlled and selective activity, the purpose of which is the ability to independently assess one's level of fitness and to include movement activities in the daily regime to meet one's own movement needs and interests, to optimally develop fitness and performance, to regenerate strength and compensate for different loads, to promote health and protect life. The subject of Movement also implements topics from the field of Health Education. In the 1<sup>st</sup> Year, Movement lessons focus mainly on correct posture, breathing, corrective and relaxation exercises. Students are also taught the basics of sports games, ball handling manipulation, various forms of running, jump rope exercises and the basics of gymnastics (forward roll, backwards, standing on the shoulder blades, exercises with benches).

## **MUSIC**

The students learn to understand the art of music as an integral part of human existence, developing creative potential and cultivation of expression, and a distinctive means of communication to express personal experiences and attitudes. Students are introduced to the means of expression and the language of musical art. They learn to work creatively and to understand and recognize works of art. They learn to work with the voice, play rhythmic musical instruments, and express music through dance.

## **ART**

The content of the subject is the artistic expression of reality, the creation of applied decorative and spatial works and the expression of the relationship between art and the environment. Emphasis is placed on the development of imagination, sensory sensitivity, and the use of appropriate techniques. The course aims to enable the students to exercise their subjectivity and self-realization in a refined and aesthetic way, while verifying the communicative effects of artworks.

## **DRAMA**

Drama is aimed at the personal and social development of the individual through elements and practices of dramatic art. The subject develops students' physical and mental abilities, acting and communication skills. It provides opportunities to explore attitudes and motivations for action of their own and fictional characters. It directs students to understand the different ways in which interpersonal communication uses the basic tools and techniques of the performing arts. It is about learning primarily through direct experience and through one's own experience in action. The teaching includes visits to theatre performances followed by reflection and analysis of the work seen

## **ENGINEERING**

This course focuses on the practical application of the principles of science taught in Mathematics and Science, principles of design and programming using modern building blocks and computer technology. Students are gradually introduced to information and communication technologies and learn basic computer skills.

## **BY THE END OF 1<sup>ST</sup> YEAR, THE STUDENT:**

- masters writing of lower and upper case letters and numbers
- reads texts of a reasonable length
- recognizes the genre of the text being read (e.g. whether it is a story, a poem or an assignment)
- masters the basic hygiene habits associated with writing
- spells
- recognizes sentence types
- uses first and third person

- identifies vowels and consonants
- performs numerical operations of addition and subtraction up to 20
- navigates the calendar
- writes the date and time correctly
- tells the time on a clock dial to the nearest hour, orientates in time
- identifies 2D shapes
- recognizes and names the orders of numbers
- identifies simple fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{4}$
- masters simple conversions of selected units
- uses a ruler to measure the length of small objects
- compares the size of shapes, measures and estimates the length of a line segment
- names his/her home, address
- simply describes the route to school
- tells basic information about himself/herself and his/her family
- understands the basic relationships of his/her family
- simply describes the work activities of his/her parents
- distinguishes basic differences between people
- names the days of the week, the months of the year, the seasons
- recognizes the basic characteristics of the weather
- navigates through the different parts of the day
- can use their senses to identify the basic properties of substances
- names the basic parts of the human body
- is familiar with basic hygiene habits
- is familiar with the basic rules of the road (for pedestrians and cyclists)
- recognizes the basic life cycles of animals
- is familiar with the basics of ecology, recycling
- knows what fair play is and the basics of good sportsmanship
- develops activity in a natural way
- learns correct posture and correct breathing when performing exercises
- takes an active part in games and competitions
- tries to master the combination of starting on signal and running, tries to master basic technique
- throws a ball from a standing position and walking
- masters basic gymnastic exercises in accordance with individual aptitudes

- lists the basic sports equipment, parts of the field and the most famous sports games
- in accordance with individual aptitudes, can use basic gymnastic equipment
- learns the principles of hygiene and safety in physical activities
- sings simple songs to the best of his/her ability
- breathes correctly
- enunciates clearly
- can tap out a rhythm
- uses simple musical instruments for accompaniment
- moves to the music
- distinguishes sounds, voices and tones around him/her
- recognizes songs with and without musical accompaniment
- recognizes that a melody amplifies, diminishes, speeds up, slows down
- recognizes lines, shapes, volumes, colors, objects
- learns the concepts of primary colors, mixed colors, warm and cool colors, dense and sparse colors
- gains experience in using different materials and tools
- graphically represents movement
- depicts the forms of animals, plants and people
- develops imagination and creativity
- works with small materials, modelling materials, paper and cardboard, textiles
- learns assembly and disassembly work
- learns about folk customs, traditions and crafts
- works correctly with voice and breath
- can work in pairs or groups
- can express basic emotions verbally and non-verbally
- distinguishes between acting and real situations
- accepts and acknowledges the rules of a game
- enters into different roles and solves situations and conflicts based on own experiences
- can relax actively and passively
- can present himself/herself in front of others
- is able to listen
- observes, describes and compares the visible changes in nature in the different seasons
- knows basic tablet controls, can open and close an application



# BASIS International School Prague curriculum (2<sup>nd</sup> Year)

2 <sup>ND</sup> YEAR (GRADE 1)		
Field	Subject	Time allocation (1 period = 45 min)
Math and Natural Science	Math and Science A	8
English and Social Sciences	English Humanities A	8
Czech and Social Sciences	Czech Humanities A	5.5
Physical Education	Movement	3
Music Education	Music	3
Art Education	Integration	5.5
Drama		
Engineering		
Connections		
<b>Total</b>		33

## ANNOTATION OF SUBJECTS

### MATH AND SCIENCE B

Students discuss relevant connections between math and science. They practice their skills, explore topics, and demonstrate knowledge using examples and experiments where possible. Students learn to apply mathematical topics in the field of number sense and operations, measurement, patterns, and data analysis. Students discover essential science topics including: science as a process, life science, physical science and earth and space science.

### ENGLISH HUMANITIES B

This is an integrated unit using the teaching of civic, social studies and history concepts to practice reading, writing and vocabulary. The course also focuses on learning and practicing the ability to write text in print and cursive letters. Students systematically develop skills in reading comprehension and spelling. All 75 basic phonograms and numerous spelling rules are taught, as well as major phonemic skills. Students systematically develop text analysis skills and build vocabulary while comprehending more complex texts. The course focuses on building reading habits that will carry the students into the higher grades..

### CZECH HUMANITIES B

Follows the Framework Curriculum for Elementary Education (RVP ZV) - students improve their copying and transcription of letters. In literary education, they improve reading aloud, silently, with comprehension, reproduction of text, dramatization of text. They work on expanding their vocabulary. Students recognize prose and poetry. They narrate the plot according to a picture outline, describe people, things. They practice syllables, the letter ě in the groups dě, tě, ně, bě, pě, vě, mě. They learn proper names.

## **MOVEMENT**

The course is part of a more comprehensive education of students in health issues, aiming on the one hand to learn about their own physical capabilities and interests, and on the other hand, to learn about the effects of specific physical activities on physical fitness, mental and social well-being. Movement training progresses from the spontaneous movement activity of students to controlled and selective activity, the purpose of which is the ability to independently assess one's level of fitness and to include it in the daily regime movement activities to meet one's own movement needs and interests, to optimally develop fitness and performance, to regenerate strength and compensate for different loads to promote health and protect life. Topics from the field of Health Education are also implemented in the subject of Movement. In the second year, Movement classes again focus on basic hygienic exercise habits, correct posture and breathing. Various forms of speed, endurance, strength, agility, and coordination of movement, running skills, handling the ball and simple tools are skills that are developed. Students are also introduced to the basic sports and their rules. They are educated in fair play.

## **MUSIC**

The Music subject consists of vocal, instrumental, musical movement and listening activities. Through these components, Music leads the student to an understanding of the art of music, to an active appreciation of music and singing and its use as a means of communication. In Music, students apply their knowledge from elementary school, Czech language, history, art, and mathematics. Students learn to present their skills as individuals and as a team in front of other students. Together, they attend cultural events and participate in performances, e.g., in class and school competitions.

## **ART**

The content of the subject is the artistic expression of reality, the creation of applied works of decorative and spatial art and the expression of the relationship between art and the environment. Emphasis is placed on developing imagination, sensory sensitivity, and the use of appropriate techniques. The course aims to enable the student to exercise his/her subjectivity and self-fulfillment in a refined and aesthetic way, while in doing so, he/she will be able to verify the communicative effects of works of art.

## **DRAMA**

The Drama subject focuses on the personal and social development of the individual through the elements and practices of the dramatic arts. The subject develops physical and mental abilities, acting and communication skills. It provides an opportunity to explore the attitudes and motivations behind the actions of their own and fictional characters. It directs students to understand different modes of interpersonal communication and uses the basic tools and techniques of the performing arts. Drama is about learning primarily through direct experience and through one's own experience in action. The subject includes visits to theatre performances followed by reflection and analysis of the work seen.

## **ENGINEERING**

This course focuses on the practical application of the principles of science taught in Math and Science, and the principles of design and programming using modern building blocks and computer technology. In the course, students are gradually introduced to and further develop their skills in the use of information and communication technology and learn basic computer skills.

## **CONNECTIONS**

This subject links concepts and skills taught in other subjects in the form of project and practical practice. This course also incorporates the topics of Human and Our World and Health Education.

## **BY THE END OF 2<sup>ND</sup> YEAR, THE STUDENT:**

- spells
- uses and practices phonograms appropriate to his/her ability

- distinguishes between singular and plural number
- recognizes the present tense from the ending
- identifies a noun
- correctly combines letters and syllables in written text
- works with literary text
- recognizes the root, prefix and suffix of a word
- observes the correct height ratio, size, slant and shape of letters in a word
- completes tables, diagrams, number sequences
- reads, writes and compares natural numbers up to 1 000, uses and writes the relationship of equality and inequality
- uses linear ordering; displays a number on the number line
- recognizes and model simple symmetrical figures in the plane
- recognizes and names simple solids
- determines temperature from the scale on a thermometer
- names multiples of tens
- learns about units of measurement (metric and imperial)
- compares the size of shapes, measures and estimates the length of a line segment
- distinguishes between a straight line and a line segment
- associates regular physical activity with a healthy lifestyle
- learns the basics of sports games
- learns the basic technique of bouncing off the rebounding leg, throwing a ball or walking
- learns the basics of gymnastics (forward and backward rolls, skipping, pole climbing, tug-of-war)
- attempts to master the combination of starting on a signal and running, consolidates the basic technique of jumping into long jump from a short run
- develops prerequisites for preparatory tasks
- works together in a team
- knows the simplified rules of the games and can follow them
- knows basic gym terminology
- applies basic principles of hygiene and safety in familiar physical activities school premises
- learns to prepare the body for physical activity (warm-up, warm-down), calm the body after exercise (stretching, relaxation)
- uses appropriate sports clothing and footwear, knows how to change into exercise clothes and wash up
- is learning proper drinking regime
- sings simple folk and art songs
- knows how to use correct breathing and posture, takes care of vocal hygiene

- learns the musical notation of a melody, recognizes the basic graphic signs (notes)
- expresses music by movement
- combines dancing and singing
- learns about musical genres
- visually represents his/her own experiences and ideas
- recognizes the shapes and functions of objects
- learns about different materials - clay, dough
- handles appropriate mixing and thinning of colors
- masters basic technical art skills
- applies imagination and fantasy to his/her work
- is familiar with the basics of cultivation
- begins to work with technical materials
- works correctly with voice and breath
- can work in pairs or groups
- can express basic emotions verbally and non-verbally
- distinguishes between acting and real situations
- accepts and acknowledges the rules of the game
- enters into different roles and solves situations and conflicts based on own experiences
- can relax actively and passively
- can present himself/herself in front of others
- is able to listen
- knows basic tablet and PC controls, can start and stop an application
- can explain the concept of robot, program, can describe examples of robot use, lists the basic parts
- is familiar with the GO app environment, knows how to control the robot's driving
- can build a simple program for a robot

# BASIS International School Prague curriculum (3<sup>rd</sup> Year)

3 <sup>RD</sup> YEAR (GRADE 2)		
Field	Subject	Time allocation (1 period = 45 min)
Math and Natural Science	Math and Science A	8
English and Social Sciences	English Humanities A	8
Czech and Social Sciences	Czech Humanities A	5.5
Physical Education	Movement	3
Music Education	Music	3
Art Education	Integration	5.5
Drama		
Engineering		
Connections		
<b>Total</b>		33

## ANNOTATION OF SUBJECTS

### MATH AND SCIENCE C

In 2<sup>nd</sup> to 4<sup>th</sup> Year, math and science are designed in an integrated block. Students discuss relevant connections between math and science. They practice their skills, explore topics, and demonstrate their knowledge using examples and experiments where possible. Students learn to apply mathematical topics in the field of number sense and operations, measurement, patterns, and data analysis. Students also discover essential science topics: science as a process, life science, physical science and earth and space science.

### ENGLISH HUMANITIES C

In 2<sup>nd</sup> to 4<sup>th</sup> Year, instruction is designed in an integrated unit using civics, social studies, and history concepts to practice reading, writing, and vocabulary. The course focuses on the acquisition and practice of print and cursive letters. The course ends with keyboard writing instruction in fourth grade. Students systematically develop skills in reading comprehension and spelling. All 75 basic phonograms and numerous spelling rules are taught, as well as major phonemic skills. Students also systematically develop text analysis skills and build vocabulary while comprehension of more complex texts. The course focuses on building reading habits that will carry them into the upper grades.

### CZECH HUMANITIES C

In 3<sup>rd</sup> Year, students learn Listed Words (vyjmenovaná slova), word types and the spelling of proper nouns. They study sentences, clauses, linking expressions and punctuation. Students copy short texts, pay attention to the editing of written speech. In Literacy, they practice orientation in the text and its reproduction, recitation of a poem or recitation of a prose fragment.

## **MOVEMENT**

This course is part of a more comprehensive education of students in health issues, aiming on the one hand to learn about their own physical capabilities and interests, and on the other hand, to learn about the effects of specific physical activities on physical fitness, mental and social well-being. Movement training progresses from the spontaneous movement activity of students to controlled and selective activity, the purpose of which is the ability to independently assess one's level of fitness and to include in the daily regime movement activities to meet one's own movement needs and interests, to optimally develop fitness and performance, to regenerate strength and compensate for different loads to promote health and protect life. Topics from the field of Health Education are implemented in the subject of Movement. In the 3<sup>rd</sup> Year, during Movement lessons, physical exercises and relaxation are further deepened, as well as correct posture and breathing. Care is taken to ensure proper hygiene in physical activities, but also appropriate clothing and the use of sports equipment. Students further deepen their knowledge of the basic rules of sports, learn to play in a team and in the spirit of fair play. They develop their skills in gymnastic exercises and acrobatics (forward roll, backward roll), exercises with tools, benches, jump rope, pole climbing. Students are also taught the basics of athletics - fast running, endurance running, long jump, ball throwing...

## **MUSIC**

The Music course consists of vocal, instrumental, musical movement and listening activities. Through these components, music education leads the student to an understanding of the art of music, to an active appreciation of music and singing and its use as a means of communication. In Music classes, students apply their knowledge from elementary school, the Czech language, history, art, and mathematics. Students also learn to present their skills as individuals and as a team in front of other students. Together, they attend cultural events and participate in performances, e.g., in class and school competitions.

## **ART**

The content of the subject is the artistic expression of reality, the creation of applied works of decorative and spatial art, and the expression of the relationship between art and the environment. Emphasis is placed on developing imagination, sensory sensitivity, and the use of appropriate techniques. The course aims to enable the students to exercise their subjectivity and self-realization in a refined and aesthetic way, while verifying the communicative effects of artworks.

## **DRAMA**

The Drama course focuses on the personal and social development of the individual through the elements and practices of the dramatic arts. The subject develops students' physical and mental abilities, acting and communication skills. It provides an opportunity to explore the attitudes and motivations behind the actions of their own and fictional characters. It directs students to understand different modes of interpersonal communication and the uses of basic tools and techniques of the performing arts. It is about learning primarily through direct experience and through one's own experience in action. The course includes visits to theatre performances followed by reflection and analysis of the work seen.

## **ENGINEERING**

This course focuses on the practical application of the principles of science taught in Math and Science, and the principles of design and programming using modern building blocks and computer technology. In the course, students are gradually introduced to and further develop their skills in the use of information and communication technologies and acquire the basic computer skills.

## **CONNECTIONS**

This subject links concepts and skills taught in other subjects in the form of projects and practical practice. This course also incorporates in part the topics of Human and Our World and Health Education.

## **BY THE END OF 3<sup>RD</sup> YEAR, THE STUDENT:**

- uses phonograms
- uses the correct form of the word

- recognizes and lists homonyms, synonyms and antonyms
- pronounces carefully
- identifies and uses spelling rules familiar to him/her
- identifies i, y after ambiguous consonants within a word and learns their spelling
- recognizes nouns and verbs
- learns about 7 cases
- sorts words alphabetically
- distinguishes between simple sentences and compound sentences
- uses conjunctions and punctuation
- describes and compares geometric shapes and solids
- uses common physical quantities to describe the weather
- creates a graph
- performs simple number operations with natural numbers by memory
- lists and uses multiples of numbers by 10
- rounds
- learns the meanings of gravity, motion, types of energy and force and state their applications in everyday life
- observes correct posture and breathing in a variety of physical activities
- understands the importance of movement for health
- masters the combination of starting on a signal and running
- consolidates the basic technique of the long jump
- learns the basics of athletics
- cooperates in team activities and competitions
- learns about gymnastic equipment and tools, learns the basics of gymnastics
- improves preparatory push-ups
- uses appropriate sports clothing and footwear, knows how to change into gym clothes and how to wash-up
- learns to upkeep proper drinking regime
- learns how to prepare the body for physical activity (warm-up, warm-down), how to calm the body after exercise (stretching, relaxation)
- responds to basic instructions and commands regarding the instructed activity and its organization
- knows the simplified rules of the games and can follow them
- tries to sing simple two-part songs
- learns to find his/her way around music notation
- uses simple musical instruments to accompany a play
- responds to music with movement

- recognizes some musical instruments in music
- distinguishes between vocal and instrumental music
- is able to represent his/her experiences, ideas and ideas in an artistic way
- mixes colors
- develops a sense of space
- expresses description of characters through artistic means
- develops a relationship with the environment
- learns about different types of art (painting, printmaking, sculpture, architecture)
- describes the subject, the working process
- uses basic social phrases appropriately
- observes communication rules, makes telephone calls, uses appropriate forms of greeting
- behaves appropriately when dining
- knows how to prepare a table for simple dining
- learns the basics of electrical engineering
- knows basic tablet and PC controls, can start and stop an application
- further develops his/her robotics skills
- masters simple set-ups with building blocks and robots
- has a basic understanding of the internet environment
- can write and save texts on a PC
- has an in-depth knowledge of the growing industry
- expresses inner states and emotions; acts in a role convincingly and naturally.
- can lead and adapt to the group
- can view a story from the positions of different characters
- works in a group
- can concentrate even under difficult conditions
- evaluates others
- accepts constructive criticism
- manages to navigate safely in space
- knows basic theatre types and genres and their main features
- performs simple experiments on a group of familiar substances, identifying their commonalities and different properties and measures basic quantities using simple tools and instruments



# BASIS International School Prague

## curriculum (4<sup>th</sup> Year)

4 <sup>TH</sup> YEAR (GRADE 3)		
Field	Subject	Time allocation (1 period = 45 min)
Math and Natural Science	Math and Science A	8
English and Social Sciences	English Humanities A	8
Czech and Social Sciences	Czech Humanities A	5.5
Physical Education	Movement	3
Music Education	Music	3
Art Education	Integration	5.5
Drama		
Engineering		
Connections		
<b>Total</b>		<b>33</b>

## ANNOTATION OF SUBJECTS

### MATH AND SCIENCE D

In 2<sup>nd</sup> to 4<sup>th</sup> Year, Math and Science are designed in an integrated block. Students discuss relevant connections between mathematics and science. They practice their skills, explore topics, and demonstrate knowledge using examples and experiments where possible. Students learn to apply mathematical topics in the field of number sense and operations, measurement, patterns, and data analysis. Students also discover essential science topics: science as a process, life science, physical science, earth, and space science.

### ENGLISH HUMANITIES D

In 2<sup>nd</sup> to 4<sup>th</sup> Year, instruction is designed in an integrated unit using civics, social studies, and history concepts to practice reading, writing, and vocabulary. The course focuses on the acquisition and practice of writing in print and cursive letters. The class concludes with keyboard writing instruction in fourth grade. Students systematically develop skills in reading comprehension and spelling. All 75 basic phonograms and numerous spelling rules are taught, as well as the skills of major phonemes. Students also systematically develop text analysis skills and build vocabulary while comprehending more complex texts. The course focuses on building reading habits that will carry them into the upper grades.

### CZECH HUMANITIES D

The course follows the Framework Curriculum for Elementary Education (RVP ZV) - students acquire unambiguous, ambiguous, proper, and informal words. They practice Listed Words (vyjmenovaná slova), word types and proper nouns, subject-verb agreement, and the correct spelling of i/y. They learn to inflect nouns, to conjugate verbs, to identify infinitives. They learn about types of poetry - lyrics, epic and prose - short stories, fairytales, fables. They learn to recognize main and secondary characters, time, and setting. They further develop by reproducing the text they read, finding key words, creating headings, avoiding repetition of words.

## **MOVEMENT**

The Movement subject is part of a more complex education of students in health issues, on one hand, it is aimed at understanding one's own physical abilities and interests, and on the other hand, it is aimed at understanding the effects of specific physical activities on physical fitness, mental and social well-being. Movement education progresses from the spontaneous movement activity of students to controlled and selective activity, the purpose of which is the ability to independently assess one's level of fitness and to include in the daily regime movement activities to meet one's own movement needs and interests, to optimally develop fitness and performance, to regenerate strength and compensate for different loads to promote health and protect life. Topics from the field of Health Education are also implemented in the Movement subject. In the 4<sup>th</sup> Year, students continue to improve techniques in athletics and gymnastics (coordination of a start of a signal run, fast and endurance running, long jump, rolls, vault, handstand with assistance, balance beam/bench). In addition to the basics of team sports, students are involved in individual game activities (dribbling, shooting the basket, passing with feet and hands). Individual games with simplified rules are also organized (dodgeball, soccer, floorball, etc.). Sufficient emphasis is placed on hygiene and safety in sports and games activities.

## **MUSIC**

The Music course consists of vocal, instrumental, musical movement and listening activities. Through these components, music education leads the student to an understanding of the art of music, to an active appreciation of music and singing and its use as a means of expression and communication. In Music, students apply their knowledge from elementary school, the Czech language, history, art, and mathematics. They learn to present their skills as individuals and as a team in front of other students. Together, they attend cultural events and participate in performances, e.g., in class and school competitions.

## **ART**

The content of the subject is the artistic expression of reality, the creation of applied works of decorative and spatial art and the expression of the relationship between art and the environment. Emphasis is placed on developing imagination, sensory sensitivity, and the use of appropriate techniques. The course aims to enable the student to exercise his/her subjectivity and self-realization in a refined and aesthetic way, while verifying the communicative effects of artworks.

## **DRAMA**

The Drama course focuses on the personal and social development of the individual through the elements and practices of the dramatic arts. The subject develops students' physical and mental abilities, acting and communication skills. It provides an opportunity to explore the attitudes and motivations behind the actions of their own and fictional characters. It directs students to understand different modes of interpersonal communication and the uses of basic tools and techniques of the performing arts. Drama is about learning primarily through direct experience and through one's own experience in action. Instruction includes visits to theatre performances followed by reflection and analysis of the work seen.

## **ENGINEERING**

This course focuses on the practical application of the principles of science taught in Math and Science, and principles of design and programming using modern building blocks and computer technology. This course also incorporates topics from Human and Our World and of Health Education. Students are gradually introduced to and further develop their skills in the use of information and communication technologies and acquire basic computer skills. In the 4<sup>th</sup> Grade, students learn how to work with folders on the computer, practice using the mouse and keyboard, write and save texts, draw simple cards, and play simple games. They also deepen their work with tablets and other hardware in the classroom. They learn to navigate, search and sort information on the Internet. They master basic email communication.

## **CONNECTIONS**

This course connects concepts and skills taught in other courses by projects and hands-on practice. This course also incorporates topics of Human and Our World and Health Education.

## BY THE END OF 4<sup>TH</sup> YEAR, THE STUDENT:

- practices and correctly applies writing, pronunciation and reading skills acquired in the lower grades
- conducts dialogue correctly
- reproduces the content of the text read
- uses correct intonation when speaking and reading
- identifies word types, uses correct forms
- identifies and uses familiar spelling rules
- distinguishes words according to their meaning, recognizes proper and informal words
- identifies simple sentences, joins sentences in compound sentences, uses appropriate conjunction expressions
- knows the spelling of proper nouns
- determines causes, inflects and tenses
- reads correctly and fluently with correct accent
- looks up key words, records them and expresses his/her feelings about reading
- can look up information in textbooks, children's encyclopedias, dictionaries and other texts
- draws and illustrates basic plane figures (square, rectangle, triangle and circle); uses simple constructions
- recognizes and represents simple asymmetrical figures in a square grid
- names fractions and converts them to decimals
- locates, collects and sorts data
- adds and subtracts multi-digit numbers using the example of money
- learns about the concept of a square root
- describes the weather, water cycle and the formation of watercourses
- determines the average of given values
- strives to improve his/her level of fitness
- improves his/her level of performance in running speed and endurance according to his/her expectations and rebounding skills, controls the basic technique of fast and endurance running on the track and in the field, the technique of long jump from an individual run, the technique of throwing a ball from a running start
- knows how to roll forward and backward and jump over tools of appropriate height
- can perform simple gymnastic routines
- learns conditioning exercises with music or rhythmic accompaniment
- helps with measuring sports performance
- observes the rules of hygiene and safe behavior
- knows how to react appropriately in the event of an injury to a classmate
- acts in the spirit of fair play, follows the rules of games and competitions

- knows how to obtain information about physical activities and sporting events organized by the school or local events and events of European or world importance
- tries to keep to a rhythm
- learns to play in accompaniment and to reproduce simple motifs and compositions
- tries to intonate clearly
- learns dance steps
- practices movement memory and spatial orientation
- learns about musical styles and genres
- learns about the proportions of the human body and head
- uses concepts from the science of color (painting with pastel, chalk, water colors...)
- learns about the function of writing as a decorative element
- creates simple spatial objects
- learns about the work of children's book illustrators
- uses non-traditional materials and techniques
- learns to work with IT technology
- while working, uses control elements and operating system/graphical user-interface and working tools of selected applications
- routinely uses marking, copying, moving, deleting when working
- is able to link a computer and the device containing needed text, image or audio information
- recognizes non-standard computer start-up and seeks assistance if difficulties arise
- chooses a strong password and protects it from misuse
- uses simple and appropriate routes when searching for information on the internet
- communicates using the internet or other common communication devices
- receives, sends and forwards text messages in real time and with a longer timer interval
- works with text and images in text and graphic editors
- writes/types simple paragraphed text in a text processor, edits headings in text using formatting
- can prepare simple dishes
- knows the basics of household operation and maintenance
- works with a map
- deepens knowledge of interpersonal relationships
- selects the correct tools for work procedures
- lists crafts and some folk customs
- uses selected materials to create different products
- can express his/her inner states and emotions; acts in role convincingly and naturally

- models spatial formations according to imagination
- can lead and adapt to the group
- can view a story from the positions of different characters
- can work in a group
- can concentrate under difficult conditions
- evaluates others
- accepts constructive criticism
- navigates safely in space
- knows the basic theatre types and genres and their main features
- explains the historical reasons for the inclusion of public holidays and important days
- uses basic state law concepts with understanding, distinguishes state symbols
- learns about important cultural monuments
- learns about important personalities and memorable places in Czech history
- explains, on the basis of elementary knowledge of the Earth as part of the universe, the connection between the division of time and the changing of the seasons

# BASIS International School Prague curriculum (5<sup>th</sup> Year)

5 <sup>TH</sup> YEAR (GRADE 4)		
Field	Subject	Time allocation
Mathematics	Arithmetic A	5.5
English	English A	5.5
Czech and Social Sciences	Czech Humanities E	5.5
History	History A	5.5
Physical Education	PE and Sports A	3
Music Education	Music E	2
Art Education	Visual Arts A	1
Drama	Performance Arts A	1
Natural Sciences	Science A	5.5
Science and Technology	Engineering and Technology A	1
<b>Total</b>		35.5

## ANNOTATIONS OF SUBJECTS

### ARITHMETIC A

In Arithmetic A, students acquire a basic understanding of general mathematics by practicing the number operations of addition, subtraction, multiplication and division of natural numbers, fractions, mixed numbers, and decimals. They are also introduced to the concept of adding whole numbers. They practice geometric principles, perimeters and contents of figures, and volume of solids. There is also a strong emphasis on solving word problems, including problems involving the application of percents and decimals.

### ENGLISH A

The English A course combines and further deepens the teaching of reading and writing skills. Reading instruction includes comprehension in a range of increasingly difficult texts. Dictations focus on the application of advanced grammatical concepts and vocabulary. In writing, students are able to organize the writing of long texts (paragraphs, note-taking, etc.).

### CZECH HUMANITIES E

In accordance with Framework Curriculum for Elementary Education (RVP ZV) – Students practice spelling of prepositions and prefixes, spelling of i/y after ambiguous consonants within words. They work with the basic sentence parts (subject and adverb), expressed and unexpressed subject, predicate verb, simple sentence, compound sentence. They learn direct and indirect speech. They further improve their communication and composition education – practical and factual reading. They acquire speaking skills, basic communication rules and genres, basics technique of speaking skills, narration skills, and description skills. They listen to literary texts and acquire basic literary concepts.

## **HISTORY A**

The goal of this course is to introduce students to the fundamentals of social studies and history in an integrated unit. Students begin to develop important skills needed to understand and think critically about the past and present. These skills include primary source analysis, literature facts, connecting historical events through chronology and cause-and-effect relationships, and evidence-based writing. Students practice and apply these skills when researching historical topics such as local, state and 20<sup>th</sup> century history. Students also explore different ways of investigating the human world through archaeology or geography. This course also incorporates, in part, the themes of Human and Our World and Health Education.

## **PHYSICAL EDUCATION AND SPORTS A**

The subject Physical Education A is part of a more comprehensive education of students in health issues, aiming on one hand to learn about their own physical capabilities and interests and, on the other hand, to learn about the effects of specific physical activities on physical fitness, mental and social well-being. Physical education progresses from the spontaneous movement activity of students to controlled and selective activity, the purpose of which is the ability to independently assess one's level of fitness and to include in the daily regime movement activities to meet one's own movement needs and interests, to optimally develop fitness and performance, to regenerate strength and compensate for different loads and to promote health and protect life. In the subject of Physical Education, topics from the field of Health Education are also implemented. In 5<sup>th</sup> Year, students learn correct physical education habits (correct posture, breathing, physical education moments during lessons), further, they continue their focus on developing fitness and improving their level of fitness. Students develop their skills in athletics (various types of running starts, long and high jump, throwing the ball while standing and running) and in gymnastics and acrobatics (rolls, skipping, balance beam/bench, rhythmic forms of exercise with music, conditioning exercises, climbing, ladder exercises). They improve in sports techniques - passing by hands, feet, shooting at the goal, at the basket, dribbling. They play sports games with simplified rules (football, basketball, floorball, dodgeball). Students observe correct procedures and hygiene habits when exercising. They check the correctness of the exercises.

## **MUSIC E**

Music education consists of vocal, instrumental, musical movement and listening activities. Through these components, music education leads the students to an understanding of the art of music, to an active appreciation of music and singing and its use as a means of communication. In Music, students apply their knowledge from other subjects. Students learn to present their skills as individuals and as a team to other students. They attend cultural events together and participate in performances, e.g., in class and school competitions.

## **VISUAL ARTS A**

The content of the subject is the artistic expression of reality, the creation of applied works of decorative and spatial art and the expression of the relationship between art and the environment. Emphasis is placed on developing imagination, sensory sensitivity, and the use of appropriate techniques. The course aims to enable the student to exercise his/her subjectivity and self-realization in a refined and aesthetic way, while verifying the communicative effects of artworks

## **PERFORMANCE ARTS A**

Performance Arts A is aimed at the personal and social development of the individual through the elements and practices of the dramatic arts. The subject develops students' physical and mental abilities, acting and communication skills. It provides an opportunity to explore the attitudes and motivations behind the actions of their own and fictional characters. It directs students to understand different modes of interpersonal communication. Uses the basic tools and techniques of the performing arts. It is about learning primarily through direct experience and through one's own experience in action. The teaching includes visits to theatre performances followed by reflection and analysis of the work seen.

## **SCIENCE A**

The Science A course systematically returns to the knowledge acquired in Math and Science, deepening it, and learning the principles of scientific experiments and analysis. Students learn in depth about living and non-living nature and are introduced to basic physics and chemistry. In addition, they learn the basic skills of working in a laboratory environment: measurement, tabulation and analysis of results, units of measurement, etc. The topics of Human and Our World and Health Education are also partially integrated in this course.

## ENGINEERING AND TECHNOLOGY A

The Engineering and Technology A course focuses on the practical application of the principles of science taught in the Science course. Students learn an engineering approach to solving practical problems and are introduced to the basic principles of design and programming using modern building blocks and computer technology. In 5<sup>th</sup> Year, students extend their skills in working mainly with PC technology and accessories. They learn to use all the hardware equipment needed for document distribution and communication. They also work more with the internet and learn to use it effectively and safely for work.

### BY THE END OF 5<sup>TH</sup> YEAR, THE STUDENT:

- practices and correctly applies writing, pronunciation and reading skills acquired in lower grades
- identifies and applies spelling rules familiar to him/her
- participates in and respects the rules of a discussion
- distinguishes between written and unwritten speech
- learns about different literary genres
- creates an outline and writes his/her own text based on it
- organizes information in a text
- summarizes the main ideas of a read text
- distinguishes between root, prefix, suffix, ending in a word
- knows the patterns of soft and hard adjectives and uses them to identify endings
- distinguishes between direct and indirect speech and can identify it in a text
- reads challenging texts correctly and with comprehension
- correctly conducts a dialogue, a telephone conversation and leaves a message
- uses appropriately: greeting, salutation, apology, request
- expresses feelings by listening and from reading
- creates own literary text on a given topic
- can read an appropriate literary text
- reads and constructs simple tables and graphs
- reads and marks negative numbers on a number line
- constructs parallel and perpendicular lines
- solves word problems
- converts basic units (metric and imperial)
- determines the diameter
- uses ratios to compare values
- uses ratio in model situations, works with scale maps
- determines the area of a square and rectangle



- determines the axis and center of symmetry
- performs written numerical operations with multi-digit numbers
- understands, explains and follows the basics of sports games
- applies rules of hygiene and safe behavior; reacts appropriately in the event of an injury to a classmate
- concentrates on correct and accurate execution of movements
- exercises according to a simple sketch, description of exercises, demonstration
- is aware of the need for a regular exercise regime
- masters the movement skills being taught in accordance with individual aptitudes; creates variations of the movement games learned
- simply assesses the quality of a classmate's movement activity and responds to instructions to perform the movement activity himself/herself
- organizes low-impact movement activities and competitions at class level
- navigates information sources on physical activities and sporting events at school and in the place of residence; independently obtains the necessary information
- tries to sing rhythmically accurately and in tune in different keys to the best of his/her ability
- uses more complex musical instruments on the basis of his/her abilities
- performs music through movement
- recognizes some musical instruments and their groupings
- applies the expressive qualities of artistic lines, orientates him/herself in spatial and color relationships
- applies theoretical and practical knowledge and skills (collage, mosaic, drawing, graphic materials and techniques) in his/her work
- is oriented in the arrangement of elements, shape and color composition
- deepens the sense and feeling for spatial forms, different ways of artistic representation of spatial phenomena and relationships, modelling
- has a general knowledge of machines and their components, drives and energy production
- uses IT technology
- learns about space technology and its usefulness
- has an in-depth knowledge of ecology
- uses the basic standard functions of a computer and its most common peripherals
- uses marking, copying, moving, deleting routinely in his/her work
- displays, saves, transfers or prints data
- respects the rules of safe working with hardware and software and acts knowledgeably in the event of a malfunction
- explains the differences between hardware and software and gives examples
- protects data from damage, loss and misuse
- gives examples of situations that can lead to data corruption or misuse

- chooses a strong password and protects it from misuse
- uses simple and appropriate ways to search for information on the internet
- uses a (hypertext) link to navigate to different Internet addresses, writes a specific address or uses basic navigation tools
- uses the navigation elements of a web page, by entering keywords in the search box, to find information in a digital encyclopedia, a topic or function portal or other information source recommended by the teacher
- searches for information on portals, libraries and databases
- finds specific information in text, image, video or audio format
- follows the rules for setting up and managing digital accounts
- works with text and images in a text and graphics editor
- writes/types simple paragraphed text in a word processor and uses formatting to edit headings in text
- inserts an illustrative image into a text document and adjusts its dimensions
- organizes information in a prepared table
- can express inner states and emotions
- acts in role convincingly and naturally
- can lead and adapt to a group
- views the story from the positions of different characters
- works in a group
- can concentrate even under difficult conditions
- gives feedback to others
- accepts constructive criticism
- navigates safely in space
- knows the basic theatre types and genres and their main features
- identifies and explains the location of his/her home or residence in relation to the landscape and the state
- identifies cardinal points in nature and on a map, orients him/herself according to them and follows the principles of safe movement and stay in nature
- identifies the main organs of state power and some of their representatives, the symbols of our state and their meaning
- recognizes actions and behaviors in his/her environment which can no longer be tolerated and which violate fundamental human rights or democratic principles
- uses archives, libraries, and museum and gallery collections as sources of information for understanding the past; justifies the basic significance of protected areas of nature, immovable and movable cultural monuments
- keeps his/her workplace tidy
- applies principles of hygiene and safety at work
- can provide first aid in the event of an accident
- reflects on the most appropriate course of action in terms of the outcome of the activity

- tends, cultivates and cares for selected houseplants
- makes observations of nature during all seasons
- learns about poisonous, allergy-causing plants
- familiarizes him/herself with basic kitchen equipment
- knows how to use basic kitchen utensils and appliances safely
- knows how to prepare fruit and vegetables
- observes appropriate social behavior at the table (table manners)
- uses cleaning products safely