

Curriculum for the compulsory school, preschool class and school-age educare

REVISED 2018



Curriculum for the compulsory
school, preschool class and
school-age educare 2011

Revised 2018

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1. Fundamental values and tasks of the school

Fundamental values

The national school system is based on democratic foundations. The Education Act (2010:800) stipulates that education in the school system aims at pupils acquiring and developing knowledge and values. It should promote the development and learning of all pupils, and a lifelong desire to learn. Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Each and everyone working in the school should also encourage respect for the intrinsic value of each person and the environment we all share.

The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men, and solidarity between people are the values that the school should represent and impart. In accordance with the ethics borne by a Christian tradition and Western humanism, this is achieved by fostering in the individual a sense of justice, generosity, tolerance and responsibility. Teaching in school must be non-denominational.

The task of the school is to encourage all pupils to discover their own uniqueness as individuals and thereby be able to participate in the life of society by giving of their best in responsible freedom.

Understanding and compassion for others

The school should promote understanding of other people and the ability to empathise. Concern for the well-being and development of the individual should permeate all school activity. No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief system, transgender identity or its expression, sexual orientation, age or functional impairment or other degrading treatment. All such tendencies should be actively combated. Xenophobia and intolerance must be confronted with knowledge, open discussion and active measures.

The internationalisation of Swedish society and increasing cross-border mobility place high demands on the ability of people to live with and appreciate the values inherent in cultural diversity. Awareness of one's own cultural origins and sharing in a common cultural heritage provides a secure identity which it is important to develop, together with the ability to understand and empathise with the values and conditions of others. The school is a social and cultural meeting place with both the opportunity and the responsibility to strengthen this ability among all who work there.

Objectivity and open approaches

The school should be open to different ideas and encourage their expression. It should emphasise the importance of forming personal standpoints and provide opportunities for doing this. Teaching should be objective and encompass a range of different approaches. All parents should be able to send their children to school, fully confident that their children will not be prejudiced in favour of any particular view.

All who work in the school should uphold the fundamental values that are set out in the Education Act and in this curriculum, and clearly dissociate themselves from anything that conflicts with these values.

An equivalent education

Teaching should be adapted to each pupil's circumstances and needs. It should promote the pupils' further learning and acquisition of knowledge based on pupils' backgrounds, earlier experience, language and knowledge.

The Education Act stipulates that the education provided in each school form and in school-age educare should be equivalent, regardless of where in the country it is provided. National goals specify the norms for equivalence. However, equivalent education does not mean that the education should be the same everywhere or that the resources of the school are to be allocated equally. Account should be taken of the varying circumstances and needs of pupils. There are also different ways of attaining these goals. The school has a special responsibility for those pupils who for different reasons experience difficulties in attaining the goals that have been set up for the education. For this reason education can never be the same for all.

The school should actively and consciously promote the equal rights and opportunities of pupils, regardless of gender. The school also has a responsibility to combat gender patterns that limit the pupils' learning, choices and development. How the school organises education, how pupils are treated and what demands and expectations are made of them all contribute to shaping their perceptions of what is female and what is male. The school should therefore organise education so that pupils meet and work together, and test and develop their abilities and interests, with the same opportunities and on equal terms, regardless of gender.

Rights and obligations

The school should make it clear to pupils and parents what the goals of the education are, what requirements the school imposes, and what rights and obligations pupils and guardians have. A prerequisite for pupils and their guardians to be able to use their right to exercise influence is that the individual school is clear in specifying its goals, content and working forms. This is important not least as a basis for the individual to make choices in school.

It is not in itself sufficient that teaching only imparts knowledge about fundamental democratic values. Democratic working forms should also be applied in practice and prepare pupils for active participation in the life of society. This should develop their ability to take personal responsibility. By taking part in the planning and evaluation of their daily teaching, and being able to choose courses, subjects, themes and activities, pupils will develop their ability to exercise influence and take responsibility.

Tasks of the school

The task of the school is to promote learning by stimulating the individual to acquire and develop knowledge and values. In partnership with the home, the school should promote the all-round personal development of pupils into active, creative, competent and responsible individuals and citizens. The school should be permeated by concern for the individual, consideration and generosity. In a deeper sense education and upbringing involve developing and passing on a cultural heritage – values, traditions, language, knowledge – from one generation to the next. The school should support families in their role of being responsible for the upbringing and development of their children. As a result there must be close co-operation between the home and school.

The school has a mandate to convey and embed fundamental values and to promote the pupils' learning in order to prepare them to live and work in society. The school should convey the more enduring knowledge that constitutes the common reference framework that everyone in society needs. Pupils should be able to find their way around and act in a complex reality with a vast information flow, increased digitalisation and a rapid pace of change. It is therefore important to have the ability to study and methods to acquire and use new knowledge. It is also necessary for pupils to develop their ability to critically review information, facts and relationships, and to be aware of the consequences of different alternatives.

The school should strive to promote equality. In doing so, the school should represent and impart equal rights, opportunities and obligations for all people, regardless of gender. In accordance with fundamental values, the school should also promote interaction between pupils regardless of gender. Through education, the pupils should develop an understanding of how different perceptions of what is female and what is male can affect people's opportunities. The school should thus contribute to pupils developing their ability to critically examine gender patterns and how they can restrict people's life choices and living conditions.

Language, learning, and the development of a personal identity are all closely related. By providing a wealth of opportunities for discussion, reading and writing, all pupils should be able to develop their ability to communicate and thus enhance confidence in their own language abilities.

Creative and investigative activities and play are essential components of active learning. In the early years of schooling, play in particular is of great importance in helping pupils to acquire knowledge. The school should also strive to provide all pupils with daily physical activity within the framework of the entire school day.

The school should stimulate pupils' creativity, curiosity and self-confidence, as well as their desire to translate ideas into action and solve problems. Pupils should have the opportunity to take initiatives and assume responsibility, and to develop their ability to work both independently and together with others. The school should contribute to pupils developing an understanding of how digitalisation is affecting the individual and the development of society. All pupils should be given the opportunity to develop their ability to use digital technology. They should also be given the opportunity to develop a critical, responsible attitude towards digital technology, so that they can see opportunities and understand risks, and also be able to evaluate information. The educational programme should thus provide pupils with conditions to develop *digital competence* and an attitude that promotes *entrepreneurship*.

An important task for the school is to provide overview and context. In all education, it is important that overall, well-balanced perspectives are established. An *historical perspective* enables pupils to develop an understanding of the present, and a preparedness for the future, and develop their ability to think in dynamic terms.

An *environmental perspective* provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development.

It is important to have an *international perspective*, to be able to understand one's own reality in a global context and to create international solidarity, as well as prepare for a society with close contacts across cultural and national borders. Having an international perspective also involves developing an understanding of cultural diversity within the country.

An *ethical perspective* is of importance for many of the issues that are taken up in the school. This perspective should permeate schooling in order to provide a foundation and support pupils in developing their ability to form personal standpoints and to act responsibly towards themselves and others.

The school's task of promoting learning presupposes that there is an active discussion in the individual school about concepts of knowledge, and about what constitutes important knowledge today and in the future, as well as how learning and the acquisition of knowledge take place. Different aspects of knowledge and learning are natural starting points for such a discussion. Knowledge is a complex concept, which can be expressed in a variety of forms – as facts, understanding, skills, familiarity and accumulated experience – all of which presuppose and interact with each other. The work of the school must therefore focus on providing scope for expressing these

different forms of knowledge, as well as creating a learning process where these forms are balanced to form a meaningful whole.

The school should promote the harmonious development of pupils. This should be achieved by means of a varied and balanced combination of content and working methods. Shared experiences and the social and cultural world that make up the school provide scope as well as the preconditions for learning and development where different forms of knowledge make up a meaningful whole. Reciprocal exchange between the pedagogical approaches of the preschool class, the school and school-age educare can together help to enrich the pupils' development and learning.

The school should stimulate each pupil towards self-development and personal growth. It should focus not only on intellectual but also practical, sensual and aesthetic aspects. Health and lifestyle issues should also receive attention.

Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience emotions and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activities. Harmonious development and educational activity provide opportunities for exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire.

Good environment for development and learning

The pupils should meet respect for their person and work in school. The school should strive to be a living social community that provides security and generates the will and desire to learn. The school works in settings where there are many different sources of knowledge. The aim should be to create the best conditions for the pupils' all-round development, thinking and acquisition of knowledge. The foundations for a sense of security, and self-esteem are established in the home, but the school also has an important role to play in this context. Every pupil has the right to develop in school, to feel the joy of growth and experience the satisfaction that comes from making progress and overcoming difficulties.

Each school's development

School activities must be developed so that they match up to the national goals. The principal organiser has a clear responsibility for ensuring that this takes place. Both the daily pedagogical leadership of the school, as well as the professional responsibility of the teachers are necessary conditions for the qualitative development of the school. This necessitates continuous review, following up and evaluating results, as well as assessing and developing new methods. Such work has to be carried out in active co-operation between school staff and pupils, and in close contact with the home and the local community.

2. Overall goals and guidelines

The overall goals set out the norms and values, as well as the knowledge that all pupils should have acquired by the time they leave the compulsory school. The goals specify the orientation of work in the school.

2.1 NORMS AND VALUES

The school should actively and consciously influence and stimulate pupils into embracing the common values of our society, and their expression in practical daily action in various contexts.

Goals

The goals of the school are that each pupil

- can consciously determine and express ethical standpoints based on knowledge of human rights and basic democratic values, as well as personal experiences,
- respects the intrinsic value of other people,
- rejects the subjection of people to discrimination, oppression and victimisation, and becomes involved in helping other people,
- can empathise with and understand the situation other people are in and also develops the will to act with their best interests at heart, and
- shows respect and care for both the immediate environment, as well as the environment from a broader perspective.

Guidelines

All who work in the school should

- contribute to developing the pupils' sense of togetherness and solidarity, and responsibility for people outside the immediate group,
- in their activities, contribute to the school being permeated by equality and solidarity between people,
- in their activities, contribute to pupils interacting with one another regardless of gender,
- actively resist discrimination and degrading treatment of individuals or groups,
- show respect for the individual pupil and perform their daily work in democratic ways, and
- in activities involving norms and values, be aware of both the opportunities and the risks of increasing digitalisation.

Teachers should

- clarify and discuss with the pupils the basic values of Swedish society and their consequences in terms of individual actions,
- visualise and discuss with pupils how different perceptions of what is female and what is male can affect people's opportunities, and how gender patterns can restrict their own life choices and living conditions,
- plan and implement tuition so that pupils meet and work together regardless of gender,
- be observant and together with other school staff take the necessary steps to prevent and counteract all forms of discrimination and degrading treatment.
- together with the pupils develop rules for working and participating in their own group, and
- work together with the home in the upbringing of the pupils and clarify the school's norms and rules as a basis for work and co-operation.

2.2 KNOWLEDGE

The school should take responsibility for ensuring that pupils acquire and develop the knowledge that is necessary for each individual and member of society. This will also provide a basis for further education.

The school should support the harmonious development of the pupils. A sense of exploration, curiosity and desire to learn should form the foundations for school activities. The school should provide pupils with structured teaching under the teacher's supervision, both as a whole class and on an individual basis. Teachers should endeavour in their teaching to balance and integrate knowledge in its various forms.

Goals**The school is responsible for ensuring that each pupil on completing compulsory school**

- can use the Swedish language, both in speech and writing, in a rich and varied way,
- can communicate in English, both in the spoken and written language, and also be given opportunities to communicate in some other foreign language in a functional way,
- can use mathematical reasoning for further studies and in everyday life,
- can use knowledge from scientific, technical, social science, humanistic and aesthetic areas of knowledge for further studies, in societal and everyday life,
- can solve problems and transform ideas into action in a creative and responsible way,

- can use both digital and other tools and media for attaining knowledge, processing information, problem-solving, creation, communication and learning,
- can make use of critical thinking and independently formulate standpoints based on knowledge and ethical considerations,
- can learn, explore and work both independently and together with others, and feel confident in their own ability
- has obtained knowledge about and an insight into the Swedish, Nordic and Western cultural heritage, and also obtained basic knowledge of the Nordic languages,
- has obtained knowledge about the cultures, languages, religion and history of the national minorities (Jews, Roma, indigenous Samis, Sweden Finns and Tornedalers),
- can interact with other people based on knowledge of similarities and differences in living conditions, culture, language, religion and history,
- has obtained knowledge of society's laws and norms, human rights and democratic values in school and in society,
- has obtained knowledge about the prerequisites for a good environment and sustainable development,
- has obtained knowledge about and an understanding of the importance of the individual's own lifestyle and its impact on health, the environment and society,
- can use and understand many different forms of expression such as language, art, music, drama and dance, and also has developed an awareness of the range of culture existing in society, and
- can make well-informed choices regarding further education and vocational orientation.

Guidelines

All who work in the school should

- be observant of and support pupils in need of extra adaptations or special support, and
- co-operate in order to make the school a good environment for development and learning.

Teachers should

- take into account each individual's needs, circumstances, experiences and thinking,
- reinforce the pupils' desire to learn as well as the pupil's confidence in their own ability,

- provide scope for pupils to exercise their ability to create and use different means of expression,
- stimulate, guide and offer extra adaptations or special support to pupils who have difficulties,
- co-operate with other teachers in order to attain the goals of the education, and
- organise and carry out the work so that pupils:
 - develop in accordance with their own capacity, and at the same time are stimulated into using and developing all their ability,
 - view knowledge as meaningful and that they make progress in their own learning,
 - receive support in their language and communicative development,
 - use digital tools in a way that promotes the development of knowledge,
 - gradually receive more and increasingly independent tasks to perform, and take greater personal responsibility,
 - receive opportunities to study subjects in greater depth, develop a frame of reference and context, and
 - have opportunities to work along interdisciplinary lines.

2.3 RESPONSIBILITY AND INFLUENCE OF PUPILS

The democratic principles of being able to influence, take responsibility and be involved should cover all pupils. Pupils should be given influence over their education. They should be continuously encouraged to take an active part in the work of further developing the education and kept informed of issues that concern them. The information and the means by which pupils exercise influence should be related to their age and maturity. Pupils should always have the opportunity of taking the initiative on issues that should be treated within the framework of their influence over their education.

Goals

The goals of the school are that each pupil

- takes personal responsibility for their studies and working environment,
- gradually exercises increasingly greater influence over their education and the internal work of the school, and
- has knowledge of democratic principles and develops the ability to work in democratic forms.

Guidelines

All who work in the school should

- support the pupils' ability and willingness to both influence and take responsibility for the social, cultural and physical school environment.

Teachers should

- take as their starting point that the pupils are able and willing to take personal responsibility for their learning and work in school,
- be responsible for ensuring that all pupils can exercise real influence over working methods, forms and contents of education, and ensure that this influence grows with increasing age and maturity,
- strive to ensure that pupils have just as much influence on and involvement in tuition, regardless of gender,
- be responsible for pupils having opportunities to try different working methods and forms,
- together with the pupils plan and evaluate the teaching, and
- prepare pupils for participating and taking responsibility, and applying the rights and obligations that characterise a democratic society.

2.4 SCHOOL AND HOME

The joint responsibility of the school and guardians for the pupils' schooling should create the best possible conditions for the development and learning of children and youth.

Guidelines

All who work in the school should

- work together with the pupils' guardians to jointly develop both the content and activities of the school.

Teachers should

- work together with and continuously inform parents about the pupil's school situation, well-being and acquisition of knowledge, and
- keep themselves informed about the individual pupil's personal situation and show respect for the pupil's integrity.

2.5 TRANSITION AND COLLABORATION

The preschool class, school-age educare and the school should collaborate in a trusting way with each other and the preschool in order to support the pupils' development and learning in a long-term perspective. Before transitions, the school forms involved and school-age educare should share knowledge, experiences and information about the content of the educational programme, continuity and progression in the pupils' development and learning. The school should also collaborate with the upper secondary educational programmes to which the pupils will continue. There should also be forms of co-operation that aim to prepare pupils and their guardians before transitions.

Guidelines

Teachers should

- in collaboration with preschool teachers at the preschool, teachers in other school forms involved and school-age educare share knowledge, experiences and information about the content of the educational programme in order to create context, continuity and progression in the pupils' development and learning,
- in collaboration with the team in the preschool, teachers in other school forms involved and school-age educare, prepare pupils and their guardians before transitions,
- in connection with transitions, be particularly observant of pupils in need of extra adaptations or special support, and
- make use of opportunities for continuous cooperation in education in the preschool class, the school and school-age educare.

2.6 THE SCHOOL AND THE SURROUNDING WORLD

Pupils should receive an education of high quality in the school. They should also obtain a foundation for making choices in their further education. This presupposes that the compulsory school works closely with the upper secondary schools pupils will later attend. It also presupposes close co-operation between working life and the local community in general.

Goals

The goals of the school are that each pupil

- can examine different options and make decisions on questions concerning their own future,
- has an insight into the local community, its organisations, cultural life and associations, and
- is informed about the opportunities for further education in Sweden and in other countries.

Guidelines

All who work in the school should

- act to enrich the school as a learning environment by establishing contacts not only with working, cultural and organisational life, but also with other activities outside the school, and
- contribute to the pupil's study and career choices not being limited by gender or by social or cultural background.

Teachers should

- support individual pupils when making choices over their further education, and
- assist in establishing contacts with schools that will be receiving the pupils, as well as with organisations, companies and others who can help enrich the school's activities and establish it in the surrounding society.

Study and vocational guidance counsellors, or staff performing equivalent tasks, should

- inform and guide pupils prior to the next stage of their education and vocational orientation, and focus particularly on the opportunities for pupils with functional impairments, and
- assist the study and vocational guidance efforts of other members of staff.

2.7 ASSESSMENT AND GRADES

Grades express the extent to which the individual pupil has attained the national knowledge requirements laid down for different subjects. To support grade assessment, subject specific knowledge requirements exist for the different grades.

Goals

The goals of the school are that each pupil

- develops increasingly greater responsibility for their studies, and
- develops the ability to assess their own results and relate these and the assessments of others to their own achievements and circumstances.

Guidelines

Teachers should

- through development dialogues and personal development plans further the pupils' knowledge and social development,

- on the basis of the requirements laid down in the syllabuses assess each pupil's learning, and orally and in writing report this to pupils and the home, and also inform the headteacher,
- take the wishes of the parents as the starting point, and keep pupils and the home regularly informed about study outcomes and development needs, and
- when awarding grades, make use of all available information about the pupil's knowledge and learning in relation to the national knowledge requirements, and make an all-round assessment of this knowledge.

2.8 RESPONSIBILITY OF THE HEADTEACHER

As both pedagogical leader and head of the teaching and non-teaching staff in the school, the headteacher has overall responsibility for ensuring that school activities as a whole are focused on the national goals. The headteacher is also responsible for following up and evaluating school results in relation to the national goals and the knowledge requirements. The headteacher is responsible for the results of the school and within given constraints, has special responsibility for ensuring that:

- education and tuition are organised so that pupils meet and work together regardless of gender,
- the working methods at the school are developed so that active pupil influence is encouraged,
- the working environment in the school is organised such that all pupils, in order to be able to independently search for and develop skills, receive active support from teachers and access to and the conditions to use teaching material of high quality, as well as other learning aids for a modern education, including school libraries and digital tools,
- the teaching and health services for pupils are organised so that pupils receive the guidance and stimulation, the extra adaptations or the special support and help they need,
- contacts are established between the school and the home in the event pupils experience problems and difficulties at school,
- the allocation of resources and remedial measures are related to teachers' assessments of the pupils' development,
- teaching in different subject areas is co-ordinated such that the pupils are provided with opportunities to understand larger domains of knowledge as a whole,
- teaching in different subjects integrates cross-disciplinary areas of knowledge, such as the environment, traffic, gender equality, consumer issues, sex and human relationships, and also the risks inherent in tobacco, alcohol, and other drugs,

- forms of co-operation are developed between the preschool class, the school and school-age educare in order to support each pupil's all round development and learning,
- co-operation is established with the preschool to create the conditions for a shared view, and close and confidential co-operation,
- structures for co-operation between the school and the home are developed, and parents receive information on the school's goals, working methods and different choice alternatives,
- co-operation with schools and working life outside the school are developed so that pupils can obtain concrete experiences of importance for their choice of further education and vocational orientation,
- study and vocational guidance is organised such that pupils receive guidance prior to making the different choices the school provides and prior to their further education,
- staff receive the competence development required to be able to perform their work in a professional manner and are continuously given opportunities to share their knowledge and learn from each other in order to develop the educational programme,
- the school library's activities are used as an element of education in order to strengthen the linguistic ability and digital competence of pupils,
- the school's international links are developed, and
- school staff are informed of the international agreements that Sweden has undertaken to observe in education.

3. Preschool class

The aim and core content of the preschool class

The educational programme for preschool classes should be determined by the principles and activities as well as the comprehensive goals and guidelines that are expressed in Sections 1 and 2 of the curriculum.

This section complements Sections 1 and 2, by clarifying the purpose and core content of educational programme for preschool classes, as well as how the educational programme should provide pupils continued development in line with the educational requirements, required by compulsory school, at a later date.

Aim

The educational programme for the preschool class should aim to stimulate the pupil's general development and learning. The educational programme should be based on the pupils' needs and interests in combination with the knowledge and experience pupils have previously gained; however, it should continuously challenge the pupils by inspiring them to make new discoveries and acquire new knowledge. The educational programme should offer pupils a variety of ways to work and express themselves, and expose them to different learning environments in order to ease their transition from preschool into compulsory school and school-age educare. Thus, the educational programme for preschool classes should contribute to the continuity and progression of the pupils' development and learning as well as prepare the pupils for continued education.

The aim of the educational programme is to further pupils' fantasy, experiences and ability to learn, in co-operation with others, through play, movement and creation using aesthetic forms of expression as well as explorative and practical working methods. Through play, the educational programme should provide pupils with the opportunity to cultivate perceptions, try out different identities and develop creativity, as well as their ability to collaborate and communicate. The educational programme should encourage and challenge pupils to try their own and others' ideas, solve problems and put these ideas into action. Consequently, the pupils should be given the opportunity to develop creativity, curiosity and belief in their own capabilities. The educational programme should provide the pupils with the opportunity to develop good peer relationships and to feel a sense of belonging and security in the pupils' groups. The pupils should also be given the opportunity to develop and test their identity and views, in meetings and interactions with others.

The programme should take advantage of diversity and differences, and use them to give pupils the opportunity to deepen their understanding of different ways of thinking and being. The educational programme should also provide pupils with the opportunity to develop familiarity with democratic principles, working methods and

processes through participation, exercising influence and taking responsibility in the activities. Thus, the pupils will be given the conditions to develop self-confidence and their ability to co-operate and handle conflicts in a constructive manner.

The educational programme should take advantage of the pupils' curiosity and provide them with the opportunity to develop their interest in the ability to communicate in both written and spoken language, by providing them with the opportunity to read and listen, as well as write and discuss fiction and other types of writing and events. In addition, regular educational activities should utilise different ways to create opportunities for pupils, whose mother tongue is not Swedish, to use both Swedish and their mother tongue. Moreover, the educational programme should provide pupils with the opportunity to create and express themselves through different forms of aesthetic expression. In this way, educational programme should provide pupils with the conditions to be able to think, learn and communicate in different contexts and for different reasons.

The educational programme should take advantage of the pupils' curiosity and provide them with the opportunity to develop their interests in mathematics and an understanding of how mathematics can be used in different situations. Therefore, pupils should be challenged and stimulated to use mathematical concepts and reasoning to communicate and solve problems in different ways and with different forms of expression, as well as to investigate and describe the world around them.

Furthermore, the educational programme should contribute to the development of the pupils' interest in and knowledge of nature, technology and society, by giving them the opportunity to explore and pose questions on and discuss phenomena and relationships in the world at large. Additionally, education should provide pupils with the opportunity to develop knowledge of how the different choices people make can contribute to sustainable development. Education should also challenge and stimulate the pupils' interest in different times, places and cultures.

Pupils should be given the conditions that will enable them to develop general motor skills, by participating in physical activities and visiting different natural environments. The educational programme should provide pupils with the opportunity to experience the joy of movement and thereby, develop their interest in being physically active. Furthermore, the educational programme should contribute to an understanding of how physical activity can affect health and well-being.

Through the educational programme for the preschool class, pupils should summarily be given conditions to develop their abilities to

- experiment with and develop ideas, solve problems and put their ideas into action,
- create and maintain good relationships, as well as learn to co-operate using a democratic and empathetic approach,
- communicate, verbally and in writing, in different situations and for different purposes,

- create and express themselves through different aesthetic forms of expression,
- use mathematical concepts and reasoning to communicate and solve problems,
- explore and describe phenomena and relationships in nature, technology and society, and
- versatily move in different environments as well as understand what can affect health and well-being.

Core Content

The educational programme should cover the following core content.

Language and communication

- Discuss, listen, ask questions and express their own thoughts, opinions and arguments in different areas that are known to the pupils, such as aesthetic issues and ordinary events.
- Discuss the content of and message in different types of texts.
- Narrative texts, non-fiction texts and texts that combine words, images and sound.
- Letters and other symbols to convey a message.
- Rhymes, jingles and other word games.
- Digital tools and media for communication.
- Safe and responsible communication, including digital situations.
- Words and concepts that express needs, emotions, knowledge and opinions.
How words and expressions can be perceived by and affect oneself and others.

Creative and aesthetic forms of expression

- Create through play, drawing and painting, music, dance, drama and other aesthetic forms of expression.
- Different materials, tools and technologies for creating and expressing oneself.
- Interpret and discuss the content and message in different forms of aesthetic expression.
- Digital tools for presenting different forms of aesthetic expression.

Mathematical reasoning and forms of expression

- Simpler mathematical reasoning to explore and analyse problems and ways to solve problems.
- Natural numbers and their characteristics and how they can be used for counting and order. Part of a whole and part of a quantity.

- Mathematical concepts and different forms of expression to explore and describe space, time, form, direction, pattern, time and change.

Nature, technology and society

- Different ways to explore phenomena and relationships in nature, technology and society, for example through observations, measurements and discussions of findings. How pupil relevant phenomena and relationships can be described, for example with words and pictures or simpler tables and diagrams.
- Norms and rules associated with pupils' everyday lives, for example for playing and games, and why rules are necessary.
- Democratic values and principles, in situations that are familiar to the pupils. How common decisions can be made and how conflicts can be handled constructively.
- Children's rights in accordance with the Convention on the Rights of the Child (UNCRC).
- Vital questions and their significance to the pupils, such as friendship, justice and gender roles.
- Nature and people's living conditions, both where they live and in other places, during different periods of time, based on the pupils' experiences and interests.
- Sorting and grouping plants and animals as well as the names of common species.
- Chemical and physical phenomena that are familiar to the pupils, for example the transition of ice to water, friction and visible astronomical phenomena.
- Some common technical solutions ordinarily occurring in pupils' lives, how they are designed, work and could be improved.
- Design and construction using different materials, tools and techniques.
- How different everyday choices people make can contribute to sustainable development.

Games, physical activities, and outdoor excursions

- Initiate, organise and participate in different types of play and games.
- Physical indoor and outdoor activities during different seasons and in different types of weather.
- Safety and consideration of the environment and other people during excursions to different natural environments.
- Diet, sleep and physical activity and how it affects health and well-being.

4. School-age educare

The aim and core content of school-age educare

The educational programme, for school-age educare, should be determined by the principles and activities as well as the overall goals and guidelines specified in Sections 1 and 2 of this curriculum. This section complements Sections 1 and 2, by clarifying the purpose and core content of educational programmes in school-age educare. The concept of an educational programme should be given a broad interpretation in school-age educare, where care, development and teaching constitute a whole.

Aim

The educational programme, in school-age educare, should stimulate the pupils' development and learning, as well as offer the pupils meaningful leisure time. This should be done through the educational programme being based on the pupils' needs, interests and experiences, while ensuring that the pupils are continuously challenged, by inspiring them to make new discoveries. The educational programme should introduce pupils to a variety of ways of working and expressing themselves, and offer them learning environments that integrate childcare and learning.

The educational programme, in school-age educare, complements preschool and compulsory school, to a greater degree, by having learning be situationally governed, experience-based and group oriented, as well as being based on the pupils' needs, interests and initiative. The purpose of the educational programme is to promote pupils' fantasy and ability to learn, together with others, through games, play, motion and creativity, using aesthetic forms of expression as well as explorative and practical working methods. Through play, the educational programme should provide pupils with the opportunity to cultivate perceptions, test their identity, develop their creativity and ability to work cooperatively and communicate. The educational programme should encourage and challenge the pupils to test their own and others' ideas, solve problems and put their ideas into action. Thus, pupils should be given the opportunity to develop their creativity, curiosity and belief in their own capabilities. The educational programme in school-age educare also complements preschool and primary classes by offering pupils recreational activities and rest, for good health and well-being.

The educational programme should provide the pupils with the opportunity to develop good peer relationships and to feel a sense of belonging and security in the pupils' groups. The pupils should also be given the opportunity to develop and test identities and perceptions, in meetings and relationships with others.

The educational programme should utilise differences and variety in order to provide pupils with the opportunity to broaden their understanding of different ways of thinking and being. The educational programme should also provide pupils with the

opportunity to develop familiarity with democratic principles, working methods and processes through participation, exercising influence and taking responsibility in the activities. Thus, the pupils will be given the conditions to develop self-confidence and their ability to co-operate and handle conflicts in a constructive manner.

The educational programme should take advantage of the pupils' curiosity and provide them with the opportunity to develop their interest in and ability to communicate, using different linguistic forms of expression. In addition, the educational programme should use different methods to strive to create opportunities for pupils, whose mother tongue is not Swedish, to use both Swedish and their mother tongue. The educational programme should also provide pupils with the opportunity to create and to express themselves, using different aesthetic forms of expression. In this way, the educational programme should provide pupils with the necessary requirements to be able to think, learn and communicate, in different situations and for different purposes.

Furthermore, the educational programme should contribute to the development of the pupils' interest in and knowledge of nature, technology and society, by providing them with the opportunity to examine and ask on phenomena and relationships, connected to the world at large. The educational programme should also provide pupils with the opportunity to use mathematics to describe the world at large and to solve everyday problems. Furthermore, the educational programme should provide pupils the opportunity to develop knowledge on how the different choices people make can contribute to sustainable development.

By having the pupils be out in nature and society, the educational programme also strengthens their opportunities to actively participate in clubs and associations, cultural and outdoor activities in their local environments. Pupils should be given the conditions that will enable them to develop general motor skills, by participating in physical activities and visiting different natural environments. The educational programme should provide pupils with the opportunity to experience the joy of movement and thereby, develop an interest in being physically active. Furthermore, the educational programme should contribute to an understanding of how physical activities and outdoor excursions can affect health and well-being.

Through the educational programme for school-age educare, pupils should summarily be given conditions to develop their abilities to

- experiment with and develop ideas, solve problems and put their ideas into action,
- pay attention to the personal need to maintain a balance between activity and rest,
- create and maintain good relationships, as well as learn to co-operate using a democratic and empathetic approach,
- communicate with linguistic forms of expression, in different situations and for different reasons,

- create and express themselves through different aesthetic forms of expression,
- explore and describe phenomena and relationships in nature, technology and society, as well as
- versatily move in different environments and understand what can affect health and well-being.

Core Content

The educational programme should cover the following core content.

Language and communication

- Discuss, listen, ask questions as well as express their own thoughts, opinions and arguments in different areas, such as aesthetic issues and ordinary events.
- Discuss different types of texts.
- Digital tools and media for communication.
- Safe and responsible communication, including digital situations.
- Words and concepts that express needs, emotions, knowledge and opinions. How words and expressions can be perceived by and affect oneself and others.

Creative and aesthetic forms of expression

- Create through different aesthetic forms of expression, such as play, drawing and painting, music, dance and drama.
- Different materials, tools and technologies for creating and expressing oneself.
- Interpret and discuss different forms of aesthetic expression.
- Digital tools for presenting different forms of aesthetic expression.

Nature and society

- Different ways to explore phenomena and relationships in nature, technology and society, for example, through conversations, study visits and digital media. How phenomena and connections can be described, for example with words and pictures.
- Mathematics as a tool to describe ordinary phenomena and solve ordinary problems.
- Design and construction using different materials, tools and techniques.
- Norms and rules associated with pupils' everyday lives, for example for playing and games, and why rules are necessary.
- Ethnicity, gender roles, body image and consumption as well as critical examination of how these phenomena are presented in the media and pop-culture.

- Democratic values and principles, in situations that are familiar to the pupils. How common decisions can be made and how conflicts can be handled in a constructive manner.
- Children's rights in accordance with the Convention on the Rights of the Child (UNCRC).
- How different everyday choices people make can contribute to sustainable development.
- Local communities, clubs and associations that offer activities and room for culture, leisure time and recreational activities.
- Orient themselves in their local environments and safely behave in traffic.

Games, physical activities, and outdoor excursions

- Initiate, organise and participate in different types of play and games.
- Sports and other indoor and outdoor physical activities during different seasons and in different types of weather.
- Outdoor excursions during the different seasons, as well as the opportunities for nature excursions, in the local environment and elsewhere, for physical activities and nature experience.
- Safety and consideration of the environment and other people during excursions to different natural environments.
- The rights and obligations that are involved when we interact with nature, according to the law of Outdoor Access Rights (Allemansrätten).
- How lifestyle affects health, for example how diet, sleep and balancing physical activity and rest affects our psychological and physical well-being.

5. Syllabuses

5.1 ART

Pictures are of great importance in how people think, learn and experience themselves and the surrounding world. We are continuously surrounded by images that have the purpose of informing, convincing and entertaining us, and giving us aesthetic and emotional experiences. Knowledge of images and visual communication is important to be able to express views and participate actively in society. By working with different types of images, people can develop their creativity and ability to create images.

Aim

Teaching in art should aim at helping the pupils to develop knowledge of how pictures are created and can be interpreted. Through teaching, pupils should gain experience of visual cultures comprising film, photos, design, art, architecture and various environments.

Teaching should provide pupils with opportunities to develop their knowledge about how to produce and present their own images using different methods, materials and forms of expression. Teaching should contribute to pupils developing their creativity and their interest in being creative. It should also encourage pupils to take their own initiatives and work using an investigative and problem-solving approach.

Teaching should contribute to pupils developing their understanding of how visual messages are designed in different media. Teaching should also give pupils the opportunities to discuss and critically examine different forms of visual communication and contribute to pupils developing knowledge of pictures and images in different cultures, both historically and in modern times. Through teaching pupils should also be given the opportunity to use their knowledge of different types of images in their own creativity.

Teaching in art should essentially give pupils the opportunities to develop their ability to:

- communicate with images to express messages,
- create images using digital and handcraft techniques and tools, and with different materials,
- examine and present different subject areas using images, and
- analyse historical and contemporary documents, content and functions.

Core content

In years 1–3

Producing pictures

- Production of narrative pictures, such as illustrations for story books.
- Drawing, painting, modelling and design.
- Photography and transfer of images using computer software.

Tools for producing pictures

- Different elements that make up a picture: colour, form, line, surface, foreground and background.
- Some tools for drawing, painting, modelling, designing and photographing and what these are called.
- Materials that are flat and can be shaped, such as paper, clay, plaster and natural materials and how these can be used in art work.

Analysis of pictures

- Informative pictures, such as those for textbooks and how they are designed and function.
- Historical and contemporary pictures and what they relate, such as documentary images from the local area and art pictures.

In years 4–6

Producing pictures

- Production of narrative and informative pictures, such as comics and illustrations for text.
- Drawing, painting, printing and three-dimensional production.
- Reuse of images when producing pictures, such as in collages and visual montages.
- Photography and filming, and editing using computer programs.

Tools for producing pictures

- Different elements that make up and create a sense of space in pictures, such as lines and colours and how these can be used when creating pictures.
- Tools for drawing, painting, printing, three-dimensional production, photography, filming and digital image processing and what these are called.
- Materials that are flat and can be shaped, and how these can be used when producing pictures.

Analysis of pictures

- Images for advertisements and news, how they are designed and communicate a message.
- Art, documentary pictures and architectural works from different periods and cultures, how they are designed and what message they communicate.
- Words and terms for interpreting, writing and discussing a picture's design and message.

In years 7–9*Producing pictures*

- Production of narrative, informative and societally oriented pictures of their own experiences and views.
- Combinations of pictures, sound and text when creating their own pictures.
- Reuse of images, materials and objects in personal creations, such as for installations.
- Digital processing of photographs and other types of images.
- Presentations of their own productions.
- Rights and obligations, ethics and values regarding use of pictures, and also freedom of speech and integrity in the media and other contexts.

Tools for producing pictures

- Forms, colours, and pictorial compositions and their meaning properties, and how they can be used when creating pictures.
- Materials and tools for two- and three-dimensional work and how these can be used for specific purposes.

Analysis of pictures

- Pictures which deal with questions of identity, sexuality, ethnicity and power relations, and how these perspectives can be designed and communicated.
- Mass media communications and impact, and how they can be interpreted and critically examined.
- Contemporary art and documentary images, and works of art and architectural works from different periods and cultures in Sweden, Europe and other parts of the world. How images and works are designed and what messages they communicate.
- Words and terms for interpreting, writing and discussing a picture's design and message.

Knowledge requirements

Knowledge requirements for grade E at the end of year 6

Pupils can produce some types of narrative and informative pictures that communicate experiences and views using a **simple** visual language and **partly** developed forms of expression to communicate a message. In their work, pupils use a few different techniques, tools and materials in a **basically** functional way to create different expressions. In addition, pupils combine some different pictorial elements in a **basically** functional way.

Pupils when producing pictures can **contribute to developing** ideas in some different subject areas by reusing contemporary or historical pictures and working with other reference and inspirational material. During work processes, **pupils contribute to formulating and choosing action alternatives that lead to improvements**. In addition, pupils can present their pictures with some adaptation to purpose and context. Pupils can also make **simple** assessments of work processes and quality in the work.

Pupils can apply **simple and to some extent** informed reasoning about expression, content and function in pictures from different periods and cultures, and make connections to their own experiences, other pictures and phenomena in the surrounding world.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can produce some types of narrative and informative pictures that communicate experiences and views by applying a **developed** visual language and **relatively well** developed forms of expression to communicate a message. In their work, pupils use some different techniques, tools and materials in a **relatively well** functioning and varied way to create different expressions. In addition, pupils combine some picture elements in a **relatively well** functioning way.

Pupils when producing pictures can **develop to some extent their own** ideas in some different subject areas by reusing contemporary or historical pictures and processing other reference and inspirational material. During the work process, **pupils formulate and choose action alternatives which with some adaptation lead to improvements**. In addition, pupils can present their pictures with **relatively good** adaptation to purpose and context. Pupils can also make **developed** assessments of work processes and quality in their work.

Pupils can apply **developed and relatively well** informed reasoning about expression, content and function of pictures from different periods and cultures and make connections to their own experiences, other pictures and phenomena in the surrounding world.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can produce some types of narrative and informative pictures that communicate experiences and views in a **well developed** visual language and **well developed** forms of expression to communicate the message. In their work, pupils can use different techniques, tools and materials in a **well functioning, varied and creative** way to create different expressions. In addition, pupils combine some different picture elements in a **well functioning** way.

Pupils when producing pictures can **develop their own** ideas in some different subject areas by reusing contemporary or historical pictures and processing other reference and inspirational material. During the work process, **pupils formulate and choose action alternatives that lead to improvements**. In addition, pupils present their pictures with **good** adaptation to purpose and context. Pupils can also make **well developed** assessments of work processes and quality in the work.

Pupils can apply **developed and well** informed reasoning about expression, content and function in pictures from different periods and cultures and make connections to their own experiences, other pictures and phenomena in the surrounding world.

Knowledge requirements for grade E at the end of year 9

Pupils can produce some types of narrative and informative pictures that communicate experiences and views in a **simple** visual language and **to some extent** developed forms of expression to communicate a message. In their work, pupils can use different techniques, tools and materials in a **basically** functional way and **explore** how these can be combined to create different expressions. In addition, pupils combine forms, colours and pictorial compositions in a **basically** functional way.

Pupils when producing pictures can **contribute to developing** ideas in different subject areas by reusing contemporary or historical pictures and processing other reference and inspirational material. During the work process, **pupils contribute to formulating and choosing action alternatives that lead to improvements**. In addition, pupils can present their pictures with some adaptation to purpose and context. Pupils can also make **simple** assessments of work processes and show **simple** relationships between expression, content, function and quality in the work.

Pupils can interpret contemporary as well as historical pictures and visual culture and apply **simple** and **to some extent** informed reasoning with connections to their own experiences, other works and phenomena in the surrounding world. In addition, pupils describe pictures and what they express, their content and function in a **simple** way with **some** use of topic-specific concepts.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can produce different types of narrative and informative pictures that communicate experiences and views in a **developed** visual language and **relatively well** developed forms of expression to communicate a message. In their work, pupils can use different techniques, tools and materials in a **relatively well** functioning and **varied** way and **test and retest** how these can be combined to create different expressions. In addition, pupils combine form, colour and pictorial compositions in a **relatively well** functioning way.

Pupils when producing pictures can **develop to some extent their own** ideas in different subject areas by reusing contemporary or historical pictures and processing other reference and inspirational material. During the work process, **pupils formulate and choose action alternatives which with some adaptation lead to improvements**. In addition, pupils can present their pictures with relatively good adaptation to purpose and context. Pupils can also make developed assessments about the work process and show **relatively complex** relationships between expression, content function and quality in the work.

Pupils can interpret contemporary as well as historical pictures and visual culture and apply **developed and relatively well** informed reasoning with connections to their own experiences, other works and phenomena in the surrounding world. In addition, pupils describe pictures and what they express, their content and function in a **developed** way with **relatively good** use of topic-specific concepts.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can produce different types of narrative and informative pictures that communicate experiences and views in a **well developed** visual language and **well** developed forms of expression to communicate a message. In their work, pupils can use different techniques, tools and materials in a **well** functioning, **varied and creative** way and **systematically test and retest** how these can be combined to create different expressions. In addition, pupils combine form, colour and pictorial compositions in a **well** functioning way.

Pupils when producing pictures can **develop their own** ideas in some different subject areas by reusing contemporary or historical pictures and processing other reference and inspirational material. During the work process, **pupils formulate and choose action alternatives that lead to improvements**. In addition, pupils present their pictures with

good adaptation to purpose and context. Pupils can also make **well developed** assessments about the work process and show **complex** relationships between expression, content, function, and quality in the work.

Pupils can interpret contemporary as well as historical pictures and visual culture and apply **well developed and well informed** reasoning with connections to their own experiences, other works and phenomena in the surrounding world. In addition, pupils describe pictures and what they express, their content and function in a **well developed** way with **good** use of topic-specific concepts.

5.2 ENGLISH

Language is the primary tool human beings use for thinking, communicating and learning. Having a knowledge of several languages can provide new perspectives on the surrounding world, enhanced opportunities to create contacts and greater understanding of different ways of living. The English language surrounds us in our daily lives and is used in such diverse areas as politics, education and economics. Knowledge of English thus increases the individual's opportunities to participate in different social and cultural contexts, as well as in international studies and working life.

Aim

Teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils' confidence in their ability to use the language in different situations and for different purposes.

Through teaching, pupils should be given the opportunity to develop all-round communicative skills. These skills involve understanding spoken and written English, being able to formulate one's thinking and interact with others in the spoken and written language, and the ability to adapt use of language to different situations, purposes and recipients. Communication skills also cover confidence in using the language and the ability to use different strategies to support communication and solve problems when language skills by themselves are not sufficient.

In order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests. Teaching should also provide pupils with opportunities to develop knowledge about and an understanding of different living conditions, as well as social and cultural phenomena in the areas and contexts where English is used.

Teaching should help pupils to develop their skills in searching for, evaluating, choosing and assimilating the content of spoken language and texts from different sources. They should also be equipped to be able to use different tools for learning, understanding, being creative and communicating. Teaching should encourage pupils to develop an interest in languages and culture, and convey the benefits of language skills and knowledge.

Teaching in English should essentially give pupils the opportunities to develop their ability to:

- understand and interpret the content of spoken English and in different types of texts,
- express themselves and communicate in speech and writing,
- use language strategies to understand and make themselves understood,

- adapt language for different purposes, recipients and contexts, and
- reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used.

Core content

In years 1–3

Content of communication

- Subject areas that are familiar to the pupils.
- Interests, people and places.
- Daily life and ways of living in different contexts and areas where English is used.

Listening and reading – reception

- Clearly spoken English and texts from various media.
- Simple instructions and descriptions.
- Different types of simple conversations and dialogues.
- Films and dramatised narratives for children.
- Songs, rhymes, poems and tales.
- Words and phrases in the local surroundings, such as those used on signs and other simple texts.

Speaking, writing and discussing – production and interaction

- Simple presentations.
- Simple descriptions and messages.
- Songs, rhymes and dramatisations.

In years 4–6

Content of communication

- Subject areas that are familiar to the pupils.
- Everyday situations, interests, people, places, events and activities.
- Views, emotions and experiences.
- Daily life, ways of living and social relations in different contexts and areas where English is used.

Listening and reading – reception

- Clearly spoken English and texts from various media.
- Oral and written instructions and descriptions.
- Different types of conversations, dialogues and interviews.
- Films and dramatised narratives for children and youth.
- Songs, tales and poems.
- Strategies for understanding significant words and context in spoken language and texts, for example by adapting listening and reading to the form and content of communications.
- Different ways of searching for and choosing texts and spoken English from the internet and other media.
- Language phenomena such as pronunciation, intonation, grammatical structures, spelling and also fixed language expressions in the language pupils encounter.
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and spoken language in different situations.
- How different expressions are used to initiate and complete different types of communications and conversations.

Speaking, writing and discussing – production and interaction

- Presentations, instructions, messages, narratives and descriptions in continuous speech and writing.
- Language strategies to understand and make oneself understood when language skills are lacking, such as through reformulations.
- Language strategies to participate in and contribute to discussions, such as questions, and phrases and expressions to confirm understanding.
- Language phenomena to clarify and enrich communication such as pronunciation and intonation, spelling and punctuation, politeness phrases, and other fixed language expressions and grammatical structures.

In years 7–9*Content of communication*

- Current subject areas familiar to the pupils.
- Interests, everyday situations, activities, sequences of events, relations and ethical questions.
- Views, experiences, emotions and plans for the future.
- Living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used.

Listening and reading – reception

- Spoken English and texts from various media.
- Spoken English with slight regional and social accents.
- Oral and written instructions and descriptions.
- Different types of conversations, dialogues, interviews and oral communications.
- Literature and other fiction in spoken, dramatised and filmed forms.
- Songs and poems.
- Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.
- Strategies for understanding details and context in spoken language and texts, such as adapting listening and reading to the type of communication, contents and purpose.
- Different ways of searching for, choosing and assessing texts and spoken language in English from the internet and other media.
- Language phenomena such as pronunciation, intonation, grammatical structures, sentence structure, words with different registers, as well as fixed language expressions pupils will encounter in the language.
- How texts and spoken language can be varied for different purposes and contexts.
- How connecting words and other expressions are used to create structure and linguistically coherent entities.

Speaking, writing and discussing – production and interaction

- Different ways of working on one's own production and interaction to vary, clarify, specify and adapt them for different purposes.
- Oral and written narratives, descriptions and instructions.
- Conversations, discussions and argumentation.
- Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.
- Language strategies to contribute to and actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations.
- Language phenomena to clarify, vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures.

Knowledge requirements

Knowledge requirements for grade E at the end of year 6

Pupils can understand **the most essential content** in clearly spoken, simple English at a relaxed pace and in simple texts about daily and familiar topics. Pupils show their understanding by reporting content **in a simple form** with comments on content and also with **acceptable** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and texts, pupils can choose and apply **a strategy** for listening and reading. Pupils can choose texts and spoken language of a simple nature and from different media and **with some relevance** use the selected material in their own production and interaction.

In oral and written production of different kinds, pupils can express themselves **simply and understandably in phrases and sentences**. To clarify and vary their communication, pupils can work on and make some **simple** improvements to their communications. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and use **a strategy** to solve problems and improve their interaction.

Pupils comment **in simple forms** on some phenomena in different contexts and areas where English is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **the main content and clear details** in simple English, clearly spoken at a relaxed pace, and also in simple texts on daily and familiar topics. Pupils show their understanding by reporting content **in a simple form** with comments on content **and details** and also with **satisfactory** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature and from different media and **in a relevant way** use the selected material in their own production and interaction.

In oral and written production of different kinds, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**. In addition, pupils can choose and apply **some different strategies** to solve problems and improve their interaction.

Pupils comment **in simple forms** on some phenomena in different contexts and areas where English is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **the whole and essential details** in clearly spoken, simple English at a relaxed pace and in simple texts on daily and familiar topics. Pupils show their understanding by presenting an **overview** with their comments on content **and details** and also with **good** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature and from different media and **in a relevant and effective way** use the material chosen in their own production and interaction.

In oral and written production of different kinds, pupils can express themselves simply, relatively clearly and relatively coherently. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences, which to some extent are adapted to purpose, recipient and situation**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils comment **in overall terms** on some phenomena in different contexts and areas where English is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the main content and clear details** in English spoken at a moderate pace and in basic texts in various genres. Pupils show their understanding by presenting an **overview** with discussion and comments on content and details and also with **acceptable** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and texts, pupils can choose and apply **a strategy** for listening and reading. Pupils can choose texts and spoken language from different media and **with some relevance** use the selected material in their own production and interaction.

In oral and written production in various genres, pupils can express themselves **simply, understandably and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral

and written interaction in different contexts, pupils can express themselves **simply and understandably** and also **to some extent** adapted to purpose, recipient and situation. In addition, pupils can choose and apply **basically functional** strategies which **to some extent solve problems** and improve their interaction.

Pupils discuss in **overall terms** some phenomena in different contexts and areas where English is used, and can also make **simple** comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and essential details** in English spoken at a moderate pace and in basic texts in various genres. Pupils show their understanding by presenting a **well grounded** account with discussion and comments on content and details and also with **satisfactory results** act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose texts and spoken language from different media and **in a relevant way** use the selected material in their own production and interaction.

In oral and written production in various genres, pupils can express themselves in **relatively varied ways**, relatively clearly and relatively coherently. Pupils express themselves also **with some ease and to some extent adapted to purpose, recipient and situation**. To clarify and vary their communication, pupils can work on and make **well grounded** improvements to their own communications. In oral and written interaction in different contexts, pupils can express themselves **clearly and with some ease** and **with some adaptation** to purpose, recipient and situation. In addition, pupils can choose and use **functional** strategies to **solve problems** and improve their interaction.

Pupils discuss in **detail** some phenomena in different contexts and areas where English is used, and can then also make **well developed** comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **both the whole and the details** in English spoken at a moderate pace in basic texts in various genres. Pupils show their understanding by giving a

well grounded and balanced account where they discuss and comment on content and details, and with **good** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply strategies for listening and reading. Pupils can choose texts and spoken language from different media and **in a relevant and effective way** use the material chosen in their own production and interaction.

In oral and written production, pupils can express themselves in **relatively varied ways, clearly and coherently**. **Pupils express themselves with ease and some adaptation to purpose, recipient and situation**. To clarify and vary their communication, pupils can work on and make **well grounded** improvements to their own communications. In oral and written interaction in different contexts, pupils can express themselves **clearly and with ease**, and also **with some adaptation** to purpose, recipient and situation. In addition, pupils can choose and apply **well functioning** strategies to **solve problems** and improve their interaction **and take it forward in a constructive way**.

Pupils discuss **in detail and in a balanced way** some phenomena from different contexts and areas where English is used, and can also make **well developed and balanced** comparisons with their own experiences and knowledge.

5.3 HOME AND CONSUMER STUDIES

Life in the home and in the family is of crucial importance for people. Our habits at home influence not only the well-being of the individual and the family, but also society and nature. Knowledge of consumer issues and work in the home gives people important tools for creating a functioning daily reality, and the ability to make conscious choices as consumers with reference to health, finance and the environment.

Aim

Teaching in home and consumer studies should aim at helping the pupils to develop knowledge about and an interest in work, finance and consumption in the home.

In a process where thinking, sensory experiences and action are all interlinked, pupils should be given the opportunity to develop expertise with regard to food and meals. Teaching as a result should contribute to pupils developing their ability to take initiatives and be creative when preparing food, creating meals and other tasks in the home.

Through teaching, pupils should have the opportunity to develop awareness of the consequences of making different choices in the household on health, well-being and use of resources. Teaching should also contribute to pupils developing knowledge of legal conditions concerning savings, credit and loans. In this way, pupils should be given the preconditions to make well grounded choices in terms of personal finances, and be able to handle the different problems and situations the young consumer may face.

Teaching should help pupils to develop their knowledge about, and giving opportunities to reflect over gender equality and the distribution of work in the home. Teaching should also give pupils the opportunity to develop knowledge of cultural variations and traditions in different households.

Teaching in home and consumer studies should essentially give pupils the opportunities to develop their ability to:

- plan and prepare food and meals for different situations and contexts,
- manage and solve practical situations in the home, and
- assess choices and actions in the home and as a consumer, and from the perspective of sustainable development.

Core content

In years 1–6

Food, meals and health

- Recipes and instructions, how they can be interpreted and followed, as well as common words and terms for baking and food preparation.
- Different methods of baking and cooking.

- Planning and organising the preparation of meals and other tasks in the home.
- Tools and technical equipment that can be used for baking and food preparation and how these are used in a safe way.
- Hygiene and cleaning when handling, preparing and storing food.
- Different tools to support planning of varied and balanced meals, and also how meals can be distributed over a day.
- Importance of meals for a sense of community.

Consumption and personal finance

- Finance, saving and consumption for young people.
- The difference between advertising and objective information for consumers.
- Comparisons between some ordinary goods, based on price comparisons.

Environment and lifestyle

- Some different forms of environmental labelling of products and their importance.
- Choice and use of goods and services in the home, and how they impact the environment and health.
- Recycling in the home and in the local area and how it functions.
- Different traditions in food, such as celebration of special occasions.

In years 7–9

Food, meals and health

- Comparisons between recipes and calculating quantities when preparing food. Creating own recipes.
- Different methods of baking and cooking. How choice of method influences the work process and results.
- Planning and organising the preparation of food and other tasks in the home.
- Tools and technical equipment that can be used for baking and food preparation, and how these are used in a functional and safe way.
- Hygiene and cleaning when handling, preparing and storing food.
- Individual needs for energy and nutrition, such as for sports, and also how meals can be composed to satisfy different needs.
- How meals can be arranged and organised, and the importance of meals in developing a sense of community and well-being.

Consumption and personal finance

- Personal finance for young people, such as buying over the internet, borrowing money, buying on credit or hire purchase and subscriptions.
- Household finances and calculating the cost of housing, consumption, travel and credit.
- Rights and obligations of consumers.
- The influence of advertising and the media on individual and group consumption behaviour.
- Issues to consider when choosing goods and services, such as the purchase of clothes, food and travel from the perspective of economic, social and environmental sustainability.
- Comparisons of products based on a number of different aspects, such as price and quality.

Environment and lifestyle

- How food and other goods are produced and transported, and how they impact the environment and health.
- How to be economical and make effective use of food and other consumption goods in the home.
- Different routines and methods for washing and cleaning.
- Distribution of work in the home from a gender equality perspective.
- Current societal issues concerning personal finances, food and health.
- Different food traditions, their origins and importance.

Knowledge requirements

Knowledge requirements for grade E at the end of year 6

Pupils can plan and prepare meals and carry out other tasks related to meals, and do this with **some** adaptation to the requirements of the activity. In their work, pupils can use methods, food and tools in a **basically** functional and safe way. Pupils can also make **simple** assessments of work processes and results. In addition, pupils can apply **simple** reasoning to producing varied and balanced meals.

Pupils can apply **simple** reasoning to the relationship between consumption and personal finances, and also to some frequently recurring goods and compare these in relation to their price and impact on the environment and health. In addition, pupils apply **simple** reasoning to the differences between advertising and consumer information.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can plan and prepare meals and carry out other tasks related to meals, and do this with **relatively good** adaptation to the requirements of the activity. In their work, pupils can use methods, food and tools in a **relatively well** functioning and safe way. Pupils can also make **developed** assessments of work processes and results. In addition, pupils can apply **developed** reasoning to producing varied and balanced meals.

Pupils can apply **developed** reasoning to the relationship between consumption and personal finances, and also to some frequently recurring goods, and compare these in relation to their price and impact on the environment and health. In addition, pupils apply **developed** reasoning to the differences between advertising and consumer information.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can plan and prepare meals and carry out other tasks related to meals, and do this with **good** adaptation to the requirements of the activity. In their work, pupils can use methods, food and tools in a **well** functioning and safe way. Pupils can also make **well developed** assessments about work processes and results. In addition, pupils can apply **well developed** reasoning to producing varied and balanced meals.

Pupils can apply **well developed** reasoning to the relationship between consumption and personal finances, and also to some frequently recurring goods, and compare these in relation to their price and impact on the environment and health. In addition, pupils apply **well developed** reasoning to the differences between advertising and consumer information.

Knowledge requirements for grade E at the end of year 9

Pupils can plan and prepare meals and carry out other tasks which occur in the home, and do this with **some** adaptation to the requirements of the activity. In their work, pupils can use methods, food and equipment in a safe and **basically functional** way. Pupils choose approaches and give **simple** reasons for their choice with reference to aspects covering health, finance and the environment. Pupils can also make **simple** assessments of work processes and results. In addition, pupils can apply **simple and to some extent** informed reasoning about how varied and balanced meals can be composed and adapted to individual needs.

Pupils make comparisons between different consumption alternatives and apply **simple** reasoning with **some** connection to the impact on personal finances. Pupils can describe and apply **simple** reasoning to basic rights and obligations for consumers, and give examples of how they are used in different consumption situations.

Pupils can apply **simple and to some extent** informed reasoning to the consequences of different consumer choices and actions in the home with regard to aspects concerning sustainable social, economic and ecological development.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can plan and prepare meals and carry out other tasks which occur in the home, and do this with **relatively good** adaptation to the requirements of the activity. In their work, pupils can use methods, food and equipment in a safe and **relatively well** functioning way. Pupils choose approaches and give **developed** reasons for their choices with reference to health, finance and environmental aspects. Pupils can also give **developed** assessments of work processes and results. In addition, pupils can apply **developed and relatively well** informed reasoning about how varied and balanced meals can be composed and adapted to individual needs.

Pupils make comparisons between different consumption alternatives and apply **developed** reasoning with **relatively good** connection to the impact on personal finances. Pupils can describe and apply **developed** reasoning to basic rights and obligations for consumers, and give examples of how they are used in different consumption situations.

Pupils can apply **developed and relatively well** informed reasoning to the consequences of different consumer choices and actions at home based on aspects concerning sustainable social, economic and ecological development.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can plan and prepare meals and carry out other tasks which occur in the home, and do this with **good** adaptation to the requirements of the activity. In their work, pupils can use methods, food and equipment in a safe and **well** functioning way. Pupils choose approaches and give **well developed** reasons for their choices with reference to aspects concerning health, finance and the environment. Pupils can also make **well developed** assessments about work processes and results. In addition, pupils

can apply **well developed and well** informed reasoning about how varied and balanced meals can be composed and adapted to individual needs.

Pupils make comparisons between different consumption alternatives and apply **well developed** reasoning with good connection to the impact on personal finances. Pupils can describe and apply **well developed** reasoning to basic rights and obligations for consumers, and give examples of how they are used in different consumption situations.

Pupils can apply **well developed and well** informed reasoning to the consequences of different consumer choices and actions at home based on aspects concerning sustainable social, economic and ecological development.

5.4 PHYSICAL EDUCATION AND HEALTH

Physical activities and a healthy lifestyle are fundamental to people's well-being. Positive experiences of movement and outdoor life during childhood and adolescence are of great importance if we are to continue to be physically active later on in life. Having skills and knowledge about sports and health is an asset for both the individual and society.

Aim

Teaching in physical education and health should aim at pupils developing all-round movement capacity and an interest in being physically active and spending time outdoors in nature. Through teaching, pupils should encounter a range of different kinds of activities. Pupils should also be given the opportunity to develop knowledge about what factors affect their physical capacity, and how they can safeguard their health throughout their lives. Pupils should also be given the opportunities to develop a healthy lifestyle and also be given knowledge about how physical activity relates to mental and physical well-being.

Teaching should give pupils the opportunity to develop knowledge in planning, applying and evaluating different types of activities involving physical movement. Pupils should also through teaching develop knowledge of concepts which describe physical activities and be given the opportunities to determine their standpoints on issues related to sports, health and lifestyle. Through teaching, pupils should be given the opportunity to develop their interpersonal skills and respect for others. Teaching should create the conditions for all pupils throughout their schooling to regularly take part in physical activities at school, and contribute to the pupils developing good physical awareness and a belief in their own physical capacity.

Through teaching, pupils should develop the ability to spend time in outdoor settings and nature during different seasons of the year, and acquire an understanding of the value of an active outdoor life. Teaching should also contribute to pupils developing knowledge of the risks and safety factors related to physical activities and how to respond to emergency situations.

Teaching in sports and health should essentially give pupils the opportunities to develop their ability to:

- move without restriction in different physical contexts,
- plan, implement and evaluate sports and other physical activities based on different views of health, movement and lifestyle,
- carry out and adapt time recreational and outdoor life to different conditions and environments, and
- prevent risks during physical activities, and manage emergency situations on land and in water.

Core content

In years 1–3

Movement

- Basic physical movements such as running, jumping and climbing. Combinations of these in exercises using equipment, games, dance and movement to music, both indoors and outdoors.
- Simple games and dances and their rules.
- Pace and rhythm in games, dance and movement to music.
- Games and movement in water. Balancing, floating and swimming in breast, stomach and back positions.

Health and lifestyle

- Words and concepts for and discussions about experiences derived from games, health, time in nature and outdoor activities.

Outdoor life and activities

- Orienting oneself in the local environment and simple maps. Concepts describing spatial awareness.
- Games and movement in nature and the outdoor environment.
- Foundations of public right of access.
- Factors concerning safety and consideration to others in connection with games, sports and time spent outdoors.

In years 4–6

Movement

- Combinations of basic forms of movement with gymnastic and other equipment.
- Different games and sports, indoors and outdoors, and dance and movement to music.
- Pace and rhythm in games, dance and movement to music.
- Swimming in breast, stomach and back positions.

Health and lifestyle

- Physical and mental effects of some different types of training.
- Cultural and geographical conditions in the surrounding environment that have an impact and make possible choice of physical activities.
- Prevention of injuries, such as through warm up exercises.
- Words and concepts, and talking about experiences of different physical activities and forms of training, lifestyle, understanding of the human body and self-image.

Outdoor life and activities

- Using maps, both with and without digital tools, to orient oneself in the surrounding nature and outdoor environment. The structure and symbols of maps.
- Games and other physical activities in changing natural and outdoor environments during different seasons of the year.
- Rights and obligations in nature as set out in the public right of access to land.
- Safety and consideration to others in training, playing, games, sports, nature and time spent outdoors.

Practises and safety guidelines for outdoor life in and close to water during different seasons.

In years 7–9

Movement

- Complex movement in games and sports, indoors and outdoors, and also dance and movement to music.
- Weight training, fitness training, mobility and mental training. How these activities affect capacity for movement and health.
- Digital and other tools to plan, perform and evaluate movement activities.
- Traditional and modern dance, and movement and training programs to music.
- Different ways of swimming in breast, stomach and back positions.

Health and lifestyle

- Setting up goals for physical activities, such as improving fitness.
- Words and concepts, and talking about experiences and outcomes from different physical activities and forms of training.
- Working positions and load such as during physical activity and prevention of injury, through e.g. all-round training.
- Different definitions of health, relationships between movement, diet and health, and the relationship between addictive substances and ill-health.
- Physical body models in sports and society as a whole. Doping and the laws and rules regulating this.
- First aid and cardiopulmonary resuscitation.
- How the individual's choice of sports and other physical activities are influenced by different factors, such as gender.

Outdoor life and activities

- Orientation in unfamiliar environments using maps and other aids to locate position, both with and without digital tools.
- How different outdoor activities can be planned, organised and carried out.
- Rights and obligations in nature as set out in the public right of access to land.
- Cultural traditions in connection with outdoor life and recreational activity.
- Practises and safety guidelines for outdoor life in and close to water during different seasons. Dealing with emergencies in and around water using different kinds of equipment, based on the principle of the extended arm.

Knowledge requirements

Knowledge requirements for grade E at the end of year 6

Pupils can participate in games and sports involving sequences of basic movements in different settings, and vary and adapt their movements **to some extent** to different activities. In movement to music and in dance, pupils adapt **to some extent** their movement to pace and rhythm. Pupils can also swim 200 metres, of which 50 metres are in the back position. Pupils can talk about their own experiences from physical activities, and apply **simple and to some extent** informed reasoning about how the activities can affect health and physical capacity.

Pupils can carry out different activities in nature and the outdoor environment with **some** adaptation to different conditions, and rules governing public access to land. In addition, pupils can with **some** certainty orient themselves in familiar surroundings using maps.

Pupils can give **simple** descriptions of how to prevent injuries associated with games and sports. In addition, pupils can handle emergencies around water using different equipment during different periods of the year.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can participate in games and sports involving sequences of basic movements in different settings, and vary and adapt their movements **relatively well** to activities. When moving to music and dance, pupils adapt their movements **relatively well** to pace and rhythm. Pupils can also swim 200 metres, of which 50 metres are in the back position. Pupils can talk about their own experiences of physical activities and apply **developed and relatively well** informed reasoning about how the activities can affect health and physical capacity.

Pupils can carry out different activities in nature and the external environment with **relatively good** adaptation to different conditions and the rules governing public access to land. In addition, pupils can with **relatively good** safety orient themselves in familiar settings using maps.

Pupils can give **developed** descriptions of how to prevent injuries associated with games and sports. In addition, pupils can handle emergencies around water using different equipment during different periods of the year.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can participate in games and sports involving sequences of basic movements in different settings, and vary and adapt their movements **well** to activities. When moving to music and dance, pupils adapt their movements **well** to pace and rhythm. Pupils can also swim 200 metres, of which 50 metres are in the back position. Pupils can talk about their own experiences of physical activities and apply **well developed and well** informed discussion on how the activities can affect health and physical capacity.

Pupils can carry out different activities in nature and the external environment with **good** adaptation to different conditions and the rules governing public access to land. In addition, pupils can with **good** safety orient themselves in familiar settings using maps.

Pupils can give **well developed** descriptions of how to prevent injuries associated with games and sports. In addition, pupils can handle emergencies around water using different equipment during different periods of the year.

Knowledge requirements for grade E at the end of year 9

Pupils can participate in games and sports involving complex movements in different settings, and vary and adapt their movements **to some extent** to activities and context. In dance, and movement and training programs to music, pupils adapt **to some** extent their movements to beat, rhythm and context. Pupils can also swim 200 metres, of which 50 metres are in the back position.

Pupils in a **basically** functional way can set up goals and plan their training and other physical activities. Pupils can also evaluate activities by talking about their own experiences and applying **simple and to some extent** informed reasoning about how the activities together with dietary and other factors can affect health and physical capacity.

Pupils plan and carry out outdoor activities with **some** adaptation to different conditions, setting and rules. In addition, pupils can with **some** safety orient themselves in unfamiliar settings, using maps and other aids.

Pupils can in a **basically** functional way prevent injuries through foresight and give **simple** descriptions of risks associated with different physical activities. In addition, pupils can handle emergency situations around water using different equipment during different periods of the year.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can participate in games and sports involving complex movements in different settings, and vary and adapt their movements **relatively well** to activities and context. In dance, and movement and training programs to music, pupils adapt their movements **relatively well** to beat, rhythm and context. Pupils can also swim 200 metres, of which 50 metres are in the back position.

Pupils in a **relatively well** functioning way can set up goals and plan their training and other physical activities. Pupils can also evaluate activities by talking about their own experiences and applying **developed and relatively well** informed reasoning about how the activities together with dietary and other factors can affect health and physical capacity.

Pupils plan and carry out outdoor activities with **relatively good** adaptation to different conditions, settings and rules. In addition, pupils can with **relatively good** safety orient themselves in unfamiliar settings, using maps and other aids.

Pupils can in a **relatively well** functioning way prevent injuries through foresight and giving **developed** descriptions of risks associated with different physical activities. In addition, pupils can handle emergencies around water using different equipment during different periods of the year.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can participate in games and sports involving complex movements in different settings, and vary and adapt their movements **well** to activities and context. In dance, and movement and training programs to music, pupils adapt their movements **well** to

beat, rhythm and context. Pupils can also swim 200 metres, of which 50 metres are in the back position.

Pupils can in a **well** functioning way set up goals, and plan training and other physical activities. Pupils can also evaluate activities by talking about their own experiences and applying **well developed and well** informed reasoning about how activities together with dietary and other factors can influence health and physical capacity.

Pupils plan and carry out outdoor activities with **good** adaptation to different conditions, settings and rules. In addition, pupils can with **good** safety orient themselves in unfamiliar settings and use maps and other aids.

Pupils can in a **well** functioning way prevent injuries through foresight and giving **well developed** descriptions of risks associated with different physical activities. In addition, pupils can handle emergencies around water using different equipment during different periods of the year.

5.5 MATHEMATICS

Mathematics has a history stretching back many thousands of years with contributions from many cultures. Mathematics has developed not only out of practical necessity, but also as a result of Man's curiosity and desire to explore and expand mathematics as an end in itself. Mathematics is by its nature a creative, reflective, problem-solving activity that is closely linked to societal, social, technological and digital development. Knowledge of mathematics gives people the preconditions to make informed decisions in the many choices faced in everyday life and increases opportunities to participate in decision-making processes in society.

Aim

Teaching in mathematics should aim at helping the pupils to develop knowledge of mathematics and its use in everyday life and in different subject areas. Teaching should help pupils to develop their interest in mathematics and confidence in their own ability to use it in different contexts. It should also provide pupils with the opportunity to experience aesthetic values in mathematical patterns, forms and relationships.

Teaching should help pupils to develop their knowledge in order to formulate and solve problems, and also reflect over and evaluate selected strategies, methods, models and results. Pupils should also be given the preconditions to develop knowledge to be able to interpret situations in daily life and mathematics, and also describe and formulate these by using mathematical forms of expression.

Through teaching, pupils should be given the preconditions to develop their familiarity with basic mathematical concepts and methods, and their usefulness. In addition, through teaching pupils should be given opportunities to develop knowledge in using digital tools and programming to explore problems and mathematical concepts, make calculations and to present and interpret data.

Teaching should help pupils to develop their ability to argue logically and apply mathematical reasoning. Pupils should through teaching be given the opportunity to develop familiarity with mathematical forms of expression and how these can be used to communicate about mathematics in daily life and mathematical contexts.

Teaching should give pupils the opportunities to develop knowledge about historical contexts where important concepts and methods in mathematics have been developed. Through teaching, pupils should also be given opportunities to reflect over the importance of mathematics, its use and limitations in daily life, in other school subjects and in historical processes, and as a result be able to see the context and relevance of mathematics.

Teaching in mathematics should essentially give pupils the opportunities to develop their ability to:

- formulate and solve problems using mathematics and also assess selected strategies and methods,
- use and analyse mathematical concepts and their interrelationships,
- choose and use appropriate mathematical methods to perform calculations and solve routine tasks,
- apply and follow mathematical reasoning, and
- use mathematical forms of expression to discuss, reason and give an account of questions, calculations and conclusions.

Core content

In years 1–3

Understanding and use of numbers

- Natural numbers and their properties and how numbers can be divided, and how they can be used to specify quantities and order.
- How the positioning system can be used to describe natural numbers. Symbols for numbers and the historical development of symbols in some different cultures through history.
- Parts of a whole and parts of a number. How parts are named and expressed as simple fractions, and how simple fractions are related to natural numbers.
- Natural numbers and simple numbers as fractions and their use in everyday situations.
- Properties of the four operations, their relationships and use in different situations.
- Main methods of calculating using natural numbers when calculating mental arithmetic and approximate estimates, and calculations using written methods and digital tools. Using the methods in different situations.
- Assessing plausibility when using simple calculations and estimates.

Algebra

- Mathematical similarities and the importance of the equals sign.
- How simple patterns in number sequences and simple geometrical forms can be constructed, described and expressed.
- How unambiguous, step-by-step instructions can be constructed, described and followed as a basis for programming. The use of symbols in step-by-step instructions.

Geometry

- Basic geometrical objects, including points, lines, distances, quadrilaterals, triangles, circles, spheres, cones, cylinders, cuboids and their relationships. Basic geometrical properties of these objects.
- Construction of geometrical objects. Scale for simple enlargement and reduction.
- Common terms to describe an object's position in space.
- Symmetry, for example in pictures and nature, and how symmetry can be constructed.
- Comparisons and estimates of mathematical quantities. Measurement of length, mass, volume and time in common contemporary and older measurement units.

Probability and statistics

- Random events in experiments and games.
- Simple tables and diagrams and how they can be used to categorise data and describe results from simple investigations, both with and without digital tools.

Relationships and changes

- Different proportional relationships, including doubling and halving.

Problem solving

- Strategies for mathematical problem-solving in simple situations.
- Mathematical formulation of questions based on simple everyday situations.

In years 4–6*Understanding and use of numbers*

- Rational numbers and their properties.
- The positioning system of numbers in decimal form.
- The binary number system and how it can be applied in digital technology, as well as number systems used in some cultures through history, such as the Babylonian culture.
- Numbers in fractions and decimals and their use in everyday situations.
- Numbers in percentage form and their relation to numbers in fraction and decimal form.
- Main methods of calculating using natural numbers and simple numbers in decimal form when calculating approximations, mental arithmetic, and calculations using written methods and digital tools. Using the methods in different situations.
- Plausibility assessments when estimating and making calculations in everyday situations.

Algebra

- Unknown numbers and their properties and also situations where there is a need to represent an unknown number by a symbol.
- Simple algebraic expressions and equations in situations that are relevant for pupils.
- Methods of solving simple equations.
- How patterns in number sequences and geometrical patterns can be constructed, described and expressed.
- How algorithms can be created and used in programming. Programming in visual programming environments.

Geometry

- Basic geometrical objects such as polygons, circles, spheres, cones, cylinders, pyramids, cuboids and their relationships. Basic geometrical properties of these objects.
- Construction of geometrical objects, both with and without digital tools. Scale and its use in everyday situations.
- Symmetry in everyday life, in arts and nature and how symmetry can be constructed.
- Methods for determining and estimating circumference and areas of different two-dimensional geometrical figures.
- Comparing, estimating and measuring length, area, volume, mass, time and angles using common units of measurement. Measurements using contemporary and older methods.

Probability and statistics

- Probability, chance and risk based on observations, simulations or statistical material from everyday situations. Comparisons of probability in different random trials.
- Simple combinatorial analysis in concrete situations.
- Tables and diagrams to describe the results of investigations, both with and without digital tools. Interpretation of data in tables and diagrams.
- Measures of central tendency – average, mode and median and how they are used in statistical investigations.

Relationships and change

- Proportionality and percentage and their relationship.
- Graphs for expressing different types of proportional relationships in simple investigations.
- The coordinate system and strategies for scaling coordinate axes.

Problem solving

- Strategies for mathematical problem-solving in everyday situations.
- Mathematical formulation of questions based on everyday situations.

In years 7–9*Understanding and use of numbers*

- Real numbers and their properties and also their use in everyday and mathematical situations.
- Development of the number system from natural numbers to real numbers. Methods of calculation used in different historical and cultural contexts.
- Numbers as powers. Numbers in scientific notation to express small and large numbers and the use of prefixes.
- Main methods for calculating numbers in fractions and decimals when making approximations, mental arithmetic and also calculations using written methods and digital technology. Using the methods in different situations.
- Plausibility assessments when estimating and making calculations in everyday and mathematical situations, and also in other subject areas.

Algebra

- Meaning of the concept of variable and its use in algebraic expressions, formulae and equations.
- Algebraic expressions, formulae and equations in situations relevant to pupils.
- Methods for solving equations.
- How patterns in sequences of numbers and geometric patterns can be constructed, designed and expressed in general.
- How algorithms can be created and used in programming. Programming in different programming environments.

Geometry

- Geometrical objects and their relationships. Geometrical properties of these objects.
- Depiction and construction of geometrical objects, both with and without digital tools. Scales for reducing and increasing two and three dimensional objects.
- Similarity and plane symmetry.
- Methods of calculating area, circumference and volume of geometrical objects, and also changing units in connection with this.
- Geometrical theorems and formulae and the need to argue for their validity.

Probability and statistics

- Standard probability and methods for calculating probability in everyday situations.
- How combinatorial principles can be used in simple everyday and mathematical problems.
- Tables, diagrams and graphs, and how they can be interpreted and used to describe the results of the pupils' own and others' investigations, both with and without digital tools. How measures of central tendency and measures of dispersion can be used for assessing results of statistical studies.
- Assessment of risk and chance based on computer simulations and statistical material.

Relationships and change

- Percent as a means of expressing change and rate of change, and also calculations using percentages in everyday situations and in situations in different subject areas.
- Functions and linear equations. How functions can be used, both with and without digital tools, to examine change, rate of change and relationships.

Problem solving

- Strategies for problem-solving in everyday situations and in different subject areas and also evaluation of chosen strategies and methods.
- Mathematical formulation of questions based on everyday situations and different subject areas.
- Simple mathematical models and how they can be used in different situations.
- How algorithms can be created, tested and improved when programming for mathematical problem-solving.

Knowledge requirements

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils can solve simple problems in familiar situations by choosing and applying a strategy with some adaptation to type of problem. Pupils describe their approaches and give simple assessments of the plausibility of results.

Pupils have basic knowledge about mathematical concepts and show this by using them in commonly recurring contexts in a basically functional way. Pupils can describe the properties of concepts using symbols and concrete materials or diagrams. Pupils can also give examples of how some concepts are related to each other. Pupils have a basic knowledge of natural numbers and can show this by describing interrelationships between numbers and also by dividing whole numbers. Pupils show basic knowledge of numbers as fractions by dividing whole numbers into different parts and also comparing and naming the parts as simple fractions. In addition, pupils can use basic geometric concepts, and common location terms to describe properties of geometrical

objects, their location and relationships. Pupils can also give and provide examples of simple proportional relationships in situations they are familiar with.

Pupils can choose and use basically functional mathematical methods with some adaptation to the context to make simple calculations with natural numbers and solve simple routine tasks with satisfactory results. Pupils can use mental arithmetic to perform calculations using the four operations when the numbers and the answers are in the range 0–20, and also for calculations of simple numbers in higher ranges of numbers. For addition and subtraction, pupils can choose and use written methods of calculation with satisfactory results when numbers and answers lie within an integer range of 0–200. Pupils can handle simple mathematical similarities and use the equals sign in a functional way. Pupils can also reproduce and, based on instructions, construct simple geometrical objects. Pupils can make simple measurements, comparisons and estimates of length, mass, volume and times, and use common units of measurement to express results.

Pupils can describe and discuss their approaches in a basically functional way and then use concrete materials, diagrams, symbols and other mathematical forms of expression with some adaptation to the context. In addition, for different types of studies in familiar situations pupils can read and create simple tables and diagrams to categorise and report results. Pupils can apply and follow mathematical reasoning to choice of methods and methods of calculation, and also for plausibility of results, random events, geometrical patterns and patterns in number sequences by putting and answering questions which are basically related to the subject.

Knowledge requirements for grade E at the end of year 6

Pupils can solve simple problems in familiar situations in a **basically** functional way by choosing and applying strategies and methods with **some** adaptation to the type of problem. Pupils describe their approach in a **basically** functional way and apply **simple and to some extent** informed reasoning about the plausibility of results in relation to the problem situation, and can also **contribute** to making **some proposals** on alternative approaches.

Pupils have **basic** knowledge of mathematical concepts and show this by using them in **familiar** contexts in a **basically** functional way. Pupils can also describe different concepts using mathematical forms of expression in a **basically** functional way. In the descriptions, pupils can switch between different forms of expression and also apply **simple** reasoning over how the concepts relate to each other.

Pupils can choose and apply **basically functional** mathematical methods with some adaptation to the context to carry out simple calculations and solve simple routine tasks in arithmetic, algebra, geometry, probability, statistics and also relationships and change with **satisfactory** results.

Pupils can account for and discuss their approaches in a **basically functional** way and use diagrams, symbols, tables, graphs and other mathematical forms of expression with **some** adaptation to the context. In their accounts and discussions, pupils can apply and follow mathematical reasoning by putting questions, putting forward and responding to mathematical arguments in a way **which to some extent takes the reasoning forward**.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can solve simple problems in familiar situations in a **relatively well** functioning way by choosing and using strategies and methods with **relatively good** adaptation to type of problem. Pupils describe their approach in a **relatively well** functioning way and apply **developed and relatively well** informed reasoning about the plausibility of results in relation to the problem situation, and can **make some proposals** on alternative approaches.

Pupils have **good** knowledge of mathematical concepts and show this by using them in **familiar** contexts in a **relatively well** functioning way. Pupils can also describe different concepts using mathematical forms of expression in a **relatively well** functioning way. In the descriptions, pupils can switch between different forms of expression and also apply **developed** reasoning over how the concepts relate to each other.

Pupils can choose and apply **appropriate** mathematical methods with **relatively good** adaptation to the context to carry out simple calculations and solve simple routine tasks in arithmetic, algebra, geometry, probability, statistics, and also relationships and change with **good** results.

Pupils can account for and discuss their approaches in an **appropriate** way and use diagrams, symbols, tables, graphs and other mathematical forms of expression with **relatively good** adaptation to the context. In their accounts and discussions, pupils apply and follow mathematical reasoning by putting questions, putting forward and responding to mathematical arguments in a way **which takes the reasoning forward**.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can solve simple problems in familiar situations in a **well** functioning way by choosing and using strategies and methods with **good** adaptation to the type of problem. Pupils describe their approach in a well functioning way, and apply **well**

developed and **well** informed reasoning about the plausibility of results in relation to the problem situation, and can **make proposals** on alternative approaches.

Pupils have **very good** knowledge of mathematical concepts and show this by using them in **new** contexts in a **well** functioning way. Pupils can also describe different concepts using mathematical forms of expression in a **well** functioning way. In the descriptions, pupils can switch between different forms of expression and also apply **well developed** reasoning over how the concepts relate to each other.

Pupils can choose and apply **appropriate and effective** mathematical methods with **good** adaptation to the context to carry out simple calculations, and solve simple routine tasks in arithmetic, algebra, geometry, probability, statistics, and also relationships and change with **very good** results.

Pupils can account for and discuss their approaches in an **appropriate and effective** way and use diagrams, symbols, tables, graphs and other mathematical forms of expression with **good** adaptation to the context. In their accounts and discussions, pupils can apply and follow mathematical reasoning by putting questions, putting forward and responding to mathematical arguments in a way **which takes the reasoning forward and deepens or broadens them**.

Knowledge requirements for grade E at the end of year 9

Pupils can solve different problems in familiar situations in a **basically** functional way by choosing and using strategies and methods with **some** adaptation to the type of problem, and also **contribute to formulating** simple mathematical models that can be applied in the context. Pupils apply **simple and to some extent** informed reasoning about their choice of approach and the plausibility of results in relation to the problem situation, and can also **contribute to making some proposals** on alternative approaches.

Pupils have **basic** knowledge of mathematical concepts and show this by using them in **familiar** contexts in a **basically** functional way. Pupils can also describe different concepts using mathematical forms of expression in a **basically** functional way. In the descriptions, pupils can switch between different forms of expression and also apply **simple** reasoning over how the concepts relate to each other.

Pupils can choose and use **basically functional** mathematical methods with **some** adaptation to the context in order to make calculations and solve routine tasks in arithmetic, algebra, geometry, probability, statistics, and also relationships and change with **satisfactory** results.

Pupils can account for and discuss their approaches in a **basically functional** way and use symbols, algebraic expressions, formulae, graphs, functions and other mathematical forms of expression with **some** adaptation to purpose and context. In their accounts and discussions, pupils apply and follow mathematical reasoning by putting forward and responding to mathematical arguments in a way **which to some extent takes the reasoning forward**.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can solve different problems in familiar situations in a **relatively well** functioning way by choosing and using strategies and methods with **relatively good** adaptation to the type of problem and also **formulate** simple mathematical models which **after some reworking** can be applied in the context. Pupils apply **developed and relatively well** informed reasoning about their approaches and the plausibility of their results in relation to the problem situation, and also can make some proposals on alternative approaches.

Pupils have **good** knowledge of mathematical concepts and show this by using them in **familiar** contexts in a **relatively well** functioning way. Pupils can also describe different concepts using mathematical forms of expression in a **relatively well** functioning way. In the descriptions, pupils can switch between different forms of expression and also apply **developed** reasoning over how the concepts relate to each other.

Pupils can choose and use **appropriate** mathematical methods with **relatively good** adaptation to the context in order to make calculations and solve routine tasks in arithmetic, algebra, geometry, probability, statistics, and also relationships and change with **good** results.

Pupils can account for and discuss their approaches in an **appropriate** way and use symbols, algebraic expressions, formulae, graphs, functions and other mathematical forms of expression with **relatively good** adaptation to purpose and context. In their accounts and discussions, pupils apply and follow mathematical reasoning by putting forward and responding to mathematical arguments in a way **which takes the reasoning forward**.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can solve different problems in familiar situations in **well** functioning ways by choosing and applying strategies and methods with **good** adaptation to the type of problem, and also **formulate** simple mathematical models that can be applied in the context. Pupils apply **well developed** and **well** informed reasoning to their approaches and the plausibility of their results in relation to the problem situation, and can also make **proposals** on alternative approaches.

Pupils have **very good** knowledge of mathematical concepts and show this by using them in **new** contexts in a **well** functioning way. Pupils can also describe different concepts using mathematical forms of expression in a **well** functioning way. In the descriptions, pupils can switch between different forms of expression and also apply **well developed** reasoning over how the concepts relate to each other.

Pupils can choose and use **appropriate and effective** mathematical methods with **good** adaptation to the context in order to make calculations and solve routine tasks in arithmetic, algebra, geometry, probability, statistics, and also relationships and change with **very good** results.

Pupils can account for and discuss their approaches in an **appropriate and effective** way and use symbols, algebraic expressions, formulae, graphs, functions and other mathematical forms of expression with **good** adaptation to purpose and context. In their accounts and discussions, pupils apply and follow mathematical reasoning by putting forward and responding to mathematical arguments in a way **which takes the reasoning forward and deepens or broadens them**.

5.6 MODERN LANGUAGES

Language is the primary tool human beings use for thinking, communicating and learning. Having knowledge of several languages can provide new perspectives on the surrounding world, enhanced opportunities to create contacts and greater understanding of different ways of living. Knowledge of several languages also increases the individual's opportunities to participate in different social and cultural contexts, and participate in international studies and working life.

Aim

The teaching of modern languages should aim at helping the pupils to develop knowledge and skills in the target language, and knowledge of areas and contexts where the language is used, and also confidence in their ability to use the language in different situations and for different purposes.

Through teaching, pupils should be given the opportunity to develop all-round communicative skills. This skill involves understanding the spoken and written language, being able to express oneself and interact with others in the spoken and written language, and being able to adapt use of language to different situations, purposes and recipients. Communicative skills also cover confidence in using the language and the ability to use different strategies to support communication and solve problems when language skills by themselves are not sufficient.

In order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests. Teaching should also provide pupils with opportunities to develop knowledge about and an understanding of different living conditions, as well as social and cultural phenomena in the areas and contexts where the language is used.

Teaching should help pupils to develop their skills in searching for, evaluating, choosing and assimilating the content of spoken language and texts from different sources. They should also be equipped to be able to use different tools for learning, understanding, being creative and communicating. Teaching should encourage pupils to develop an interest in languages and cultures, and convey the benefits of language skills and knowledge.

Teaching in modern languages should essentially give pupils the opportunities to develop their ability to:

- understand and interpret the content of spoken language and different kinds of texts,
- express themselves and communicate in speech and writing,
- use language strategies to understand and make themselves understood,
- adapt language for different purposes, recipients and contexts, and
- reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where the language is used.

Core content

In years 4–9, within the framework of pupils' options

Content of communication

- Subject areas that are familiar to the pupils.
- Interests, everyday situations, people and places.
- Views and emotions.
- Daily life and ways of living in different contexts and areas where the language is used.

Listening and reading – reception

- Clearly spoken language and texts that are instructive and descriptive, such as from various media.
- Different types of conversations and dialogues.
- Narratives and other fiction also in spoken and dramatised forms as well as songs.
- Oral and written information, such as that used in signs and advertisements.
- Strategies for understanding significant words and drawing conclusions about content, for example by means of pre-understanding.
- Different ways of orienting themselves in texts and the spoken language from the internet and other media.
- Language phenomena such as pronunciation, intonation, grammatical structures, spelling and punctuation in the language the pupils encounter.
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and spoken language in different situations.

Speaking, writing and discussing – production and interaction

- Presentations, instructions, messages, narratives and descriptions in speech and writing.
- Strategies for solving language problems in conversations, such as questions, reformulations and gestures.
- Language phenomena to clarify and enrich communication, such as pronunciation and intonation and words, grammatical structures, spelling and punctuation, politeness phrases, and other fixed language expressions.

In years 4–6, within the framework of language options

Content of communication

- Subject areas that are familiar to the pupils.
- Everyday situations, interests, people and places.
- Daily life and ways of living in different contexts and areas where the language is used.

Listening and reading – reception

- Clearly spoken language and simple texts that are instructive and descriptive, for example from different media and in combination with illustrations.
- Different forms of simple conversations and dialogues.
- Songs and rhymes.
- Simple information and simple messages.
- Strategies for understanding significant words in speech, for example by guessing and drawing conclusions using the context.
- Different ways of finding simple, clear information in specific sources on the internet and in other media.
- Language phenomena in the language the pupils encounter, with an emphasis on pronunciation and intonation, and also the correlation between written language and pronunciation.
- How words and everyday phrases are used in different situations.

Speaking, writing and discussing – production and interaction

- Simple presentations, messages, descriptions and dialogues in spoken and written language.
- Strategies to solve linguistic problems in conversations, for example gestures and questions.
- Language phenomena to clarify communication with an emphasis on pronunciation and intonation.

In years 7–9, within the framework of language options

Content of communication

- Subject areas that are familiar to the pupils.
- Everyday situations, interests, people, places, activities and events.
- Opinions, emotions and experiences.
- Everyday life, ways of living and social relationships in different contexts and areas where the language is used.

Listening and reading – reception

- Clearly spoken language and texts that are instructive and descriptive from different media.
- Different forms of conversations, dialogues and interviews.
- Narratives and other fiction also in spoken or dramatised forms as well as songs and poetry.
- Oral and written information, for example advertisements, timetables and news reports.

- Strategies for perceiving significant words and context in spoken language and texts, for example adapting listening and reading to the form and content of the presentation.
- Different ways of searching for and choosing texts and spoken language from the internet and other media.
- Language phenomena such as pronunciation, intonation, grammatical structures, spelling and punctuation in the language the pupils encounter.
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and the spoken language in different situations.
- How different formulations are used to introduce and end conversations, and different kinds of oral and written presentations.

Speaking, writing and discussing – production and interaction

- Presentations, instructions, messages, narratives and descriptions in coherent spoken and written language.
- Linguistic strategies to understand and make oneself understood when language is insufficient, for example reformulations.
- Linguistic strategies to take part in and contribute to conversations, for example questions, and phrases and expressions to confirm understanding.
- Language phenomena to clarify and enrich communication such as pronunciation and intonation, spelling and punctuation, politeness phrases and other fixed language expressions and grammatical structures.

In years 4–9, within the framework of pupils’ options, Chinese

Content of communication

- Subject areas that are familiar to the pupils.
- Interests, everyday situations, people and places.
- Daily life and ways of living in different contexts and areas where Chinese is used.

Listening – reception

- Clearly spoken language that is instructive and descriptive, for example from different media and combined with illustrations.
- Different types of dialogues and conversations.
- Songs and poetry.
- Information and simple messages.
- Strategies to perceive phonemes, tonemes and significant words and to draw conclusions about the content.
- Language phenomena in the language the pupils encounter, with an emphasis on pronunciation and basic sentence structures.

- How words and phrases are used in different situations.
- Pinyin as a support for understanding the spoken language the pupils encounter.

Speaking and discussing – production and interaction

- Simple presentations, instructions, messages and descriptions.
- Strategies to solve linguistic problems in conversations, for example gestures and questions.
- Language phenomena to clarify and enrich communication with an emphasis on pronunciation and basic sentence structures, as well as fixed language expressions, for example polite phrases.
- Pinyin as a means of developing the spoken language of the pupils, as well as pronunciation and vocabulary.

Reading – reception (simplified Chinese characters)

- Simple texts that are descriptive, for example from various media and combined with illustrations.
- Simple messages and written dialogues.
- Different language tools for reading, for example Pinyin, synthetic speech and electronic dictionaries.
- The origin, usage and structure of the simplified characters in the texts the pupils encounter, including principles of stroke order and analysis of character parts.

Writing – production and interaction (simplified Chinese characters)

- Simple texts, for example presentations, messages and written dialogues.
- How commonly occurring characters that are relevant for the content of communication are written by hand, including stroke order.
- Pinyin and other language tools, including digital ones, as support for written production and interaction.

In years 4–6, within the framework of language options, Chinese

Content of communication

- Subject areas that are familiar to the pupils.
- Interests, everyday situations, people and places.
- Daily life and ways of living in different contexts and areas where Chinese is used.

Listening – reception

- Clearly spoken language that is instructive and descriptive, for example from different media and in combination with illustrations.
- Simple dialogues and conversations.

- Songs and rhymes.
- Simple information and simple messages.
- Strategies to perceive significant words and to draw conclusions about the content.
- Language phenomena in the language the pupils encounter, with an emphasis on pronunciation and intonation.
- How words and everyday phrases are used in different situations.
- Pinyin as a support for understanding the spoken language the pupils encounter.

Speaking and discussing – production and interaction

- Short, simple presentations, messages, descriptions and dialogues.
- Strategies to solve linguistic problems in conversations, for example gestures.
- Language phenomena to clarify communication with an emphasis on pronunciation and intonation.
- Pinyin as a means of developing the spoken language of the pupils, as well as pronunciation and vocabulary.

Reading – reception (simplified Chinese characters)

- Simple texts that are descriptive, for example from various media and in combination with illustrations.
- Simple messages and written dialogues.
- Different language tools for reading, for example Pinyin, synthetic speech and electronic dictionaries.
- The structure of the simplified characters in the texts the pupils encounter.

Writing – production and interaction (simplified Chinese characters)

- Short, simple texts, for example messages.
- How some commonly occurring characters that are relevant for the content of communication are written by hand, including stroke order.
- Pinyin and other language tools, including digital ones, as support for written production and interaction.

In years 7–9, within the framework of language options, Chinese

Content of communication

- Subject areas that are familiar to the pupils.
- Interests, everyday situations, people and places.
- Opinions and emotions.
- Everyday life, ways of living and social relationships in different contexts and areas where Chinese is used. The spread of Chinese throughout the world.

Listening – reception

- Clearly spoken language that is instructive and descriptive, for example from different media and in combination with illustrations.
- Different types of dialogues and conversations.
- Narratives and other fiction in spoken or dramatised forms as well as songs.
- Information and messages.
- Strategies to perceive significant words and to draw conclusions about the content.
- Different ways of making sense of and choosing spoken language from the internet and other media.
- Language phenomena such as pronunciation, intonation and grammatical structures in the language the pupils encounter.
- How words, fixed language expressions and everyday phrases are used in different situations.
- Pinyin as a support for understanding the spoken language the pupils encounter.

Speaking and discussing – production and interaction

- Presentations, instructions, messages and descriptions in coherent speech.
- Strategies to solve linguistic problems in conversations, for example reformulations, gestures and questions.
- Language phenomena to clarify and enrich communication with an emphasis on pronunciation and intonation, as well as words, politeness phrases and other fixed language expressions.
- Pinyin as a means of developing the spoken language of the pupils, as well as pronunciation and vocabulary.

Reading – reception (simplified Chinese characters)

- Simple texts that are instructive, descriptive and narrative, for example from different media and combined with illustrations.
- Messages and information on, for example, signs.
- Strategies to use language tools for reading, for example Pinyin, synthetic speech and electronic dictionaries.
- Different ways of finding their way around in texts and locating information on the internet and in other media.
- The origin, usage and structure of the simplified characters in the texts the pupils encounter, including principles of stroke order and analysis of character parts.

Writing – production and interaction (simplified Chinese characters)

- Presentations, messages, descriptions and written dialogues.

- How commonly occurring characters that are relevant for the content of communication are written by hand, including stroke order.
- Pinyin and other language tools, including digital ones, as support for written production and interaction.

Knowledge requirements

Within the framework of pupils' options

Knowledge requirements for grade E at the end of year 6

Pupils can understand **common, simple words and phrases** in clearly spoken, simple language at a slow pace and in short, simple texts about familiar topics. Pupils show their understanding by commenting on content **in a very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content, pupils can apply a strategy for listening.

In different kinds of oral and written production, pupils can express themselves **very simply and largely understandably in single words and phrases**. In oral and written interaction, pupils can express themselves **very simply and largely understandably in single common words and phrases**. In addition, pupils can apply a **strategy** to solve **single simple problems** with their interaction.

Pupils comment **in a very simple form** on some phenomena in different contexts and areas where the language is used.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **simple words and phrases** in clearly spoken, simple language at a slow pace and in short, simple texts about familiar topics. Pupils show their understanding by commenting on content **in a very simple form** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content, pupils can apply a strategy for listening.

In different kinds of oral and written production, pupils can express themselves **very simply and understandably in common words and phrases**. In oral and written interaction, pupils can express themselves **very simply and understandably in common words and phrases**. In addition, pupils can apply a **strategy** to solve **simple problems** with their interaction.

Pupils comment **in a very simple form** on some phenomena in different contexts and areas where the language is used.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **the main content and perceive clear details** in clearly spoken, simple language at a slow pace and in short, simple texts about familiar topics. Pupils show their understanding by commenting on content **in a simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content, pupils can apply a strategy for listening.

In different kinds of oral and written production, pupils can express themselves **simply and relatively clearly in common words and phrases**. In oral and written interaction, pupils can express themselves **simply and relatively clearly in common words and phrases**. In addition, pupils can apply **some strategies** to solve **simple problems** with their interaction.

Pupils comment **in a simple form** on some phenomena in different contexts and areas where the language is used.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **common words and simple phrases** in clearly spoken, simple language at a slow pace, and in short, simple texts about daily and familiar topics. Pupils show their understanding by reporting content **in a very simple form** and also with **acceptable** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and texts, pupils can choose and apply **a strategy** for listening and reading. Pupils can choose texts and spoken language of a simple nature and from different media and **with some relevance** use the selected material in their own production and interaction.

In oral and written production, pupils can express themselves **simply and understandably in single words and phrases**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their communications. In oral and written interaction, pupils can express themselves **simply and understandably using single words and phrases**. In addition, pupils can choose and apply **a strategy** to solve problems and improve their interaction.

Pupils comment **in very simple forms** on some phenomena in different contexts and areas where the language is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and most obvious details** in simple language, clearly spoken at a slow pace, and also in short, simple texts about daily and familiar topics. Pupils show their understanding by reporting on content and details **in very simple forms** and also with **satisfactory** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the

spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose texts and spoken language of a simple nature and from different media and in a **relevant way** use the selected material in their own production and interaction.

In oral and written production, pupils can express themselves **simply and relatively clearly in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their communications. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and use **some different strategies** to solve problems and improve interaction.

Pupils comment **in very simple forms** on some phenomena in different contexts and areas where the language is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the main content and essential details** in simple language, clearly spoken at a slow pace, and also in short, simple texts about daily and familiar topics. Pupils show their understanding by reporting content and details **in a simple form**, and with **good** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature and from different media and **in a relevant and effective way** use the material chosen in their own production and interaction.

In oral and written production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences**. In addition, pupils can choose and use **several different strategies** to solve problems and improve their interaction.

Pupils comment **in simple forms** on some phenomena in different contexts and areas where the language is used, and can also make simple comparisons with their own experiences and knowledge.

Within the framework of language options

Knowledge requirements for grade E at the end of year 6

Pupils can understand **common, simple words and phrases** in clearly spoken, simple language at a slow pace and in short, simple texts about familiar topics. Pupils show their understanding by commenting on content **in a very simple form** and also with

acceptable results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content, pupils can apply a strategy for listening.

In different kinds of oral and written production, pupils can express themselves **very simply and largely understandably in single words and phrases**. In oral and written interaction, pupils can express themselves **very simply and largely understandably in single common words and phrases**. In addition, pupils can apply a **strategy** to solve **single simple problems** with their interaction.

Pupils comment **in a very simple form** on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **simple words and phrases** in clearly spoken, simple language at a slow pace and in short, simple texts about familiar topics. Pupils show their understanding by commenting on content in a **very simple form** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content, pupils can apply a strategy for listening.

In different kinds of oral and written production, pupils can express themselves **very simply and understandably in common words and phrases**. In oral and written interaction, pupils can express themselves **very simply and understandably in common words and phrases**. In addition, pupils can apply a **strategy** to solve **simple problems** with their interaction.

Pupils comment **in a very simple form** on some phenomena in different contexts and areas where the language is used.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **the main content and perceive clear details** in clearly spoken, simple language at a slow pace and in short, simple texts about familiar topics. Pupils show their understanding by commenting on content **in a simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content, pupils can apply a strategy for listening.

In different kinds of oral and written production, pupils can express themselves **simply and relatively clearly in common words and phrases**. In oral and written interaction, pupils can express themselves **simply and relatively clearly in common words and phrases**. In addition, pupils can apply **some strategies** to solve **simple problems** with their interaction.

Pupils comment **in a simple form** on some phenomena in different contexts and areas where the language is used.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the most essential content** in clearly spoken, simple language at a relaxed pace, and in simple texts about daily and familiar topics. Pupils show their understanding by reporting content **in a simple form** with comments on content and also with **acceptable** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and texts, pupils can choose and apply **a strategy** for listening and reading. Pupils can choose from texts and spoken language of a simple nature and from different media and **with some relevance** use the selected material in their own production and interaction.

In oral and written production, pupils can express themselves **simply and understandably in phrases and sentences**. To clarify and vary their communication, pupils can work on and make some **simple improvements** to their communications. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **a strategy** to solve problems and improve their interaction.

Pupils comment **in simple forms** on some phenomena in different contexts and areas where the language is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and clear details** in simple language, clearly spoken at a relaxed pace, and also in simple texts on daily and familiar topics. Pupils show their understanding by reporting and commenting in a **simple form** on content **and details**, and with **satisfactory** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature and from different media and **in a relevant way** use the selected material in their own production and interaction.

In oral and written production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**. In addition, pupils can choose and use **some different strategies** to solve problems and improve interaction.

Pupils comment in **simple forms** on some phenomena in different contexts and areas where the language is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the whole and the important details** in clearly spoken, simple language at a relaxed pace in simple texts and also on daily and familiar topics. Pupils show their understanding by presenting an **overview** with their comments on content **and details** and also with **good** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature and from different media and **in a relevant and effective way** use the material chosen in their own production and interaction.

In oral and written production, pupils can express themselves **simply, relatively clearly and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences, which to some extent are adapted to purpose, recipient and situation**. In addition, pupils can choose and use **several different strategies** to solve problems and improve their interaction.

Pupils comment in **overall terms** on some phenomena in different contexts and areas where the language is used, and can also make simple comparisons with their own experiences and knowledge.

Within the framework of pupils' options, Chinese

Knowledge requirements for grade E at the end of year 6

Pupils can understand **common, simple words** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content in a very simple form and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of spoken Chinese, pupils can apply a strategy for listening.

In oral productions, pupils can express themselves **very simply and largely understandably** in simple words and phrases. In oral and written interaction, pupils can express themselves **very simply and largely understandably** in simple words and phrases. In addition, pupils can apply a **strategy** to solve **single simple problems** with their interaction.

Pupils can understand **very common words** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding

by reporting content in a very simple form and also with **acceptable** results acting on the basis of messages and instructions in the content.

Pupils can **write some commonly occurring characters** by hand and using digital language tools.

Pupils comment in a very simple form on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **common, simple words and phrases** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content in a very simple form and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of spoken Chinese, pupils can apply a strategy for listening.

In oral productions, pupils can express themselves **very simply and understandably** in single words and phrases. In oral interaction, pupils can express themselves **very simply and understandably** in single words and phrases. In addition, pupils can apply **a strategy** to solve **single simple problems** with their interaction.

Pupils can understand **very common words** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content in a very simple form and also with **satisfactory** results acting on the basis of messages and instructions in the content.

Pupils can **write some commonly occurring characters** by hand and using digital language tools.

Pupils comment in a very simple form on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **simple words and phrases** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content in a very simple form and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of spoken Chinese, pupils can apply a strategy for listening.

In oral productions, pupils can express themselves **simply and relatively clearly** in single common words and phrases. In oral interaction, pupils can express themselves **simply and relatively clearly** in single common words and phrases. In addition, pupils can apply **some strategies** to solve **simple problems** with their interaction.

Pupils can understand **common words** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content in a very simple form and also with **good** results acting on the basis of messages and instructions in the content.

Pupils can **use some commonly used characters in order to write very short, simple texts** by hand and using digital language tools.

Pupils comment in a very simple form on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **common words and simple phrases** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content in **very simple forms** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of spoken Chinese, they can apply a **strategy** for listening.

In different kinds of oral production, pupils can express themselves **simply and understandably in single words and phrases**. In oral interaction, pupils can express themselves **simply and understandably in single words and phrases**. In addition, pupils can apply a **strategy** that solves problems with and improves their interaction.

Pupils can understand **common words** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content in a **very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content.

Pupils can use **some** of the most commonly used characters in order to write **with some degree of confidence** short, simple texts by hand and by using digital language tools.

Pupils comment in **very simple forms** on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content in **very simple forms** and also with **satisfactory** results acting on the basis of messages and

instructions in the content. To facilitate their understanding of the content of spoken Chinese, pupils can apply a **strategy** for listening.

In different kinds of oral production, pupils can express themselves **simply and understandably in phrases and sentences**. In oral interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can apply some **different strategies** to solve problems and improve their interaction.

Pupils can understand **common words and simple phrases** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content in **very simple forms** and also with **satisfactory** results acting on the basis of messages and instructions in the content.

Pupils can use **some** commonly used characters in order to write **with confidence** short, simple texts by hand and by using digital language tools.

Pupils comment in **very simple forms** on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the main content and essential details** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content and **details** in a **very simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken Chinese, pupils can **to some extent** apply **strategies** for listening.

In different kinds of oral production, pupils can express themselves **simply and relatively clearly in phrases and sentences**. In oral interaction, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**. In addition, pupils can apply **several different strategies** to solve problems and improve their interaction.

Pupils can understand **the main content** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content in a **very simple form** and also with **good** results acting on the basis of messages and instructions in the content.

Pupils can use **several** commonly used characters in order to write **with confidence** short, simple texts by hand and using digital language tools.

Pupils comment in **simple forms** on some phenomena in different contexts and areas where Chinese is used.

**Within the framework of language options, Chinese
Knowledge requirements for grade E at the end of year 6**

Pupils can understand **common, simple words** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content in a very simple form and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of spoken Chinese, pupils can apply a strategy for listening.

In oral productions, pupils can express themselves **very simply and largely understandably** in simple words and phrases. In oral and written interaction, pupils can express themselves **very simply and largely understandably** in simple words and phrases. In addition, pupils can apply a **strategy** to solve **single simple problems** with their interaction.

Pupils can understand **very common words** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content in a very simple form and also with **acceptable** results acting on the basis of messages and instructions in the content.

Pupils can **write some commonly occurring characters** by hand and using digital language tools.

Pupils comment in a very simple form on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **common, simple words and phrases** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content in a very simple form and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of spoken Chinese, pupils can apply a strategy for listening.

In oral productions, pupils can express themselves **very simply and understandably** in single words and phrases. In oral interaction, pupils can express themselves **very simply and understandably** in single words and phrases. In addition, pupils can apply a **strategy** to solve **single simple problems** with their interaction.

Pupils can understand **very common words** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content in a very simple form and also with **satisfactory** results acting on the basis of messages and instructions in the content.

Pupils can **write some commonly occurring characters** by hand and using digital language tools.

Pupils comment in a very simple form on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **simple words and phrases** in clearly spoken, simple Chinese at a very slow pace about familiar topics. Pupils show their understanding by reporting content in a very simple form and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of spoken Chinese, pupils can apply a strategy for listening.

In oral productions, pupils can express themselves **simply and relatively clearly** in single common words and phrases. In oral interaction, pupils can express themselves **simply and relatively clearly** in single common words and phrases. In addition, pupils can apply **some strategies** to solve **simple problems** with their interaction.

Pupils can understand **common words** in short, simple texts about familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content in a very simple form and also with **good** results acting on the basis of messages and instructions in the content.

Pupils can **use some commonly used characters in order to write very short, simple texts** by hand and using digital language tools.

Pupils comment in a very simple form on some phenomena in different contexts and areas where Chinese is used.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **common words and simple phrases** in clearly spoken, simple Chinese at a slow pace about everyday and familiar topics. Pupils show their understanding by reporting content in a **very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken Chinese, pupils can choose and apply a **strategy** for listening.

Pupils can **with some relevance** choose and use spoken Chinese of a simple nature from different media in their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply and understandably in single words and phrases**. In oral interaction, pupils can express themselves **simply and understandably in single words and phrases**. In addition, pupils can choose and apply a **strategy** to solve problems and improve their interaction.

Pupils can understand **common words and simple phrases** in short, simple texts about everyday, familiar subjects that are written using simplified characters. Pupils

shows their understanding by reporting content **in a very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the texts, pupils can choose and apply **a strategy for reading**.

Pupils can find and **with some relevance** use written information from different media in their own production and interaction.

Pupils write using digital language tools and to some extent also by hand. In written with simplified characters, pupils can express themselves **simply and understandably in single words and phrases**. In written interaction with simplified characters, pupils can express themselves **simply and understandably in single words and phrases**.

Pupils comment **in very simple forms** on some phenomena in different contexts and areas where Chinese is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and clear details** in clearly spoken, simple Chinese at a slow pace about everyday, familiar topics. Pupils show their understanding by reporting content **and details in very simple forms** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken Chinese, pupils can **to some extent** choose and apply strategies for listening.

Pupils can **in a relevant way** choose and use spoken Chinese of a simple nature from different media in their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply and relatively clearly in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **different strategies** to solve problems and improve their interaction.

Pupils can understand **common words and simple phrases** in short, simple texts about everyday, familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content **in very simple forms** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the texts, pupils can **to some extent** choose and apply **some strategies for reading**.

Pupils can **in a relevant way** use written information from different media in their own production and interaction.

Pupils write using digital language tools and to some extent also by hand. In written production with simplified characters, pupils can express themselves **simply and relatively clearly in phrases and sentences**. In written interaction with simplified characters, pupils can express themselves **simply and understandably in single words and phrases**.

Pupils comment **in very simple forms** on some phenomena in different contexts and areas where Chinese is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the main content and essential details** in clearly spoken, simple Chinese at a slow pace about everyday, familiar topics. Pupils show their understanding by reporting content **and details** in a **simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken Chinese, pupils can **to some extent** choose and apply **strategies** for listening.

Pupils can **in a relevant, effective way** choose and use spoken Chinese of a simple nature from different media in their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral interaction, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils can understand **the main content and clear details** in short, simple texts about everyday, familiar subjects that are written using simplified characters. Pupils show their understanding by reporting content **in a very simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the texts, pupils can **to some extent** choose and apply **strategies for reading**.

Pupils can **in a relevant, effective way** use written information from different media in their own production and interaction.

Pupils write using digital language tools and to some extent also by hand. In written with simplified characters, pupils can express themselves **simply, relatively clearly and to some extent coherently**. In written interaction with simplified characters, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**.

Pupils comment **in simple forms** on some phenomena in different contexts and areas where Chinese is used, and can also make simple comparisons with their own experiences and knowledge.

5.7 MOTHER TONGUE TUITION

Mother Tongue – except national minority languages

Language is the primary tool human beings use for thinking, communicating and learning. Through language people develop their identity, express their emotions and thoughts, and understand how others feel and think. Rich and varied language is important in being able to understand and function in a society where different cultures, outlooks on life, generations and language all interact. Having access to their mother tongue also facilitates language development and learning in different areas.

Aim

Teaching in the mother tongue should aim at helping the pupils to develop knowledge in and about the mother tongue. Through teaching, pupils should be given the opportunity to develop their spoken and written language so that they become confident in their language skills and can express themselves in different contexts and for different purposes. The teaching should help the pupils to master their knowledge of the structure of the mother tongue and become conscious of its importance for their own learning in different school subjects.

Teaching should stimulate the pupils' interest in reading and writing in their mother tongue. In the teaching, the pupils should meet and acquire knowledge of literature, other aesthetic narratives and different forms of non-fiction in the mother tongue. In this way, the pupils should be given the opportunity to develop their language, their identity and their understanding of the surrounding world. The teaching should also help pupils to develop their knowledge of how they can formulate their own opinions and thoughts in different types of texts. They should also be encouraged to express themselves through other forms of aesthetic expression.

Teaching should give pupils the opportunities to develop their cultural identity and become multilingual. Through teaching the pupils people should be given the opportunities to develop their knowledge of cultures and societies where the mother tongue is spoken. The teaching should also help pupils to develop a comparative perspective to cultures and languages.

Teaching in the mother tongue should essentially give pupils the opportunities to develop their ability to:

- express themselves and communicate in speech and writing,
- use their mother tongue as an instrument for their language development and learning,
- adapt language to different purposes, recipients and contexts,
- identify language structures and follow language norms,
- read and analyse literature and other texts for different purposes, and
- reflect over traditions, cultural phenomena and social questions in areas where the mother tongue is spoken based on comparisons with Swedish conditions.

Core content

In years 1–3

Reading and writing

- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- Strategies for writing different types of texts in areas familiar to pupils.
- Direction of reading and forms and sounds of written characters in comparison with Swedish.
- Word order and punctuation as well as spelling rules for frequently occurring words in texts familiar to the pupils. Comparisons with the Swedish word order, punctuation and spelling rules.

Speaking, listening and talking

- Oral narratives for different recipients.
- Pronunciation, emphasis and intonation, and the importance of pronunciation in making oneself understood.
- Pronunciation in the mother tongue compared to Swedish.

Narrative texts and non-fiction texts

- Narrative and poetic texts for children in the form of picture books, chapter books, lyrics, tales and myths from different periods and areas where the mother tongue is spoken. Narrative and poetic texts which provide an insight into people's experiences.
- Rhymes, jingles and riddles from mother tongue traditions.
- Descriptive and explanatory texts for children related to traditions, phenomena and language expressions used in areas where the mother tongue is spoken.

Use of language

- Words and terms used to express emotions, knowledge and opinions.

Culture and society

- Traditions and festivals which pupils meet in different contexts.
- Games and music from areas where the mother tongue is spoken.

In years 4–6

Reading and writing

- Reading strategies to understand and interpret texts from various media, and to distinguish messages in texts, both explicit and implicit.

- Strategies for writing different types of texts adapted to their typical structures and language features.
- Basic structure of the mother tongue in comparison to Swedish.
- Dictionaries and other aids for spelling and understanding words.

Speaking, listening and talking

- Oral presentations for different recipients.
- Pronunciation, emphasis and intonation and the importance of pronunciation in making oneself understood.
- Pronunciation in the mother tongue compared to Swedish. Narrative texts and non-fiction texts.
- Narrative and poetic texts for children and youth in the form of literature, lyrics, tales and myths from different periods and areas where the mother tongue is spoken. Narrative and poetic texts which provide an insight into people's conditions, and issues related to identity and life.
- Typical language elements of narrative and poetic texts, as well as their words and terms.
- Descriptive, explanatory and instructional texts for children and youth related to traditions, phenomena and language expressions used in areas where the mother tongue is spoken.
- The contents of texts and their typical words and terms.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and value connotations.
- Synonyms and antonyms.

Culture and society

- Customs, usage and traditions in areas where the mother tongue is spoken in comparison to Swedish customs, usage and traditions.
- Schooling in areas where the mother tongue is spoken in comparison to schooling in Sweden.

In years 7–9

Reading and writing

- Reading strategies to understand and interpret literary texts. Understanding the explicit and implicit message of a text.

- Strategies for writing different types of texts adapted to their typical structures and language features. Creating texts where words and pictures interact.
- Basic structure of the mother tongue in comparison to Swedish. Word formation and sentence structure in the mother tongue compared to Swedish.
- Dictionaries and other aids for spelling and understanding words.

Speaking, listening and talking

- Oral presentations and oral narratives for different recipients. Adaptation of language, content and structure to purpose and recipient.
- Pronunciation, emphasis and intonation in comparison to Swedish as well as different spoken variants of the mother tongue.

Narrative texts and non-fiction texts

- Literature for youth and adults, lyrics, drama, tales and myths from different periods and areas where the mother tongue is spoken. Literature that provides an insight into the conditions under which people live, issues related to life and identity.
- Language features, words and terms in literature for youth and adults.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and task descriptions. Content of texts, typical language features and their words and terms.
- Texts which combine words, pictures and sound, and their language and dramaturgical components. How expressions can interact with each other, such as in television series, theatrical performances and web texts.

Use of language

- Translation of and comparisons between texts in the mother tongue and in Swedish.
- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and value connotations. Figurative language and idiomatic expressions.
- Differences in the use of language depending on the context, the person and the purpose of communication.

Culture and society

- Current social questions in areas where the mother tongue is spoken, in comparison to similar questions in Sweden.
- Cultural forms of expression from areas where the mother tongue is spoken, such as visual arts, music and architecture.

Knowledge requirements

Knowledge requirements for grade E at the end of year 6

Pupils can read texts for children and youth closely related to their interests and age with some **ease** by choosing and using reading strategies in a **basically functional** way. By making **simple, chronological** summaries of the contents of different texts and commenting on the main points with **some** connection to the context, pupils show **basic** reading comprehension. In addition, on the basis of their own experiences and frames of reference, pupils apply **simple and to some extent** informed reasoning to the main message contained in the texts.

Pupils on the basis of the specific characteristics of their mother tongue can express themselves **simply** in writing with **some** variation in language using some topic-related words and terms. Pupils use with **some** certainty basic rules for correct language and can spell words that they often use and which are commonly found in texts related to their interests. By comparing the written language of the mother tongue with that of Swedish, pupils can apply **simple** reasoning about similarities and differences between the mother tongue and Swedish.

Pupils can with a **basically functional** vocabulary and repertoire of terms discuss familiar topics in a **simple** way. In conversations, pupils can put questions and express their opinions in a way that **to some extent** maintains the conversation. When pupils relate daily events, they can describe them so that the main content is expressed with **some** clarity. Pupils based on their own frames of reference and experiences can in a **simple** way describe and reason about important areas of knowledge related to their mother tongue and areas where the mother tongue is spoken.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can read texts for children and youth closely related to their interests and age with **relatively good** ease by choosing and using reading strategies in an **appropriate** way. By making **developed** summaries of the contents of different texts and commenting on the main parts with **relatively good** connection to the context, pupils show **good** reading comprehension. In addition, based on their own experiences and frames of reference, pupils apply **developed and relatively well** informed reasoning to the main message contained in the texts.

Pupils on the basis of the specific characteristics of their mother tongue can express themselves in a **developed** way in writing with **relatively good** variation in language using topic-related words and terms. Pupils use with **relatively good** certainty basic rules for correct language and can spell words that they often use and which are commonly found in texts related to their interests. By comparing the written language

of the mother tongue with that of Swedish, pupils can apply **developed** reasoning about similarities and differences between the mother tongue and Swedish.

Pupils with **appropriate** vocabulary and terms can discuss familiar topics in a **developed** way. In conversations, pupils can put questions and express their opinions in a way that maintains the conversation **relatively well**. When pupils relate daily events, they can describe them so that the main content is expressed with **relatively good** clarity. Pupils based on their own terms of reference and experience can in a **developed** way describe and reason about important areas of knowledge areas related to the mother tongue and areas where the mother tongue is spoken.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can read texts for children and youth adapted to their age and interests with **good** ease by using reading strategies in an **appropriate and effective** way. By making **well developed** summaries of the contents of various texts and commenting on the main parts with **good** connection to the context, pupils show **very good** reading comprehension. In addition, based on their own experiences and frames of reference pupils apply **well developed and well** informed reasoning to the main message contained in the texts.

Pupils on the basis of the specific characteristics of their mother tongue can express themselves in **well developed ways** in writing with **good** variation in language using topic-related words and terms. Pupils use with **good** certainty basic rules for correct language and can spell words that they often use and which are commonly found in texts related to their interests. By comparing the written language of the mother tongue with that of Swedish, pupils can apply **well developed** reasoning about similarities and differences between the mother tongue and Swedish.

Pupils can with an **appropriate and effective** vocabulary and repertoire of terms discuss familiar topics in a **well developed** way. In conversations, pupils can put questions and express their opinions in a way that maintains the conversation **well**. When pupils relate daily events, they can describe them so that the main content is expressed with **good** clarity. Pupils on their own terms of reference and experiences can in a **well developed** way describe and reason about important areas of knowledge related to their mother tongue and areas where the mother tongue is spoken.

Knowledge requirements for grade E at the end of year 9

Pupils can read different texts with **ease** by using and choosing reading strategies based on the specific characteristics of different texts **in a basically functional way**. By making **simple** summaries of the contents of different texts and commenting on

the main parts with **some** connection to time aspects and causal relationships, pupils show **basic** reading comprehension. In addition, on the basis of their own experiences and reference frameworks, pupils can interpret and apply **simple and to some extent** informed reasoning about the **main message** in different works.

Pupils on the basis of the specific characteristics of the mother tongue can write different texts with **understandable** content and **some** variation in language combining in a basically functional way daily and topic-related words and terms. The texts are characterized by **simple** descriptions and **simple** narrative structures. Pupils adapt in a **simple** way the content and language of their texts so that they **basically** function in the situations for which they are intended. By in a **basically** functional way comparing and translating words, terms and phrases between the mother tongue and Swedish, pupils can apply **simple and to some extent** informed reasoning about the similarities and differences between the mother tongue and Swedish.

Pupils can with a **basically functional** combination of everyday related and topic-related language, talk about and discuss various topics in a **simple** way. In such situations, pupils can put questions and express opinions with **simple and to some extent** informed arguments in a way which **to some extent takes the dialogues and discussions forward**. In addition, pupils can prepare and give **simple** oral accounts with a **basically** functional introduction, content and ending, and with **some** adaptation to purpose, recipient and context. Pupils can apply **simple and to some extent** informed reasoning about some knowledge areas and social questions related to the mother tongue and areas where the mother tongue is spoken. Pupils make simple comparisons with their own experiences and conditions in Sweden and draw **simple and to some extent** informed conclusions about what their causes may be and what they can lead to.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can read different texts with **good ease** by using and choosing reading strategies based on the specific characteristics of different texts in an **appropriate** way. By making **developed** summaries of the contents of different texts and commenting on the main points with **relatively good** connection to time aspects and causal relationships, pupils show **good** reading comprehension. In addition, on the basis of their own experiences and frames of reference, pupils can interpret and apply **developed and relatively well** informed reasoning about messages which are **explicit and implicit** in different works.

Pupils on the basis of the specific characteristics of their mother tongue can write different texts with **relatively clear content** and **relatively good** variation in language combining in a basically functional way daily and topic-related words and terms. The texts are characterised by **developed** descriptions and **developed** narrative structures. Pupils adapt in a **developed** way the content and language of their texts so that they

function **relatively well** in the situations for which they are intended. By in a **relatively well** functioning way, comparing and translating words, terms and phrases between the mother tongue and Swedish, pupils can apply **developed and relatively well** informed reasoning about the similarities and differences between the mother tongue and Swedish.

Pupils can with an **appropriate** combination of daily and topic-related language talk about and discuss various subjects in a **developed** way. In such situations, pupils can put questions and express opinions with **developed and relatively well** informed arguments in a way which **takes the dialogues and discussions forward**. In addition, pupils can prepare and give **developed** oral accounts with a **relatively well** functioning introduction, contents and ending, and **relatively good** adaptation to purpose, recipient and context. Pupils can apply **developed and relatively well** informed reasoning about some knowledge areas and social questions related to the mother tongue and areas where the mother tongue is spoken. Pupils make **developed** comparisons with their own experiences and conditions in Sweden and draw **developed and relatively well** informed conclusions about what their causes may be and what they can lead to.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can read different texts with **very good ease** by using reading strategies based on the characteristics of different texts in an **appropriate and effective** way. By making **well developed** summaries of the contents of different texts and commenting on the main points with **good** connection to time aspects and causal relationships, pupils show **very good** reading comprehension. In addition, on the basis of their own experiences and frames of reference, pupils can interpret and apply **developed and well** informed reasoning about **explicit and implicit messages** in different works.

Pupils on the basis of the specific characteristics of their mother tongue can write different texts with **clear** content and **good** variation in language combining in a basically functional way daily and topic-related words and terms. The texts are characterised by **well developed** descriptions and **well developed** narrative structures. Pupils adapt in a **well developed** way the contents of their texts and language so that they function **well** in the situations for which they are intended. By in a **well** functioning way comparing and translating words, terms and phrases between the mother tongue and Swedish, pupils can apply **well developed and well** informed reasoning about the similarities and differences between the mother tongue and Swedish.

Pupils can with an **appropriate and effective** combination of daily and topic-related language talk about and discuss various topics in a **well developed** way. In such situations, pupils can put questions and express opinions with **well developed and well**

informed arguments in a way which **takes the dialogues and discussions forward and deepens or broadens them**. In addition, pupils can prepare and give **well developed** oral accounts with **well functioning** introductions, contents and endings, and **good** adaptation to purpose, recipient and context. Pupils can apply **well developed and well informed** reasoning about some knowledge areas and social questions related to their mother tongue and areas where the mother tongue is spoken. Pupils make **well developed** comparisons with their own experiences and conditions in Sweden and draw **well developed and well informed** conclusions about what their causes may be and what they can lead to.

Mother Tongue – Finnish as a national minority language

Sweden Finns are a national minority with several hundred years of history in Sweden. Their language, Finnish, is an official national minority language. There is a huge need to reinforce the status of national minority languages in Sweden. In order to secure the future of these languages in the country, more people need to develop language skills. Languages are important cultural assets that express shared experiences, values and knowledge that unite the national minorities in Sweden with people who speak the same language in other parts of the world. Possessing skills in the language and knowledge of the minority's culture can provide new perspectives on a person's own identity and strengthen opportunities to participate in social life in Sweden and other countries.

Aim

Teaching in Finnish as a national minority language should aim to help pupils develop skills in and knowledge of the language, as well as knowledge of the minority's culture. The educational programme should give pupils an opportunity to develop their multi-lingual competences, their understanding of the world around them and their identity.

The educational programme should stimulate the pupils' interest in reading, writing and talking in the national minority language. Through the educational programme, pupils should be given an opportunity to encounter and develop knowledge of texts in the language in different genres. The educational programme should provide the conditions for pupils to develop a versatile communicative ability, linguistic confidence in the spoken and written language, and confidence in their ability to express themselves in different contexts and for various purposes. This means that pupils should be given an opportunity through the educational programme to develop knowledge of how to express themselves and interact with others in both spoken and written language, as well as awareness of how the use of language varies depending on the situation and social context.

Through the educational programme, pupils should be given an opportunity to develop knowledge of the history, cultural expression and traditions of the national minority. The educational programme should also provide pupils with the conditions to develop knowledge of the national minority's music, literature and other forms of aesthetic expression. Pupils should also be provided with conditions to develop knowledge of the national minority language's origin, development and present status.

To summarise, teaching Finnish as a national minority language within the mother tongue subject should give pupils the opportunities to develop their ability to

- express themselves and communicate in spoken and written language,
- adapt language to different purposes, recipients and contexts,
- understand and interpret the content of spoken language and different kinds of texts,
- identify language structures and follow language norms,

- reflect on social, historical and cultural phenomena in areas where the language is used, and
- reflect on the origin, development and present status of the language.

Core Content

In years 1–3, within the framework of Finnish as a first language

Reading and writing

- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- Strategies for writing different types of texts about topics familiar to the pupils.
- Spelling rules for frequently occurring words in texts familiar to the pupils.
- The Finnish alphabet and the relationship between sounds and letters.

Speaking, listening and talking

- Conversations about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Images and other language tools that can support the presentation.

Texts

- Narrative and poetic texts for children in the form of picture books, chapter books, poems, tales and songs.
- Factual texts for children.
- Texts connected to Sweden Finnish and Finnish traditions and cultural forms of expression.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to Sweden Finnish and Finnish culture.

Sweden Finnish culture

- The cultural life of Sweden Finns in the form of music and other aesthetic forms of expression.
- The lives of Sweden Finns nowadays with reference to their history and culture.

In years 4–6, within the framework of Finnish as a first language

Reading and writing

- Reading strategies to understand and interpret texts from various media, and to distinguish messages in texts, both explicit and implicit.

- Strategies for writing descriptive and factual texts adapted to their typical structures and language features.
- The basic structure of Finnish including spelling rules, conjugation patterns and sentence structure.
- Dictionaries and other language tools for spelling and understanding words.

Speaking, listening and talking

- Talking about pupils' own and other people's experiences and about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Key words, images and digital media as language tools for planning and performing an oral presentation.

Texts

- Narrative and poetic texts, as well as factual texts for children and young people from different times and areas where Finnish is used.
- Texts that highlight issues of identity and way of living, as well as texts connected to Sweden Finnish and Finnish traditions and forms of cultural expression.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language.
- Words and terms connected to Sweden Finnish and Finnish culture.
- Similarities and differences between the spoken and written Finnish language.

Sweden Finnish culture

- The cultural life of Sweden Finns in different art forms, for example music, film and fiction.
- The history of the Finnish-speaking population in Sweden.
- Some social issues that affect Sweden Finns nowadays.

In years 7–9, within the framework of Finnish as a first language

Reading and writing

- Reading strategies to interpret and analyse texts from different media.
- Strategies for writing different kinds of texts adapted to their typical structures and language features.
- The structure of Finnish, including word formation, the conjugation patterns of words, word classes and sentence structure.
- Language tools for information searches and understanding words.

Speaking, listening and talking

- Talking about topics familiar to the pupils and about current events, thoughts, emotions and opinions.
- Oral presentations and oral narratives for different listeners. Adaptation of language, content and disposition according to purpose and recipient.
- Some language varieties of spoken Finnish.

Texts

- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and work descriptions. The purpose, content and typical language features of texts.
- Fiction for young people and adults, as well as other narrative and poetic texts connected to Sweden Finnish and Finnish traditions and forms of cultural expression. Fiction that highlights issues relating to identity and way of living.

Use of language

- Words and terms to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language. Metaphorical language and idiomatic expressions.
- Words and terms connected to Sweden Finnish and Finnish culture.
- Differences in the use of language depending on the context, the recipient and the purpose of communication.
- Sweden Finnish language variety in relation to Finnish in Finland.

Sweden Finnish culture

- Traditional and modern Sweden Finnish and Finnish music as well as other forms of aesthetic expression.
- The origin, development and future of Finnish in Sweden. Organisations that work to promote the language and Sweden Finnish culture.
- Some Sweden Finnish and Finnish authors and their works.
- Historical and contemporary living conditions and social issues in Finland.

In years 1–3, within the framework of Finnish as a second language

Reading and writing

- Reading strategies for understanding and interpreting words and phrases in simple texts.
- Strategies for writing simple presentations, descriptions and messages.
- The Finnish alphabet and the relationship between sounds and letters.

Speaking, listening and talking

- Talking about subject areas familiar to pupils, such as interests, people and places.
- Strategies for understanding significant words and drawing conclusions about the content of spoken Finnish, for example using preconception.
- Language phenomena such as pronunciation and intonation in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, tales and songs.
- Simple instructive and descriptive texts.
- Simple texts connected to Sweden Finnish and Finnish traditions and cultural phenomena.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to Sweden Finnish and Finnish culture.

Sweden Finnish culture

- The cultural life of Sweden Finns in the form of music and other aesthetic forms of expression.
- The lives of Sweden Finns nowadays with reference to their history and culture.

In years 4–6, within the framework of Finnish as a second language*Reading and writing*

- Reading strategies for understanding and interpreting simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions.
- Language phenomena such as spelling rules and grammatical structures in the language the pupils encounter.
- Different ways of making sense of texts from the internet and other media.

Speaking, listening and talking

- Talking about subject areas familiar to pupils, such as everyday situations, events and activities.
- Strategies for understanding significant words and contexts in spoken Finnish, for example using preconception.
- Strategies for solving linguistic problems in conversations, for example gestures, questions and reformulations.

- Different ways of making sense of the spoken language from the internet and other media.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, tales and songs.
- Simple instructive and descriptive texts.
- Simple texts that highlight people's perceptions and experiences, as well as simple texts connected to Sweden Finnish and Finnish traditions and cultural phenomena.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to Sweden Finnish and Finnish culture.
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and the spoken language in different situations.

Sweden Finnish culture

- The cultural life of Sweden Finns in different art forms, for example music, film and fiction.
- The history of the Finnish-speaking population in Sweden.
- Some social issues that affect Sweden Finns nowadays.

In years 7–9, within the framework of Finnish as a second language

Reading and writing

- Reading strategies for understanding and interpreting texts from different media.
- Narratives and descriptions in the form of coherent text.
- Language phenomena such as spelling, grammatical structures and fixed language expressions in the language the pupils encounter.
- Different ways of searching for and choosing texts from the internet and other media.

Speaking, listening and talking

- Talking about subject areas familiar to pupils, such as different courses of events as well as their own and other people's experiences.
- Oral presentations and oral narratives for different listeners.
- Strategies for understanding significant words and contexts in spoken Finnish, for example using preconception.

- Strategies for participating in and contributing to discussions, by such means as questions, and phrases and expressions to confirm understanding.
- Different ways of searching for and choosing spoken language from the internet and other media.

Texts

- Narratives and other fiction for children and young people. Songs and poetry.
- Instructive and descriptive texts. The purpose, content and some typical language features of texts.
- Texts that highlight issues of identity and life, as well as texts connected to Sweden Finnish and Finnish traditions, cultural phenomena and forms of linguistic expression.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language.
- Words and terms connected to Sweden Finnish and Finnish culture.
- How different formulations are used to introduce and end conversations, and different kinds of oral and written presentations.
- Similarities and differences between the spoken and written Finnish language.

Sweden Finnish culture

- Traditional and modern Sweden Finnish and Finnish music as well as other forms of aesthetic expression.
- The origin, development and future of Finnish in Sweden. Organisations that work to promote the language and Sweden Finnish culture.
- Some Sweden Finnish and Finnish authors and the works for which they are known.
- Historical and contemporary living conditions and social issues in Finland.

Knowledge requirements

Within the framework of Finnish as a first language

Knowledge requirements for grade E at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that **to some extent** maintains the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially** functioning structure, content and language, and with **some** adaptation to the recipient. By using different language tools for communication in a **substantially** functioning way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **understandable** content and **some** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and **simple** plots. Pupils can also present information in the form of factual texts with a **substantially** functioning structure, **simple** descriptions, personal formulations and **some** use of topic-specific words and terms.

By producing **simple, chronological** summaries of the content of different texts and commenting on key parts with **some** reference to the context, pupils show **basic** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **to some extent** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **simple** way. Pupils can also search for and select information from factual texts in a **substantially functioning** way.

Pupils have **basic** knowledge of society, history and culture in a Sweden Finnish context. Pupils demonstrate this by making **simple** descriptions of the culture of Sweden Finns in different forms of art. Pupils can also apply **simple and to some extent** informed reasoning to the history of Sweden Finns and to some social issues concerning the group today.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning structure, content and language, and with **relatively good** adaptation to the recipient. By using different language tools for communication in an **appropriate** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **relatively clear** content and **relatively good** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and **developed** plots. Pupils can also present information in the form of factual texts with a **relatively well** functioning structure, **developed** descriptions, personal formulations and **relatively good** use of topic-specific words and terms.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to the context, pupils show **good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **relatively well** informed reasoning to explicit messages

in different works, and also describe their experience of reading in a **developed** way. Pupils can also search for and select information from factual texts in an **appropriate** way.

Pupils have **good** knowledge of society, history and culture in a Sweden Finnish context. The pupils demonstrate this by making **developed** descriptions of the culture of Sweden Finns in different forms of art. Pupils can also apply **developed and relatively well** informed reasoning to the history of Sweden Finns and to some social issues concerning the group today.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a very effective structure, content and language, and with **good** adaptation to the recipient. By using different language tools for communication in an appropriate and effective way, pupils clarify the message of the presentation and make it come alive.

The pupils can write texts with **clear** content and **good** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and **well developed** plots. Pupils can also present information in the form of factual texts with a **very** effective structure, **well developed** descriptions, personal formulations and **good** use of topic-specific words and terms.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to the context, pupils show **very good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **well developed** way. Pupils can also search for and select information from factual texts in an appropriate and effective way.

Pupils have **very good** knowledge of society, history and culture in a Sweden Finnish context. Pupils illustrate this by making **well developed** descriptions of the culture of Sweden Finns in different forms of art. Pupils can also apply **well developed and well** informed reasoning to the history of Sweden Finns and to some social issues concerning the group today.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **simple** and factual arguments in a way that **to some extent** develops the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially functioning** structure, content and language, and with **some** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in a **substantially functioning** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **some** variation of language and **simple** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and narrative devices, and dramaturgical elements with **simple** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **substantially** functioning structure, **simple** descriptions and explanations, and **simple** and functioning topic-related language.

By producing **simple** summaries of the content of different texts and commenting on key parts with **some** reference to time aspects and causal relationships, pupils show **basic** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **simple and to some extent** informed reasoning to **explicit messages** in different works. Pupils can also search for and select information from different kinds of non-fiction in a **substantially functioning** way.

Pupils have **basic** knowledge of society, history and culture in a Sweden Finnish context. Pupils show this by applying **simple and to some extent** informed reasoning to the origin, development and future of the language in Sweden. Pupils also provide examples of how Finnish in Sweden differs from Finnish in Finland. Pupils also apply **simple and to some extent** informed reasoning to living conditions and social issues in Finland during different periods. In addition, pupils make **simple** descriptions of Sweden Finnish and Finnish music as well as some literary works and other forms of aesthetic expression.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **developed** and factual arguments in a way that develops the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well functioning** structure, content and

language, and with **relatively good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **relatively good** variation of language and **developed** a daptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and narrative devices, and dramaturgical elements with **developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **relatively well** functioning structure, **developed** descriptions and explanations, and **developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **developed and relatively well** informed reasoning to messages that are **explicit and implicit** in different works. Pupils can also search for and select information from different kinds of non-fiction in an appropriate way.

Pupils have **good** knowledge of society, history and culture in a Sweden Finnish context. Pupils illustrate this by applying **developed and relatively well** informed reasoning to the origin, development and future of the language in Sweden. Pupils also provide examples of how Finnish in Sweden differs from Finnish in Finland. Pupils also apply **developed and relatively well** informed reasoning to living conditions and social issues in Finland during different periods. In addition, pupils provide **developed** descriptions of Sweden Finnish and Finnish music as well as some literary works and other forms of aesthetic expression.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **well developed** and factual arguments in a way that develops the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **well functioning** structure, content and language, and with **good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate and effective** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **good** variation of language and **well developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and narrative devices, and dramaturgical elements with **well developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a well functioning structure, **well developed** descriptions and explanations, and **well developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can also interpret and apply **well developed and well informed** reasoning to messages that are **explicit and implicit or hidden** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate and effective** way.

Pupils have **very good** knowledge of society, history and culture in a Sweden Finnish context. Pupils show this by applying **well developed and well informed** reasoning to the origin, development and future of the language in Sweden. Pupils also provide examples of how Finnish in Sweden differs from Finnish in Finland. Pupils also apply **well developed and well informed** reasoning to living conditions and social issues in Finland during different periods. In addition, pupils provide **well developed** descriptions of Sweden Finnish and Finnish music as well as some literary works and other forms of aesthetic expression.

Within the framework of Finnish as a second language Knowledge requirements for grade E at the end of year 6

Pupils can understand **common words and simple phrases** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday and familiar topics. Pupils show their understanding by reporting content **in a very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can choose and apply **some strategy** for listening and reading. Pupils can make sense of texts and spoken language of a simple character from different media and **with some relevance** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply and understandably in single words and phrases**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in single words and phrases**. In addition, pupils can choose and apply **some strategy** to solve problems and improve the interaction.

Pupils have **basic** knowledge of society, history and culture in a Sweden Finnish context. Pupils demonstrate this by making **simple** descriptions of the culture of Sweden Finns in different forms of art. Pupils can also apply **simple and to some extent** informed reasoning to the history of Sweden Finns and to some social issues concerning the group today.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand the **main content and clear details** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of the content and details **in very simple forms** and also with **satisfactory** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can make sense of texts and spoken language of a simple nature from different media and **in a relevant way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply and relatively clearly in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their production. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **different strategies** to solve problems and improve the interaction.

Pupils have **good** knowledge of society, history and culture in a Sweden Finnish context. Pupils demonstrate this by making **developed** descriptions of the culture of Sweden Finns in different forms of art. Pupils can also apply **developed and relatively well** informed reasoning to the history of Sweden Finns and to some social issues concerning the group today.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand the **main content and important details** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday, familiar topics. Pupils illustrate their understanding by reporting content and details in a **simple form** and also with **good** results acting according to the messages and instructions in the content. To facilitate their understanding of the content of the spoken

language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can make sense of texts and spoken language of a simple nature from different media and **in a relevant, effective way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their production. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils have **very good** knowledge of society, history and culture in a Sweden Finnish context. Pupils illustrate this by making **well developed** descriptions of the culture of Sweden Finns in different forms of art. Pupils can also apply **well developed and well informed** reasoning to the history of Sweden Finns and to some social issues concerning the group today.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the most essential content** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday and familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **in a simple form** and also with **acceptable** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can choose and apply **some strategy** for listening and reading. Pupils can choose from texts and spoken language of a simple character from different media and **with some relevance** apply the selected material to their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply and understandably in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **some strategy** to solve problems and improve the interaction.

Pupils have **basic** knowledge of society, history and culture in a Sweden Finnish context. Pupils illustrate this by applying **simple and to some extent** informed reasoning to the origin, development and future of the language in Sweden. Pupils also apply **simple and to some extent** informed reasoning to living conditions and social issues in Finland during different periods. In addition, pupils make **simple** descriptions of Sweden Finnish and Finnish music as well as some literary works and other forms of aesthetic expression.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and clear details** in clearly spoken, simple language at a calm pace and in simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **and details in simple forms** and also with **satisfactory** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple character from different media and **in a relevant way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**. In addition, pupils can choose and apply some **different strategies** to solve problems and improve their interaction.

Pupils have **good** knowledge of society, history and culture in a Sweden Finnish context. Pupils illustrate this by applying **developed and relatively well** informed reasoning to the origin, development and future of the language in Sweden. Pupils also apply **developed and relatively well** informed reasoning to living conditions and social issues in Finland during different periods. In addition, pupils provide **developed** descriptions of Sweden Finnish and Finnish music as well as some literary works and other forms of aesthetic expression.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the whole and important details** in clearly spoken, simple language at a calm pace and in simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **and details in a general way** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant, effective way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences, and to some extent adapted to purpose, recipient and situation**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils have **very good** knowledge of society, history and culture in a Sweden Finnish context. Pupils show this by applying **well developed and well** informed reasoning to the origin, development and future of the language in Sweden. Pupils also apply **well developed and well** informed reasoning to living conditions and social issues in Finland during different periods. In addition, pupils provide **well developed** descriptions of Sweden Finnish and Finnish music as well as some literary works and other forms of aesthetic expression.

Mother Tongue – Yiddish as a national minority language

Jews are a minority with a history in Sweden going back several hundred years. Their language, Yiddish, is an official national minority language. There is a huge need to reinforce the status of national minority languages in Sweden. In order to secure the future of these languages in the country, more people need to develop language skills. Languages are important cultural assets that express shared experiences, values and knowledge that unite the national minorities in Sweden with people who speak the same language in other parts of the world. Possessing skills in the language and knowledge of the minority's culture can provide new perspective on a person's own identity and strengthen opportunities to participate in social life in Sweden and other countries.

Aim

Teaching in Yiddish as a national minority language should aim to help pupils develop skills in and knowledge of the language, as well as knowledge of the minority's culture. The educational programme should give pupils an opportunity to develop their multi-lingual competences, their understanding of the world around them and their identity.

The educational programme should stimulate the pupils' interest in reading, writing and talking in the national minority language. Through the educational programme, pupils should be given an opportunity to encounter and develop knowledge of texts in the language in different genres. The educational programme should provide the conditions for pupils to develop a versatile communicative ability, linguistic confidence in the spoken and written language, and confidence in their ability to express themselves in different contexts and for various purposes. This means that pupils should be given an opportunity through the educational programme to develop knowledge of how to express themselves and interact with others in both spoken and written language, as well as awareness of how the use of language varies depending on the situation and social context.

Through the educational programme, pupils should be given an opportunity to develop knowledge of the history, cultural expression and traditions of the national minority. The educational programme should also provide pupils with the conditions to develop knowledge of the national minority's music, literature and other forms of aesthetic expression. Pupils should also be provided with conditions to develop knowledge of the national minority language's origin, development and present status.

To summarise, teaching Yiddish as a national minority language within the mother tongue subject should give pupils the opportunities to develop their ability to:

- express themselves and communicate in spoken and written language,
- adapt language to different purposes, recipients and contexts,
- understand and interpret the content of spoken language and different kinds of texts,
- identify language structures and follow language norms,

- reflect on social, historical and cultural phenomena in areas where the language is used, and
- reflect on the origin, development and present status of the language.

Core Content

In years 1–3, within the framework of Yiddish as first language

Reading and writing

- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- Strategies for writing texts, by hand and on a computer, about topics familiar to the pupils.
- The printed alphabet and the relationship between sounds and letters.

Speaking, listening and talking

- Conversations about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Images and other language tools that can support the presentation.

Texts

- Narrative and poetic texts for children in the form of picture books, chapter books, rhymes and poems, tales and songs.
- Factual texts for children.
- Texts connected to Jewish traditions and cultural forms of expression.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to Jewish public holidays and traditions.

Yiddish culture

- Songs and other forms of aesthetic expression in Yiddish culture.
- Food traditions connected to Yiddish culture.

In years 4–6, within the framework of Yiddish as first language

Reading and writing

- Reading strategies to understand and interpret texts from various media, and to distinguish messages in texts, both explicit and implicit.
- Strategies for writing descriptive and factual texts adapted to their typical structures and language features.

- The basic structure of Yiddish including conjugation patterns and sentence structure.
- Dictionaries and other language tools for spelling and understanding words.
- The written alphabet.

Speaking, listening and talking

- Talking about pupils' own and other people's experiences and about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Key words, images and digital media as language tools for planning and performing an oral presentation.

Texts

- Narrative and poetic texts, as well as factual texts for children and young people from different times and areas where Yiddish is used.
- Texts that highlight issues of identity and life, as well as texts connected to Yiddish traditions and phenomena in Yiddish culture.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language.
- Words and terms that are specific to Jewish environments and traditions. Idiomatic expressions and proverbs that highlight Jewish norms and values, phenomena and forms of expression.
- Similarities and differences between spoken and written Yiddish.

Yiddish culture

- Songs and other forms of aesthetic expression in Yiddish culture.
- Ways of living historically in Yiddish-speaking communities as well as the history of the Jewish population in Sweden.
- Some social issues that affect Jews nowadays.

In years 7–9, within the framework of Yiddish as a first language

Reading and writing

- Reading strategies to interpret and analyse texts from different media.
- Strategies for writing different kinds of texts adapted to their typical structures and language features.
- The structure of Yiddish, including word formation, the conjugation patterns of words, word classes and sentence structure.
- Language tools for information searches and understanding words.

Speaking, listening and talking

- Talking about topics familiar to the pupils and about current events, thoughts, emotions and opinions.
- Oral presentations and oral narratives for different listeners. Adaptation of language, content and disposition according to purpose and recipient.

Texts

- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and work descriptions. The purpose, content and typical language features of texts.
- Fiction for young people and adults, as well as other narrative and poetic texts connected to Yiddish culture. Fiction that highlights issues relating to identity and way of living.

Use of language

- Words and terms to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language. Idiomatic expressions and proverbs that highlight Jewish norms and values, phenomena and forms of expression.
- Words and terms connected to Yiddish culture.
- Differences in the use of language depending on the context, the recipient and the purpose of communication.

Yiddish culture

- Singing and theatre in the Yiddish world from the beginning of the 20th century, e.g. in the USA.
- The origin and development of Yiddish through contacts with different languages and majority communities, as well as the future of Yiddish in Sweden and other parts of the world. Organisations that work to promote Yiddish and Yiddish culture.
- Some Yiddish authors and their works.
- Social, political and cultural movements in the Yiddish world from the end of the 19th century, e.g. the Bund and the golden age of Jewish literature.
- The consequences of the Holocaust for Yiddish and Yiddish culture.

In years 1–3, within the framework of Yiddish as a second language

Reading and writing

- Reading strategies for understanding and interpreting words and phrases in simple texts.
- Strategies for writing simple presentations, descriptions and messages.
- The form of characters in the printed alphabet and the relationship between sounds and letters.

Speaking, listening and talking

- Talking about subject areas familiar to pupils, such as interests, people and places.
- Strategies for understanding significant words and drawing conclusions about the content of spoken Yiddish, for example using preconception.
- Language phenomena such as pronunciation and intonation in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, rhymes, verses and Yiddish songs.
- Simple instructive and descriptive texts.
- Simple texts connected to Yiddish culture.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to Jewish public holidays and traditions.

Yiddish culture

- Songs and other forms of aesthetic expression in Yiddish culture.
- Food traditions connected to Yiddish culture.

In years 4–6, within the framework of Yiddish as a second language*Reading and writing*

- Reading strategies for understanding and interpreting short, simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions.
- Language phenomena such as grammatical structures in the language the pupils encounter.
- Different ways of making sense of texts from the internet and other media.
- Writing texts, by hand and on a computer, about topics familiar to pupils.
- The printed alphabet.

Speaking, listening and talking

- Talking about subject areas familiar to pupils, such as everyday situations, events and activities.
- Strategies for understanding significant words and contexts in spoken Yiddish, for example using preconception.

- Strategies for solving linguistic problems in conversations, for example gestures, questions and reformulations.
- Different ways of making sense of the spoken language from the internet and other media.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, tales, proverbs and Yiddish songs.
- Simple instructive and descriptive texts.
- Simple texts that highlight people's perceptions and experiences, as well as simple texts connected to Yiddish culture.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms that are specific to Jewish environments and traditions. Idiomatic expressions and proverbs that highlight Jewish norms and values, phenomena and forms of expression.
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and the spoken language in different situations.

Yiddish culture

- Songs and other forms of aesthetic expression in Yiddish culture.
- Ways of living historically in Yiddish-speaking communities as well as the history of the Jewish population in Sweden.
- Some social issues that affect Jews nowadays.

In years 7–9, within the framework of Yiddish as a second language

Reading and writing

- Reading strategies for understanding and interpreting texts from different media.
- Narratives and descriptions in the form of coherent text.
- Language phenomena such as grammatical structures and fixed language expressions in the language the pupils encounter.
- Different ways of searching for and choosing texts from the internet and other media.
- Identification of letters in written text.

Speaking, listening and talking

- Talking about subject areas familiar to pupils, such as different courses of events as well as their own and other people's experiences.
- Oral presentations and oral narratives for different listeners.
- Strategies for understanding significant words and contexts in spoken Yiddish, for example using preconception.
- Strategies for participating in and contributing to discussions, by such means as questions, and phrases and expressions to confirm understanding.
- Different ways of searching for and choosing spoken language from the internet and other media.

Texts

- Narratives and other fiction for children and young people. Songs, poems and proverbs.
- Instructive and descriptive texts. The purpose, content and some typical language features of texts.
- Texts that highlight issues of identity and life with a link to Yiddish culture.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language. Idiomatic expressions and proverbs that highlight Jewish norms and values, phenomena and forms of expression.
- Words and terms connected to Yiddish culture.
- How different formulations are used to introduce and end conversations, and different kinds of oral and written presentations.
- Similarities and differences between spoken and written Yiddish.

Yiddish culture

- Singing and theatre in the Yiddish world from the beginning of the 20th century, e.g. in the USA.
- The origin and development of Yiddish through contacts with different languages and majority communities, as well as the future of Yiddish in Sweden and other parts of the world. Organisations that work to promote Yiddish and Yiddish culture.
- Some Yiddish authors and the works for which they are known.
- Social, political and cultural movements in the Yiddish world from the end of the 19th century, e.g. the Bund and the golden age of Jewish literature.
- The consequences of the Holocaust for Yiddish and Yiddish culture.

Knowledge requirements

Within the framework of Yiddish as first language

Knowledge requirements for grade E at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that **to some extent** maintains the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a substantially functioning structure, content and language, and with **some** adaptation to the recipient. By using different language tools for communication in a **substantially** functioning way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **understandable** content and **some** variation in language, by hand and with the help of digital language tools. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and **simple** plots.

Pupils can also present information in the form of factual texts with a **substantially** functioning structure, **simple** descriptions, personal formulations and some use of topic-specific words and terms.

By producing **simple, chronological** summaries of the content of different texts and commenting on key parts with **some** reference to the context, pupils show **basic** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **to some extent** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **simple** way. Pupils can also search for and select information from factual texts in a **substantially functioning** way.

Pupils have **basic** knowledge of Yiddish culture and illustrates this by producing **simple** descriptions of songs and other forms of aesthetic expression in Yiddish culture. Pupils also apply **simple** reasoning to how people used to live in Yiddish-speaking communities with **some** link to language expression that highlights Jewish norms and values, phenomena and forms of expression. Pupils can also apply **simple and to some extent** informed reasoning to the history of the Jewish population in Sweden and some social issues affecting Jews today.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning structure, content and language, and with **relatively good**

adaptation to the recipient. By using different tools for communication in an appropriate way, pupils clarify the message of the presentation and make it come alive.

The pupils can write texts with **relatively clear** content and **relatively good** variation in language, by hand and with the help of digital language tools. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and **developed** plots. Pupils can also present information in the form of factual texts with a **relatively well** functioning structure, **developed** descriptions, personal formulations and **relatively good** use of topic-specific words and terms.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to the context, pupils show **good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **relatively well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **developed** way. Pupils can also search for and select information from factual texts in an **appropriate** way.

Pupils have **good** knowledge of Yiddish culture and illustrates this by producing **developed** descriptions of songs and other forms of aesthetic expression in Yiddish culture. Pupils also apply **advanced** reasoning to how people used to live in Yiddish-speaking communities with a **relatively good** link to language expression that highlights Jewish norms and values, phenomena and forms of expression. Pupils can also apply **developed and relatively well** informed reasoning to the history of the Jewish population in Sweden and some social issues affecting Jews today.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion well. Pupils can also prepare and perform **well developed** oral presentations with a **very** effective structure, content and language, and with **good** adaptation to the recipient. By using different tools for communication in an **appropriate and effective way**, pupils clarify the message of the presentation and make it come to life.

Pupils can write texts with **clear** content and **good** variation in language, by hand and with the help of digital language tools. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **good** certainty. The narrative texts pupils write contain well developed expressive descriptions and **well developed** plots. Pupils can also present information in the form of factual texts with a **well functioning** structure, **well developed** descriptions, personal formulations and **good** use of topic-specific words and terms.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to the context, pupils show **very good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **well developed** way. Pupils can also search for and select information from factual texts in an **appropriate and effective** way.

Pupils have **very good** knowledge of Yiddish culture and illustrates this by producing **well developed** descriptions of songs and other forms of aesthetic expression in Yiddish culture. Pupils also apply **well advanced** reasoning to how people used to live in Yiddish-speaking communities with a **good** link to language expression that highlights Jewish norms and values, phenomena and forms of expression. Pupils can also apply **well developed and well** informed reasoning to the history of the Jewish population in Sweden and some social issues affecting Jews today.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **simple** and factual arguments in a way that to **some** extent develops the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially functioning** structure, content and language, and with **some** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in a **substantially functioning** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **some** variation of language and **simple** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and narrative devices, and dramaturgical elements with **simple** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **substantially functioning** structure, **simple** descriptions and explanations, and **simple** and functioning topic-related language.

By producing **simple** summaries of the content of different texts and commenting on key parts with **some** reference to time aspects and causal relationships, pupils show **basic** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **simple and to some extent** informed reasoning to **explicit messages** in different works. Pupils can also search for and select information from different kinds of non-fiction in a **substantially functioning** way.

Pupils have **basic** knowledge of Yiddish and Yiddish culture. Pupils show this by applying **simple** and **to some extent** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils can also

produce **simple** descriptions of important social, political and cultural movements and expression in different parts of the Yiddish world during different periods. Pupils can also in a **simple** way give an account of the content and messages in some literary works and songs.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **developed** and factual arguments in a way that develops the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well functioning** structure, content and language, and with **relatively good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate** way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **relatively good** variation of language and **developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and narrative devices, and dramaturgical elements with **developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **relatively well functioning** structure, **developed** descriptions and explanations, and **developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **developed and relatively well informed** reasoning to messages that are **explicit and implicit** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate** way.

Pupils have **good** knowledge of Yiddish and Yiddish culture. Pupils show this by applying **developed and relatively well informed** reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils can also produce **developed** descriptions of important social, political and cultural movements and expression in different parts of the Yiddish world during different periods. Pupils can also in a **developed** way give an account of the content and messages in some literary works and songs.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **well developed** and factual arguments in a way that develops the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **well functioning** structure, content and language, and with **good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate and effective** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **good** variation of language and **well developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and narrative devices, and dramaturgical elements with **well developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a well functioning structure, **well developed** descriptions and explanations, and **well developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can also interpret and apply **well developed and well informed** reasoning to messages that are **explicit and implicit or hidden** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate and effective** way.

Pupils have **very good** knowledge of Yiddish and Yiddish culture. Pupils illustrate this by applying **well developed and well informed** reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils can also produce **well developed** descriptions of important social, political and cultural movements and expression in different parts of the Yiddish world during different periods. Pupils can also in a **well developed** way give an account of the content and messages in some literary works and songs.

Within the framework of Yiddish as a second language

Knowledge requirements for grade E at the end of year 6

Pupils can understand **common words and simple phrases** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday and familiar topics. Pupils show their understanding by reporting content in a **very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content.

To facilitate their understanding of the content of the spoken language and the texts, pupils can choose and apply **some strategy** for listening and reading. Pupils can choose texts and spoken language of a simple nature from different media and **with some relevance** apply the selected material to their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply and understandably in single words and phrases**. In written production, pupils can use the printed alphabet **with some certainty** to write **single words and phrases** by hand and with the help of digital language tools. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in single words and phrases**. In addition, pupils can choose and apply **some strategy** to solve problems and improve their interaction.

Pupils have **basic** knowledge of Yiddish culture and illustrates this by producing **simple** descriptions of songs and other forms of aesthetic expression in Yiddish culture. Pupils also apply **simple** reasoning to how people used to live in Yiddish-speaking communities with **some** link to language expression that highlights Jewish norms and values, phenomena and forms of expression. Pupils can also apply **simple and to some extent** informed reasoning to the history of the Jewish population in Sweden and some social issues affecting Jews today.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **the main content and clear details** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of the content and details in **very simple forms** and also with **satisfactory** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose texts and spoken language of a simple nature from different media and **in a relevant way** apply the selected material to their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply and relatively clearly in phrases and sentences**. In written production, pupils can use the printed alphabet to write **single words and phrases** by hand and with the help of digital language tools. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **some different strategies** to solve problems and improve their interaction.

Pupils has **good** knowledge of Yiddish culture and illustrate this by producing **developed** descriptions of songs and other forms of aesthetic expression in Yiddish culture. Pupils also apply **advanced** reasoning to how people used to live in Yiddish-speaking communities with a **relatively good** link to language expression that highlights Jewish norms and values, phenomena and forms of expression. Pupils can also apply **developed and relatively well** informed reasoning to the history of the Jewish population in Sweden and some social issues affecting Jews today.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **the main content and important details** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of content and details in a **simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant, effective way** apply the selected material to their own production and interaction.

In different kinds of oral production, pupils can express themselves simply, **relatively clearly and to some extent coherently**. In written production, pupils can use the printed alphabet to write **single words and phrases** by hand and with the help of digital language tools. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils have **very good** knowledge of Yiddish culture and illustrate this by producing **well developed** descriptions of songs and other forms of aesthetic expression in Yiddish culture. Pupils also apply **well advanced** reasoning to how people used to live in Yiddish-speaking communities with a **good** link to language expression that highlights Jewish norms and values, phenomena and forms of expression. Pupils can also apply **well developed and well** informed reasoning to the history of the Jewish population in Sweden and some social issues affecting Jews today.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the most essential content** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday and familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **in a simple form** and also with **acceptable** results acting according to messages and

instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can choose and apply **some strategy** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **with some relevance** apply the selected material to their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply and understandably in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **some strategy** to solve problems and improve their interaction.

Pupils have **basic** knowledge of Yiddish and Yiddish culture. Pupils show this by applying **simple and to some extent** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils can also produce **simple** descriptions of important social, political and cultural movements and expression in different parts of the Yiddish world during different periods. Pupils can also in a **simple** way give an account of the content and messages in some literary works and songs.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and clear details** in clearly spoken, simple language at a calm pace and in simple texts about everyday, familiar topics. Pupils illustrate their understanding by reporting and commenting on content and **details** in **simple forms** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and to some extent** coherently. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**. In addition, pupils can choose and apply **some different strategies** to solve problems and improve their interaction.

Pupils have **good** knowledge of Yiddish and Yiddish culture. Pupils show this by applying **developed and relatively well** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils can also produce **developed** descriptions of important social, political and cultural movements and expression in different parts of the Yiddish world during different periods. Pupils can also in a **developed** way give an account of the content and messages in some literary works and songs.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the whole and important details** in clearly spoken, simple language at a calm pace and in simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **and details** in a general way and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant, effective way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences, and to some extent adapted to purpose, recipient and situation**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils have **very good** knowledge of Yiddish and Yiddish culture. Pupils illustrate this by applying **well developed and well** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils can also produce **well developed** descriptions of important social, political and cultural movements and expression in different parts of the Yiddish world during different periods. Pupils can also in a **well developed** way give an account of the content and messages in some literary works and songs.

Mother Tongue – Meänkieli as a national minority language

Tornedalers are a minority with a history in Sweden going back several hundred years. Their language, Meänkieli, is an official national minority language. There is a huge need to reinforce the status of national minority languages in Sweden. In order to secure the future of these languages in the country, more people need to develop language skills. Languages are important cultural assets that express shared experiences, values and knowledge that unite the national minorities in Sweden with people who speak the same language in other parts of the world. Possessing skills in the language and knowledge of the minority's culture can provide new perspective on a person's own identity and strengthen opportunities to participate in social life in Sweden and other countries.

Aim

Teaching in Meänkieli as a national minority language should aim to help pupils develop skills in and knowledge of the language, as well as knowledge of the minority's culture. The educational programme should give pupils an opportunity to develop their multilingual competences, their understanding of the world around them and their identity.

The educational programme should stimulate the pupils' interest in reading, writing and talking in the national minority language. Through the educational programme, pupils should be given an opportunity to encounter and develop knowledge of texts in the language in different genres. The educational programme should provide the conditions for pupils to develop a versatile communicative ability, linguistic confidence in the spoken and written language, and confidence in their ability to express themselves in different contexts and for various purposes. This means that pupils should be given an opportunity through the educational programme to develop knowledge of how to express themselves and interact with others in both spoken and written language, as well as awareness of how the use of language varies depending on the situation and social context.

Through the educational programme, pupils should be given an opportunity to develop knowledge of the history, cultural expression and traditions of the national minority. The educational programme should also provide pupils with the conditions to develop knowledge of the national minority's music, literature and other forms of aesthetic expression. Pupils should also be provided with conditions to develop knowledge of the national minority language's origin, development and current status.

To summarise, teaching in Meänkieli as a national minority language within the mother tongue subject should give pupils the opportunities to develop their ability to

- express themselves and communicate in spoken and written language,
- adapt language to different purposes, recipients and contexts,
- understand and interpret the content of spoken language and different kinds of texts,

- identify language structures and follow language norms,
- reflect on social, historical and cultural phenomena in areas where the language is used, and
- reflect on the origin, development and present status of the language.

Core Content

In years 1–3, within the framework of Meänkieli as first language

Reading and writing

- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- Strategies for writing different types of texts about topics familiar to the pupils.
- Spelling rules for frequently occurring words in texts familiar to the pupils.
- The Meänkieli alphabet and the relationship between sounds and letters.

Speaking, listening and talking

- Conversations about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Images and other language tools that can support the presentation.

Texts

- Narrative and poetic texts for children in the form of picture books, chapter books, tales, legends, rhymes and verses.
- Factual texts for children.
- Texts connected to the culture of Tornedalers and other speakers of Meänkieli.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to the culture of Tornedalers and other speakers of Meänkieli, such as place names and natural terms.

The culture of Tornedalers and other speakers of Meänkieli

- The lives of Tornedalers and other speakers of Meänkieli nowadays with reference to history and cultural heritage. Celebrations and traditions during the year.
- The cultural heritage of Tornedalers and other speakers of Meänkieli, for example in the form of games, music and other forms of aesthetic expression.

In years 4–6, within the framework of Meänkieli as first language*Reading and writing*

- Reading strategies to understand and interpret texts from various media, and to distinguish messages in texts, both explicit and implicit.
- Strategies for writing descriptive and factual texts adapted to their typical structures and language features.
- The basic structure of Meänkieli including spelling rules, conjugation patterns and sentence structure.
- Dictionaries and other language tools for spelling and understanding words.

Speaking, listening and talking

- Talking about pupils' own and other people's experiences and about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Key words, images and digital media as language tools for planning and performing an oral presentation.

Texts

- Narrative and poetic texts, as well as factual texts for children and young people.
- Texts that highlight issues of identity and life, as well as texts connected to the culture of Tornedalers and other speakers of Meänkieli.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language.
- Words and terms connected to the culture of Tornedalers and other speakers of Meänkieli, for example words describing food culture and handicrafts.

The culture of Tornedalers and other speakers of Meänkieli

- The lives of Tornedalers and other speakers of Meänkieli nowadays with reference to history and cultural heritage. People and events that have affected the culture and history of Tornedalers and other speakers of Meänkieli.
- The cultural heritage of Tornedalers and other speakers of Meänkieli in the form of food culture, handicrafts and other forms of aesthetic expression.
- Some social issues currently affecting Tornedalers and other speakers of Meänkieli.

In years 7–9, within the framework of Meänkieli as a first language*Reading and writing*

- Reading strategies to interpret and analyse texts from different media.

- Strategies for writing different kinds of texts adapted to their typical structures and language features.
- The structure of Meänkieli, including word formation, the conjugation patterns of words, word classes and sentence structure.
- Language tools for information searches and understanding words.

Speaking, listening and talking

- Talking about topics familiar to the pupils and about current events, thoughts, emotions and opinions.
- Oral presentations and oral narratives for different listeners. Adaptation of language, content and disposition according to purpose and recipient.
- Different spoken variants of Meänkieli.

Texts

- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and work descriptions. The purpose, content and typical language features of texts.
- Fiction for young people and adults, as well as other narrative and poetic texts connected to the culture of Tornedalers and other speakers of Meänkieli. Fiction that highlights issues relating to identity and life.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language. Metaphorical language and idiomatic expressions.
- Words and terms for traditions, industries and social structures connected to the cultural heritage of Tornedalers and other speakers of Meänkieli.
- Differences in the use of language depending on the context, the recipient and the purpose of communication.
- Similarities and differences between different variants of Meänkieli.

The culture of Tornedalers and other speakers of Meänkieli

- Traditional and modern music of Tornedalers and other speakers of Meänkieli, as well as other aesthetic forms of expression.
- The origin, development and future of Meänkieli in Sweden. The conditions of the culture of Tornedalers and other speakers of Meänkieli in relation to the majority community during different periods. Organisations that work to promote Meänkieli and Tornedalian culture.
- Some Tornedalian and other Meänkieli-speaking authors and their works.

- The lives of Tornedalers and other speakers of Meänkieli nowadays with reference to history and cultural heritage. Traditional and contemporary industries, such as agriculture, forestry and tourism.

In years 1–3, within the framework of Meänkieli as a second language

Reading and writing

- Reading strategies for understanding and interpreting words and phrases in simple texts.
- Strategies for writing simple presentations, descriptions and messages.
- The Meänkieli alphabet and the relationship between sounds and letters.

Speaking, listening and talking

- Talking about subject areas familiar to the pupils, such as interests, people and places.
- Strategies for understanding significant words and drawing conclusions about the content of spoken Meänkieli, for example using preconception.
- Language phenomena such as pronunciation and intonation in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children in the form of picture books, tales, legends, rhymes and verses.
- Simple instructive and descriptive texts.
- Simple texts connected to the culture of Tornedalers and other speakers of Meänkieli.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to the culture of Tornedalers and other speakers of Meänkieli, such as place names and natural terms.

The culture of Tornedalers and other speakers of Meänkieli

- The lives of Tornedalers and other speakers of Meänkieli nowadays with reference to history and cultural heritage. Celebrations and traditions during the year.
- The cultural heritage of Tornedalers and other speakers of Meänkieli, for example in the form of games, music and other forms of aesthetic expression.

In years 4–6, within the framework of Meänkieli as a second language

Reading and writing

- Reading strategies for understanding and interpreting simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions.
- Language phenomena such as spelling rules and grammatical structures in the language the pupils encounter.
- Different ways of making sense of texts from the internet and other media.

Speaking, listening and talking

- Talking about subject areas familiar to the pupils, such as everyday situations, events and activities.
- Strategies for understanding significant words and contexts in spoken Meänkieli, for example using preconception.
- Strategies for solving linguistic problems in conversations, for example gestures, questions and reformulations.
- Different ways of making sense of the spoken language from the internet and other media.

Texts

- Narrative and poetic texts for children in the form of fiction, tales, legends, rhymes and verses.
- Simple instructive and descriptive texts.
- Simple texts that highlight people's perceptions and experiences, as well as simple texts connected to the culture of Tornedalers and other speakers of Meänkieli.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to the culture of Tornedalers and other speakers of Meänkieli, for example words describing food culture and handicrafts.
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and the spoken language in different situations.

The culture of Tornedalers and other speakers of Meänkieli

- The lives of Tornedalers and other speakers of Meänkieli nowadays with reference to history and cultural heritage. People and events that have affected the culture and history of Tornedalers and other speakers of Meänkieli.
- The cultural heritage of Tornedalers and other speakers of Meänkieli in the form of food culture, handicrafts and other forms of aesthetic expression.
- Some social issues currently affecting Tornedalers and other speakers of Meänkieli.

In years 7–9, within the framework of Meänkieli as a second language*Reading and writing*

- Reading strategies for understanding and interpreting texts from different media.
- Narratives and descriptions in the form of coherent text.
- Language phenomena such as spelling, grammatical structures and fixed language expressions in the language the pupils encounter.
- Different ways of searching for and choosing texts from the internet and other media.

Speaking, listening and talking

- Talking about subject areas familiar to the pupils, such as different courses of events as well as their own and other people's experiences.
- Oral presentations and oral narratives for different listeners.
- Strategies for understanding significant words and contexts in spoken Meänkieli, for example using preconception.
- Strategies for participating in and contributing to discussions, by such means as questions, and phrases and expressions to confirm understanding.
- Different ways of searching for and choosing spoken language from the internet and other media.

Texts

- Narratives and other fiction for children and young people. Songs and poetry.
- Instructive and descriptive texts. The purpose, content and some typical language features of texts.
- Texts that highlight issues of identity and way of living, as well as others texts connected to the culture of Tornedalers and other speakers of Meänkieli.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language.
- Words and terms for traditions, industries and social structures connected to the cultural heritage of Tornedalers and other speakers of Meänkieli.
- How different formulations are used to introduce and end a conversation, and different kinds of oral and written presentations.

The culture of Tornedalers and other speakers of Meänkieli

- Traditional and modern music of Tornedalers and other speakers of Meänkieli, as well as other aesthetic forms of expression.
- The origin, development and future of Meänkieli in Sweden. The conditions of the culture of Tornedalers and other speakers of Meänkieli in relation to the majority community during different periods. Organisations that work to promote Meänkieli as well as the culture of Tornedalers and other speakers of Meänkieli.
- Some Tornedalian and other Meänkieli-speaking authors and the works for which they are known.
- The lives of Tornedalers and other speakers of Meänkieli nowadays with reference to history and cultural heritage. Traditional and contemporary industries, such as agriculture, forestry and tourism.

Knowledge requirements

Within the framework of Meänkieli as a first language**Knowledge requirements for grade E at the end of year 6**

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that **to some extent** maintains the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially** functioning structure, content and language, and with some adaptation to the recipient. By using different language tools for communication in a **substantially** functioning way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **understandable** content and **some** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and **simple** plots. Pupils can also present information in the form of factual texts with a **substantially** effective structure, simple descriptions, personal formulations and **some** use of topic-specific words and terms.

By producing **simple, chronological** summaries of the content of different texts and commenting on key parts with **some** reference to the context, pupils show **basic** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **to some extent** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **simple** way.

Pupils can also search for and select information from factual texts **in a substantially functioning** way.

Pupils illustrate **basic** knowledge of the culture of Tornedalers and other speakers of Meänkieli by providing **simple** descriptions of important traditions and cultural expressions. Pupils can also apply **simple and to some extent** informed reasoning to how people and events have affected the culture and history of Tornedalers and other

speakers of Meänkieli, and to some social issues that affect Tornedalers and other speakers of Meänkieli nowadays.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning structure, content and language, and with **relatively good** adaptation to the recipient. By using different language tools for communication in an **appropriate** way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **relatively clear** content and **relatively good** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **relatively good** certainty. The narrative texts pupils writes contain developed expressive descriptions and **developed** plots. Pupils can also present information in the form of factual texts with a **relatively well** functioning structure, **developed** descriptions, personal formulations and **relatively good** use of topic-specific words and terms.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to the context, pupils show **good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **relatively well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **developed** way. Pupils can also search for and select information from factual texts in an **appropriate** way.

Pupils show **good** knowledge of the culture of Tornedalers and other speakers of Meänkieli by providing **developed** descriptions of important traditions and cultural expressions. Pupils can also apply **developed and relatively well** informed reasoning to how people and events have affected the culture and history of Tornedalers and other speakers of Meänkieli, and to some social issues that affect Tornedalers and other speakers of Meänkieli today.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **very effective**

structure, content and language, and with **good** adaptation to the recipient. By using different tools for communication in an **appropriate and effective way**, pupils clarify the message of the presentation and make it come to life.

Pupils can write texts with **clear** content and **good** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and **well developed** plots. Pupils can also present information in the form of factual texts with a **very** effective structure, **well developed** descriptions, personal formulations and **good** use of topic-specific words and terms.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to the context, pupils show **very good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **well developed** way. Pupils can also search for and select information from factual texts in an **appropriate and effective** way.

Pupils show **very good** knowledge of the culture of Tornedalers and other speakers of Meänkieli by providing **well developed** descriptions of important traditions and cultural expressions. Pupils can also apply **well developed and well** informed reasoning to how people and events have affected the culture and history of Tornedalers and other speakers of Meänkieli, and to some social issues that affect Tornedalers and other speakers of Meänkieli today.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **simple** and factual arguments in a way that **to some extent** develops the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially** functioning structure, content and language, and with **some** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in a **substantially functioning** way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **some** variation of language and **simple** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and narrative devices, and dramaturgical elements with **simple** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **substantially functioning** structure, **simple** descriptions and explanations, and **simple** and functioning topic-related language.

By producing **simple** summaries of the content of different texts and commenting on key parts with **some** reference to time aspects and causal relationships, pupils

show **basic** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **simple and to some extent** informed reasoning to **explicit messages** in different works. Pupils can also search for and select information from different kinds of non-fiction in a **substantially functioning** way.

Pupils have **basic** knowledge of Meänkieli and of the culture of Tornedalers and other speakers of Meänkieli. Pupils illustrate this by applying **simple and to some extent** informed reasoning to the origin, development and future of the language in Sweden. Pupils also provide examples of similarities and differences between different variants of Meänkieli. Pupils also apply **simple and to some extent** informed reasoning to traditional and contemporary industries and to the conditions for the culture of Tornedalers and other speakers of Meänkieli during different periods. In addition, pupils provide **simple** descriptions of the music of Tornedalers and other speakers of Meänkieli as well as some literary works and other forms of aesthetic expression.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **developed** and factual arguments in a way that develops the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning structure, content and language, and with **relatively good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate** way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **relatively good** variation of language and **developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and narrative devices, and dramaturgical elements with **developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **relatively well** functioning structure, **developed** descriptions and explanations, and **developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **developed and relatively well** informed reasoning to messages that are **explicit and implicit** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate** way.

Pupils have **good** knowledge of Meänkieli and of the culture of Tornedalers and other speakers of Meänkieli. Pupils illustrate this by applying **developed and relatively well** informed reasoning to the origin, development and future of the language in Sweden. Pupils also provide examples of similarities and differences between different variants of Meänkieli. Pupils also apply **developed and relatively well** informed reasoning to traditional and contemporary industries and to the conditions for the culture of Tornedalers and other speakers of Meänkieli during different periods. In addition, pupils provide **developed** descriptions of the music of Tornedalers and other speakers of Meänkieli as well as some literary works and other forms of aesthetic expression.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **well developed** and factual arguments in a way that develops the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **well** functioning structure, content and language, and with **good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate and effective** way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **good** variation of language and **well developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and narrative devices, and dramaturgical elements with **well developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **well functioning** structure, **well developed** descriptions and explanations, and well developed and functioning topic-related language.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to time aspects and causal relationship, pupils show **very good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can also interpret and apply **well developed and well** informed reasoning to messages that are **explicit and implicit or hidden** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate and effective** way.

Pupils have **very good** knowledge of Meänkieli and of the culture of Tornedalers and other speakers of Meänkieli. Pupils show this by applying **well developed and well** informed reasoning to the origin, development and future of the language in Sweden. Pupils also provide examples of similarities and differences between different

variants of Meänkieli. Pupils also apply **well developed and well informed** reasoning to traditional and contemporary industries and to the conditions for the culture of Tornedalers and other speakers of Meänkieli during different periods. In addition, pupils provides **well developed** descriptions of the music of Tornedalers and other speakers of Meänkieli as well as some literary works and other forms of aesthetic expression.

Within the framework of Meänkieli as a second language

Knowledge requirements for grade E at the end of year 6

Pupils can understand **common words and simple phrases** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday and familiar topics. Pupils show their understanding by reporting content **in a very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can choose and apply **some strategy** for listening and reading. Pupils can choose texts and spoken language of a simple nature from different media and **with some relevance** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply and understandably in single words and phrases**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in single words and phrases**. In addition, pupils can choose and apply **some strategy** to solve problems and improve their interaction.

Pupils illustrate **basic** knowledge of the culture of Tornedalers and other speakers of Meänkieli by providing **simple** descriptions of important traditions and cultural expressions. Pupils can also apply **simple and to some extent** informed reasoning to how people and events have affected the culture and history of Tornedalers and other speakers of Meänkieli, and to some social issues that affect Tornedalers and other speakers of Meänkieli nowadays.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **the main content and clear details** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of the content and details in **very simple forms** and also with **satisfactory** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies**

for listening and reading. Pupils can choose texts and spoken language of a simple nature from different media and in a relevant way apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply and relatively clearly in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **different strategies** to solve problems and improve their interaction.

Pupils show **good** knowledge of the culture of Tornedalers and other speakers of Meänkieli by providing **developed** descriptions of important traditions and cultural expressions. Pupils can also apply **developed and relatively well** informed reasoning to how people and events have affected the culture and history of Tornedalers and other speakers of Meänkieli, and to some social issues that affect Tornedalers and other speakers of Meänkieli today.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **the main content and important details** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of content and details in a **simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant, effective way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils show **very good** knowledge of the culture of Tornedalers and other speakers of Meänkieli by providing **well developed** descriptions of important traditions and cultural expressions. Pupils can also apply **well developed and well** informed reasoning to how people and events have affected the culture and history of Tornedalers and other speakers of Meänkieli, and to some social issues that affect Tornedalers and other speakers of Meänkieli today.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the most essential content** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday and familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **in a simple form** and also with **acceptable** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can choose and apply **some strategy** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and with **some relevance** apply the selected material to their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply and understandably in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **some strategy** to solve problems and improve the interaction.

Pupils have **basic** knowledge of Meänkieli and of the culture of Tornedalers and other speakers of Meänkieli. Pupils illustrate this by applying **simple and to some extent** informed reasoning to the origin, development and future of the language in Sweden. Pupils also apply **simple and to some extent** informed reasoning to traditional and contemporary industries and to the conditions for the culture of Tornedalers and other speakers of Meänkieli during different periods. In addition, pupils provide **simple** descriptions of the music of Tornedalers and other speakers of Meänkieli as well as some literary works and other forms of aesthetic expression.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and clear details** in clearly spoken, simple language at a calm pace and in simple texts about everyday, familiar topics. Pupils illustrate their understanding by reporting and commenting on content and **details** in **simple forms** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own

production. In oral and written interaction, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**. In addition, pupils can choose and apply **some different strategies** to solve problems and improve the interaction.

Pupils have **good** knowledge of Meänkieli and of the culture of Tornedalers and other speakers of Meänkieli. Pupils illustrate this by applying **developed and relatively well** informed reasoning to the origin, development and future of the language in Sweden. Pupils also apply **developed and relatively well** informed reasoning to traditional and contemporary industries and to the conditions for the culture of Tornedalers and other speakers of Meänkieli during different periods. In addition, pupils provide **developed** descriptions of the music of Tornedalers and other speakers of Meänkieli as well as some literary works and other forms of aesthetic expression.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the whole and important details** in clearly spoken, simple language at a calm pace and in simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **and details** in a general way and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant, effective** way apply the selected material to his or her own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and relatively coherently**. To clarify and vary their communication, pupils can work on and make simple improvements to their own production. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences, and to some extent adapted to purpose, recipient and situation**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils have **very good** knowledge of Meänkieli and of the culture of Tornedalers and other speakers of Meänkieli. Pupils illustrate this by applying **well developed and well** informed reasoning to the origin, development and future of the language in Sweden. Pupils also apply **well developed and well** informed reasoning to traditional and contemporary industries and to the conditions for the culture of Tornedalers and other speakers of Meänkieli during different periods. In addition, pupils provide **well developed** descriptions of the music of Tornedalers and other speakers of Meänkieli as well as some literary works and other forms of aesthetic expression.

Mother Tongue – Romani as a national minority language

The Roma are a minority with a history in Sweden going back several hundred years. Their language, Romani, is an official national minority language. There is a huge need to reinforce the status of national minority languages in Sweden. In order to secure the future of these languages in the country, more people need to develop language skills. Languages are important cultural assets that express shared experiences, values and knowledge that unite the national minorities in Sweden with people who speak the same language in other parts of the world. Possessing skills in the language and knowledge of the minority's culture can provide new perspectives on a person's own identity and strengthen opportunities to participate in social life in Sweden and other countries.

Aim

Teaching in Romani as a national minority language should aim to help pupils develop skills in and knowledge of the language, as well as knowledge of the minority's culture. The educational programme should give pupils an opportunity to develop their multi-lingual competences, their understanding of the world around them and their identity.

The educational programme should stimulate the pupils' interest in reading, writing and talking in the national minority language. Through the educational programme, pupils should be given an opportunity to encounter and develop knowledge of texts in the language in different genres. The educational programme should provide the conditions for pupils to develop a versatile communicative ability, linguistic confidence in the spoken and written language, and confidence in their ability to express themselves in different contexts and for various purposes. This means that pupils should be given an opportunity through the educational programme to develop knowledge of how to express themselves and interact with others in both spoken and written language, as well as awareness of how the use of language varies depending on the situation and social context.

Through the educational programme, pupils should be given an opportunity to develop knowledge of the history, cultural expression and traditions of the national minority. The educational programme should also provide pupils with the conditions to develop knowledge of the national minority's music, literature and other forms of aesthetic expression. Pupils should also be provided with conditions to develop knowledge of the national minority language's origin, development and current status.

To summarise, teaching in Romani as a national minority language within the mother tongue subject should give pupils the opportunities to develop their ability to

- express themselves and communicate in spoken and written language,
- adapt language to different purposes, recipients and contexts,
- understand and interpret the content of spoken language and different kinds of texts,
- identify language structures and follow language norms,

- reflect on social, historical and cultural phenomena in areas where the language is used, and
- reflect on the origin, development and present status of the language.

Core Content

In years 1–3, within the framework of Romani as first language

Reading and writing

- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- The Romani alphabet and the relationship between sounds and letters.
- Strategies for writing different types of texts about topics familiar to the pupils.
- Spelling rules for frequently occurring words in texts familiar to the pupils.

Speaking, listening and talking

- Conversations about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Images and other language tools that can support the presentation.

Texts

- Narrative and poetic texts for children in the form of picture books, chapter books, poems, tales and songs.
- Factual texts for children.
- Texts connected to Romani traditions and cultural forms of expression.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to Romani environments, for example words for celebrations, religious traditions, traditional Romani dress and family names.

Romani culture

- Traditions and celebrations in different Romani groups.
- Romani cultural heritage, for example in the form of handicraft traditions.
- Language areas where the pupils' variants of Romani are spoken.

In years 4–6, within the framework of Romani as first language*Reading and writing*

- Reading strategies to understand and interpret texts from various media, and to distinguish messages in texts, both explicit and implicit.
- Strategies for writing descriptive and factual texts adapted to their typical structures and language features.
- The basic structure of Romani including spelling rules, conjugation patterns and sentence structure.
- Dictionaries and other language tools for spelling and understanding words.

Speaking, listening and talking

- Talking about pupils' own and other people's experiences and about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Key words, images and digital media as language tools for planning and performing an oral presentation.

Texts

- Narrative and poetic texts, as well as factual texts for children and young people from different times and areas where Romani is used.
- Texts that highlight issues of identity and way of living, as well as texts connected to Romani traditions and forms of cultural expression.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language.
- Words and terms connected to Romani culture.
- Similarities and differences between spoken and written Romani.

Romani culture

- The Roma people's living conditions today and throughout history in Sweden and other parts of the world.
- Traditional and modern Romani food culture, music and dance.
- Some social issues that affect the Roma people nowadays.

In years 7–9, within the framework of Romani as a first language*Reading and writing*

- Reading strategies to interpret and analyse texts from different media.
- Strategies for writing different kinds of texts adapted to their typical structures and language features.

- The structure of Romani, including word formation, the conjugation patterns of words, word classes and sentence structure.
- Language tools for information searches and understanding words.

Speaking, listening and talking

- Talking about topics familiar to the pupils and about current events, thoughts, emotions and opinions.
- Oral presentations and oral narratives for different listeners. Adaptation of language, content and disposition according to purpose and recipient.
- Different spoken variants of Romani.

Texts

- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and work descriptions. The purpose, content and typical language features of texts.
- Fiction for young people and adults, as well as other narrative and poetic texts connected to Romani traditions and phenomena. Fiction that highlights issues relating to identity and way of living.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms, their shades of meaning and emotional language. Metaphorical language and idiomatic expressions.
- Words and terms connected to Romani culture.
- Differences in the use of language depending on the context, the recipient and the purpose of communication.
- Some similarities and differences between different variants of culture.

Romani culture

- Romani cultural heritage in the form of literature, music and other aesthetic forms of expression.
- The origin, development and future of Romani. The conditions for Romani culture in relation to different majority communities during different periods. Organisations that work to promote the language and Romani culture.
- Some Romani authors and their works.
- Some social issues that affect the Roma people nowadays.

In years 1–3, within the framework of Romani as a second language*Reading and writing*

- Reading strategies for understanding and interpreting words and phrases in simple texts.
- Strategies for writing simple presentations, descriptions and messages.
- The Romani alphabet and the relationship between sounds and letters.

Speaking, listening and talking

- Talking about subject areas familiar to the pupils, such as interests, people and places.
- Strategies for understanding significant words and drawing conclusions about the content of spoken Romani, for example using preconception.
- Language phenomena such as pronunciation and intonation in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, tales and songs.
- Simple instructive and descriptive texts.
- Simple texts connected to Romani traditions and cultural forms of expression.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to Romani environments, for example words for celebrations, religious traditions, traditional Romani dress and family names.

Romani culture

- Traditions and celebrations in different Romani groups.
- Romani cultural heritage, for example in the form of handicraft traditions.
- Language areas where the pupils' variants of Romani are spoken.

In years 4–6, within the framework of Romani as a second language*Reading and writing*

- Reading strategies for understanding and interpreting simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions. Language phenomena such as spelling rules and grammatical structures in the language the pupils encounter.
- Different ways of making sense of texts from the internet and other media.

Speaking, listening and talking

- Talking about subject areas familiar to the pupils, such as everyday situations, events and activities.
- Strategies for understanding significant words and contexts in spoken Romani, for example using preconception.
- Strategies for solving linguistic problems in conversations, for example gestures, questions and reformulations.
- Different ways of making sense of the spoken language from the internet and other media.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, tales and songs.
- Simple instructive and descriptive texts.
- Simple texts that highlight people's perceptions and experiences, as well as simple texts connected to Romani traditions and cultural forms of expression.

Use of language

- Words and terms used to express emotions, knowledge and opinions.
- Words and terms connected to Romani culture.
- How words and fixed language expressions, such as politeness phrases and forms of address, are used in texts and the spoken language in different situations.

Romani culture

- The Roma people's living conditions nowadays and throughout history in Sweden and other parts of the world.
- Traditional and modern Romani food culture, music and dance.
- Some social issues that affect the Roma people nowadays.

In years 7–9, within the framework of Romani as a second language

Reading and writing

- Reading strategies for understanding and interpreting texts from different media.
- Narratives and descriptions in the form of coherent text.
- Language phenomena such as spelling, grammatical structures and fixed language expressions in the language the pupils encounter.
- Different ways of searching for and choosing texts from the internet and other media.

Speaking, listening and talking

- Talking about subject areas familiar to the pupils, such as different courses of events as well as their own and other people's experiences.
- Oral presentations and oral narratives for different listeners.
- Strategies for understanding significant words and contexts in spoken Romani, for example using preconception.
- Strategies for participating in and contributing to discussions, by such means as questions, and phrases and expressions to confirm understanding.
- Different ways of searching for and choosing spoken language from the internet and other media.

Texts

- Narratives and other fiction for children and young people. Songs and poetry.
- Instructive and descriptive texts. The purpose, content and some typical language features of texts.
- Texts that highlight issues of identity and life, as well as texts connected to Romani traditions and cultural phenomena.

Use of language

- Words and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and emotional language.
- Words and terms connected to Romani culture.
- How different formulations are used to introduce and end conversations, and different kinds of oral and written presentations.
- Similarities and differences between spoken and written Romani.

Romani culture

- Romani cultural heritage in the form of literature, music and other aesthetic forms of expression.
- The origin, development and future of Romani. The conditions for Romani culture in relation to different majority communities during different periods. Organisations that work to promote the language and Romani culture.
- Some Romani authors and the works for which they are known.
- Some social issues that affect the Roma people nowadays.

Knowledge requirements

Within the framework of Romani as first language

Knowledge requirements for grade E at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that **to some extent** maintains the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially** functioning structure, content and language, and with **some** adaptation to the recipient. By using different language tools for communication in a **substantially** functioning way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **understandable** content and **some** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and **simple** plots. Pupils can also present information in the form of factual texts with a **substantially** effective structure, **simple** descriptions, personal formulations and **some** use of topic-specific words and terms.

By producing **simple**, **chronological** summaries of the content of different texts and commenting on key parts with **some** reference to the context, pupils show **basic** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply **simple** and **to some extent** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **simple** way. Pupils can also search for and select information from factual texts in a **substantially functioning** way.

Pupils have **basic** knowledge of Romani culture and shows this by producing **simple** descriptions of forms of aesthetic expression in Romani culture. Pupils also apply **simple** reasoning to the living conditions of the Roma people in Sweden and other parts of the world during different periods. Pupils can also apply **simple and to some extent** informed reasoning to some social issues affecting the Roma people nowadays.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning structure, content and language, and with **relatively good** adaptation to the recipient. By using different language tools for communication in an **appropriate** way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **relatively clear** content and **relatively good** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and **developed** plots. Pupils can also present information in the form of factual texts with a **relatively well** functioning structure, **developed** descriptions, personal formulations and **relatively good** use of topic-specific words and terms.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to the context, pupils show **good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **relatively well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **developed** way. Pupils can also search for and select information from factual texts in an **appropriate** way.

Pupils have **good** knowledge of Romani culture and illustrate this by producing **developed** descriptions of forms of aesthetic expression in Romani culture. Pupils also apply **developed** reasoning to the living conditions of the Roma people in Sweden and other parts of the world during different periods. Pupils can also apply **developed and relatively well** informed reasoning to some social issues affecting the Roma people today.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **very effective** structure, content and language, and with **good** adaptation to the recipient. By using different tools for communication in an **appropriate and effective way**, pupils clarify the message of the presentation and makes it come to life.

Pupils can write texts with **clear** content and **good** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and **well developed** plots. Pupils can also present information in the form of factual texts with a **very effective** structure, **well developed** descriptions, personal formulations and **good** use of topic-specific words and terms.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to the context, pupils show **very good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **well** informed reasoning to explicit messages

in different works, and also describe their experience of reading in a **well developed** way. Pupils can also search for and select information from factual texts in an **appropriate and effective** way.

Pupils have **very good** knowledge of Romani culture and illustrates this by producing **well developed** descriptions of forms of aesthetic expression in Romani culture. Pupils also apply **well developed** reasoning to the living conditions of the Roma people in Sweden and other parts of the world during different periods. Pupils can also apply **well developed and well informed** reasoning to some social issues affecting the Roma people today.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **simple** and factual arguments in a way that **to some extent** develops the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially functioning** structure, content and language, and with **some** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in a **substantially** functioning way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **some** variation of language and **simple** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and narrative devices, and dramaturgical elements with simple structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **substantially functioning** structure, **simple** descriptions and explanations, and **simple** and functioning topic-related language.

By producing **simple** summaries of the content of different texts and commenting on key parts with **some** reference to time aspects and causal relationships, pupils show **basic** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **simple and to some extent** informed reasoning to **explicit messages** in different works. Pupils can also search for and select information from different kinds of non-fiction in a **substantially functioning** way.

Pupils show **basic** knowledge of the Romani language and Romani culture. Pupils show this by applying **simple** and **to some extent** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils also apply **simple** reasoning to the conditions of Romani culture during different periods and to some social issues affecting the Roma people today. Pupils also provide **simple** descriptions of literature, music and other aesthetic forms of expression in Romani culture.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **developed** and factual arguments in a way that develops the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well functioning** structure, content and language, and with **relatively good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an appropriate way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **relatively good** variation of language and **developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and narrative devices, and dramaturgical elements with **developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **relatively well** functioning structure, **developed** descriptions and explanations, and **developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **developed and relatively well** informed reasoning to messages that are **explicit and implicit** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate** way.

Pupils show **good** knowledge of the Romani language and Romani culture. Pupils show this by applying **developed and relatively well** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils also apply **developed** reasoning to the conditions of Romani culture during different periods and to some social issues affecting the Roma people today. Pupils also provide **developed** descriptions of literature, music and other aesthetic forms of expression in Romani culture.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **well developed** and factual arguments in a way that develops

the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **well functioning** structure, content and language, and with **good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate and effective** way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **good** variation of language and **well developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and narrative devices, and dramaturgical elements with **well developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a well functioning structure, **well developed** descriptions and explanations, and **well developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can also interpret and apply **well developed and well informed** reasoning to messages that are **explicit and implicit or hidden** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate and effective** way.

Pupils show **very good** knowledge of the Romani language and Romani culture. Pupils show this by applying **well developed and well informed** reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils also apply **well developed** reasoning to the conditions of Romani culture during different periods and to some social issues affecting the Roma people today. Pupils also provide **well developed** descriptions of literature, music and other aesthetic forms of expression in Romani culture.

Within the framework of Romani as a second language

Knowledge requirements for grade E at the end of year 6

Pupils can understand **common words and simple phrases** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday and familiar topics. Pupils show their understanding by reporting content **in a very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can choose and apply **some strategy** for listening and reading. Pupils can choose texts and spoken language of a simple nature from different media and **with some relevance** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply and understandably in single words and phrases**. To clarify and vary their commu-

nication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably** in single words and phrases. In addition, pupils can choose and apply **some strategy** that solves problems with and improves the interaction.

Pupils have **basic** knowledge of Romani culture and show this by producing simple descriptions of forms of aesthetic expression in Romani culture. Pupils also apply **simple** reasoning to the living conditions of the Roma people in Sweden and other parts of the world during different periods. Pupils can also apply **simple and to some extent** informed reasoning to some social issues affecting the Roma people nowadays.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **the main content and clear details** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of the content and details in **very simple forms** and also with **satisfactory** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose texts and spoken language of a simple nature from different media and **in a relevant way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply and relatively clearly in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **different strategies** to solve problems and improve their interaction.

Pupils have **good** knowledge of Romani culture and illustrate this by producing **developed** descriptions of forms of aesthetic expression in Romani culture. Pupils also apply **developed** reasoning to the living conditions of the Roma people in Sweden and other parts of the world during different periods. Pupils can also apply **developed and relatively well** informed reasoning to some social issues affecting the Roma people today.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **the main content and important details** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of content and details in a **simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant, effective way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils have **very good** knowledge of Romani culture and illustrate this by producing **well developed** descriptions of forms of aesthetic expression in Romani culture. Pupils also apply **well developed** reasoning to the living conditions of the Roma people in Sweden and other parts of the world during different periods. Pupils can also apply **well developed and well informed** reasoning to some social issues affecting the Roma people today.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the most essential content** in clearly spoken, simple language at a slow pace and in short, simple texts about everyday and familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **in a simple form** and also with **acceptable** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can choose and apply **some strategy** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **with some relevance** apply the selected material to their own production and interaction.

In different kinds of oral production, pupils can express themselves **simply and understandably in phrases and sentences**. To clarify and vary their communication, pupils can work on and make **some simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and understandably in words, phrases and sentences**. In addition, pupils can choose and apply **some strategy** to solve problems and improve the interaction.

Pupils show **basic** knowledge of the Romani language and Romani culture. Pupils show this by applying **simple** and **to some extent** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils also apply **simple** reasoning to the conditions of Romani culture during different periods and to some social issues affecting the Roma people today. Pupils also provide **simple** descriptions of literature, music and other aesthetic forms of expression in Romani culture.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and clear details** in clearly spoken, simple language at a calm pace and in simple texts about everyday, familiar topics. Pupils illustrate their understanding by reporting and commenting on content **and details** in **simple forms** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant way** apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and relatively clearly in words, phrases and sentences**. In addition, pupils can choose and apply some **different strategies** to solve problems and improve the interaction.

Pupils show **good** knowledge of the Romani language and Romani culture. Pupils show this by applying **developed and relatively well** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils also apply **developed** reasoning to the conditions of Romani culture during different periods and to some social issues affecting the Roma people today. Pupils also provide **developed** descriptions of literature, music and other aesthetic forms of expression in Romani culture.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the whole and important details** in clearly spoken, simple language at a calm pace and in simple texts about everyday, familiar topics. Pupils illustrate their understanding by giving an account of and commenting on content **and details in a general way** and also with **good** results acting according to messages and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can **to some extent** choose and apply **strategies** for listening and reading. Pupils can choose from texts and spoken language of a simple nature from different media and **in a relevant, effective** way apply the selected material to their own production and interaction.

In different kinds of oral and written production, pupils can express themselves **simply, relatively clearly and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their own production. In oral and written interaction, pupils can express themselves **simply and clearly in words, phrases and sentences, and to some extent adapted to purpose, recipient and situation**. In addition, pupils can choose and apply **several different strategies** to solve problems and improve their interaction.

Pupils show **very good** knowledge of the Romani language and Romani culture. Pupils illustrate this by applying **well developed and well** informed reasoning to the origin, development and future of the language in Sweden and other parts of the world. Pupils also apply **well developed** reasoning to the conditions of Romani culture during different periods and to some social issues affecting the Roma people today. Pupils also provide **well developed** descriptions of literature, music and other aesthetic forms of expression in Romani culture.

5.8 MUSIC

Music exists in all cultures and affects people, both physically, mentally and emotionally. Music as an aesthetic form of expression is used in a wide variety of contexts, has different functions and has different meanings for each and every one of us. It is also an important part of what people share socially and can influence the development of the individual's identity. In our time, music from different cultures and epochs is associated with other forms of art in new expressions. Knowledge of and in music increases the opportunities to participate in the cultural life of society.

Aim

Teaching in music should aim at helping the pupils to develop knowledge which makes it possible to participate in musical contexts, both where they play and listen to music.

Teaching should give pupils the opportunities to acquire music as a form of expression and means of communication. Through teaching, pupils should be given the opportunity to develop knowledge in using their voices, musical instruments, digital tools and musical concepts and symbols in different musical forms and contexts.

Teaching should give pupils the opportunities to develop sensitivity to music which makes it possible together with others to create, work on and share music in different forms. Teaching should give pupils both the opportunity to develop confidence in their own ability to sing and play, and also an interest in developing their musical creativity.

Through teaching pupils should develop the ability to experience and reflect over music. Pupils' experiences of music should be challenged and deepened through their interaction with the musical experiences of others. In this way, teaching should contribute to pupils developing their knowledge about and gaining an understanding of different musical cultures, both their own and others'.

Teaching in music should essentially give pupils the opportunities to develop their ability to:

- play and sing in different musical forms and genres,
- create music as well as represent and communicate their own musical thinking and ideas, and
- analyse and discuss musical expressions in different social, cultural and historical contexts.

Core content

In years 1–3

Playing and creating music

- Singing and playing in various forms: choral singing, canon and antiphon, and ensemble playing.
- Imitation and improvisation with movement, rhythm and tones.
- Simple forms of creating music, such as taking text or pictures as a starting point.
- Interpretation of songs and narratives with sound, rhythm and movement.

Tools of music

- Voice as an instrument with variation in rhythm, tone and dynamics.
- Percussion, string and keyboard instruments with variations in rhythm, tone and dynamics.
- Rhythm, tone, dynamics and pitch as building blocks for playing and composing music.
- Musical symbols, pictures and characters.

Context and functions of music

- Associations, thoughts, emotions and images that arise when listening to music.
- Different instruments from groups of wind, string, keyboard and percussion instruments. Sound and appearance of instruments.
- Music that connects to the pupil's everyday and formal contexts, including the national anthem and some of the most common psalms, as well as insights into Swedish and Nordic traditions in children's songs.

In years 4–6

Playing and creating music

- Songs, melodies and accompaniment in ensemble form in different genres.
- Playing musical patterns by ear, such as chord progressions, period and composition models.
- Imitation and improvisation with voice and instrument, rhythm and tones.
- Creating music based on musical patterns and forms, such as chord progressions and bass.
- Musical performance.

Tools of music

- Care of voice and hearing in musical activities, such as through warm-up exercises.
- Healthy sound levels and different types of hearing protection.
- Voice as an instrument for different vocal expressions, such as song, Sami yoiking and rap.
- Chord and melody instruments, bass and percussion for melody and rhythm games, or for accompaniment.
- Rhythm, tone and dynamics, pitch, tempo, periods, time signatures, verses and choruses as building blocks for composing music in different genres.
- Musical symbols, graphic notation, notes and chord names.
- Digital tools for audio and music creation.

Context and functions of music

- Impact of music's physical, conceptual and emotional characteristics on people in different contexts. How music is used to influence and for recreation in various ritual contexts.
- Words and terms needed to be able to read, write and talk about making music, and about impressions and experiences of music.
- Music together with pictures, text and dance. How different aesthetic expressions can interact.
- Classification of string, wind, brass, keyboard and percussion instruments.
- Classical music, folk music and popular music from different cultures and their musical characteristics.

In years 7–9*Playing and creating music*

- Songs, melodies and accompaniment in an ensemble form with musical expression from typical genres.
- Playing musical patterns by ear in different genres.
- Rhythmic and melody improvisation to drum accompaniment, chord progressions or melody loops with voice and instruments.
- Creating music in different genres, such as ballads, sound compositions and songs.
- Musical representation where different forms of expression are combined.

Tools of music

- Care of voice and hearing, and how listening to music and playing music can contribute to hearing impairment, and how this can be prevented.
- How the voice can be varied in polyphony, vocal expressions in different genres.
- Chord and melody instruments, bass and percussion for games in different tone and time signatures.
- Rhythm, tone and dynamics, pitch, tempo, periods, time signatures, verse, chorus and chords as building blocks to make and compose music in different genres and with different instrumentation.
- Musical symbols and notation systems, notes, tablatures, chord descriptions and graphic notation.
- Digital tools for music creation, recording and processing.

Context and functions of music

- Sound and music's physical, conceptual and emotional impact on people. The functions of music to signify identity and group affiliation in different cultures, with a focus on ethnicity and gender.
- How music is used in different media, such as in films and computer games.
- Instruments and their functions in different genres and contexts, such as in a symphony orchestra or rock band.
- Art music, folk and popular music from different epochs. The emergence of different genres and important composers, songwriters and musical works.

Knowledge requirements

Knowledge requirements for grade E at the end of year 6

Pupils can participate in singing together and follow **to some extent** rhythm and pitch. Pupils can also play **parts** of a simple adapted melody, bass and percussion tune and also **contribute to** the accompaniment of a chord instrument with **some chords**. In addition, pupils sing or play an instrument **to some extent** with timing.

Pupils, based on their own musical ideas, can **contribute to creating** music by using voice, instrument or digital tools and start from some simple musical patterns and forms and see how these can **contribute to** a working composition.

Pupils can apply **simple** reasoning to their own and others' music making. Pupils can also express in a **simple** way their own musical experiences and describe and give examples of how music can influence people. In addition, pupils with **some** certainty can distinguish and give examples of the characteristic features of music from different genres and cultures, and with **some** certainty give examples of instruments from different groups of instruments.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can participate in singing together and follow with **relative certainty** rhythm and pitch. Pupils can also play **most parts** of a simple adapted melody, base or percussion tune and accompany on a chord instrument and change some chords with ease. In addition, pupils sing or play an instrument with **relatively good** timing and in a **relatively appropriate** style.

Pupils, based on their own musical ideas, can **create** music by using voice, instruments or digital tools and start from some simple musical patterns, and forms and see how these can be put together and work in **some parts** as a composition.

Pupils can apply **developed** reasoning to their own and others' music making. Pupils can also express in a **developed** way their own musical experiences and describe and give examples of how music can influence people. In addition, pupils can with **relatively good** certainty distinguish and give examples of the characteristic features of music from different genres and cultures, and with **relatively good** certainty give examples of instruments from different groups of instruments.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can participate in singing together and follow with **certainty** rhythm and pitch. Pupils can also play a simple adapted melody, base or percussion tune and accompany on a chord instrument and change **chords with ease**. In addition, pupils sing or play an instrument with **good** timing and in an **appropriate** style.

Pupils, based on their own musical ideas, can **create** music by using voice, instruments or digital tools and start from some simple musical patterns and forms and see how these can be put together and in **major parts** work as a composition.

Pupils can apply **well developed** reasoning to their own and others' music making. Pupils can also express in a **well developed** way their own musical experiences and describe and give examples of how music can influence people. In addition, pupils can with **good** certainty distinguish and give examples of the characteristic features of music from different genres and cultures, and with good certainty give examples of instruments from different groups of instruments.

Knowledge requirements for grade E at the end of year 9

Pupils can participate in singing together and follow with **some** certainty rhythm and pitch. Pupils can also play simple melodies, bass and percussion tunes with **some** timing, and accompany a chord instrument and change chords with **some** ease. Pupils adapt to **some extent** their voice to the whole by listening and to **some extent** observe what is happening when making music. In addition, pupils sing or play an instrument in a genre with a **partially** functioning technique and to **some extent** in an appropriate style. Pupils can **contribute to** working on and transforming the music into a **musical** expression.

Pupils, on the basis of their own musical ideas, can **contribute to** creating music using voice, instruments, or digital tools and **explore** how different combinations of musical building blocks can form compositions which have a **basically functional** form. In addition, pupils can combine music with other forms of expression so that the different expressions **to some extent** interact.

Pupils can also make **simple** assessments about their own and others' music making and **contribute** proposals that can lead to the development of the music. Pupils can apply **simple** and to **some extent** informed reasoning about the different functions of music, the importance it has and has had historically for individuals and society. In addition, pupils can with **some** certainty distinguish and compare characteristic features of music from different genres, epochs and cultures, and with **some** certainty distinguish between different instruments and groups of instruments, and describe their functions in different contexts.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can participate in singing together and follow with **relatively good** certainty rhythm and pitch. Pupils can also play simple melodies, bass and percussion tunes with **relatively good** timing, and accompany a chord instrument and change chords with **relatively good** ease. Pupils adapt their voice **relatively well** to the whole by listening and to a **relatively high degree** observe what is happening when making music. In addition, pupils sing or play an instrument in a genre with a **relatively well** functioning technique and an appropriate style. Pupils can then work on and transform the music into a **partly personal** musical expression.

Pupils, on the basis of their own musical ideas, can create music by using voice, instruments or digital tools and **explore** and **see** how different combinations of musical building blocks can form compositions which **after further work have a functioning** form and an **appropriate style**. In addition, pupils can combine music with other forms of expression so that they interact **relatively well**.

Pupils can also make **developed** assessments about their own and others' music-making and contribute proposals which **after further work** can lead to the development of the music. Pupils can apply **developed** and **relatively well** informed reasoning to the different functions of music, the importance it has and historically has had for individuals and society. In addition, pupils can with **relatively good** certainty distinguish and compare characteristic features of music from different genres, epochs and cultures, and with relatively good certainty distinguish between different instruments and groups of instruments, and describe their functions in different contexts.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can participate in singing together and follow with **good** certainty rhythm and pitch. Pupils can also play simple melodies, bass and percussion tunes with **good** timing, and accompany a chord instrument **in an appropriate style** and change **chords with good** ease. Pupils adapt their voices **well** to the whole by listening and **to a high degree** observe what is happening when making music. In addition, pupils sing or play an instrument in a genre with **well** functioning technique and in an appropriate style. Pupils can then work on and transform the music into a **personal musical** expression.

Pupils, on the basis of their own musical ideas, can create music by using voice, instruments or digital tools and **explore** and **see** how different combinations of musical building blocks can form compositions which have a **functional** form and an **appropriate style**. In addition, pupils can combine music with other forms of expression so that they interact **well**.

Pupils can also make **well developed** assessments of their own and others' music making and make suggestions that lead to the development of the music. Pupils can apply **well developed** and **well** informed reasoning to the different functions of music, the importance it has and historically has had for individuals and society. In addition, pupils can with **good** certainty distinguish and compare characteristic features of music from different genres, epochs and cultures, and with **good** certainty distinguish between different instruments and groups of instruments, and describe their functions in different contexts.

Science studies

5.9 BIOLOGY

The sciences have their origins in man's curiosity and the need to know more about ourselves and the surrounding world. Knowledge of biology is of great importance for society in such diverse areas as health, natural resource use and the environment. Knowledge of nature and people provides people with tools to shape their own well-being, and also contribute to sustainable development.

Aim

Teaching in biology should aim at helping the pupils to develop knowledge of biological contexts, and their curiosity and interest in getting to know more about themselves and nature. Through teaching, pupils should be given the opportunity to put questions about nature and Man based on their own experiences and current events. The educational programme should give pupils the opportunities to look for answers to questions by means of systematic studies. As part of these systematic studies, pupils should be given opportunities, through practical investigative work, to develop skills in the use of both digital tools and other equipment. Pupils should be given opportunities to look for answers by using different types of sources. In this way, teaching should contribute to pupils developing their critical thinking over their own results, the arguments of others and different sources of information. Through teaching, pupils should also develop an understanding that statements can be tested and evaluated by using scientific methods.

Teaching should give pupils opportunities to use and develop knowledge and tools for expressing their own arguments and examining those of others in contexts where knowledge of biology is of importance. As a result, pupils should be given the pre-conditions to manage practical, ethical and aesthetic situations involving health, use of natural resources and ecological sustainability.

Teaching should also contribute to pupils developing familiarity with the concepts, models and theories of biology, as well as an understanding of how these are developed in interaction with experiences from studies of nature and people. In addition, teaching should contribute to pupils developing the ability to discuss, interpret and produce texts and various forms of aesthetic expressions with scientific content.

Teaching should create the conditions for pupils to be able to differentiate between scientific and other ways of depicting the world. Through teaching, pupils should get an insight into the world view of science with the theory of evolution as a foundation, and also get perspectives on how this has developed and what cultural impact it has had.

Teaching in biology should essentially give pupils the opportunities to develop their ability to:

- use knowledge of biology to examine information, communicate and take a view on questions concerning health, natural resource use and ecological sustainability,
- carry out systematic studies in biology, and
- use concepts of biology, its models and theories to describe and explain biological relationships in the human body, nature and society.

Core content

Teaching in science studies should deal with the following core content In years 1–3

Seasons of the year in nature

- Motion of the Earth, Sun and the Moon in relation to each other. Different phases of the Moon. Constellations and the appearance of the sky at night during different seasons of the year.
- Seasonal changes in nature and how to recognize the seasons. The life cycles of animals and plants, and their adaptation to different seasons of the year.
- Animals and plants in the local environment and how they can be categorised, grouped and their species determined, and also the names of some common species.
- Simple food chains describing the relationship between organisms in ecosystems.

Body and health

- Importance of food, sleep, hygiene, exercise and social relations in order to feel good.
- Parts of the human body, their names and functions.
- People's experiences of light, sound, temperature, taste and smell using all the different senses.

Force and motion

- Gravity and friction that can be observed during play and movement, such as on swings and slides.
- Balance, centre of gravity and equilibrium which can be observed in play and movement, such as when balancing and on seesaws.

Materials and substances in our surroundings

- Properties of materials and how materials and objects can be categorised on the basis of such properties as appearance, magnetism, conductivity and whether they float or sink in water.

- Man's use and development of different materials during the course of history. The different materials used to manufacture daily objects and how they can be recycled.
- Various forms of water: solids, liquids and gases. Transition between the forms: evaporation, boiling, condensation, melting and solidification.
- Basic properties of air and how they can be observed.
- Simple solutions and mixtures and how these can be divided into their different components, such as through evaporation and filtering.

Narratives about nature and science

- Fiction, myths and art dealing with nature and people.
- Narratives about science from earlier times, and the attempts of different cultures to understand and explain phenomena in nature.

Methods and ways of working

- Simple field studies and observations in the local environment.
- Simple scientific studies.
- Documentation of science studies using text, pictures and other forms of expression, both with and without digital tools.

**Teaching in biology should deal with the following core content
In years 4–6**

Nature and society

- People's dependence on and the impact on nature and what this means for sustainable development. Ecosystem services, such as decomposition, pollination, and purification of water and air.
- Life of animals, plants and other organisms. Photosynthesis, combustion and ecological relationships, and the importance of knowledge with regard to agriculture and fishery.
- Ecosystems in the local environment, relationships between different organisms and the names of common species. Relationships between organisms and the non-living environment.
- Nature as a resource for recreation and experiences and what responsibilities we have when using it.

Body and health

- How mental and physical health are affected by sleep, diet, movement, social relationships and addictive substances. Some common diseases and how they can be prevented and treated.

- Organ system of the human body. Names of organs, appearance, location, function and interaction.
- Human puberty, sexuality and reproduction and also questions about identity, gender equality, relationships, love and responsibility.

Biology and world views

- Some historical and contemporary discoveries in the area of biology and their importance for people's living conditions and views on nature.
- Different cultures – their descriptions and explanations of nature in fiction, myths and art, and in earlier science.
- Development of life and adaptation of organisms to different habitats.

Biology, its methods and ways of working

- Simple field studies and experiments. Planning, execution and evaluation.
- How animals, plants and other organisms can be identified, categorised and grouped.
- Documentation of simple studies using tables, pictures and simple written reports, both with and without digital tools.
- Interpretation and examination of information with links to biology, such as articles in newspapers and films in digital media.

Teaching in biology should deal with the following core content

In years 7–9

Nature and society

- Impact of people on nature, locally and globally. Opportunities for consumers and citizens of society to contribute to sustainable development.
- Energy flow of ecosystems and recycling of materials. Photosynthesis, combustion and other ecosystem services.
- Biological diversity, and factors threatening and favouring this. Public discussions on biological diversity, such as in the relationship between forestry and hunting.
- Local ecosystems and how they can be studied from an ecological perspective. Relationships between populations and resources available in ecosystems. The local ecosystems in comparison with regional or global ecosystems.
- Current societal issues involving biology.

Body and health

- How physical and mental health is affected by sleep, diet, exercise, social relationships and addictive substances. Common diseases and how they can be prevented and treated. Viruses, bacteria, infection and the spread of infections. Antibiotics and resistant bacteria.
- The body's cells, organs and organ systems and their structure, function and interaction. Comparisons from an evolutionary perspective between man and other organisms.
- Human sexuality and reproduction, and also questions concerning identity, gender equality, relationships, love and responsibility. Methods for preventing sexually transferable diseases and unwanted pregnancy at individual and global levels, and from a historical perspective.
- Evolutionary mechanisms and their outcomes, and also heredity and the relationship between heredity and the environment. Genetic engineering, opportunities, risks and ethical questions arising from its application.

Biology and world views

- Historical and contemporary discoveries in the area of biology and their importance for society, people's living conditions, and also views of nature and the natural sciences.
- Current research areas in biology, such as biotechnology.
- Scientific theories about the origins of life. The development of life and diversity from evolutionary theory perspectives.
- Usefulness of the theories and models of biology, their limitations, validity and variability.

Biology, its methods and ways of working

- Field studies, experiments and how simulations can be used as support in modelling. Formulating simple questions, planning, execution and evaluation.
- How organisms are identified, categorised and grouped, based on relationships between species and their evolution.
- The relationship between biological studies and the development of concepts, models and theories.
- Documentation of studies using tables, diagrams, pictures and written reports, both with and without digital tools.
- Critical examination of sources of information and arguments encountered by pupils in different sources and social discussions related to biology, in both digital and other media.

Knowledge requirements

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils can describe and give examples of simple relationships in nature based on their experiences and exploration of the local environment. In discussions about seasons of the year, pupils talk about changes in nature, and give some examples of the life cycles of some animals and plants. Pupils also talk about some of the parts of the human body and the senses, and discuss some factors affecting people's health. Pupils can talk about gravity, friction and equilibrium in relation to play and movement. Pupils describe the materials used in manufacturing some different objects and how they can be classified. Pupils can talk about light and sound and give examples of the properties of water and air, and connect this to their own observations. In addition, pupils can talk about fiction, myths and art dealing with nature and human beings.

Based on clear instructions, pupils can carry out field studies and other types of simple studies dealing with nature and people, power and motion, and also water and air. Pupils make simple observations of the seasons, name some animals and plants, categorise them in terms of their different properties, and also describe and give examples of connections between them in simple food chains. Pupils can show and describe how the Sun, Moon and Earth move in relation to each other. Pupils can categorise some objects on the basis of different properties, and can also separate solutions and mixtures by using simple methods. In their studies, pupils make comparisons between their own results and those of others. Pupils, in addition, document their studies using different forms of expression and using their documentation from discussions and dialogues.

Knowledge requirements for grade E at the end of year 6

Pupils can talk about and discuss simple questions concerning health, natural resource use and ecological sustainability by putting questions, by putting forward and responding to views in a way which **to some extent takes the dialogue and discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **simple** reasoning to the usefulness of the information and sources. Pupils can use the information in discussions, and create texts and other communications with **some** adaptation to the context.

Pupils can carry out simple field studies and others based on given plans and also **contribute to formulating** simple questions and planning which can be systematically developed. In their work, pupils use equipment in a safe and **basically functional** way. Pupils can compare their own results with those of others and apply **simple** reasoning about similarities and differences and what these may be related to, and also **contribute to making proposals** that can improve the study. In addition, pupils draw up **simple** documentation of their studies using text and pictures.

Pupils have **basic** knowledge of biological contexts and show this by **giving examples of and describing** these with **some** use of the concepts of biology. In **simple and to some extent** informed reasoning about health, sickness and puberty, pupils can connect this to some relationships in the human body. Pupils can also **describe and give examples of** people's dependence on and impact on nature, and draw parallels to the life and ecological relationships of organisms. In addition, pupils talk about the development of life and **give examples of** the adaptation of organisms to different living environments. Pupils can also talk about some scientific discoveries and their importance to people's living conditions.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can talk about and discuss simple questions concerning health, natural resource use and ecological sustainability by putting questions, and putting forward and responding to views in a way **which takes the dialogue and discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **developed** reasoning to the usefulness of the information and sources. Pupils can use information in discussions and create text and other communications with **relatively good** adaptation to the context.

Pupils can carry out simple field studies and other studies based on given plans and also **formulate** simple questions and plans which **after some reworking** can be systematically developed. In their work, pupils use equipment in a safe and **appropriate** way. Pupils can compare their own results with those of others and apply **developed** reasoning to similarities and differences, and what these may be due to, and also **make proposals which after some reworking** can improve the study. In addition, pupils draw up **developed** documentation of their studies using texts and pictures.

Pupils have **good** knowledge of biological contexts and show this by **explaining and showing simple relationships between them with relatively good** use of the concepts of biology. In **well developed and well** informed reasoning about health, sickness and puberty, pupils can connect this to some relationships in the human body. Pupils can also **explain and show relationships between** people's dependence on and their impact on nature, and draw parallels to the life and ecological relationships of organisms. In addition, pupils talk about the development of life and **show relationships between** the adaptation of organisms to different living environments. Pupils can also talk about some scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can talk about and discuss simple questions concerning health, natural resource use and ecological sustainability by putting questions, and putting forward and responding to views in a way **which takes the dialogue and discussions forward, and broadens or deepens them**. Pupils can search for information on the natural sciences and use different sources and apply **well developed** reasoning to the usefulness of the information and sources. Pupils can use the information in discussions, and create texts and other communications with **good** adaptation to the context.

Pupils can carry out simple field studies and other studies based on given plans and also **contribute to formulating** simple questions and planning which can be systematically developed. In their work, pupils use equipment in a safe, **appropriate and effective** way. Pupils can compare their own results with those of others and apply **well developed** reasoning to similarities and differences, and what these may be due to, and also **make proposals** which can improve the study. In addition, pupils draw up **well developed** documentation of their studies using text and pictures.

Pupils have **very good** knowledge of biological contexts and show this by **explaining and showing relationships between them and some general characteristics with good use** of the concepts of biology. In **well developed and well informed** reasoning about health, sickness and puberty, pupils can connect this to some relationships in the human body.

Pupils can also **explain and show patterns between** people's dependence on and their impact on nature, and draw parallels to the life and ecological relationships of organisms. In addition, pupils talk about the development of life and **show patterns in** the adaptation of organisms to different living environments. Pupils can also talk about some scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss issues related to health, natural resource use and ecological sustainability, and differentiate facts from values, and formulate their views with **simple** reasoning and describe some of the possible consequences. In discussions, pupils can put questions, and put forward and respond to views and arguments in a way **which to some extent takes the discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **simple and to some extent** informed reasoning to the credibility and relevance of their sources and information. Pupils can use information in a **basically functional** way in discussions and create **simple** texts and other communications with **some** adaptation to purpose and target group.

Pupils can carry out field studies and other studies based on given plans and also **help to formulate** simple questions and plans which can be systematically developed. In their studies, pupils use equipment in a safe and **basically functional** way. Pupils can compare results with their questions and draw **simple** conclusions with **some** connection

to the models and theories of biology. Pupils apply **simple** reasoning about the plausibility of their results and **contribute to making proposals** on how the studies can be improved. In addition, pupils draw up **simple** documentation of their studies using tables, diagrams, pictures and written reports.

Pupils have **basic** knowledge of the theory of evolution and other biological contexts, and show this by **giving examples and describing** these with **some** use of the concepts, models and theories of biology. Pupils can apply **simple and to some extent** informed reasoning about health, sickness, sexuality and heredity, and show **easily identifiable** relationships involving the structure and functions of the human body. Pupils study the impact of different factors on ecosystems and populations and describe **easily identifiable** ecological relationships and **give examples of** energy flows and ecocycles. In addition, pupils apply **simple and to some extent** informed reasoning about the impact of people on nature and **show** some measures that can contribute to sustainable ecological development. Pupils can give examples of and describe some of the main scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss questions related to health, natural resource use and ecological sustainability, and differentiate facts from values, and formulate their views with **developed** reasoning and describe some of the possible consequences. In the discussions, pupils put questions, put forward and respond to views and arguments in a way which **carries the discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **developed and relatively well** informed reasoning to the credibility and relevance of their sources and information. Pupils can use the information in a **relatively well** functioning way in discussions and create developed texts and other communications with **relatively good** adaptation to purpose and target group.

Pupils can carry out field studies and other studies based on given plans and also **formulate** simple questions and planning which **after some reworking** can be systematically developed. In their studies, pupils use equipment in a safe and **appropriate** way. Pupils can compare results with their questions and draw **developed** conclusions with **relatively good** connection to the models and theories of biology. Pupils apply **developed** reasoning about the plausibility of their results and **make proposals** on how the studies can be improved. In addition, pupils draw up **developed** documentation of their studies using tables, diagrams, pictures and written reports.

Pupils have **good** knowledge of the theory of evolution and other biological contexts and show this by **explaining** and **showing relationships between** these with **relatively good** use of the concepts, models and theories of biology. Pupils can apply **developed**

and relatively well informed reasoning about health, sickness, sexuality and heredity, and show **relatively complex** relationships involving the structure and functions of the human body. Pupils study the impact of different factors on ecosystems and populations and describe **relatively complex** ecological relationships and **explain and show relationships between** energy flows and ecocycles. In addition, pupils apply **developed and relatively well** informed reasoning about people's impact on nature and **show the advantages and limitations of** some measures which can contribute to sustainable development. Pupils can explain and show relationships between some main scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss issues related to health, natural resource use and ecological sustainability, and differentiate facts from values, and formulate their views with **well developed** explanations and describe some of the possible consequences. In their discussions, pupils put questions and put forward views and respond to views and arguments in a way which **carries the discussions forward and deepens or broadens them**. Pupils can search for information about the natural sciences and use different sources and apply **well developed and well informed** reasoning about the credibility and relevance of their sources and information. Pupils can use the information in a **well functioning** way in discussions and create **well developed** texts and other communications with **good** adaptation to purpose and target group.

Pupils can carry out field studies and other studies based on given plans and also **formulate** simple questions and planning which after some reworking can be systematically developed. In their studies, pupils use equipment in a safe, **appropriate and effective** way. Pupils can compare results with their questions and draw **well developed** conclusions with **good** connection to the models and theories of biology. Pupils apply **well developed** reasoning concerning the plausibility of their results **in relation to possible sources of error** and **make proposals** on how the studies can be improved and **identify new questions for further study**. In addition, pupils draw up **well developed** documentation on their studies using tables, diagrams, pictures and written reports.

Pupils have **very good** knowledge of the theory of evolution and other biological contexts and show this by **explaining and showing relationships between them and some general characteristics** with **good** use of the concepts, models and theories of biology. Pupils can apply **well developed and well informed** reasoning about health, sickness, sexuality and heredity, and show **complex** relationships involving the structure and functions of the human body. Pupils study the impact of different factors on ecosystems and populations and describe **complex** ecological relationships and **explain and make generalisations** concerning the flow of energy and ecocycles. In addition,

pupils apply **well developed and well informed** reasoning about how people impact nature and **show from different perspectives the advantages and limitations of** some measures that can contribute to ecologically sustainable development. Pupils can **explain** and **generalise about** some main scientific discoveries and their importance for people's living conditions.

5.10 PHYSICS

The sciences have their origins in man's curiosity and the need to know more about ourselves and the surrounding world. Knowledge of physics is of great importance for society in such diverse areas as the supply of energy, medical treatment and meteorology. Knowledge of energy and matter provide people with the tools to contribute to sustainable development.

Aim

Teaching in physics should aim at helping the pupils to develop knowledge of the contexts of physics and their curiosity and interest in studying the surrounding world. Through teaching, pupils should be given the opportunity to put questions about physical phenomena and contexts based on their own experiences and current events. The educational programme should give pupils the opportunities to look for answers to questions by means of systematic studies. As part of these systematic studies, pupils should be given opportunities, through practical investigative work, to develop skills in the use of both digital tools and other equipment. Pupils should be given opportunities to look for answers by using different types of sources. In this way, teaching should contribute to pupils developing their critical thinking over their own results, the arguments of others and different sources of information. Through teaching, pupils should also develop an understanding that statements can be tested and evaluated by the use of scientific methods.

Teaching should give pupils opportunities to use and develop knowledge and tools for formulating their own arguments and examining those of others in contexts where knowledge of physics is of importance. As a result, pupils should be given the preconditions to manage practical, ethical and aesthetic situations involving choices that concern energy, technology, the environment and society.

Teaching should contribute to pupils developing familiarity with the concepts, models and theories of physics, as well as an understanding of how they are shaped in interaction with experiences from studies of the surrounding world. In addition, teaching should contribute to pupils developing the ability to discuss, interpret and produce texts and various forms of aesthetic expressions with scientific content.

Teaching should create the conditions for pupils to be able to differentiate between scientific and other ways of depicting the world. Through teaching, pupils should be given the opportunity to develop perspectives on changes in the world view of the sciences and obtain an insight into how the sciences and culture influence each other.

Teaching in physics should essentially give pupils the opportunities to develop their ability to:

- use knowledge of physics to examine information, communicate and take a view on questions concerning energy, technology, the environment and society,

- carry out systematic studies in physics, and
- use concepts of physics, its models and theories to describe and explain physics relationships in nature and society.

Core content

Teaching in science studies should deal with the following core content In years 1–3

Seasons of the year in nature

- Motion of the Earth, Sun and the Moon in relation to each other. Different phases of the Moon. Constellations and the appearance of the sky at night during different seasons of the year.
- Seasonal changes in nature and how to recognize the seasons. The life cycles of animals and plants, and their adaptation to different seasons of the year.
- Animals and plants in the local environment and how they can be categorised, grouped and their species determined, and also the names of some common species.
- Simple food chains describing the relationship between organisms in ecosystems.

Body and health

- Importance of food, sleep, hygiene, exercise and social relations in order to feel good.
- Parts of the human body, their names and functions.
- People's experiences of light, sound, temperature, taste and smell using all the different senses.

Force and motion

- Gravity and friction that can be observed during play and movement, such as on swings and slides.
- Balance, centre of gravity and equilibrium which can be observed in play and movement, such as when balancing and on seesaws.

Materials and substances in our surroundings

- Properties of materials and how materials and objects can be categorised on the basis of such properties as appearance, magnetism, conductivity and whether they float or sink in water.
- Man's use and development of different materials during the course of history. The different materials used to manufacture daily objects and how they can be recycled.
- Various forms of water: solids, liquids and gases. Transition between the forms: evaporation, boiling, condensation, melting and solidification.

- Basic properties of air and how they can be observed.
- Simple solutions and mixtures and how these can be divided into their different components, such as through evaporation and filtering.

Narratives about nature and science

- Fiction, myths and art dealing with nature and people.
- Narratives about science from earlier times, and the attempts of different cultures to understand and explain phenomena in nature.

Methods and ways of working

- Simple field studies and observations in the local environment.
- Simple scientific studies.
- Documentation of science studies using text, pictures and other forms of expression, both with and without digital tools.

Teaching in physics should deal with the following core content In years 4–6

Physics in nature and society

- Indestructibility of energy and flows, different types of energy sources and their impact on the environment, as well as the use of energy in society.
- Simple metrological phenomena and their causes, such as how wind occurs. How weather can be observed by means of measurements over time.

Physics and everyday life

- Energy flows between objects with different temperatures. How the flow of energy can be affected by such means as clothes, thermos and house insulation.
- Electrical circuits with batteries and how they can be linked, and also how they can be used in daily electrical equipment such as torches.
- Properties of magnets and their use in the home and society.
- Forces and motion in everyday situations, how they are experienced and can be described, such as when cycling.
- How sound occurs, is transmitted and understood by the ear.
- Distribution of light from common sources of light and how this can explain areas of light and shadows and size, as well as how light is perceived by the eye.

Physics and world views

- Some historical and contemporary discoveries in physics and their importance for people's living conditions and views on the world.

- Different cultures – their descriptions and explanations of nature in fiction, myths and art, and in earlier science.
- The planets of the solar system and their motion in relation to each other. How day, night, months, years and seasons can be explained.
- Man in space and the use of satellites.
- Measuring time in different ways, from sundials to atomic clocks.

Physics, its methods and ways of working

- Simple systematic studies. Planning, execution and evaluation.
- Measurements and measuring instruments, such as clocks, tape measures and scales, and how they are used in studies.
- Documentation of simple studies using tables, pictures and simple written reports, both with and without digital tools.
- Interpretation and examination of information with links to physics, such as articles in newspapers and films in digital media.

**Teaching in physics should deal with the following core content
In years 7–9**

Physics in nature and society

- Energy flows from the sun through nature and society. Some ways of storing energy. Different types of energy quality, and their advantages and disadvantages in relation to the environment.
- Electricity production, distribution and use in society.
- Supply and use of energy historically and currently, as well as possibilities and limitations in the future.
- Weather phenomena and their causes. How the concepts of physics are used in meteorology and communicated in weather forecasts.
- Models in physics to describe and explain the earth's radiation balance, the greenhouse effect and climate change.
- Models of physics to describe and explain the occurrence of particle radiation and electromagnetic radiation, and also the impact of radiation on living organisms. How different types of radiation can be used in modern technology, such as in healthcare and information technology.
- Particle models for describing and explaining the properties and phase transitions, pressure, volume, density and temperature. How the motion of particles can explain the distribution of matter in nature.
- Current societal issues involving physics.

Physics and everyday life

- Forces, motion and changes in motion in daily situations and how knowledge of this can be used, such as in questions concerning traffic safety.
- Levers and gearing in tools and devices, such as scissors, levers, blocks and pulleys.
- How sound occurs, is transmitted and can be recorded in different ways. The properties of sound and the impact of sound on health.
- Propagation of light, reflection and refraction in everyday contexts. Explanatory models of how the eye perceives colours.
- The relationship between voltage, current, resistance and output in electrical circuits and how they are used in everyday contexts.
- The relationship between electricity and magnetism and how this can be used in common electrical equipment.

Physics and world views

- Historical and contemporary discoveries in the area of physics and how these have been shaped and formed by world views. The importance of discoveries for technology, the environment, society and people's living conditions.
- Current research areas in physics, such as elementary particle physics and nanotechnology.
- Scientific theories about the origins of the universe in comparison with other descriptions.
- Development of the universe, the occurrence of atoms, development of the stars.
- Structure of the universe with planets, solar systems and galaxies, and also their movements and distances between them.
- Usefulness of the theories and models of physics, their limitations, validity and variability.

Physics, its methods and ways of working

- Systematic studies and how simulations can be used as support in modelling. Formulating simple questions, planning, execution and evaluation.
- Measurements and measuring instruments and how they can be combined to measure magnitudes, such as speed, pressure and output. Electrical sensors for measuring and registering properties in the environment.
- The relationship between physics studies and the development of concepts, models and theories.
- Documentation of studies using tables, diagrams, pictures and written reports, both with and without digital tools.

- Critical examination of sources of information and arguments encountered by pupils in different sources and social discussions related to physics, in both digital and other media.

Knowledge requirements

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils can describe and give examples of simple relationships in nature based on their experiences and exploration of the local environment. In discussions about seasons of the year, pupils talk about changes in nature, and give some examples of the life cycles of some animals and plants. Pupils can also talk about some of the parts of the human body and the senses, and discuss some factors affecting people's health. Pupils can talk about gravity, friction and equilibrium in relation to play and movement. Pupils describe the materials used in manufacturing some different objects and how they can be classified. Pupils can talk about light and sound and give examples of the properties of water and air, and connect these to their own observations. In addition, pupils can talk about fiction, myths and art dealing with nature and human beings.

Based on clear instructions, pupils can carry out field studies and other types of simple studies dealing with nature and people, power and motion, and also water and air. Pupils make simple observations of the seasons, name some animals and plants, categorise them in terms of their different properties, and also describe and give examples of connections between them in simple food chains. Pupils can show and describe how the Sun, Moon and Earth move in relation to each other. Pupils can categorise some objects on the basis of different properties, and can also separate solutions and mixtures by using simple methods. In their studies, pupils make comparisons between their own results and those of others. Pupils, in addition, document their studies using different forms of expression and using their documentation from discussions and dialogues.

Knowledge requirements for grade E at the end of year 6

Pupils can talk about and discuss simple questions concerning energy, technology, the environment and society by putting questions, and putting forward and responding to views in a way which **to some extent takes the dialogue and discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **simple** reasoning to the usefulness of the information and sources. Pupils can use the information in discussions, and create texts and other communications with **some** adaptation to the context.

Pupils can carry out simple studies based on given plans and also **contribute to formulating** simple questions and planning which can be systematically developed. In their work, pupils use equipment in a safe and **basically functional** way. Pupils can compare their own results with those of others and apply **simple** reasoning about similarities and differences and what these may be related to, and also **contribute to making**

proposals that can improve the study. In addition, pupils draw up **simple** documentation of their studies using text and pictures.

Pupils have **basic** knowledge of phenomena in physics and show this by **giving examples of and describing** these with **some** use of the concepts of physics. In **simple and to some extent** informed reasoning about electrical circuits, magnets, motion, sound and light, pupils can connect this to some physics relationships. Pupils can also **describe and give examples of** energy sources, use of energy and insulation with **some** connection to the indestructibility and flow of energy. In addition, pupils **describe** and **give examples of** the motion of celestial bodies in relation to each other and apply **simple** reasoning about how day and night, months and seasons of the year occur. Pupils can also talk about some scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can talk about and discuss simple questions concerning energy, technology, the environment and society by putting questions, and putting forward and responding to views in a way which **takes the dialogue and discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **developed** reasoning to the usefulness of the information and sources. Pupils can use information in discussions and create text and other communications with **relatively good** adaptation to the context.

Pupils can carry out simple studies based on given plans and also **formulate** simple questions and planning which **after some reworking** can be systematically developed. In their work, pupils use equipment in a safe and **appropriate** way. Pupils can compare their own results with those of others and apply **developed** reasoning to similarities and differences, and what these may be due to, and also **make proposals which after some reworking** can improve the study. In addition, pupils draw up **developed** documentation of their studies using texts and pictures.

Pupils have **good** knowledge of the phenomena of physics and show this by **explaining and showing simple relationships between** them with **relatively good** use of the concepts of physics. In **developed and relatively well** informed reasoning about electrical circuits, magnets, motion, sounds and light, pupils can connect this to some physics relationships. Pupils can also **explain and show some simple relationships between** energy sources, use of energy and insulation with **relatively good** connection to the indestructibility and flow of energy. In addition, pupils **explain and show relationships governing** the motion of celestial bodies in relation to each other and apply **developed** reasoning about how day and night, months and seasons of the year occur.

Pupils can also talk about some scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can talk about and discuss simple questions concerning energy, technology, the environment and society by **putting questions, and putting forward and responding to views in a way which** takes the dialogue and discussions forward and deepens or broadens them. Pupils can search for information on the natural sciences and use different sources and apply **well developed** reasoning to the usefulness of the information and sources. Pupils can use the information in discussions, and create texts and other communications with **good** adaptation to the context.

Pupils can carry out simple studies based on given plans and also **formulate** simple questions and planning which after some reworking can be systematically developed. In their work, pupils use equipment in a safe, **appropriate and effective** way. Pupils can compare their own results with those of others and apply **well developed** reasoning to similarities and differences, what these may be due to, and also **make proposals** which can improve the study. In addition, pupils draw up **well developed** documentation of their studies using text and pictures.

Pupils have **very good** knowledge of the phenomena of physics and show this by **explaining** and **showing simple relationships** between them and **some common features** with **good** use of the concepts of physics. In **well developed and well informed** reasoning about electrical circuits, magnets, motion, sound and light, pupils can connect this to some physics relationships. Pupils can also **explain** and **show some simple relationships between** energy sources, use of energy and insulation with **good** connection to the indestructibility and flow of energy. In addition, pupils **explain** and **show patterns in** the motion of celestial bodies in relation to each other and apply **well developed** reasoning over how day and night, months and seasons of the year occur. Pupils can also talk about some scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss questions concerning energy, technology, the environment and society, and differentiate facts from values, and formulate their views with **simple** reasoning, and also describe some possible consequences. In such situations, pupils can put questions and put forward and respond to views and arguments in a way which **to some extent takes the discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **simple and to some extent** informed reasoning to the credibility and relevance of their sources and

information. Pupils can use information in a **basically functional** way in discussions and create **simple** texts and other communications with **some** adaptation to purpose and target group.

Pupils can carry out studies based on given plans and also **contribute to formulating** simple questions and planning which can be systematically developed. In their studies, pupils use equipment in a safe and **basically functional** way. Pupils can compare results with their questions and draw **simple** conclusions with **some** connection to the models and theories of physics. Pupils apply **simple** reasoning about the plausibility of their results and **contribute to making proposals** on how the studies can be improved. In addition, pupils draw up **simple** documentation of their studies using tables, diagrams, pictures and written reports.

Pupils have **basic** knowledge of energy, matter, the structure and development of the universe and other physics contexts and show this by **giving examples and** describing these with **some** use of the concepts, models and theories of physics. Pupils can apply **simple and to some extent** informed reasoning where phenomena in daily life and society are linked together with forces, movement, leverage, light, sound and electricity, and show **easily identifiable** relationships in physics. Pupils use the models of physics in a **basically functional** way to **describe and give examples of** particles and radiation. In addition, pupils carry out **simple and to some extent** informed reasoning about how people and technology influence the environment and **show** some measures that can contribute to sustainable development. Pupils can **give examples of and describe** some of the main scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss questions concerning energy, technology, the environment and society, and differentiate facts from values and formulate their views with **developed** reasoning and also describe some possible consequences. In the discussions, pupils put questions, put forward and respond to views and arguments in a way which **carries the discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **developed and relatively well** informed reasoning to the credibility and relevance of their sources and information. Pupils can use the information in a **relatively well** functioning way in discussions and create **developed** texts and other communications with **relatively good** adaptation to purpose and target group.

Pupils can carry out studies based on given plans and also **formulate** simple questions and planning which **after some reworking** can be systematically developed. In their studies, pupils use equipment in a safe and **appropriate** way. Pupils can compare the results with their questions and draw **developed** conclusions with **relatively good**

connection to the models and theories of physics. Pupils apply **developed** reasoning about the plausibility of their results and **make proposals** on how the studies can be improved. In addition, pupils draw up **developed** documentation of their studies using tables, diagrams, pictures and written reports.

Pupils have **good** knowledge of energy, matter, structure of the universe and its development and other physics contexts and show this by **explaining** and **showing relationships between** these with **relatively good** use of the concepts, models and theories of physics. Pupils can apply **developed and relatively well** informed reasoning where phenomena in daily life and society are linked together with forces, motion, leverage, light, sound and electricity, and show **relatively complex** physics relationships. Pupils use the models of physics in a **relatively well** functioning way to **explain** and **show relationships regarding** particles and radiation. In addition, pupils apply **developed and relatively well** informed reasoning about how people's use of energy and natural resources affect the environment and **show the advantages and limitations** of some measures which can contribute to sustainable development. Pupils can explain and show relationships between some main scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss questions concerning energy, technology, the environment and society, and differentiate facts from values and formulate their views with **well developed** reasoning, and also describe some possible consequences. In their discussions, pupils put questions and put forward views and respond to views and arguments in a way which **carries the discussions forward and deepens or broadens them**. Pupils can search for information about the natural sciences and use different sources and apply **well developed and well** informed reasoning about the credibility and relevance of their sources and information. Pupils can use the information in a **well** functioning way in discussions and create **well developed** texts and other communications with **good** adaptation to purpose and target group.

Pupils can carry out studies based on given plans and also **formulate** simple questions and planning that can be systematically developed. In their studies, pupils use equipment in a safe, **appropriate and effective** way. Pupils can compare results with their questions and draw **well developed** conclusions with **good** connection to the models and theories of physics. Pupils apply **well developed** reasoning concerning the plausibility of their results **in relation to possible sources of error** and **make proposals** on how the studies can be improved and **identify new questions for further study**. In addition, pupils draw up **well developed** documentation on their studies using tables, diagrams, pictures and written reports.

Pupils have **very good** knowledge of energy, matter, structure of the universe and its development, and other physical contexts, and show this by **explaining and showing relationships between them and some general characteristics** with **good** use of the concepts, models and theories of physics. Pupils can apply **well developed and well informed** reasoning where phenomena in daily life and society are linked together with forces, motion, leverage, light, sound and electricity and show **complex** physics relationships. Pupils use the models of physics in a **well functioning** way in order to **explain and make generalisations about** particles and radiation. In addition, pupils apply **well developed and well informed** reasoning about how people and technology affect the environment and **show from different perspectives the advantages and limitations of** some measures that can contribute to sustainable development. Pupils can **explain and generalise about** some main scientific discoveries and their importance for people's living conditions.

5.11 CHEMISTRY

The sciences have their origins in man's curiosity and our need to know more about ourselves and the surrounding world. Knowledge of chemistry is of great importance for society in such diverse areas as health, economy in use of resources, development of materials and environmental technology. Knowledge about the structure and indestructibility of matter provides people with the tools to be able to contribute to sustainable development.

Aim

Teaching in chemistry should aim at helping the pupils to develop knowledge about the contexts of chemistry and their curiosity and interest in investigating the surrounding world. Through teaching, pupils should be given the opportunity to put questions about chemical processes, the properties of matter and its structure based on their own experiences and current events. The educational programme should give pupils the opportunities to look for answers to questions by means of systematic studies. As part of these systematic studies, pupils should be given opportunities, through practical investigative work, to develop skills in the use of both digital tools and other equipment. Pupils should be given opportunities to look for answers by using different types of sources. In this way, teaching should contribute to pupils developing their critical thinking over their own results, the arguments of others and different sources of information. Through teaching, pupils should also develop an understanding that statements can be tested and evaluated by using scientific methods.

Teaching should give pupils opportunities to use and develop knowledge and tools for expressing their own arguments and examining those of others in contexts where knowledge of chemistry is of importance. As a result, pupils should be given the preconditions to manage practical, ethical and aesthetic situations involving choices that concern energy, the environment, health and society.

Teaching should contribute to pupils developing familiarity with the concepts, models and theories of chemistry, as well as an understanding of how they are developed in interaction with experiences from studies of the surrounding world. In addition, teaching should contribute to pupils developing the ability to discuss, interpret and produce texts and various forms of aesthetic expression with scientific content.

Teaching should create the conditions for pupils to be able to differentiate between scientific and other ways of depicting the world. Through teaching, pupils should be given the opportunity to develop perspectives on changes in the world view of the natural sciences and obtain an insight into how the natural sciences and culture have influenced each other.

Teaching in chemistry should essentially give pupils the opportunities to develop their ability to:

- use knowledge of chemistry to examine information, communicate and take a view on questions concerning energy, the environment, health and society,
- carry out systematic studies in chemistry, and
- use concepts of chemistry, its models and theories to describe and explain chemical relationships in society, nature and in people.

Core content

Teaching in science studies should deal with the following core content In years 1–3

Seasons of the year in nature

- Motion of the Earth, Sun and the Moon in relation to each other. Different phases of the Moon. Constellations and the appearance of the sky at night during different seasons of the year.
- Seasonal changes in nature and how to recognize the seasons. The life cycles of animals and plants, and their adaptation to different seasons of the year.
- Animals and plants in the local environment and how they can be categorised, grouped and their species determined, and also the names of some common species.
- Simple food chains describing the relationship between organisms in ecosystems.

Body and health

- Importance of food, sleep, hygiene, exercise and social relations in order to feel good.
- Parts of the human body, their names and functions.
- People's experiences of light, sound, temperature, taste and smell using all the different senses.

Force and motion

- Gravity and friction that can be observed during play and movement, such as on swings and slides.
- Balance, centre of gravity and equilibrium which can be observed in play and movement, such as when balancing and on seesaws.

Materials and substances in our surroundings

- Properties of materials and how materials and objects can be categorised on the basis of such properties as appearance, magnetism, conductivity and whether they float or sink in water.
- Man's use and development of different materials during the course of history. The different materials used to manufacture daily objects and how they can be recycled.

- Various forms of water: solids, liquids and gases. Transition between the forms: evaporation, boiling, condensation, melting and solidification.
- Basic properties of air and how they can be observed.
- Simple solutions and mixtures and how these can be divided into different constituents, such as through evaporation and filtering.

Narratives about nature and science

- Fiction, myths and art dealing with nature and people.
- Narratives about science from earlier times, and the attempts of different cultures to understand and explain phenomena in nature.

Methods and ways of working

- Simple field studies and observations in the local environment.
- Simple scientific studies.
- Documentation of science studies using text, pictures and other forms of expression, both with and without digital tools.

Teaching in chemistry should deal with the following core content In years 4–6

Chemistry in nature

- Simple particle model to describe and explain the structure, recycling and indestructibility of matter. Movements of particles as an explanation for transitions between solids, liquids and gases.
- Classification of substances and material based on properties' appearance, conductivity solubility, combustibility, and acidity.
- Water, its properties and circulation.
- Properties and composition of air.
- Photosynthesis, combustion and some other basic chemical reactions.

Chemistry in everyday life and society

- Conversion of materials through cultivation of raw materials to products, how they become waste which is handled and returned to nature.
- Contents of food and the importance of nutrients for health. Historical and contemporary methods for extending the life length of food.
- Common chemicals in the home and society. Their use and impact on health and the environment, and also how they are labelled and should be handled.
- Fossil and renewable fuels. Their importance in energy use and impact on climate.

Chemistry and world views

- Some historical and contemporary discoveries in chemistry and their importance for people's living conditions and views on the world.
- Descriptions from the past of the structure of matter. The transition of chemistry from magic and mystery into a modern science.
- Different cultures – their descriptions and explanations of nature in fiction, myths and art, and earlier science.

Chemistry, its methods and ways of working

- Simple systematic studies. Planning, execution and evaluation.
- Some methods for dissolving solutions and mixtures into their various components.
- Documentation of simple studies using tables, pictures and simple written reports, both with and without digital tools.
- Interpretation and examination of information with links to chemistry, such as articles in newspapers and films in digital media.

**Teaching in chemistry should deal with the following core content
In years 7–9**

Chemistry in nature

- Particle model to describe and explain the structure, recycling and indestructibility of matter. Atoms, electrons and nuclear particles.
- Chemical compounds and how atoms are formed into molecular and ionic compounds through chemical reactions.
- Particle models to describe and explain the properties of phases, phase transitions and distribution processes for matter in air, water and the ground.
- Water as a solvent and carrier of substances in the ground, plants and the human body. Solutions, deposits, acids, bases and pH values.
- Some chemical processes in the ground, air and water from environmental and health perspectives.
- Properties of carbon atoms, and their function as the building blocks of all living organisms. The circulation of carbon atoms.
- Photosynthesis and combustion, and also energy conversion in these reactions.

Chemistry in everyday life and society

- People's use of energy and natural resources, locally and globally, as well as what this means in terms of sustainable development.
- Chemical processes in the manufacture and recycling of metals, paper and plastics. Life-cycle analysis of some common products.

- Various factors that enable materials such as iron and plastic to be broken down and how this can be prevented.
- Processes for purifying drinking water and waste water, locally and globally.
- Content of food and beverages and their importance for health. Chemical processes in the human body, such as the digestive process.
- Common chemicals in the home and in society, such as cleaning products, cosmetics, paints and fuels, and how they affect health and the environment.
- How chemicals and inflammable substances can be handled in a safe way.
- Current societal issues involving chemistry.

Chemistry and world views

- Historical and contemporary discoveries in the area of chemistry and their importance for a world view, technology, the environment, society and people's living conditions.
- Current research areas in chemistry, such as development of materials and nanotechnology.
- Usefulness of the theories and models of chemistry, their limitations, validity and variability.
- Grouping of different types of atoms from a historical perspective.

Chemistry, its methods and ways of working

- Systematic studies. Formulating simple questions, planning, execution and evaluation.
- Models for separation and analysis, such as distillation and identification of substances.
- Documentation of studies using tables, diagrams, pictures and written reports, both with and without digital tools.
- Critical examination of sources of information and arguments encountered by pupils in different sources and social discussions related to chemistry, in both digital and other media.

Knowledge requirements

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils can describe and give examples of simple relationships in nature based on their experiences and exploration of the local environment. In discussions about seasons of the year, pupils talk about changes in nature, and give some examples of the life cycles of some animals and plants. Pupils also talk about some of the parts of the human body and the senses, and discuss some factors affecting people's health. Pupils can

talk about gravity, friction and equilibrium in relation to play and movement. Pupils describe the materials used in manufacturing some different objects and how they can be classified. Pupils can talk about light and sound and give examples of the properties of water and air, and connect this to their own observations. In addition, pupils can talk about fiction, myths and art dealing with nature and human beings.

Based on clear instructions, pupils can carry out field studies and other types of simple studies dealing with nature and people, power and motion, and also water and air. Pupils make simple observations of the seasons, name some animals and plants, categorise them in terms of their different properties, and also describe and give examples of connections between them in simple food chains. Pupils can show and describe how the Sun, Moon and Earth move in relation to each other. Pupils can categorise some objects on the basis of different properties, and can also separate solutions and mixtures by using simple methods. In their studies, pupils make comparisons between their own results and those of others. Pupils, in addition, document their studies using different forms of expression and using their documentation from discussions and dialogues.

Knowledge requirements for grade E at the end of year 6

Pupils can talk about and discuss simple questions concerning energy, the environment, health and society by putting questions, and putting forward and responding to views in a way which **to some extent takes the dialogue and discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **simple** reasoning to the usefulness of the information and sources. Pupils can use the information in discussions, and create texts and other communications with **some** adaptation to the context.

Pupils can carry out simple studies based on given plans and also **contribute to formulating** simple questions and planning which can be systematically developed. In their work, pupils use equipment in a safe and **basically functional** way. Pupils can compare their own results with those of others and apply **simple** reasoning about similarities and differences and what these may be related to, and also **contribute to making proposals** that can improve the study. In addition, pupils draw up **simple** documentation of their studies using text and pictures.

Pupils have **basic** knowledge of the structure and properties of matter, and other chemical contexts, and show this by **giving examples of and describing** these with **some** use of the concepts of chemistry. Pupils can also apply **simple** reasoning about the structure and properties of air and water, and relate this to the natural processes of photosynthesis and combustion. In **simple and to some extent** informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development. Furthermore, pupils can also talk about some scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can talk about and discuss simple questions concerning energy, the environment, health and society by putting questions, and putting forward and responding to views in a way which **takes the dialogue and discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **developed** reasoning to the usefulness of the information and sources. Pupils can use information in discussions and create text and other communications with **relatively good** adaptation to the context.

Pupils can carry out simple studies based on given plans and also **formulate** simple questions and planning which **after some reworking** can be systematically developed. In their work, pupils use equipment in a safe and **appropriate** way. Pupils can compare their own results with those of others and apply **developed** reasoning to similarities and differences, and what these may be due to, and also make proposals which after some reworking can improve the study. In addition, pupils draw up **developed** documentation of their studies using texts and pictures.

Pupils have **good** knowledge of the structure and properties of matter and other chemical contexts, and show this by **explaining** and **showing simple relationships** between them with **relatively good** use of the concepts of chemistry. Pupils can also apply **developed** reasoning about the structure and properties of air and water, and relate these to natural processes such as photosynthesis and combustion. In **developed and relatively well** informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development. In addition, pupils can also talk about some scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can talk about and discuss simple questions concerning energy, the environment, health and society by putting questions, and putting forward and responding to views in a way which **takes the dialogue and discussions forward, and deepens or broadens them**. Pupils can search for information on the natural sciences and use different sources and apply **well developed** reasoning to the usefulness of the information and sources. Pupils can use the information in discussions, and create texts and other communications with **good** adaptation to the context.

Pupils can carry out simple studies based on given plans and also **formulate** simple questions and planning which after some reworking can be systematically developed. In their work, pupils use equipment in a safe, **appropriate and effective** way. Pupils can compare their own results with those of others and apply **well developed** reasoning to similarities and differences, and what these may be due to, and also **make proposals** which can improve the study. In addition, pupils draw up **well developed** documentation of their studies using text and pictures.

Pupils have **very good** knowledge of the structure and properties of matter, and other chemical contexts, and show this by **explaining** and **showing simple relationships between them and some general characteristics** with **good** use of the concepts of chemistry. Pupils can also apply **well developed** reasoning about the structure and properties of air and water, and relate this to the natural processes of photosynthesis and combustion. In **simple and to some extent well** informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development. Furthermore, pupils can also talk about some scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss questions concerning energy, the environment, health and society and differentiate facts from values, and formulate their views with **simple** reasoning, and also describe some possible consequences. In discussions, pupils can put questions and put forward and respond to views and arguments in a way which **to some extent takes the discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **simple and to some extent** informed reasoning to the credibility and relevance of their sources and information. Pupils can use information in a **basically** functional way in discussions and create simple **texts** and other communications with **some** adaptation to purpose and target group.

Pupils can carry out studies based on given plans and also **contribute to formulating** simple questions and planning which can be systematically developed. In their studies, pupils use equipment in a safe and **basically functional** way. Pupils can compare results with their questions and draw **simple** conclusions with **some** connection to the models and theories of chemistry. Pupils apply **simple** reasoning about the plausibility of their results and **contribute to making proposals** on how the studies can be improved. In addition, pupils draw up **simple** documentation of their studies using tables, diagrams, pictures and written reports.

Pupils have **basic** knowledge of the structure of materials, their indestructibility and transformation, and other chemical contexts and show this by **giving examples and describing** them with **some** use of the concepts, models and theories of chemistry. Pupils can carry out **simple and to some extent** informed reasoning about chemical processes in living organisms, the ground, air and water, and show **easily identifiable** chemical relationships in nature. Pupils study how some chemicals and chemical

processes are used in everyday life and society, and describe **simple identifiable** chemical relationships and **give examples of** energy transformation and the recycling of materials. In addition, pupils apply **simple and to some extent** informed reasoning about how people's use of energy and natural resources affect the environment, and **show** some measures that can contribute to sustainable development. Pupils can **describe** and **give examples of** some of the main scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss questions concerning energy, the environment health and society, and differentiate facts from values and formulate their views with **developed** reasoning and also describe some possible consequences. In the discussions, pupils put questions, put forward and respond to views and arguments in a way which **carries the discussions forward**. Pupils can search for information on the natural sciences and use different sources and apply **developed and relatively well** informed reasoning to the credibility and relevance of their sources and information. Pupils can use the information in a **relatively well** functioning way in discussions and create **developed** texts and other communications with **relatively good** adaptation to purpose and target group.

Pupils can carry out studies based on given plans and also **formulate** simple questions and planning which **after some reworking** can be systematically developed. In their studies, pupils use equipment in a safe and **appropriate** way. Pupils can compare the results with questions and draw **developed** conclusions with **relatively good** connection to the models and theories of chemistry. Pupils apply **developed** reasoning about the plausibility of their results and **make proposals** on how the studies can be improved. In addition, pupils draw up **developed** documentation of their studies using tables, diagrams, pictures and written reports.

Pupils have **good** knowledge of the structure of materials, their indestructibility and transformations, and other chemical contexts and show this by **explaining** and **showing relationships between** these with **relatively good** use of the concepts, models and theories of chemistry. Pupils can apply **developed and relatively well** informed reasoning about chemical processes in living organisms, the ground, air and water, and show **relatively complex** chemical relationships in nature. Pupils study how some chemicals and chemical processes are used in everyday life and society, and describe **relatively complex** chemical relationships and **explain** and **show relationships between** energy transformation and recycling of materials. In addition, pupils apply **developed and relatively well** informed reasoning about how people's use of energy and natural resources affect the environment and **show the advantages and limitations of** some

measures which can contribute to sustainable development. Pupils can **explain** and **show relationships between** some main scientific discoveries and their importance for people's living conditions.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss questions concerning energy, the environment, health and society, and differentiate facts from values and formulate their views with **well developed** reasoning, and also describe some possible consequences. In their discussions, pupils put questions and put forward views and respond to views and arguments in a way which **takes the discussions forward and deepens or broadens them**. Pupils can search for information about the natural sciences and use different sources and apply **well developed and well informed** reasoning about the credibility and relevance of their sources and information. Pupils can use the information in a **well functioning** way in discussions and create **well developed** texts and other communications with **good** adaptation to purpose and target group.

Pupils can carry out studies based on given plans and also **formulate** simple questions and planning that can be systematically developed. In their investigations, pupils use equipment in a safe, **appropriate and effective** way. Pupils can compare results with their questions and draw **well developed** conclusions with **good** connection to the models and theories of chemistry. Pupils apply **well developed** reasoning concerning the plausibility of their results **in relation to possible sources of error** and **make proposals** on how the studies can be improved and **identify new questions for further study**. In addition, pupils draw up **well developed** documentation on their studies using tables, diagrams, pictures and written reports.

Pupils have **very good** knowledge of the structure of materials, their indestructibility and transformations, and other chemical contexts and show this by **explaining** and **showing relationships between** these and **some general characteristics** with **good** use of the concepts, models and theories of chemistry. Pupils can apply **well developed and well informed** reasoning about chemical processes in living organisms, the ground, air and water, and show **complex** chemical relationships in nature. Pupils study how some chemicals and chemical processes are used in everyday life and society, and describe **complex** chemical relationships and **explain** and **make generalisations about** energy transformation and the recycling of materials. In addition, pupils apply **well developed and well informed** reasoning about how people's use of energy and natural resources affect the environment and **show from different perspectives the advantages and limitations** of some measures that can contribute to sustainable development. Pupils can **explain** and **generalise about** some main scientific discoveries and their importance for people's living conditions.

Social study subjects

5.12 GEOGRAPHY

The conditions for life on Earth are unique, changeable and vulnerable. It is thus the responsibility of all people to use the Earth's resources to support sustainable development. Interaction between people and their surroundings has given rise to many different living environments. Geography gives us knowledge of these environments, and can contribute to an understanding of people's living conditions.

Aim

Teaching in geography should aim at helping the pupils to develop knowledge of geographical conditions and developing a geographical frame of reference, and spatial awareness. Through teaching, pupils should be given the opportunity to develop knowledge about, and be able to make comparisons between different places, regions and living conditions. Pupils should also be given the opportunities to develop an awareness of the contexts where geographical knowledge is important and useful.

Teaching should give pupils the opportunity to develop knowledge about different human activities and processes produced by nature that have an impact on the forms and patterns of the Earth's surface. It should also contribute to pupils gaining experience of interpreting and assessing the consequences of different changes taking place in geographical space.

Teaching should contribute to pupils developing familiarity with how it is possible to switch between different temporal and spatial perspectives. Through teaching, pupils should develop knowledge about how people, society and nature interact and the consequences of this on nature and people's living conditions. Teaching should give pupils a knowledge about maps and enable them to recognise important names, locations and size relationships so that they can orient themselves and draw conclusions about natural and cultural landscapes, and about people's living conditions. In this way, pupils should be given the opportunity to see the world from a holistic perspective. Teaching should also provide pupils with the preconditions to develop knowledge in making geographical analyses of the surrounding world and presenting results by means of geographical concepts.

Through teaching, pupils should be given the preconditions to develop knowledge about why conflicts of interest over natural resources occur. Teaching should also contribute to pupils developing knowledge of how we can influence the future in the direction of a more acceptable living environment for all people.

Teaching in geography should essentially give pupils the opportunities to develop their ability to:

- analyse how natural processes and human activities form and change living environments in different parts of the world,
- explore and analyse the interaction between people, society and nature in different parts of the world,
- make geographical analyses of the surrounding world, and evaluate the results by using maps and other geographical sources, theories, methods and techniques, and
- assess solutions to different environmental and development issues based on considerations concerning ethics and sustainable development.

Core content

Teaching in social study subjects should deal with the following core content in years 1–3

Living together

- Depictions of life before and now in children’s literature, songs and films, such as those depicting family life and school. Narratives of the past by people currently living.
- Moving within a country and between countries. What the causes and consequences of this may be.
- Life issues of importance for pupils, such as good and evil, right and wrong, friendship, gender roles, gender equality and relationships.
- Norms and rules in pupils’ living environments, such as in school, in digital environments and in sports contexts.
- Traffic rules and how to act safely in traffic.

Living in the neighbourhood

- Conditions in nature and the environment for population and settlements, covering land, water and climate.
- History of the local area. What places in the neighbourhood, buildings and daily objects can tell us about children’s, women’s and men’s living conditions during different periods.
- The role of Christianity in the school and in the local area in the past.
- Religions and places of worship in the local area.
- Key functions of society, such as healthcare, emergency services and schools.
- Occupations and activities in the local area.

Living in the world

- The globe. The location of continents and oceans on the globe. Names and location of continents, and also countries and places of importance for pupils.
- Man's origins, migration, hunting and gathering, and the introduction of agriculture.
- Different ages, the Stone Age, Bronze Age, and Iron Age.
- How the past can be observed in our own time through traces in nature and language expressions.
- Narratives about gods and heroes in ancient and Nordic mythology and how these can be looked at from a contemporary perspective.
- Some ceremonies, symbols and narratives in Christianity, Islam and Judaism. Some narratives from the Bible and their meaning, and also some of the most common psalms.
- Environmental issues in relation to pupils' everyday life, such as those involving traffic, energy and food.
- Basic human rights such as the equality of all people and also the rights of the child as laid down in the Convention on the Rights of the Child.
- How meetings, such as class councils, are organised and carried out.
- Money, its use and value. Examples of different types of payment and what ordinary goods and services can cost.
- Current social questions in different media.

Exploring reality

- Methods of searching for information from different sources: interviews, observations and measurements. How sources and information can be assessed and processed, both with and without digital tools.
- Spatial understanding, using mental and physical maps of e.g. the neighbouring area and routes to school, both with and without digital tools. Size relations and points of the compass, spatial concepts such as place, location and boundary.
- Timelines and time concepts – the past, present and future.

**Teaching in geography should deal with the following core content
In years 4–6**

Living environments

- The surface of the earth and the way in which it is formed and changed by people's use of land and nature's own processes, such as plate tectonics and erosion. The consequences of this on people and nature.
- The Swedish, Nordic and other European natural and cultural landscapes. Underlying processes and their characteristic features and extent.
- The Earth's natural resources, such as water, land available for cultivation, forests and fossil fuels. Where different resources exist and what they are used for. The importance of water, its distribution and recycling.
- The distribution of population in Sweden, the Nordic area and other parts of Europe, as well as the causes and consequences of this distribution.

Geography, its methods, concepts and ways of working

- Names and locations of places, mountains, oceans and watercourses in Sweden, and also the main features of other parts of the Nordic area.
- Names and location of different countries in Europe, and also more important islands, water, mountains, regions and places.
- Maps, how they are constructed using colours, symbols and scale. Topographical and thematic maps.
- Collection and measurement of geographical data from the local area, such as age distribution, flow of traffic and consumption of water.
- Field studies to examine the natural and cultural landscapes, such as how land is used in the local environment.
- Keywords and concepts needed to be able to read, write and discuss geography.

Environment, people and issues concerning sustainability

- How choices and priorities in everyday life can impact the environment and contribute to sustainable development.
- Unequal living conditions in the world, such as varying access to education, healthcare and natural resources, and also some of the underlying causes of this. Work of individual people and organisations to improve people's living conditions.

**Teaching in geography should deal with the following core content
In years 7–9**

Living environments

- The Earth's climatic and vegetation zones and also the ways in which climate affects people's living conditions.

- Climate change, different explanations for this, and the consequences of changes on people, society and the environment in different parts of the world.
- Where different goods and services are produced and consumed, and also how goods are transported. How people support themselves and how trading patterns have changed over time.
- How the Earth's population is distributed over the globe, and also the causes of and consequences of the unequal distribution of population. Migration and urbanisation, and the causes and consequences of this.

Geography, its methods, concepts and ways of working

- Names and location of more important countries in different continents, water, islands, mountains, deserts, regions and places.
- Maps and their construction using graticule, colours, symbols and different scales. Topographical and different thematic maps.
- Methods for collecting, processing, assessing and presenting geographical data, covering climate, health and trade, using maps, Geographical Information Systems (GIS) and geographical tools available on the internet, such as satellite images.
- Field studies of the natural and cultural landscape, such as community planning in local communities.
- Keywords and concepts needed to be able to read, write and discuss geography.

Environment, people and issues concerning sustainability

- Vulnerable areas and risks and threats posed by nature, such as flooding, drought and earthquakes, and the consequences of this on the natural and cultural landscape.
- Ways in which vulnerable places can be identified, and how individuals, groups and society can reduce risk.
- Conflicts of interest over natural resources, such as access to water and land.
- Renewable sources of energy, such as solar and wind energy and alternative fuels.
- The incidence of and causes of poverty and ill health in different parts of the world.
- Relationships between poverty, ill-health and factors such as population density, climate and natural resources.

Knowledge requirements

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils have a basic knowledge of some human rights and rights of the child, and show this by giving examples of what these may mean in school and home settings. Pupils can talk about norms and rules applicable to everyday life, and provide examples of why they may be needed. In addition, pupils can describe how meetings are usually

organised and carried out. Pupils also describe some different forms of payment, and can state what some ordinary goods and services can cost.

Pupils can describe how nature and the environment in their local area can affect where people live and work. Pupils give an account of some important societal functions, and give examples of occupations and activities in their local area. In addition, pupils can state some of the reasons people move from one place to another, and give examples of what this may mean for children and families. Pupils describe how various actions in everyday life can affect the environment, and on the basis of this provide proposals that can contribute to sustainable development. Pupils identify hazardous locations in their immediate traffic environment, and give examples of how risks can be reduced by safe behaviour in traffic.

Pupils can study the history of their local area and provide some examples of people's living conditions over different periods. Pupils make simple comparisons between life before and now based on people's narratives and different accounts. In addition, pupils describe how relics from prehistoric times in nature and language expressions can be observed. Pupils can also describe parts of Man's early history by giving examples of living conditions and some important events. Furthermore, pupils can to some extent use timelines and some different time concepts for representing events over time.

Pupils can discuss important issues related to their own interests. In addition, pupils describe some places for religious worship, and connect these with religions practised in the surrounding area. Pupils can give examples of religious ceremonies, symbols and the main narratives from Christianity, Islam and Judaism. Pupils give an account of parts of the contents of some narratives from the Bible, as well as narratives about gods and heroes from different myths. In addition, pupils provide examples of the role of Christianity in school and the local area in the past.

Pupils can assimilate simple information in different media and can discuss social questions by putting forward view, giving comments and asking questions. Pupils can also search for information about society and nature through simple interviews, observations and polls, and make simple compilations of their results to clearly show the content. Pupils carry out simple studies of the surrounding world, using maps, the globe, the compass and spatial concepts to name and describe the location and relative sizes of continents, and other places and countries of importance for the pupil.

Knowledge requirements for grade E at the end of year 6

Pupils have a **basic** knowledge of nature and the cultural landscape, and show this by applying **simple and to some extent** informed reasoning about processes that shape and change the surface of the Earth, as well as the consequences on people and nature. In their reasoning, pupils describe **simple** relationships between nature and the cultural landscape, natural resources and the distribution of population. Pupils can also use geographical concepts in a **basically** functional way.

Pupils can study the surrounding world and use maps and other geographical sources, methods and techniques in a **basically functional** way, and also apply **simple** reasoning about the usability of their sources. During field studies, pupils use maps and simple geographical tools in a **basically functional** way. Pupils have **basic** knowledge of place names in Sweden, the Nordic area, and Europe and show this by describing with **some** certainty the location and size relationships between different geographical objects.

Pupils can reason about questions concerning sustainable development and then give **simple and to some extent** informed proposals on ethical-environmental choices and prioritisations in everyday life. In addition, pupils apply reasoning to the causes and consequences of unequal living conditions in the world and give **simple and to some extent** informed proposals on how people's living conditions can be improved.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils have **good** knowledge of nature and the cultural landscape, and show this by applying **developed and relatively well** informed reasoning about processes that form and change the surface of the Earth, as well as the consequences on people and nature. In their reasoning, pupils describe **relatively complex** relationships between nature and the cultural landscape, natural resources and the distribution of population. Pupils can also use geographical concepts in a **relatively well** functioning way.

Pupils can study the surrounding world and use maps and other geographical sources, methods and techniques in a **relatively well** functioning way, and also apply **developed** reasoning about the usability of their sources. In field studies, pupils use maps and simple geographical tools in a **relatively appropriate** way. Pupils have **good** knowledge of place names in Sweden, the Nordic area, and Europe, and show this by describing with **relatively good** certainty the location and size relationships between different geographical objects.

Pupils can reason about issues related to sustainable development and give **developed and relatively well** informed proposals on ethical-environmental choices and prioritisations in everyday life. In addition, pupils apply reasoning about the causes and consequences of unequal living conditions in the world and give **developed and relatively well** informed proposals on how people's living conditions can be improved.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils have **very good** knowledge of nature and the cultural landscape and show this by applying **well developed and well** informed reasoning about processes that shape and change the surface of the Earth, as well as the consequences on people and nature. In their reasoning, pupils describe **complex** relationships between nature and the cultural landscape, natural resources and the distribution of population. Pupils can also use geographical concepts in a **well** functioning way.

Pupils can study the surrounding world and use maps and other geographical sources, methods and techniques in a **well** functioning way, and also apply **well developed** reasoning about the usability of their sources. In field studies, pupils use maps and simple geographical tools in an appropriate and effective way. Pupils have **very good** knowledge of place names in Sweden, the Nordic area, and Europe and show this by describing with **good** certainty the location and size relationships between different geographical objects.

Pupils can reason about questions concerning sustainable development and give **well developed and well** informed proposals on ethical-environmental choices and prioritisations in everyday life. In addition, pupils apply reasoning about the causes of and consequences of unequal living conditions in the world and give **well developed and well** informed proposals on how people's living conditions can be improved.

Knowledge requirements for grade E at the end of year 9

Pupils have **basic** knowledge of the interaction between people, society and nature, and show this by applying **simple and to some extent** informed reasoning about the causes and consequences on the distribution of population, migration, climate, vegetation and climate change in different parts of the world. Pupils can also use geographical concepts in a **basically** functional way. Pupils can study where different goods and services are produced and consumed, and then describe **simple** geographical patterns of trade and communication, and also apply **simple and to some extent** informed reasoning on the nature of these patterns, and how they have changed over time and also the causes and consequences of this. Pupils apply **simple and to some extent** informed reasoning about climate change and different explanations for this, as well as their consequences on people, society and the environment in different parts of the world.

Pupils can study the surrounding world and use maps and other geographical sources, theories, methods and techniques in a **basically** functional way, and also apply **simple and to some extent** informed reasoning about the credibility and relevance of their sources. Pupils take part in field studies using maps and other tools in a **basically functional** way. Pupils have **basic** knowledge of the names of the continent and show this by describing with **some** certainty the location and size relationships between different geographical objects.

Pupils can reason about different ecological, economic and social sustainability issues and produce **simple and to some extent** informed proposals for solutions where some of the consequences for people, society and nature are taken into account.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils have **good** knowledge of the interaction between people, society and nature, and show this by applying **developed and relatively well** informed reasoning about the causes and consequences on the distribution of population, migration, climate, vegetation and climate change in different parts of the world. Pupils can also use geographical concepts in a **relatively well** functioning way. Pupils can study where different goods and services are produced and consumed, and then describe **relatively complex** geographical patterns of trading and communication and also apply **developed and relatively well** informed reasoning to the nature of these patterns, and how they have changed over time and also the causes and consequences of this. Pupils apply **developed and relatively well** informed reasoning about climate change and different explanations for this, as well as their consequences on people, society and the environment in different parts of the world.

Pupils can study the surrounding world and use maps and other geographical sources, theories, methods and techniques in a **relatively well** functioning way, and also apply **developed and relatively well** informed reasoning about the credibility and relevance of their sources. During field studies, pupils use maps and other tools in a **relatively appropriate** way. Pupils have **good** knowledge of the names of the continent and show this by describing with **relatively good** certainty the location and size relationships between different geographical objects.

Pupils can reason about different ecological, economic and social sustainability issues and produce **developed and relatively well** informed proposals for solutions where some of the consequences for people, society and nature are taken into account.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils have **very good** knowledge of the interaction between people, society and nature and show this by applying **well developed and well** informed reasoning about the causes and consequences of population distribution, migration, climate, vegetation and climate change in different parts of the world. Pupils can also use geographical concepts in a **well** functioning way. Pupils can study where different goods and

services are produced and consumed, and then describe **complex** geographical patterns of trade and communication, and also apply **well developed and well informed** reasoning on the nature of these patterns, and how they have changed over time and also the causes and consequences of this. Pupils apply **well developed and well informed** reasoning about climate change and different explanations for this, as well as their consequences on people, society and the environment in different parts of the world.

Pupils can study the surrounding world and use maps and other geographical sources, theories, methods and techniques in a **well** functioning way, and also apply **well developed and well informed** reasoning about the credibility and relevance of their sources. During field studies, pupils use maps and other tools in an **appropriate and effective** way. Pupils have **very good** knowledge about the names of the continents and show this by describing with **good** certainty the location and size relationships between different geographical objects.

Pupils can reason about different ecological, economic and social sustainability issues and produce **well developed and well informed** proposals for solutions where some of the consequences for people, society and nature are taken into account.

5.13 HISTORY

Man's understanding of the past is interwoven with beliefs about the present and perspectives of the future. In this way, the past affects both our lives today and our choices for the future. Women and men throughout the ages have created historical narratives to interpret reality and shape their surroundings. A historical perspective provides us with a set of tools to understand and shape the present we live in.

Aim

Teaching in history should aim at pupils developing not only their knowledge of historical contexts, but also their development and historical consciousness. This involves an insight that the past affects our view of the present, and thus our perception of the future. Teaching should give pupils the opportunities to develop their knowledge of historical conditions, historical concepts and methods, and about how history can be used for different purposes. It should also help pupils to develop their historical knowledge of similarities and differences in people's living conditions and values. By this means, pupils should obtain an understanding of different cultural contexts and ways of living.

Teaching should give pupils the preconditions for acquiring a historical frame of reference and a deeper understanding of the present. They should also be given the opportunity of developing a chronological overview of how women and men throughout the ages have created and changed societies and cultures.

Teaching should encourage pupils' curiosity in history and contribute to the development of their knowledge about how we can get to know something about the past from historical source material and familiarity with places and people's narratives. Pupils should through teaching also be given opportunities to develop the skill of putting questions and assessing sources as a basis for acquiring a knowledge of history. Teaching should also contribute to pupils' developing an understanding that people in every age must be assessed on the basis of the conditions and values existing at that time.

Teaching should contribute to pupils developing their understanding of how historical narratives are used in society and in everyday life. By this means, pupils should develop different perspectives of their own identities, values and beliefs, and those of others.

Teaching in history should essentially give pupils the opportunities to develop their ability to:

- use a historical frame of reference that incorporates different interpretations of time periods, events, notable figures, cultural meetings and development trends,
- critically examine, interpret and evaluate sources as a basis for creating historical knowledge,

- reflect over their own and other's use of history in different contexts and from different perspectives, and
- use historical concepts to analyse how historical knowledge is organised, created and used.

Core content

Teaching in social study subjects should deal with the following core content In years 1–3

Living together

- Depictions of life before and now in children's literature, songs and films, such as those depicting family life and school. Narratives of the past by people currently living.
- Moving within a country and between countries. What the causes and consequences of this may be.
- Life issues of importance for pupils, such as good and evil, right and wrong, friendship, gender roles, gender equality and relationships.
- Norms and rules in pupils' living environments, such as in school, in digital environments and in sports contexts.
- Traffic rules and how to act safely in traffic.

Living in the neighbourhood

- Conditions in nature and the environment for population and settlements, covering land, water and climate.
- History of the local area. What places in the neighbourhood, buildings and daily objects can tell us about children's, women's and men's living conditions during different periods.
- The role of Christianity in the school and in the local area in the past.
- Religions and places of worship in the local area.
- Key functions of society, such as healthcare, emergency services and schools.
- Occupations and activities in the local area.

Living in the world

- The globe. The location of continents and oceans on the globe. Names and location of continents, and also countries and places of importance for pupils.
- Man's origins, migration, hunting and gathering, and the introduction of agriculture.
- Different ages, the Stone Age, Bronze Age, and Iron Age.

- How the past can be observed in our own time through relics in nature and language expressions.
- Narratives about gods and heroes in ancient and Nordic mythology and how these can be looked at from a contemporary perspective.
- Some ceremonies, symbols and narratives in Christianity, Islam and Judaism. Some narratives from the Bible and their meaning, and also some of the most common psalms.
- Environmental issues in relation to pupils' everyday life, such as those involving traffic, energy and food.
- Basic human rights such as the equality of all people and also the rights of the child as laid down in the Convention on the Rights of the Child.
- How meetings, such as class councils, are organised and carried out.
- Money, its use and value. Examples of different types of payment and what ordinary goods and services can cost.
- Current social questions in different media.

Exploring reality

- Methods of searching for information from different sources: interviews, observations and measurements. How sources and information can be assessed and processed, both with and without digital tools.
- Spatial understanding, using mental and physical maps of e.g. the neighbouring area and routes to school, both with and without digital tools. Size relations and points of the compass, spatial concepts, such as place, location and borders.
- Timelines and time concepts – the past, present and future.

Teaching in history should deal with the following core content In years 4–6

About ancient times and the Middle Ages, up to about 1500

- Population of the Nordic area. The main characteristics of the Stone Age, the Bronze Age, and the Iron Age.
- Cultural interchange between the Nordic area and Europe and other parts of the world through increased trade and migration, such as the explorations of the Vikings and trading systems in the Middle Ages.
- The evolution of the Nordic countries.
- Introduction of Christianity in the Nordic area. The importance of religion for cultures and states in Sweden and the other Nordic countries, as well as the consequences of these changes for different people and groups.

- Some European voyages of discovery, their importance and consequences.
- What archaeological finds, such as coins and artefacts from other cultures, can tell us about encounters between cultures, and about similarities and differences in the living conditions of children, women and men.

The Nordic area and the Baltic Sea region, Sweden, about 1500–1700

- Participation of the Nordic area and the Baltic Sea region in global exchange, such as trade in goods, language and culture.
- The emergence of the Swedish state and its organisation.
- Sweden's Baltic Kingdom. Reasons for its occurrence and the impact on different people and groups around the Baltic Sea. Migration to and from and within Sweden.
- The Reformation and its consequences on Sweden and the rest of Europe.
- What historical sources, such as letters and other documents, can tell us about similarities and differences in the living conditions of children, women and men compared with today.

Increased exchange and the transformation of agriculture, about 1700–1850

- Economic and cultural global exchange between Sweden and the Nordic area through such forms as exports of iron and travel to Asia.
- Transformation of agriculture and its impact on people.
- Major increases in population, their causes and consequences for different people and groups.
- The emergence of parliamentarianism, the party system and new laws in Sweden.
- What historical sources, such as diaries and archives can tell us about Sweden's history and about similarities and differences in living conditions for children, women and men.

How history and historical concepts are used

- Examples of how Antiquity, the Middle Ages, the 16th, 17th and 18th centuries can be viewed from the perspective of our own times through traditions, names, language expressions, buildings, towns and borders.
- How historical persons and events, such as Queen Kristina, Karl XII and the trials of witches, have been presented in different ways through different interpretations and different time periods.
- What the following concepts mean - change, similarities and differences, chronology, cause and consequence, sources and interpretation, and how they are used in historical contexts.

- Historical concepts of time: the Viking Age, the Middle Ages, Sweden as a great power and the Age of Liberty, and also different views on their importance.

Teaching in history should deal with the following core content

In years 7–9

Ancient civilisations, from prehistory to around 1700

- Comparisons between the emergence and development of some leading cultures up to the 18th-century, such as those in Africa, America and Asia.
- Antiquity, its characteristic features as an epoch and their importance in understanding our own age.
- What historical sources from some leading cultures, such as in Asia or America, can tell us about similarities and differences in the living conditions of children, women and men.

Industrialisation, social change and leading ideas, about 1700–1900

- Increasing world trade between Europe, Asia, Africa and America.
- Industrialisation in Europe and Sweden. Various historical explanations for industrialisation, as well as the implications for different social groups and people's standards of living in Sweden, the Nordic area, Europe and some other parts of the world. Migration within and between countries.
- Revolutions and the emergence of new ideas, new classes in society and political ideologies.
- What historical sources can tell us about the efforts of people and groups to influence and improve their own living conditions and those of others, such as through inventions, the formation of trade unions and the struggle against slavery.

Imperialism and world wars, about 1800–1950

- European dominance, imperialism and colonialism.
- Nationalism and different forms of democracy and dictatorships in Europe and in other parts of the world.
- Both world wars, their causes and consequences. Oppression, displacement of people and genocide. The Holocaust and the Gulag.
- Historical narratives from different parts of the world depicting people's experiences of oppression, such as through colonialism, racism or totalitarian dictatorships and resistance to these.

Democratisation, the post-war period and globalisation, from around 1900 to the present

- Democratisation in Sweden. The formation of political parties, new social movements, such as the women's movement, and the struggle for universal suffrage for women and men. Continuity and change in views on gender, equality and sexuality.
- The emergence of the Swedish welfare state.
- Historical perspectives on indigenous Sami and the position of other national minorities in Sweden.
- Cold War conflicts, the disintegration of the Soviet Union and new power relationships in the world.
- The UN, Nordic cooperation and the emergence of the European Union (EU).
- Current conflicts in the world and historical perspectives on these.
- How historical sources and narratives about a family's or relative's history reflect overall changes in people's living conditions.

How history and historical concepts are used

- Examples of how the 19th and 20th centuries can be interpreted today through traditions, names, language expressions, buildings, towns and borders.
- How history can be used to create or strengthen a sense of community, such as in families, societies, organisations and companies.
- How history can be used to create or strengthen national identities.
- How history can be used to understand how the age in which people live affects their conditions and values.
- What the concepts continuity and change, explanation, criticism of sources and identity mean, and how they are used in historical contexts.
- Some historical concepts, such as antiquity, the period between the wars, the post-war period and the Cold War, and different views of their significance.

Knowledge requirements**Knowledge requirements for acceptable knowledge at the end of year 3**

Pupils have a basic knowledge of some human rights and the rights of the child, and show this by giving examples of what these may mean in school and home settings. Pupils can talk about norms and rules applicable to everyday life, and provide examples of why they may be needed. In addition, pupils can describe how meetings are usually organised and carried out. Pupils also describe some different forms of payment, and can state what some ordinary goods and services can cost.

Pupils can describe how nature and the environment in their local area can affect where people live and work. Pupils give an account of some important societal functions, and give examples of occupations and activities in their local area. In addition,

pupils can state some of the reasons people move from one place to another, and give examples of what this may mean for children and families. Pupils describe how various actions in everyday life can affect the environment, and on the basis of this provide proposals that can contribute to sustainable development. Pupils identify hazardous locations in their immediate traffic environment, and give examples of how risks can be reduced by safe behaviour in traffic.

Pupils can study the history of their local area and provide some examples of people's living conditions over different periods. Pupils make simple comparisons between life before and now based on people's narratives and different accounts. In addition, pupils describe how relics from prehistoric times in nature and language expressions can be observed. Pupils can also describe parts of Man's early history by giving examples of living conditions and some important events. Furthermore, pupils can to some extent use timelines and some different time concepts for representing events over time.

Pupils can discuss important issues related to their own interests. In addition, pupils describe some places for religious worship, and relate these to religions practised in the local area. Pupils can give examples of religious ceremonies, symbols and the main narratives from Christianity, Islam and Judaism. Pupils give an account of parts of the contents of some narratives from the Bible, as well as narratives about gods and heroes from different myths. In addition, pupils provide examples of the role of Christianity in school and the local area in the past.

Pupils can assimilate simple information in different media and talk about societal issues related to their interests by expressing their opinions, giving comments and putting questions. Pupils can also search for information about society and nature through simple interviews, observations and polls, and make simple compilations of their results to clearly show the content. Pupils carry out simple studies of the surrounding world, using maps, the globe, the compass and spatial concepts to name and describe the location and relative sizes of continents, and other places and countries of importance for the pupil.

Knowledge requirements for grade E at the end of year 6

Pupils have **basic** knowledge of historical conditions, events and figures in different time periods. Pupils show this by applying **simple and to some extent** informed reasoning about the causes and consequences of social change and people's living conditions and actions. Pupils can study trends where cultures interact, and in migration, politics and living conditions and describe **simple** relationships between different time periods. Pupils also show how some trends have affected the present, and justify their reasoning by applying **simple and to some extent** informed references to the past. Pupils can use historical source material to draw simple conclusions about people's living conditions, and apply **simple** reasoning to the usefulness of sources.

Pupils can interpret and show the effects of history in our own age and apply **simple** reasoning about why there are similarities and differences in different representations

of historical events, persons and time periods. In the study of historical conditions, events and figures and also the use of sources and in reasoning about how history is used, pupils can apply historical concepts in a **basically** functional way.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils have **good** knowledge about historical conditions, events and figures during different time periods. Pupils show this by applying **developed and relatively well** informed reasoning about the causes and consequences of social change, and people's living conditions and actions. Pupils can study trends where cultures interact, and in migration, politics and living conditions and describe **relatively complex** relationships between different time periods. Pupils also show how some trends have affected the present, and justify their reasoning by applying **developed and relatively well** informed references to the past. Pupils can use historical source material to draw simple conclusions about people's living conditions, and apply **developed** reasoning about sources and their usefulness.

Pupils can interpret and show the effects of history in our own age and apply **developed** reasoning about why there are similarities and differences in different representations concerning historical events, persons and time periods. In studies of historical conditions, events and figures not only when using sources and in reasoning about how history is used, pupils can apply historical concepts in a **relatively well** functioning way.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils have **very good** knowledge of historical conditions, events and figures in different time periods. Pupils show this by applying **well developed and well** informed reasoning about the causes and consequences of social change, and people's living conditions and actions. Pupils can study trends where cultures interact, and in migration, politics and living conditions and describe **complex** relationships between different time periods. Pupils also show how some trends have affected the present, and justify their reasoning by applying **simple and to some extent** informed references to the past. Pupils can use historical source material to draw simple conclusions about people's living conditions, and apply **well developed** reasoning about sources and their usefulness.

Pupils can interpret and show the effects of history in our own age and apply **well developed and balanced** reasoning about why there are similarities and differences in different representations concerning historical events, persons and time periods. In studies of historical conditions, events and characters as well as the use of sources and in reasoning about how history has been used, pupils can use historical concepts in a **well** functioning way.

Knowledge requirements for grade E at the end of year 9

Pupils have **basic** knowledge of historical conditions, events and figures in different time periods. Pupils show this by applying **simple and to some extent** informed reasoning about the causes and consequences of social change and people's living conditions and actions, as well as about the Holocaust and other forms of genocide. In addition, pupils explain how the conditions and values of human beings can be affected by the time they are living in. Pupils can study some trends where cultures interact, and in migration, politics and living conditions and describe **simple** relationships between different time periods. Pupils also give some possible extrapolations of these trends, and justify their reasoning with **simple and to some extent** informed references to the past and the present.

Pupils can use historical source material to draw **simple and to some extent** informed reasoning about people's living conditions, and apply **simple and to some extent** informed reasoning about the credibility and relevance of sources. Pupils can apply **simple and to some extent** informed reasoning about how history has been used and can be used in different contexts and for different purposes, as well as how different representations of the past can lead to different understandings of the present, and what the consequences of this may be. In the study of historical conditions, events and figures and also the use of sources and in reasoning about how history is used, pupils can apply historical concepts in a **basically** functional way.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils have **good** knowledge about historical conditions, events and figures during different time periods. Pupils show this by applying **developed and relatively well** informed reasoning about the causes and consequences of social change, and people's living conditions and actions, and also about the Holocaust and other forms of genocide. In addition, pupils explain how the conditions and values of human beings can be affected by the time they are living in. Pupils can study some trends where cultures interact, and in migration, politics and living conditions and describe **relatively complex** relationships between different time periods. Pupils also give some possible

extrapolations of these trends and justify their reasoning by **developed and relatively well** informed references to the past and the present.

Pupils can use historical source material to draw **developed and relatively well** informed conclusions about people's living conditions, and apply **developed and relatively well** informed reasoning about the credibility and relevance of their sources. Pupils can apply **developed and relatively well** informed reasoning about how history has been used and can be used in some different contexts and for different purposes, as well as how different representations of the past can lead to different views of the present, and what their consequences may be. In studies of historical conditions, events and figures not only when using sources and in reasoning about how history is used, pupils can apply historical concepts in a **relatively well** functioning way.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils have **very good** knowledge of historical conditions, events and figures in different time periods. Pupils show this by applying **well developed and well** informed reasoning about the causes and consequences of social change, and people's living conditions and actions, and also about the Holocaust and other forms of genocide. In addition, pupils explain how the conditions and values of human beings can be affected by the time they are living in. Pupils can study some trends where cultures interact, and in migration, politics and living conditions and describe **complex** relationships between different time periods. Pupils also give some possible extrapolations of these trends and justify their reasoning by applying **well developed and well** informed references to the past and the present.

Pupils can use historical source material to draw **well developed and well** informed conclusions about people's living conditions, and apply **well developed and well** informed reasoning about the credibility and relevance of various sources. Pupils can apply **well developed and well** informed reasoning about how history has been used and can be used in some different contexts and for different purposes, as well as how different representations of the past can lead to different views of the present, and what their consequences may be. In studies of historical conditions, events and figures as well as the use of sources and in reasoning about how history is used, pupils can apply historical concepts in a **well** functioning way.

5.14 RELIGION

People throughout the ages and in all societies have tried to understand and explain their living conditions and the social contexts of which they form a part. Religions and other outlooks on life are thus central elements of human culture. In today's society, characterised by diversity, knowledge of religions and other outlooks on life is important in creating mutual understanding between people.

Aim

Teaching in religion should aim at helping the pupils to develop knowledge of religions and other outlooks on life in their own society and in other parts of the world. By means of teaching, pupils should become sensitive to how people with different religious traditions live with and express their religion and belief in different ways. Teaching should in a balanced way illuminate the role that religions can play in society, both in the pursuit of peace and resolving conflicts, in order to promote social cohesion and as a cause of segregation.

Teaching should also provide knowledge about and understanding of how Christian traditions have affected Swedish society and its values.

Through teaching, pupils should be given the preconditions to be able to interpret cultural expressions related to religious traditions. Pupils should also be given the opportunities to develop knowledge about how sources and societal questions related to religions and other outlooks on life can be critically examined.

Teaching should encourage pupils to reflect over various issues concerning life, their identity and their ethical attitudes. In this way, teaching should create the conditions for pupils to develop a personal attitude to life and an understanding of how they and others are thinking and living.

Teaching should help pupils to develop their knowledge of how different religions and other outlooks on life view questions concerning gender, gender equality, sexuality and relationships. Pupils should, in addition, be equipped to analyse and determine their standpoint in ethical and moral questions. Teaching should also contribute to pupils developing an understanding of how people's values are linked to religions and other outlooks on life. It should also contribute to pupils developing their capacity to act responsibly in relation to themselves and their surroundings.

Teaching in religion should essentially give pupils the opportunities to develop their ability to:

- analyse Christianity, other religions and other outlooks on life, as well as different interpretations and use of these,
- analyse how religions affect and are affected by conditions and events in society,
- reflect over life issues and their own and other's identity,

- reason and discuss moral issues and values based on ethical concepts and models, and
- search for information about religions and other outlooks on life and evaluate the relevance and credibility of sources.

Core content

Teaching in social study subjects should deal with the following core content In years 1–3

Living together

- Depictions of life before and now in children’s literature, songs and films, such as those depicting family life and school. Narratives of the past by people currently living.
- Moving within a country and between countries. What the causes and consequences of this may be.
- Life issues of importance for pupils, such as good and evil, right and wrong, friendship, gender roles, gender equality and relationships.
- Norms and rules in pupils’ living environments, such as in school, in digital environments and in sports contexts.
- Traffic rules and how to act safely in traffic.

Living in the neighbourhood

- Conditions in nature and the environment for population and settlements, covering land, water and climate.
- History of the local area. What places in the neighbourhood, buildings and daily objects can tell us about children’s, women’s and men’s living conditions during different periods.
- The role of Christianity in the school and in the local area in the past.
- Religions and places of worship in the local area.
- Key functions of society, such as healthcare, emergency services and schools.
- Occupations and activities in the local area.

Living in the world

- The globe. The location of continents and oceans on the globe. Names and location of continents, and also countries and places of importance for pupils.
- Man’s origins, migration, hunting and gathering, and the introduction of agriculture.
- Different ages, the Stone Age, Bronze Age, and Iron Age.

- How the past can be observed in our own time through traces in nature and language expressions.
- Narratives about gods and heroes in ancient and Nordic mythology and how these can be looked at from a contemporary perspective.
- Some ceremonies, symbols and narratives in Christianity, Islam and Judaism. Some narratives from the Bible and their meaning, and also some of the most common psalms.
- Environmental issues in relation to pupils' everyday life, such as those involving traffic, energy and food.
- Basic human rights such as the equality of all people and also the child's rights as laid down in the Convention on the Rights of the Child.
- How meetings, such as class councils, are organised and carried out.
- Money, its use and value. Examples of different types of payment and what ordinary goods and services can cost.
- Current social questions in different media.

Exploring reality

- Methods of searching for information from different sources: interviews, observations and measurements. How sources and information can be assessed and processed, both with and without digital tools.
- Spatial understanding, using mental and physical maps of e.g. the neighbouring area and routes to school, both with and without digital tools. Size relations and points of the compass, spatial concepts such as place, location and boundary.
- Timelines and time concepts – the past, present and future.

Teaching in religion should deal with the following core content In years 4–6

Religions and other outlooks on life

- Rituals and religiously motivated precepts, and also holy places and locations in Christianity and the other world religions of Islam, Judaism, Hinduism and Buddhism.
- Key ideas behind rituals, precepts and holy places in Christianity and the other world religions, such as those expressed in religious narratives in the Bible and other records.
- Narratives from ancient Scandinavian and the older Sami religion.
- The concept of religion and outlook on life.

Religion and society

- The importance of Christianity for values and culture in Swedish society, both earlier and now. Christian holidays and traditions linked to the ecclesiastical year, such as songs and psalms.
- How traces of ancient Scandinavian religion can be observed in today's society.

Identity and life issues

- How different life issues, such as what is important in life and what it means to be a good friend, are depicted in popular culture.
- How different life issues, such as views on love and what happens after death, are depicted in religions and other outlooks on life.
- What religions and other outlooks on life may mean for people's identity, their lifestyles and group affiliation.

Ethics

- Some ethical concepts, such as right and wrong, equality and solidarity.
- Daily moral questions concerning the identities, roles of girls and boys, and gender equality, sexuality, sexual orientation, and exclusion and violation of rights.
- Questions about what a good life can be, and what it may mean to do good.

**Teaching in religion should deal with the following core content
In years 7–9**

Religions and other outlooks on life

- Key ideas and documents in Christianity and the distinctive features of the three main orientations of Christianity: Protestantism, Catholicism and Orthodoxy.
- Key ideas and documents in the world religions of Islam, Judaism, Hinduism and Buddhism.
- Varying interpretations and practices in world religions in today's society.
- The main features in the historical evolution of world religions.
- New religious movements, new religiousness and private religiousness and how this is expressed.
- Secular outlooks on life, such as humanism.

Religion and society

- Christianity in Sweden. From a single church to religious diversity and secularism.
- The relationship between society and religion in different times and places.
- The role of religion in some political events and conflicts from a critical perspective.

- Conflicts and opportunities in secular and pluralistic societies, such as over issues concerning freedom of religious expression, sexuality and views on gender equality.

Identity and life issues

- How different life issues, such as the purpose of life, relationships, love and sexuality, are depicted in popular culture.
- How religions and other outlooks on life can shape people's identities and lifestyles.
- Rites, such as baptism and confirmation, and their function in forming identity and a sense of community in religious and secular contexts.

Ethics

- Daily moral dilemmas. Analysis and argumentation based on ethical models, such as consequential and deontological ethics.
- Views of the good life and the good person linked to different kinds of ethical reasoning, such as virtue ethics.
- Ethical questions and the view of people in some religions and other outlooks on life.
- Ethical concepts which can be linked to questions concerning sustainable development, human rights and democratic values, such as freedom and responsibility.

Knowledge requirements

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils have a basic knowledge of some human rights and the rights of the child, and show this by giving examples of what these may mean in school and home settings. Pupils can talk about norms and rules applicable to everyday life, and provide examples of why they may be needed. In addition, pupils can describe how meetings are usually organised and carried out. Pupils also describe some different forms of payment, and can state what some ordinary goods and services can cost.

Pupils can describe how nature and the environment in their local area can affect where people live and work. Pupils give an account of some important societal functions, and give examples of occupations and activities in their local area. In addition, pupils can state some of the reasons people move from one place to another, and give examples of what this may mean for children and families. Pupils describe how various actions in everyday life can affect the environment, and on the basis of this provide proposals that can contribute to sustainable development. Pupils identify hazardous locations in their immediate traffic environment, and give examples of how risks can be reduced by safe behaviour in traffic.

Pupils can study the history of their local area and provide some examples of people's living conditions over different periods. Pupils make simple comparisons between life before and now based on people's narratives and different accounts. In addition, pupils describe how relics from prehistoric times in nature and language expressions can be observed. Pupils can also describe parts of Man's early history by giving examples of

living conditions and some important events. Furthermore, pupils can to some extent use timelines and some different time concepts for representing events over time.

Pupils can discuss important issues related to their own interests. In addition, pupils describe some places for religious worship, and relate these to religions practised in the local area. Pupils can give examples of religious ceremonies, symbols and the main narratives from Christianity, Islam and Judaism. Pupils give an account of parts of the contents of some narratives from the Bible, as well as narratives about gods and heroes from different myths. In addition, pupils provide examples of the role of Christianity in school and the local area in the past.

Pupils can assimilate simple information in different media and talk about societal issues related to their interests by expressing their opinions, giving comments and putting questions. Pupils can also search for information about society and nature through simple interviews, observations and polls, and make simple compilations of their results to clearly show the content. Pupils carry out simple studies of the surrounding world, using maps, the globe, the compass and spatial concepts to name and describe the location and relative sizes of continents, and other places and countries of importance for the pupil.

Knowledge requirements for grade E at the end of year 6

Pupils have **basic** knowledge of some holy places or locations, rituals and precepts belonging to the world religions and show this by applying **simple** reasoning about similarities and differences between some religions. Pupils also show simple relationships between concrete religious expressions and key ideas in world religions. Pupils can describe some basic features of ancient Scandinavian and Sami religion, and also provide examples of how ancient Scandinavian religion can be observed in today's society. Pupils can give an account of some Christian holidays and traditions and make **simple** comparisons between the importance of Christianity for Swedish culture and society, both before and now. Pupils can also apply **simple** reasoning about how life issues are depicted in different contexts, and what religions and other outlooks on life may mean for different people in a way which **to some extent takes the reasoning forward**.

Pupils can apply **simple** reasoning about everyday moral issues, and what it might mean to do good. Pupils make reflections which **basically relate to the subject** and use some ethical concepts in a **basically** functional way. Pupils can search for information about religions and other outlooks on life and use different types of sources in a **basically** functional way and apply **simple** reasoning to the usefulness of the information and sources.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils have **good** knowledge of some holy places or locations, rituals and precepts that relate to world religions and show this by applying **developed** reasoning about similarities and differences between some religions. Pupils also show simple relationships between concrete religious expressions and key ideas in world religions. Pupils can describe some basic features of ancient Scandinavian and Sami religion, and also provide examples of how ancient Scandinavian religion can be observed in today's society. Pupils can describe some Christian holidays and traditions and make **developed** comparisons between the importance of Christianity for Swedish cultural and social life, both earlier and now. Pupils can also apply **developed** reasoning over how questions of life are depicted in different contexts and what religions and other outlooks on life can mean for different people in a way which **carries the reasoning forward**.

Pupils can apply **developed** reasoning about everyday moral questions and what it might mean to do good. Pupils make reflections which **carry the reasoning forward** and use some ethical concepts in a **relatively well** functioning way. Pupils can search for information about religion and other outlooks on life and use different types of sources in **relatively well** functioning ways and apply **developed** reasoning to the usefulness of the information and sources.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils have **very good** knowledge of some holy places or locations, rituals and precepts that are connected to the world religions and show this by applying **well developed and balanced** reasoning about similarities and differences between some religions. Pupils also show simple relationships between concrete religious expressions and key ideas in world religions. Pupils can describe some basic features of ancient Scandinavian and Sami religion, and also provide examples of how ancient Scandinavian religion can be observed in today's society. Pupils can describe some Christian holidays and traditions and make **well developed** comparisons between the importance of Christianity for Swedish cultural and social life, both before and now. Pupils can also apply **well developed and balanced** reasoning about how questions of life are depicted in different contexts, and what religions and other outlooks on life may mean for different people in a way which **carries the reasoning forward and deepens or broadens it**.

Pupils can apply **well developed** reasoning to daily moral questions and what it might mean to do good. Pupils make reflections which **carry the reasoning forward and deepen or broaden it** and use some ethical concepts in a **well** functioning way. Pupils can search for information about religion and other outlooks on life and use different types of sources in a **well** functioning way and apply **well developed** reasoning to the usefulness of the information and sources.

Knowledge requirements for grade E at the end of year 9

Pupils have **basic** knowledge of Christianity and the other world religions and show this by **describing** key ideas, documents and concrete religious expressions and actions within the religions. In addition, pupils apply **simple** reasoning about the similarities and differences within and between some religions and other outlooks on life. Pupils based on their studies of how religions can be influenced by and influence social conditions and events can describe **simple** relationships with **simple and to some extent** informed reasoning. Pupils can also apply **simple** reasoning about how questions of life are depicted in different contexts, and how identities can be shaped by religions and other outlooks on life in a way which **to some extent takes the reasoning forward**.

Pupils can reason and argue about moral issues and values by applying **simple and to some extent** informed reasoning, and use ethical concepts and models in a **basically** functional way. Pupils can search for information about religions and other outlooks on life and use different types of sources in a **basically** functional way and apply **simple and to some extent** informed reasoning about the credibility and relevance of their sources of information.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils have **good** knowledge of Christianity and the other world religions and show this by **explaining and showing the relationship between** key ideas, documents and concrete religious expressions and actions within the religions. In addition, pupils apply **developed** reasoning about similarities and differences within and between some religions and other outlooks on life. Pupils based on studies of how religions can be influenced by and influence conditions and events can describe **relatively complex** relationships with **developed and relatively well** informed reasoning. Pupils can also apply **developed** reasoning to how questions of life are depicted in different contexts, and how identities can be formed by religions and other outlooks on life in a way which **carries the reasoning forward**.

Pupils can reason and argue about moral issues and values by applying **developed and relatively well** informed reasoning, and use ethical concepts and models in a **relatively well** functioning way. Pupils can search for information about religions and other outlooks on life and use different types of sources in a **relatively well** functioning way, and apply **developed and relatively well** informed reasoning about the credibility and relevance of their sources of information.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils have **very good** knowledge of Christianity and the other world religions and show this by **explaining and showing the relationship and general patterns** in key ideas, documents and concrete religious expressions and actions within the religions. In addition, pupils apply **well developed and balanced** reasoning about similarities and differences within and between some religions and other outlooks on life. Pupils based on studies of how religions can be influenced by and influence social conditions and events can describe **complex** relationships with **well developed and well** informed reasoning. Pupils can also apply well developed and balanced reasoning about how questions of life are depicted in different contexts, and how identities can be formed by religions and other outlooks on life in a way which **carries the reasoning forward, and deepens or broadens it.**

Pupils can reason and argue about moral issues and values by applying **well developed and well** informed reasoning, and use ethical concepts and models in a **well** functioning way. Pupils can search for information about religions and other outlooks on life and use different types of sources in a **well** functioning way and apply **well developed and well** informed reasoning about the credibility and relevance of their sources.

5.15 CIVICS

People have always been dependent on their ability to co-operate when creating and developing society. Today, people in different parts of the world are facing both opportunities and problems linked to digitalisation, globalisation, sustainable social development and intercultural relations. Knowledge of society gives us tools allowing us to orient ourselves and take responsibility for our actions in a complex world.

Aim

Teaching in civics should aim at helping the pupils to develop knowledge about how the individual and society influence each other. Through teaching the pupils are given the opportunity to develop an overall view of societal questions and social structures. In such an overall view, the social, economic, environmental, legal, media and political aspects are fundamental.

Teaching should give pupils the preconditions to view societal questions from different perspectives. In this way, pupils develop their understanding of their own living conditions and those of others, the importance of gender equality, how different interests and views occur, how they are expressed and how different actors try to influence the development of society. The educational programme should also give pupils opportunities to understand the importance of digitalisation for social development and for personal integrity.

The educational programme should give pupils the tools to manage information in daily life and studies, and knowledge about how to search for and assess information about society from different sources. Through teaching, pupils are given opportunities to develop knowledge on how societal questions and societal structures can be critically examined. Pupils should also be given the opportunity to develop knowledge of social science concepts and models.

Teaching should help pupils to develop their familiarity of human rights, democratic processes and ways of working. It should also help pupils to acquire knowledge about and the ability to reflect over the values and principles that distinguish a democratic society. The educational programme should also give pupils opportunities to develop their understanding of what it means to be an active, responsible citizen in a rapidly changing society.

Through teaching, pupils are given the opportunity based on their personal experiences and current events to express and consider their views in relation to others who hold different views. As a result, pupils should be encouraged to get involved and participate in an open exchange of views on societal issues.

Teaching in civics should essentially give pupils the opportunities to develop their ability to:

- reflect over how individuals and society are shaped, changed and interact,
- analyse and critically examine local, national and global societal issues from different perspectives,
- analyse social structures using concepts and models from the social sciences,
- express and assess different standpoints in e.g. current societal issues and arguments based on facts, values and different perspectives,
- search for information about society from the media, the internet and other sources and assess its relevance and credibility,
- reflect over human rights and democratic values, principles, ways of working and decision-making processes.

Core content

Teaching in social study subjects should deal with the following core content In years 1–3

Living together

- Depictions of life before and now in children’s literature, songs and films, such as those depicting family life and school. Narratives of the past by people currently living.
- Moving within a country and between countries. What the causes and consequences of this may be.
- Life issues of importance for pupils, such as good and evil, right and wrong, friendship, gender roles, gender equality and relationships.
- Norms and rules in pupils’ living environments, such as in school, in digital environments and in sports contexts.
- Traffic rules and how to act safely in traffic.

Living in the neighbourhood

- Conditions in nature and the environment for population and settlements, covering land, water and climate.
- History of the local area. What places in the neighbourhood, buildings and daily objects can tell us about children’s, women’s and men’s living conditions during different periods.
- The role of Christianity in the school and in the local area in the past.
- Religions and places of worship in the local area.

- Key functions of society, such as healthcare, emergency services and schools.
- Occupations and activities in the local area.

Living in the world

- The globe. The location of continents and oceans on the globe. Names and location of continents, and also countries and places of importance for pupils.
- Man's origins, migration, hunting and gathering, and the introduction of agriculture.
- Different ages, the Stone Age, Bronze Age, and Iron Age.
- How the past can be observed in our own time through relics in nature and language expressions.
- Narratives about gods and heroes in ancient and Nordic mythology and how these can be looked at from a contemporary perspective.
- Some ceremonies, symbols and narratives in Christianity, Islam and Judaism. Some narratives from the Bible and their meaning, and also some of the most common psalms.
- Environmental issues in relation to pupils' everyday life, such as those involving traffic, energy and food.
- Basic human rights such as the equality of all people and also the child's rights as laid down in the Convention on the Rights of the Child.
- How meetings, such as class councils, are organised and carried out.
- Money, its use and value. Examples of different types of payment and what ordinary goods and services can cost.
- Current social questions in different media.

Exploring reality

- Methods of searching for information from different sources: interviews, observations and measurements. How sources and information can be assessed and processed, both with and without digital tools.
- Spatial understanding, using mental and physical maps of e.g. the neighbouring area and routes to school, both with and without digital tools. Size relations and points of the compass, spatial concepts, such as place, location and borders.
- Timelines and time concepts – the past, present and future.

Teaching in civics should deal with the following core content

In years 4–6

Individuals and communities

- The family and different forms of cohabitation. Sexuality, gender roles and gender equality.
- Social security networks for children in different life situations, in school and in society.
- The indigenous Sami people and other national minorities in Sweden. The national minorities' rights.

Information and communication

- Dissemination of information, advertising and shaping public opinion in different media. How sexuality and gender roles are represented in the media and popular culture.
- How to identify messages, senders and purpose in both digital and other media with critical awareness of sources.
- How to act responsibly when using digital and other media with reference to social, ethical and legal aspects.

Rights and the judicial system

- Society's need for legislation, some different laws and sanctions, crime and its consequences on the individual, family and society.
- Human rights, their meaning and importance, including the rights of the child under the Child Convention.

Society's resources and their distribution

- Personal finances and the relationships between work, income and consumption.
- The public sector. What taxes are, and what municipalities, county councils and the state use tax revenues for.
- Economic conditions for children in Sweden and in different parts of the world. Some causes and consequences of prosperity and poverty.
- The importance of digitalisation to the individual, for example greater opportunities for communication and electronic commerce.

Decision-making and political ideas

- What democracy is and how democratic decisions are made. Local decision-making bodies, such as pupil councils and associations. How individuals and groups can influence decisions.
- Political elections and parties in Sweden. The Swedish Riksdag and the government, and their various tasks. Political dividing lines in current political issues of importance for pupils.

Teaching in civics should deal with the following core content

In years 7–9

Individuals and communities

- Youth identity, lifestyles and well-being and how this is affected by such factors as socio-economic background, gender and sexual orientation.
- Sweden's population, its size, composition and geographical distribution. The consequences of this, for example, socially, culturally and economically.
- Swedish welfare structures and how they function, such as the health care system, the pension system and unemployment insurance. Financial responsibilities of individuals and families and what is financed through public funding.
- Immigration to Sweden, before and now. Integration and segregation in society.

Information and communication

- The role of the media in disseminating information, forming public opinion, as a source of entertainment and to scrutinise society's power structures.
- Different kinds of media, their structure and context, for example social media, websites and daily newspapers.
- Different types of media, their structure and content, such as the different parts of a newspaper. How individuals and groups are portrayed, e.g., on the basis of gender and ethnicity, and how information in digital media can be controlled by underlying programming.
- Opportunities and risks associated with the internet and digital communication, and how to act responsibly when using digital and other media with reference to social, ethical and legal aspects.

Rights and the judicial system

- Human rights including the rights of children as laid down in the Convention on the Rights of the Child. Their meaning and importance and what constitutes discrimination as laid down in Swedish law.
- Work of different organisations in promoting human rights.
- How human rights are violated in different parts of the world.
- The national minorities and the Sami status as an indigenous people in Sweden and what their special position and rights mean.
- Democratic freedoms and legal rights, as well as obligations for citizens in democratic societies. Ethical and democratic dilemmas linked to democratic rights and obligations, for example the boundary between freedom of speech and abuse in social media.

- The legal system in Sweden and principles of the rule of law. How views of norms and legislation influence each other. Crime, violence and organised crime. Tasks of the penal system and the position of crime victims.

Society's resources and their distribution

- How the finances of households, companies and the public sector are linked together. Causes of changes in the economy and what their effects are on individuals and groups.
- How the economies of countries and regions are interlinked and how different regions' economies are changing in a globalised world.
- Changes and conditions on the labour market and working life, such as the working environment and labour legislation. Education routes, choice of occupation and entrepreneurship in a global society. Some factors influencing individual choice of occupation and salary differences.
- Differences between people's financial resources, power and influence related to gender, ethnicity and socio-economic background. The relationship between socio-economic background, education, housing and welfare. The concepts of equality and gender equality.
- The importance of digitalisation for social development in different areas, for example the impact on the labour market and infrastructure, as well as changes in attitudes and values.

Decision-making and political ideas

- Political ideologies and how differences between political parties have developed.
- Sweden's political system with the European Union, the Swedish Riksdag, government, county councils and municipalities. Where different decisions are made and how these affect individuals, groups and society as a whole. The Swedish Constitution.
- Some different forms of states and government in the world.
- Current societal issues, threats and conflicts in Sweden and the world. The purpose of the UN and its primary mission, other forms of international conflict resolution and international law in armed conflicts.
- European and Nordic Cooperation, its background and content.
- Opportunities for individuals and groups to affect decisions and development of society, and also how decisions can be affected within the framework of the democratic process.

Knowledge requirements

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils have a basic knowledge of some human rights and the rights of the child, and show this by giving examples of what these may mean in school and home settings. Pupils can talk about norms and rules applicable to everyday life, and provide examples of why they may be needed. In addition, pupils can describe how meetings are usually organised and carried out. Pupils also describe some different forms of payment, and can state what some ordinary goods and services can cost.

Pupils can describe how nature and the environment in their local area can affect where people live and work. Pupils give an account of some important societal functions, and give examples of occupations and activities in their local area. In addition, pupils can state some of the reasons people move from one place to another, and give examples of what this may mean for children and families. Pupils describe how various actions in everyday life can affect the environment, and on the basis of this provide proposals that can contribute to sustainable development. Pupils identify hazardous locations in their immediate traffic environment, and give examples of how risks can be reduced by safe behaviour in traffic.

Pupils can study the history of their local area and provide some examples of people's living conditions over different periods. Pupils make simple comparisons between life before and now based on people's narratives and different accounts. In addition, pupils describe how relics from prehistoric times in nature and language expressions can be observed. Pupils can also describe parts of Man's early history by giving examples of living conditions and some important events. Furthermore, pupils can to some extent use timelines and some different time concepts for representing events over time.

Pupils can discuss important issues related to their own interests. In addition, pupils describe some places for religious worship, and relate these to religions practised in the local area. Pupils can give examples of religious ceremonies, symbols and the main narratives from Christianity, Islam and Judaism. Pupils give an account of parts of the contents of some narratives from the Bible, as well as narratives about gods and heroes from different myths. In addition, pupils provide examples of the role of Christianity in school and the local area in the past.

Pupils can assimilate simple information in different media and talk about societal issues related to their interests by expressing their opinions, giving comments and putting questions. Pupils can also search for information about society and nature through simple interviews, observations and polls, and make simple compilations of their results to clearly show the content. Pupils carry out simple studies of the surrounding world, using maps, the globe, the compass and spatial concepts to name and describe the location and relative sizes of continents, and other places and countries of importance for the pupil.

Knowledge requirements for grade E at the end of year 6

Pupils have **basic** knowledge of different societal structures. Pupils show this by exploring how social, media, legal, economic and political structures in society are organised and function and describe **simple** relationships in different societal structures. In the descriptions, pupils can use concepts in a **basically** functional way. Pupils on the basis of some examples given them can carry out **simple** reasoning not only about how individuals and groups can influence decisions at different levels, but also about conditions that limit people's opportunities to exercise influence.

Pupils can study societal issues closely related to them from different perspectives and describe **simple** relationships using **simple and to some extent** informed reasoning. Pupils assess and express different viewpoints in societal issues related to them with **simple** reasoning and **to some extent** informed arguments. Pupils give an account of the meaning of human rights, the rights of the child, and give examples of what these rights may mean for children in different parts of the world.

Pupils have **basic** knowledge of what democracy is, and how democratic decision-making processes work, and show this by applying **simple** reasoning to how democratic values and principles can be linked to how decisions are taken in local contexts. Pupils can search for information about society and use different sources in a **basically** functional way and apply **simple** reasoning to the usefulness of the information and sources.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils have **good** knowledge of different societal structures. Pupils show this by exploring how social, media, legal, economic and political structures in society are organised and function and describe **relatively complex** relationships in different societal structures. In the descriptions, pupils can use concepts in a **relatively** well functioning way. Pupils on the basis of some examples given them can apply **developed** reasoning not only about how individuals and groups can influence decisions at different levels, but also about conditions that limit people's opportunities to exercise influence.

Pupils can study societal issues closely related to them from different perspectives and describe **relatively complex** relationships applying **developed and relatively well** informed reasoning. Pupils assess and express different viewpoints in societal issues closely related to them by applying **developed** reasoning and **relatively well** informed arguments. Pupils give an account of the meaning of human rights, the rights of the child, and give examples of what these rights may mean for children in different parts of the world.

Pupils have **good** knowledge of what democracy is and how democratic decision-making processes function, and show this by applying **developed** reasoning about how democratic values and principles can be linked to how decisions are taken in relation to local contexts. Pupils can search for information about society and use different sources in a **relatively well** functioning way and apply **developed** reasoning to the usefulness of the information and sources.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils have **very good** knowledge of different societal structures. Pupils show this by examining how social, media, legal, economic and political structures in society are organised and function, and then describe **complex** relationships in different societal structures. In the descriptions, pupils can use concepts in a **well** functioning way. Pupils on the basis of some examples given them can apply **well developed and balanced** reasoning not only about how individuals and groups can influence decisions at different levels, but also about conditions that limit people's opportunities to exercise influence.

Pupils can study closely related societal issues from different perspectives and describe **complex** relationships applying **well developed and well** informed reasoning. Pupils assess and express different viewpoints in societal issues closely related to them by applying **well developed** reasoning and **well** informed arguments. Pupils give an account of the meaning of human rights, the rights of the child, and give examples of what these rights may mean for children in different parts of the world.

Pupils have **very good** knowledge of what democracy is and how democratic decision-making processes function, and show this by applying **well developed and balanced** reasoning over how democratic values and principles can be linked to how decisions are taken in relation to local contexts. Pupils can search for information about society and use different sources in a **well** functioning way and apply **well developed** reasoning to the usefulness of the information and sources.

Knowledge requirements for grade E at the end of year 9

Pupils have **basic** knowledge of different societal structures. Pupils show this by exploring how social, media, legal, economic and political structures in society are organised and function and describe **simple** relationships in and between different societal structures. In the descriptions, pupils can use concepts and models in a **basically** functional way. Pupils can apply **simple** reasoning about how individuals and society are affected by and affect each other, and then describe **simple** relationships

between different factors of importance for the individual's opportunities to influence their own and others' lives.

Pupils can study societal issues from different perspectives and describe **simple** relationships applying **simple and to some extent** informed reasoning. Pupils assess and express different viewpoints on some societal issues by applying **simple** reasoning and **to some extent** informed arguments and can to **some** extent switch between different perspectives. Pupils give an account of the meaning of human rights, and their importance, and provide examples of how such rights are violated and promoted in different parts of the world. In addition, pupils can give an account of the national minorities and their special status and rights.

Pupils have **basic** knowledge of democratic values and processes, and show this by applying **simple** reasoning about democratic rights and obligations, and also the advantages and disadvantages of different forms of joint decision-making. Pupils can search for information about society, using different sources in a **basically** functional way and apply **simple and to some extent** informed reasoning about the credibility and relevance of their sources of information.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils have **good** knowledge of different societal structures. Pupils show this by exploring how social, media, legal, economic and political structures in society are organised and function, and describe **relatively complex** relationships in and between different societal structures. In the descriptions, pupils can use concepts and models in a **relatively well** functioning way. Pupils can apply **relatively well developed** reasoning about how individuals and society are influenced by and influence each other, and then describe **relatively complex** relationships between different factors of importance for the individual in influencing their own and others' lives.

Pupils can study societal issues from different perspectives and describe **relatively complex** relationships by applying **developed and relatively well** informed reasoning. Pupils assess and express different viewpoints in some societal issues by applying developed reasoning and relatively well informed arguments and can to a relatively great extent switch between different perspectives. Pupils can give an account of the meaning of human rights, and their importance, and provide examples of how such rights are violated and promoted in different parts of the world. In addition, pupils can give an account of the national minorities and their special status and rights.

Pupils have **good** knowledge of democratic values and processes, and show this by applying **developed** reasoning about democratic rights and obligations, and also the advantages and disadvantages of different forms of joint decision-making. Pupils can

search for information about society and then use different sources in a **relatively well** functioning way, and apply **developed and relatively well** informed reasoning about the reliability and relevance of their sources.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils have **very good** knowledge of different societal structures. Pupils show this by exploring how social, media, legal, economic and political structures in society are organised and function, and **describe** complex relationships within and between different societal structures. In the descriptions, pupils can use concepts and models in a **well** functioning way. Pupils can apply **well developed and balanced** reasoning about how individuals and society are affected by and affect each other, and then describe **complex** relationships between different factors of importance for individual's opportunities to influence their own and others' lives.

Pupils can study societal issues from different perspectives and describe **complex** relationships by applying **well developed and well** informed reasoning. Pupils assess and express different viewpoints in some societal issues by applying **well developed** reasoning and **well** informed arguments and can to a **large** extent switch between different perspectives. Pupils can give an account of the meaning of human rights, and their importance, and provide examples of how such rights are violated and promoted in different parts of the world. In addition, pupils can give an account of the national minorities and their special status and rights.

Pupils have **very good** knowledge of democratic values and processes and show this by applying **well developed and balanced** reasoning about democratic rights and obligations, and the advantages and disadvantages of different forms of joint decision-making. Pupils can search for information about society and use different sources in a **well** functioning way, and apply **well developed and well** informed reasoning about the credibility and relevance of their sources.

5.16 SAMI

The Sami are the only indigenous people in our country, and Sami is an official language in Sweden, Norway and Finland. The Sami language is an important cultural asset that expresses shared experiences, values and knowledge, and it unites the Sami people across borders in Sápmi/ Sábme/Saepmie. Knowledge of Sami and Swedish and knowledge of Sami culture reinforce individual identity and enable participation in both Sami and Swedish society.

Aim

Teaching in the subject of Sami should aim to enable pupils to develop skills in and knowledge of the Sami language as well as knowledge of Sami culture. The educational programme should give pupils an opportunity to develop a functional bilingual competence, their understanding of the world around them and their identity.

The educational programme should stimulate the pupils' interest in reading, writing and talking in Sami. Through the educational programme, pupils should be given opportunities to encounter and develop knowledge of Sami texts in different genres and of Northern, Lule and Southern Sami variants in spoken form. The educational programme should also give pupils opportunities to develop knowledge of pictures, films and music connected to Sami traditions and forms of expression.

The educational programme should provide conditions for the pupils to develop linguistic confidence in the spoken and written language, and confidence in their ability to express themselves in different contexts and for various purposes. This means that pupils should be given an opportunity through teaching to develop knowledge of how to formulate their own opinions and thoughts in both spoken and written language, as well as awareness of how the use of language varies depending on the situation and social context. Pupils should also be given opportunities to develop skills in order to be able to make comparisons between Sami and other languages.

Teaching in the subject should give pupils opportunities to develop knowledge of the history and development of the Sami language. Pupils should also be given opportunities through teaching to develop their cultural identity. The educational programme should therefore contribute to pupils developing knowledge of Sami history, Sami industries and traditions, and of Sami social structures.

To summarise, teaching in the subject of Sami should give pupils the opportunities to develop their ability to

- express themselves and communicate in spoken and written language,
- adapt language to different purposes, recipients and contexts,
- understand different forms of spoken Sami,
- read and interpret the context of different texts for various purposes,

- identify language structures and follow language norms, and
- reflect on social, historical and cultural phenomena in Sami society.

Core Content

In years 1–3, within the framework of Sami as a first language

Reading and writing

- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- Writing texts on topics familiar to pupils.
- The Sami alphabet.
- Spelling rules for frequently occurring words in texts familiar to the pupils.

Speaking, listening and talking

- Conversations about everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Images and other language tools that can support the presentation.

Texts

- Narrative and poetic texts for children in the form of picture books, chapter books, tales and legends, as well as texts connected to Sami traditions, phenomena and forms of expression.
- Factual texts for children connected to Sami traditions, phenomena and forms of expression.

Use of language

- Similarities and differences between the pupils' spoken and written language.
- Words and terms used to express emotions, knowledge and opinions, as well as words and terms specific to Sami environments, such as words in dialect and family names.

Sami culture

- The Sami way of life nowadays with reference to history and cultural heritage. Traditional Sami forms of accommodation, means of travel and commercial activity in the form of reindeer husbandry, hunting and fishing.
- Sami cultural heritage in the form of different kinds of crafts and music.
- Language areas in Sweden where the pupils' own language variant is spoken.

In years 4–6, within the framework of Sami as a first language

Reading and writing

- Reading strategies to understand and interpret texts from various media, and to distinguish messages in texts, both explicit and implicit.
- Writing narrative and factual texts using their typical structures and language features. Creating texts in which words and pictures interact.
- The structure of the language with sentence structure, spelling rules, conjugation pattern of words and word classes.
- Dictionaries and other language tools for spelling and understanding words.

Speaking, listening and talking

- Talking about pupils' own and other people's experiences, everyday phenomena and events.
- Oral presentations and oral narratives for different listeners. Key words, images and digital media as language tools for planning and performing an oral presentation.

Texts

- Narrative and poetic texts for children and young people in the form of fiction, tales and legends. Narrative and poetic texts that highlight the Sami people's conditions and traditions, as well as Sami forms of expression.
- Factual texts for children and young people connected to Sami traditions, phenomena and forms of expression.

Use of language

- Similarities and differences between the pupils' spoken and written language.
- Words and terms used to express emotions, knowledge and opinions, as well as words and terms specific to Sami environments, such as words that describe nature.

Sami culture

- The Sami way of life nowadays with reference to history and cultural heritage. The reindeer husbandry year as well as different ways of fishing and hunting.
- Sami cultural heritage in the form of crafted everyday and art objects, music and traditional dress from the area where pupils' language variant is spoken.
- Northern, Lule and Southern Sami language areas in Sápmi/Sábme/Saepmie and the linguistic origins of pupils.

In years 7–9, within the framework of Sami as a first language

Reading and writing

- Reading strategies to interpret and analyse texts from different media.
- Writing different kinds of texts using their typical structures and language features.
- The structure of Sami, including word formation, the conjugation patterns of words, word classes and sentence structure.
- Tools for information searches and understanding words, such as dictionaries in printed and digital form.

Speaking, listening and talking

- Talking about topics familiar to pupils and about current events, thoughts, emotions and opinions.
- Different forms of oral retelling, descriptive and reflective, as well as oral presentations adapting the language to the situation and the recipient.
- Spoken Northern, Lule and Southern Sami.

Texts

- Fiction for young people and adults, as well as other narrative and poetic texts connected to Sami traditions and phenomena. Texts that highlight issues relating to the conditions, identity and life of the Sami.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and work descriptions. The purpose, content and typical language features of texts.

Use of language

- Similarities and differences between the pupils' spoken and written language.
- Word and terms for Sami traditions, industries and social structures, as well as Sami cultural heritage.

Sami culture

- The Sami way of life nowadays with reference to history and cultural heritage. Traditional industries and Sami institutions and organisations. The Sami Parliament, its activities and function.
- Some Sami authors and their works.
- Traditional and modern yoik singing and other Sami music.
- The origins and development of Sami.

In years 1–3, within the framework of Sami as a second language

Reading and writing

- Reading strategies to understand and interpret texts.
- Writing different kinds of simple texts with pictorial support.
- The Sami alphabet.
- Spelling rules for frequently occurring words in texts familiar to the pupils.

Speaking, listening and talking

- Conversation, questions and answers, as well as phrases for greetings and introducing oneself.
- Pronunciation, spelling and intonation.

Texts

- Narrative and poetic texts for children in the form of picture books, chapter books, tales and legends, as well as texts connected to Sami traditions and forms of expression.
- Factual texts for children connected to Sami traditions and forms of expression.

Use of language

- Words and terms specific to Sami environments, such as family names.

Sami culture

- The Sami way of life nowadays with reference to history and cultural heritage. Traditional Sami forms of accommodation, means of travel and commercial activity in the form of reindeer husbandry, hunting and fishing.
- Sami cultural heritage in the form of different kinds of crafts and music.
- Language areas in Sweden where the pupils' own language variant is spoken.

In years 4–6, within the framework of Sami as a second language

Reading and writing

- Reading strategies for understanding and interpreting texts from different media, as well as adapting reading to the form and content of texts.
- Writing narrative and factual texts. Creating texts in which words and pictures interact.
- The structure of the Sami language with sentence structure, spelling rules, conjugation pattern of words and word classes.
- Dictionaries and other language tools for spelling and understanding words.

Speaking, listening and talking

- Talking about pupils' own and other people's experiences and about everyday events.
- Oral presentations and oral narratives for different listeners. Key words, images and digital media as language tools for planning and performing an oral presentation.
- Pronunciation, spelling and intonation.

Texts

- Narrative and poetic texts for children and young people in the form of fiction, tales and legends. Narrative and poetic texts that highlight the Sami people's conditions and traditions, as well as Sami forms of expression.
- Factual texts for children and young people connected to Sami traditions, phenomena and forms of expression.

Use of language

- Words and terms specific to Sami environments, such as words that describe nature.

Sami culture

- The Sami way of life nowadays with reference to history and cultural heritage. The reindeer husbandry year as well as different ways of hunting and fishing.
- Sami cultural heritage in the form of crafted everyday and art objects, music and traditional dress from the area where pupils' language variant is spoken.
- Northern, Lule and Southern Sami language areas in Sápmi/Sábme/Saepmie and the linguistic origins of pupils.

In years 7–9, within the framework of Sami as a second language*Reading and writing*

- Reading strategies to understand and interpret texts from various media, and to distinguish messages in texts, both explicit and implicit.
- Writing different kinds of texts using their typical structures and language features.
- The structure of Sami, including word formation, the conjugation patterns of words, word classes and sentence structure.
- Tools for information searches and understanding words, such as dictionaries in printed and digital form.

Speaking, listening and talking

- Talking about topics familiar to pupils and about current events, thoughts, emotions and opinions.

- Different forms of oral retelling, descriptive and reflective, as well as oral presentations adapting the language to the situation and the recipient.
- Spoken Northern, Lule and Southern Sami.

Texts

- Fiction for young people and adults, as well as other narrative and poetic texts connected to Sami traditions. Fiction that highlights issues relating to the conditions, identity and life of the Sami.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and work descriptions. The purpose, content and typical language features of texts.

Use of language

- Words and terms specific to Sami environments, such as weather symbols and special days.

Sami culture

- The Sami way of life nowadays with reference to history and cultural heritage. Traditional industries and Sami institutions and organisations. The Sami Parliament, its activities and function.
- Some Sami authors and their works.
- Traditional and modern yoik singing and other Sami music.
- The origins and development of Sami.

Knowledge requirements

Within the framework of Sami as a first language

Knowledge requirements for grade E at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that **to some extent** maintains the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially** functioning structure, content and language, and with **some** adaptation to the recipient. By using different tools for communication in a **substantially** functioning way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **understandable** content and **some** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and **simple** plots. Pupils can also present information in the form of factual texts with a **substantially** functioning structure, **simple** descriptions, personal formulations and **some** use of topic-specific words and terms.

By producing **simple, chronological** summaries of the content of different texts and commenting on key parts with **some** reference to the context, pupils show **basic** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **to some extent** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **simple** way. Pupils can also search for and select information from factual texts in a **substantially functioning** way.

Pupils show **basic** knowledge of Sami culture by providing **simple** descriptions of important traditions, cultural expressions and language areas connected to Sápmi/Sábme/Saepmie. Pupils can also apply **simple and to some extent** informed reasoning to reasons why and consequences of the way that Sami society has changed.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning structure, content and language, and with **relatively good** adaptation to the recipient. By using different tools for communication in an **appropriate** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **relatively clear** content and **relatively good** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and **developed** plots. Pupils can also present information in the form of factual texts with a **relatively well** functioning structure, **developed** descriptions, personal formulations and **relatively good** use of topic-specific words and terms.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to the context, pupils show **good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **relatively well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **developed** way. Pupils can also search for and select information from factual texts in an **appropriate** way.

Pupils show **good** knowledge of Sami culture by providing **developed** descriptions of important traditions, cultural expressions and language areas connected to Sápmi/Sábme/Saepmie. Pupils can also apply **developed and relatively well** informed reasoning to reasons for and consequences of the way that Sami society has changed.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can talk about and discuss familiar topics by asking questions and putting forward opinions in a way that maintains the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **well functioning** structure, content and language, and with good adaptation to the recipient. By using different tools for communication in an **appropriate and effective way**, pupils clarify the message of the presentation and makes it come to life.

Pupils can write texts with **clear** content and **good** variation in language. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and **well developed** plots. Pupils can also present information in the form of factual texts with a **well functioning** structure, **well developed** descriptions, personal formulations and **good** use of topic-specific words and terms.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to the context, pupils show **very good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **well developed** way. Pupils can also search for and select information from factual texts in an **appropriate and effective way**.

Pupils show **very good** knowledge of Sami culture by providing **well developed** descriptions of important traditions, cultural expressions and language areas connected to Sápmi/Sábmme/Saepmie. Pupils can also apply **well developed and well** informed reasoning to reasons for and consequences of the way that Sami society has changed.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **simple** and factual arguments in a way that **to some extent** develops the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially functioning** structure, content and language, and with some adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in a **substantially functioning** way, pupils clarify the message of the presentation and makes it come alive.

Pupils can write texts with **some** variation of language and **simple** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions

and narrative devices, and dramaturgical elements with **simple** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **substantially** functioning structure, **simple** descriptions and explanations, and **simple** and functioning topic-related language.

By producing **simple** summaries of the content of different texts and commenting on key parts with **some** reference to time aspects and causal relationships, pupils show **basic** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **simple and to some extent** informed reasoning to **explicit messages** in different works. Pupils can also search for and select information from different kinds of non-fiction in a **substantially functioning** way.

Pupils show **basic** knowledge of the Sami language, its origins and development, by comparing Sami with another language and describing some of the **main differences** between the languages, and by applying **simple and partly** informed reasoning to what might be the reason for these. Pupils can also describe and give examples of differences between Northern, Lule and Southern Sami variants in spoken form. Pupils show **basic** knowledge of Sami culture by providing **simple** descriptions of key cultural expressions, historical events and social issues relating to Sápmi/Sábme/Saepmie. Pupils can also apply **simple and to some extent** informed reasoning to causes and possible consequences of current Sami social issues. Pupils then perform **simple** comparisons with corresponding phenomena in another indigenous people.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **developed** and factual arguments in a way that develops the conversation or discussion **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning structure, content and language, and with **relatively good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **relatively good** variation of language and **developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and narrative devices, and dramaturgical elements with **developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **relatively well** functioning structure, **developed** descriptions and explanations, and **developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **developed and relatively well** informed reasoning to messages that are **explicit and implicit** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate** way.

Pupils show **good** knowledge of the Sami language, its origins and development, by comparing Sami with another language and describing some of the **main similarities and differences** between the languages, and by applying **developed** and informed reasoning to what might be the reason for these. Pupils can also describe and give examples of differences between Northern, Lule and Southern Sami variants in spoken form. Pupils show **good** knowledge of Sami culture by providing **developed** descriptions of key cultural expressions, historical events and social issues relating to Sápmi/Sábme/Saepmie. Pupils can also apply **developed and relatively well** informed reasoning to causes and possible consequences of current Sami social issues. Pupils then perform **developed** comparisons with corresponding phenomena in another indigenous people.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **well developed** and factual arguments in a way that develops the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **well functioning** structure, content and language, and with **good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate and effective** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **good** variation of language and **well developed** adaptation to the type of text. In their texts, pupils apply basic rules for correctness of language with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and narrative devices, and dramaturgical elements with **well developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **well functioning** structure, **well developed** descriptions and explanations, and **well developed** and functioning topic-related language.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to time aspects and causal relationship, pupils show **very good** reading comprehension. Based on their own experiences and framework references, as well as different issues concerning life and the surrounding

world, pupils can also interpret and apply **well developed and well informed** reasoning to messages that are **explicit and implicit or hidden** in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate and effective** way.

Pupils show **very good** knowledge of the Sami language, its origins and development, by comparing Sami with another language and describing **similarities and structural differences** between the languages, and by applying **well developed and well informed** reasoning to what might be the reason for these. Pupils can also describe and give examples of differences between Northern, Lule and Southern Sami variants in spoken form. Pupils show **very good** knowledge of Sami culture by providing **well developed** descriptions of key cultural expressions, historical events and social issues relating to Sápmi/Sábme/Saepmie. Pupils can also apply **well developed and well informed** reasoning to causes and possible consequences of current Sami social issues. Pupils then perform **developed** comparisons with corresponding phenomena in another indigenous people.

Within the framework of Sami as a second language

Knowledge requirements for grade E at the end of year 6

Pupils can use a **substantially** functioning vocabulary and group of terms to present oral information, and also converse about familiar topics by asking questions and putting forward his or her own opinions in a way that **to some extent** maintains the conversation. Pupils can also prepare and perform **simple** oral presentations with a **substantially** functioning introduction, content and conclusion. By using different tools for communication in a **substantially functioning** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write simple texts with **understandable** content. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and **simple** plots. Pupils can also present information in the form of factual texts with a **substantially** functioning structure, simple descriptions, personal formulations and **some** use of topic-specific words and terms.

By producing **simple, chronological** summaries of the content of different texts and commenting on key parts with some reference to the context, pupils show **basic** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **to some extent** informed reasoning to explicit messages in different works, and also describe his or her experience of reading in a **simple** way. Pupils can also search for and select information from factual texts **in a substantially functioning** way.

Pupils show **basic** knowledge of Sami culture by providing **simple** descriptions of important traditions, cultural expressions and language areas connected to Sápmi/

Sábme/Saepmie. Pupils can also apply **simple and to some extent** informed reasoning to reasons why and consequences of the way that Sami society has changed.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can use a **relatively well** functioning vocabulary and group of terms to present oral information, and also converse about familiar topics by asking questions and putting forward his or her own opinions in a way that maintains the conversation **relatively well**. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning introduction, content and conclusion. By using different tools for communication in an **appropriate** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write simple texts with **relatively clear** content. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and **developed** plots. Pupils can also present information in the form of factual texts with a **relatively well** functioning structure, **developed** descriptions, personal formulations and **relatively good** use of topic-specific words and terms.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to the context, pupils show **good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply simple and **relatively well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **developed** way. Pupils can also search for and select information from factual texts in an **appropriate** way.

Pupils show **good** knowledge of Sami culture by providing **developed** descriptions of important traditions, cultural expressions and language areas connected to Sápmi/Sábme/Saepmie. Pupils can also apply **developed and relatively well** informed reasoning to reasons for and consequences of the way that Sami society has changed.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can use a **well** functioning vocabulary and group of terms to present oral information, and also converse about familiar topics by asking questions and putting forward their own opinions in a way that maintains the conversation **well**. Pupils can

also prepare and perform **well developed** oral presentations with a **well** functioning introduction, content and conclusion. By using different tools for communication in an **appropriate and effective** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write simple texts with **clear** content. In doing so, pupils use basic rules for spelling, sentence structure and conjugation of words with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and **well developed** plots. Pupils can also present information in the form of factual texts with a **well functioning** structure, **well developed** descriptions, personal formulations and **good** use of topic-specific words and terms.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to the context, pupils show **very good** reading comprehension. Based on their own experiences and framework references, pupils can interpret and apply **simple and well** informed reasoning to explicit messages in different works, and also describe their experience of reading in a **well developed** way. Pupils can also search for and select information from factual texts in an **appropriate and effective** way.

Pupils show **very good** knowledge of Sami culture by providing **well developed** descriptions of important traditions, cultural expressions and language areas connected to Sápmi/Sábme/Saepmie. Pupils can also apply well developed and well informed reasoning to reasons for and consequences of the way that Sami society has changed.

Knowledge requirements for grade E at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **simple** and factual arguments in a way that **to some extent** maintains the conversation or discussion. Pupils can also prepare and perform **simple** oral presentations with a **substantially** functioning structure, content and language, and with **some** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in a **substantially functioning** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **understandable** content and **some** variation in language. In their texts, pupils apply basic rules for correctness of language with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and narrative devices, and dramaturgical elements with **simple** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **substantially** functioning structure, simple descriptions and explanations, and **simple** and functioning topic-related language.

By producing **simple** summaries of the content of different texts and commenting on key parts with **some** reference to time aspects and causal relationships, pupils show

basic reading comprehension. In addition, based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **simple and to some extent** informed reasoning to explicit messages in different works. Pupils can also search for and select information from different kinds of non-fiction in a **substantially functioning** way.

Pupils show **basic** knowledge of the Sami language, its origins and development, by comparing Sami with another language and describing some of the **main differences** between the languages, and by applying **simple and partly** informed reasoning to what might be the reason for these. Pupils can also describe and give examples of differences between Northern, Lule and Southern Sami variants in spoken form. Pupils show **basic** knowledge of Sami culture by providing **simple** descriptions of key cultural expressions, historical events and social issues relating to Sápmi/Sábme/Saepmie. Pupils can also apply **simple and to some extent** informed reasoning to causes and possible consequences of current Sami social issues. Pupils then perform **simple** comparisons with corresponding phenomena in another indigenous people.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **developed** and factual arguments in a way that develops the conversation or discussion relatively well. Pupils can also prepare and perform **developed** oral presentations with a **relatively well** functioning structure, content and language, and with **relatively good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **relatively clear** content and **relatively good** variation in language. In their texts, pupils apply basic rules for correctness of language with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and narrative devices, and dramaturgical elements with **developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **relatively well** functioning structure, **developed** descriptions and explanations, and **developed** and functioning topic-related language.

By producing **developed** summaries of the content of different texts and commenting on key parts with **relatively good** reference to time aspects and causal relationship, pupils show **good** reading comprehension. In addition, based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **developed and relatively well**

informed reasoning to explicit messages in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate** way.

Pupils show **good** knowledge of the Sami language, its origins and development, by comparing Sami with another language and describing some of the **main similarities and differences** between the languages, and by applying **developed and relatively well** informed reasoning to what might be the reason for these. Pupils can also describe and give examples of differences between Northern, Lule and Southern Sami variants in spoken form. Pupils show **good** knowledge of Sami culture by providing **developed** descriptions of key cultural expressions, historical events and social issues relating to Sápmi/Sábmme/Saepmie. Pupils can also apply **developed and relatively well** informed reasoning to causes and possible consequences of current Sami social issues. Pupils then perform **developed** comparisons with corresponding phenomena in another indigenous people.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can talk about and discuss a variety of topics by asking questions and putting forward opinions using **well developed** and factual arguments in a way that maintains the conversation or discussion **well**. Pupils can also prepare and perform **well developed** oral presentations with a **well** functioning structure, content and language, and with **good** adaptation to the situation and the recipient. By combining different kinds of text, aesthetic expression and media so that the various elements interact in an **appropriate and effective** way, pupils clarify the message of the presentation and make it come alive.

Pupils can write texts with **clear** content and **good** variation in language. In their texts, pupils apply basic rules for correctness of language with **good** certainty. The narrative texts pupils write contain **well developed** expressive descriptions and narrative devices, and dramaturgical elements with **well developed** structures. Pupils can also present facts and values in the forms of different kinds of non-fiction texts with a **well** functioning structure, **well developed** descriptions and explanations, and **well developed** and functioning topic-related language.

By producing **well developed** summaries of the content of different texts and commenting on key parts with **good** reference to time aspects and causal relationship, pupils show **very good** reading comprehension. In addition, based on their own experiences and framework references, as well as different issues concerning life and the surrounding world, pupils can interpret and apply **well developed and well** informed reasoning to explicit messages in different works. Pupils can also search for and select information from different kinds of non-fiction in an **appropriate and effective** way.

Pupils show **very good** knowledge of the Sami language, its origins and development, by comparing Sami with another language and describing **similarities and structural differences** between the languages, and by applying **well developed and well informed** reasoning to what might be the reason for these. Pupils can also describe and give examples of differences between Northern, Lule and Southern Sami variants in spoken form. Pupils show **very good** knowledge of Sami culture by providing **well developed** descriptions of key cultural expressions, historical events and social issues relating to Sápmi/Sábme/Saepmie. Pupils can also apply **well developed and well informed** reasoning to causes and possible consequences of current Sami social issues. Pupils then perform **well developed and nuanced** comparisons with corresponding phenomena in another indigenous people.

5.17 CRAFTS

Producing objects and processing material with the help of tools is one way for people to think and express themselves. Working with crafts is a type of creativity involving creating concrete solutions within the tradition of handicrafts and design based on needs in different situations. Crafts involve a combination of manual and intellectual work, which together develop creativity, and strengthen belief in the ability to manage tasks in daily life. These abilities are important, both for the individual and the development of society.

Aim

Teaching in crafts should aim at helping the pupils to develop knowledge of different handicrafts and the ability to work with different materials and forms of expression. Pupils should be given opportunities to develop their skills in a process where thinking, sensory experiences and action work together.

Teaching should give pupils the opportunities to develop ideas, consider different solutions, produce and evaluate the results. In this way, teaching should contribute to stimulating the pupils' curiosity to explore and experiment with different materials, and take on challenges in a creative way.

Through teaching, pupils are given opportunities to develop knowledge of colour, form, function and design, and about how this knowledge can be combined through making conscious choices of materials and techniques. Moreover, the teaching should contribute to pupils developing familiarity with concepts describing working processes, tools and the aesthetic expressions of craft productions. Pupils should also be given opportunities to develop knowledge of the working environment and safety issues, and how to choose and handle materials in order to promote sustainable development.

Teaching should contribute to pupils developing an awareness of aesthetic traditions and expressions, as well as an understanding of crafts, handicrafts and design from different cultures and periods.

Teaching in crafts should essentially give pupils the opportunities to develop their ability to:

- design and produce objects from different materials using appropriate equipment, tools and handicraft techniques,
- choose and give reasons for their approach in handicrafts based on the aim of the work, and on quality and environmental aspects,
- analyse and evaluate work processes and results using terms specific to the crafts, and
- interpret aesthetic and cultural expressions of craft objects.

Core content

In years 1–3

Materials, tools and techniques used in crafts

- Metals, textiles and wood. Properties of materials and their areas of application.
- Hand tools and instruments, what they are called and how they are used in a safe and appropriate way.
- Simple forms of some handicraft techniques, such as working with wire, sawing and twisting materials.
- Simple sketches and work descriptions, how they can be interpreted, followed and linked to simple calculations.

Working processes in crafts

- Different parts of the crafts process: the development of ideas, reflecting on important factors, communication and oral assessment of the work process.
- Exploring the opportunities provided by materials, instruments and tools.

Aesthetic and cultural expressions of crafts

- Narratives as sources of inspiration and models for pupils' own ideas and creativity.
- How colour, form and materials affect what a craft artefact expresses.

Crafts in society

- The function and meaning of craft artefacts as objects for use and decoration.
- The origins of some craft materials, such as wool and types of Swedish wood.

In years 4–6

Materials, tools and techniques used in crafts

- Metals, textiles and wood. Properties of materials, their areas of use and how they can be combined with each other and with other materials, such as newly produced and reused materials. How materials can be combined with digital technology.
- Hand tools, instruments and machines, what they are called and how they are used in a safe and appropriate way.
- Some forms of handicraft techniques, such as crochet and hollowing out materials. Concepts which are used in connection with the different techniques.
- Two- and three-dimensional sketches, models, patterns and task descriptions, both with and without digital tools. How they can be interpreted, followed and linked to mathematical calculations.

Working processes in crafts

- Different parts of the crafts process: the development of ideas, reflecting on important factors, communicating and assessing the work process. How different parts of the work process are interlinked.
- Exploring the opportunities provided by different materials and handicraft techniques.
- Documentation of the work process in words and pictures, both with and without digital tools.

Aesthetic and cultural expressions of crafts

- Handicraft and craft traditions from different cultures as sources of inspiration and models for pupils' own ideas and creativity.
- How different combinations of colour, form and materials influence the aesthetic expression of craft artefacts.
- How symbols and colours are used in child and youth cultures, and what they signify.

Crafts in society

- Importance of crafts for the individual and society, through history and in the present.
- Economising on use of resources, such as through repairs and recycling of materials.

In years 7–9*Materials, tools and techniques used in crafts*

- Metals, textiles and wood, how they can be combined with each other and with other materials, such as newly produced and recycled materials. How materials can be combined with digital technology.
- Hand tools, instruments and machines, what they are called and how they are used in a safe and appropriate way.
- Developed forms of handicraft techniques, such as moulding, weaving and cutting and turning metal. Concepts which are used in connection with these.
- Two- and three-dimensional sketches, models, patterns and task descriptions, both with and without digital tools. How they can be interpreted, followed and linked to mathematical calculations.
- Working environment and ergonomics, covering such areas as sound levels and work positions.

Working processes in crafts

- Different parts of the crafts process: the development of ideas, reflecting on important factors, communicating and assessing how parts of the work process are linked together and affect the results.
- Exploring the opportunities provided by the form of different materials in terms of function and design.
- Documentation of the work process and the results in words and pictures, both with and without digital tools.

Aesthetic and cultural expressions of crafts

- Architecture, art and design as sources of inspiration and models for development of pupils' own ideas.
- Making their own designs using different materials, colours and forms.
- Fashions and trends, what they signify and how they affect the individual.
- Crafts and handicrafts in Sweden and other countries as an expression of ethnic and cultural identity.

Crafts in society

- Design, art handicrafts, domestic crafts, and other forms of crafts in the public sphere.
- Different materials, and how they are produced from a sustainability perspective.

Knowledge requirements

Knowledge requirements for grade E at the end of year 6

Pupils in a **simple and partly** systematic way can give form to and produce simple craft artefacts using different materials in accordance with instructions. In their work with some handicraft techniques, pupils can use tools, instruments and machines in a secure and **basically functional** way. Based on the aim of the task and some environmental aspects, pupils choose their approaches, and give **simple** reasons for their choices. Pupils in their work **can contribute to developing** ideas in interaction with inspirational material. During the work process, **pupils contribute to formulating and choosing action alternatives that lead to improvements.**

Pupils can make **simple** assessments of their own work and how this has affected the quality of their production. In addition, pupils interpret what a craft artefact object expresses and apply **simple** reasoning about symbols, colour, form and material.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils in a **developed and relatively** systematic way can give form to and produce simple craft artefacts using different materials based on instructions. In their work with some handicraft techniques, pupils can use tools, instruments and machines in a safe and **appropriate** way. Based on the aim of the craft task and some environmental aspects, pupils choose their approaches, and give **developed** reasoning for their choices. Pupils in their work can **develop** ideas in interaction with inspirational material. During the work process, **pupils formulate and choose action alternatives which with some adaptation lead to improvements.**

Pupils can make **developed** assessments of their own work and how it has affected the quality of their production. In addition, pupils interpret what a craft artefact expresses and apply **developed** reasoning about symbols, colour, form and material.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils in a **well developed and** systematic way can give form to and produce simple craft artefacts in different materials based on instructions. In their work with some techniques in handicrafts, pupils can use hand tools, instruments and machines in a safe and **appropriate** way. Based on the aim of the craft task and some environmental aspects, pupils choose their approaches, and give **well developed** reasoning for their choices. Pupils in their work can **develop** ideas in interaction with inspirational material provided **and using materials they have themselves obtained.** During the work process, **pupils formulate and choose action alternatives that lead to improvements.**

Pupils can make **well developed** assessments of their own work and how it has affected the quality of their production. In addition, pupils interpret what a craft artefact expresses and apply **well developed** reasoning about symbols, colour, form and material.

Knowledge requirements for grade E at the end of year 9

Pupils in a **simple and partly** systematic way can give form to and produce craft artefacts using different materials based on **instructions.** In their work, pupils can use hand tools, tools and machines in a secure and **basically functional** way. Based on the aim of the craft task and some quality and environmental aspects, pupils choose their approaches, and give **simple** reasons for their choices. Pupils in crafts **can contribute to developing** ideas in interaction with inspirational material. In addition, pupils can **test** how material and handicraft techniques can be combined with respect to an object's form and function. During the work process, **pupils contribute to formulating and choosing action alternatives that lead to improvements.**

Pupils can also make **simple** judgments about the work process with **some** use of terms specific to the crafts, and show simple relationships between form, function and quality. In addition, pupils interpret what a craft artefact expresses and apply **simple** reasoning based on their own experiences, as well as trends and traditions in different cultures.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils in a **developed and relatively** systematic way can give form to and produce craft artefacts using different materials based on **instructions and partly their own initiatives**. In their work with crafts, pupils can use tools, instruments and machines in a secure and **appropriate** way. Based on the aim of the craft task and some quality and environmental aspects, pupils choose their approaches, and give **developed** reasons for their choices. Pupils in crafts can **develop** ideas in interaction with inspirational material. In addition, pupils can **test and retest** how material and handicraft techniques can be combined with respect to the form and function of an object. During the work process, **pupils formulate and choose action alternatives which with some adaptation lead to improvements**.

Pupils can also make **simple** judgments about the work process with **relatively good** use of terms specific to the crafts, and show simple relationships between form, function and quality. In addition, pupils interpret what a craft artefact expresses and apply **developed** reasoning based on their own experiences, and also trends and traditions in different cultures.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils in a **well developed and** systematic way can give form to and produce craft artefacts using different materials based on **instructions and their own initiatives**. In their work, pupils can use tools, instruments and equipment in a secure and **appropriate** way **with precision**. Based on the aim of the craft task and some quality and environmental aspects, pupils choose their approaches, and give **well developed** reasoning for their choices. Pupils in crafts can **develop** ideas in interaction with inspirational material provided **and material which pupils have themselves obtained**. In addition, pupils can **systematically try and retry** how material and handicraft techniques can be combined with respect to the form and function of an object. During the work process, **pupils formulate and choose action alternatives that lead to improvements**.

Pupils can also make **well developed** judgments about the work process with **good** use of terms specific to the crafts, and show simple relationships between form, function and quality. In addition, pupils interpret what a craft artefact expresses and apply **well developed** reasoning based on their own experiences, and also trends and traditions in different cultures.

5.18 SWEDISH

Language is the primary tool human beings use for thinking, communicating and learning. Through language people develop their identity, express their emotions and thoughts, and understand how others feel and think. Rich and varied language is important in being able to understand and function in a society where different cultures, outlooks on life, generations and language all interact.

Aim

Teaching in the subject of Swedish should aim at helping the pupils to develop knowledge in and about the Swedish language. Through teaching, pupils should be given the preconditions to develop their spoken and written language so that they feel confident in their language skills and can express themselves in different contexts and for different purposes. This means that pupils through teaching should have the opportunity to develop their language for thinking, communicating and learning.

Teaching should stimulate pupils' interest in reading and writing. Through teaching pupils should be given the opportunity to develop their knowledge of how they can express their own views and thinking in different types of texts and through various media. Teaching should also aim at enabling pupils to develop skills for creating and working on texts, individually and together with others. Pupils should be given opportunities to communicate in digital environments with interactive and changing texts. Pupils should also be encouraged to express themselves through different forms of aesthetic expression. Teaching should also help pupils to develop their knowledge of how to search for and critically evaluate information from various sources.

In teaching, pupils should meet and acquire knowledge about literature from different periods and different parts of the world. Teaching should also help to ensure that pupils develop their knowledge of various forms of non-fiction. When encountering different types of texts, performing arts and other aesthetic narratives, pupils should be given the preconditions to develop their language, their own identity and their understanding of the surrounding world.

Through teaching, the pupils should be given the opportunity to develop their knowledge of the Swedish language, its norms, structure, history and development, as well as how use of language is related to social contexts and media. In this way, teaching should help to strengthen pupils' awareness of and belief in their own language and communicative ability. Teaching should also help to ensure that pupils obtain an understanding that the way in which we communicate can have consequences for the individual and for other people. As a result, pupils should be given the opportunities to take responsibility for their own use of language in different contexts and media.

The teaching should also help pupils to meet and become familiar with both other Nordic languages and the national minority languages.

Teaching in Swedish should essentially give pupils the opportunities to develop their ability to:

- express themselves and communicate in speech and writing,
- read and analyse literature and other texts for different purposes,
- adapt language to different purposes, recipients and contexts,
- identify language structures and follow language norms, and
- search for information from different sources, and evaluate these.

Core content

In years 1–3

Reading and writing

- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- Strategies for writing different types of texts adapted to their typical structures and language features. Creating texts where words and pictures interact, both with and without digital tools.
- Simple forms of processing texts, such as subsequently going through their own and collaborative texts and making clarifications.
- Handwriting and writing with digital tools.
- Structure of language with large and small letters, full stops, question marks, exclamation marks as well as spelling rules for frequently occurring words in texts closely related to pupils' daily life.
- The alphabet and alphabetical ordering.
- The relationship between sounds and letters.

Speaking, listening and talking

- Listening and recounting in different conversation situations.
- Oral presentations and relating everyday topics to different recipients. Pictures, digital media and tools, as well as other aids that can support presentations.
- Narration in different cultures, at different times and for different purposes.

Narrative texts and non-fiction texts

- Narrative texts and poetic texts for children from different times and different parts of the world. Texts in the form of rhymes, jingles, songs, picture books, chapter books, lyrics, drama, tales and myths. Narrative and poetic texts which provide an insight into people's experiences.

- The message, structure and content of narrative texts. How a narrative text can be organized with an introduction, sequence of events and an ending, as well as descriptions of literary figures.
- Some authors and illustrators of fiction for children.
- Descriptive and explanatory texts, such as factual texts for children, and how their contents can be organised.
- Instructional texts, such as game instructions and work descriptions. How these can be organised in steps, in a logical order and multi-level bullet points.
- Texts that combine words and pictures, such as films, games and web texts.
- Texts in digital environments for children, such as texts with links and other interactive functions.

Use of language

- Language strategies for remembering and learning, such as making notes of what has been talked about.
- Words, symbols and terms used to express emotions, knowledge and opinions.
- How words and opinions are interpreted depending on tone of voice and a word's shades of meaning.
- Differences between spoken and written language, such as where speech can be reinforced through tone of voice and body language.
- Use of language and the opportunities and risks in connection with their own communication in digital media.

Searching for information and critical evaluation of sources

- Searching for information in books, periodicals and on websites for children using search engines on the internet.
- Criticism of sources, how the sender of a text influences content.

In years 4–6

Reading and writing

- Reading strategies to understand and interpret texts from various media, and to distinguish between explicit and implicit messages in texts.
- Strategies for writing different types of texts adapted to their typical structures and language features. Creating texts where words, pictures and sound interact, both with and without digital tools.
- Different ways of processing their own and collaborative texts to create content and form.

- How to give and receive responses on texts.
- Handwriting and writing, organising and editing texts by hand and using digital tools.
- Structure of language and construction of sentences, main clauses, subordinate clauses, spelling rules, punctuation, word inflection and parts of speech. Structuring text by using linking words.
- How to use dictionaries and digital tools for spelling and understanding words.

Speaking, listening and talking

- Using arguments in different discussion situations and decision processes.
- Oral presentations and storytelling for different audiences, on topics drawn from daily life and school. Key words, images, digital media and tools, as well as other aids for planning and performing an oral presentation. How gestures and body language can influence a presentation.

Narrative texts and non-fiction texts

- Narrative texts and poetic texts for children and youth from different epochs, from Sweden, the Nordic area and other parts of the world. Texts in the form of fiction, lyrics, drama, tales and myths that illustrate the human condition and questions of identity and life.
- Narrative text messages, language characteristics and typical structures involving parallel action and flashbacks, descriptions of settings and persons, as well as dialogues.
- Some important literary authors for children and young people and their works.
- Descriptive, explanatory, instructional and argumentative texts, including factual texts, task descriptions, advertisements and letters to the press. Textual contents, structure and typical language features.
- Texts that combine words, pictures and sound, such as web texts, games and TV programmes. Textual contents, structure and typical language features.
- Texts in digital environments, such as texts with links and other interactive functions.

Use of language

- Language strategies for remembering and learning, such as using mind maps and key words.
- Words, symbols and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and value connotations.

- Differences in language use, depending on to whom you are writing and for what purpose, such as the difference between writing a personal text message, posting on social media and writing a factual text.
- Responsible behaviour when communicating in digital and other media, and in different contexts.
- Use of language in Sweden and the Nordic area. Some variants of regional differences in spoken Swedish. Some typical words and terms in Nordic languages, as well as differences and similarities between them. The national minority languages.

Searching for information and critical evaluation of sources

- Information in some different media and sources, such as reference books, from interviews and via internet search engines.
- How to compare sources and examine their reliability from a critical standpoint.

In years 7–9

Reading and writing

- Reading strategies to understand, interpret and analyse texts from different media. Identifying messages in texts, themes and motives, as well as their purpose, sender and context.
- Strategies for writing different types of texts adapted to their typical structures and language features. Creating texts where words, pictures and sound interact, both with and without digital tools.
- Different ways of creating and processing their own and collaborative texts to create content and form. How to give and receive responses on texts.
- Editing and organising texts using digital tools. Different functions for handling language.
- Structure of language with spelling rules, punctuation marks, parts of speech and clauses.
- Dictionaries and digital tools for spelling and understanding words.

Speaking, listening and talking

- Leading a conversation, formulating and responding to arguments and summarising the main features of what has been said.
- Oral presentations and storytelling for different audiences, on topics drawn from school and community life. Adaptation of language, content and structure to purpose and recipient. Different aids, such as digital media and tools, for planning and performing oral presentations.

Narrative texts and non-fiction texts

- Fiction for youth and adults from different periods, from Sweden, the Nordic area and other parts of the world. Literature that provides an insight into the conditions under which people live, issues related to life and identity. Poetry, drama, tales and myths.
- Language features, structure and narrative perspectives in fiction for youth and adults. Parallel action, flashbacks, descriptions of settings and persons, internal and external dialogues.
- Some literary genres and how they differ from each other in terms of style and content.
- Some important authors of literature for youth and adults from Sweden, the Nordic area and other parts of the world and their works, as well as the historical and cultural context from which the works originated.
- Descriptive, explanatory, investigative, instructional and argumentative texts, such as newspaper articles, scientific texts, tasks descriptions and blog entries. The purpose, content, structure and language elements of texts.
- Texts which combine words, pictures and sound, and their language and dramaturgical components. How expressions can interact with each other, such as in television series, theatrical performances and web texts.
- Texts in digital environments with links and other interactive functions.
- Combining different types of texts into new texts, such as informative texts containing some arguments.

Use of language

- Language strategies for remembering and learning by identifying key words and taking notes.
- Words, symbols and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and value connotations.
- New words in the language, such as loan words.
- Differences in the use of language depending on the context, the person and the purpose of communication.
- The importance of language in exercising influence and the development of personal identity.
- Ethical and moral aspects of language use, freedom of expression and integrity in digital and other media and in different contexts.
- Use of language in Sweden and the Nordic area. Some variants of regional speech in Sweden and different languages in the Nordic area. Some distinctive words and terms, and differences and similarities between the different languages.

- Use of language over the ages. National minority languages in Sweden and their status in society.

Searching for information and critical evaluation of sources

- Searching for information in libraries and the internet, in books and the mass media, and also through interviews.
- How to quote and make references to sources, also when using digital media.
- How to sift through a large amount of information and examine the reliability of sources with a critical perspective.

Knowledge requirements

Knowledge requirements for acceptable reading comprehension at the end of year 1

Pupils can read sentences in simple texts that are familiar and relevant to pupils by using phonics and reading full words in a partly functional way. By commenting on and reproducing in a simple way some of the content pupils find important, pupils display incipient reading comprehension. With the support of pictures or questions, pupils can also notice when problems arise when reading words or understanding the context, and try to read again and correct themselves. In conversations about texts that pupils have listened to, pupils can apply simple reasoning to the explicit content of texts and compare this with their own experiences.

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils can read texts on familiar topics with ease by using reading strategies in a basically functional way. By commenting and giving an account of some of the content they find important, pupils can in a simple way show basic reading comprehension. In addition, pupils can apply simple reasoning to clearly prominent messages in the texts and relate this to their own experiences.

Pupils can write simple texts in legible handwriting, and on computers. In the texts pupils can use capital letters, full stops and question marks, and spell words they often use and which are commonly found in texts related to their interests. The narrative texts pupils write have a clear introduction, action and ending. Pupils can search for information from a given source, and give an account of the essential parts of the information in simple forms through factual texts. The texts contain basic topic-specific words and concepts used to make the content clear. By combining their texts with pictures, pupils can clarify and emphasise their message. In addition, pupils in response to questions can give simple assessments of their own and others' texts, and also on the basis of responses work on and clarify their texts in a simple way.

Pupils can discuss questions and subjects closely related to them by putting questions, giving comments and expressing their opinions. When pupils relate daily events, they can describe these so that the content is clear. In addition, pupils can give and receive simple oral instructions.

Knowledge requirements for grade E at the end of year 6

Pupils can read fiction and non-fiction texts for children and youth with **ease** by using reading strategies in a **basically functional** way. By making **simple, chronological** summaries of the contents of different texts and commenting on the main points with **some** connection to the context, pupils show **basic** reading comprehension. In addition, based on their own experience, pupils can interpret and apply **simple and to some extent** informed reasoning to clear messages in different works and in a **simple** way describe their reading experiences.

Pupils can write different kinds of text with **understandable** content and **basically functional** structures and also with **some** variation in language. In the texts pupils use basic rules for spelling, punctuation and correct language with **some** certainty. The narrative texts pupils write contain **simple** expressive descriptions and **simple** plots. Pupils can search for, select and compile information from a **limited** range of sources and then apply simple reasoning to the usefulness of the information. The summaries contain **simple** descriptions, personal formulations and **some** use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in a **basically functional** way, pupils can reinforce and bring to life the message in the texts. In addition, pupils can give **simple** assessments of the contents of a text and based on responses enhance its clarity and quality in a **basically functional** way.

Pupils can talk about topics familiar to them by putting questions and expressing their opinions in a way that to **some** extent maintains the dialogue. In addition, pupils can prepare and give **simple** oral accounts with a **basically functional** introduction, content and ending, and with **some** adaptation to purpose and recipient. Pupils can give examples of national minority languages, apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related languages.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can read fiction and non-fiction texts for children and youth with **good ease** by using reading strategies in an **appropriate** way. By making **developed** summaries of the contents of different texts and commenting on the main parts with **relatively good** connection to the context, pupils show **good** reading comprehension. In addition,

pupils from their own experiences, interpret and apply **developed and relatively well** informed reasoning to clearly prominent messages from different works and in a **developed** way describe their reading experience.

Pupils can write different kinds of text with **relatively clear** contents and **relatively well** functioning structures and also **relatively good** variation in language. In their texts, pupils use basic rules for spelling, punctuation and correctness of language with **relatively good** certainty. The narrative texts pupils write contain **developed** expressive descriptions and **developed** actions. Pupils can search for, select and compile information from a **limited** range of sources and apply **developed** reasoning about the usefulness of the information. The summaries contain **developed** descriptions, personal formulations and **relatively good** use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an **appropriate** way, pupils can enhance and bring to life the message in their texts. In addition pupils can make **developed** assessments of the contents of a text and based on responses enhance its clarity and quality in a **relatively well** functioning way.

Pupils can talk about topics familiar to them by putting questions and expressing their opinions in a way which maintains the dialogue **relatively well**. In addition, pupils can prepare and give **developed** oral accounts with a **relatively well** functioning introduction, contents and ending, and **relatively good** adaptation to purpose and recipient. Pupils can give examples of national minority languages, apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related languages.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can read fiction and non-fiction texts for children and youth with **very good** ease by using reading strategies in an **appropriate and effective** way. By making **well developed** summaries of the contents of various texts and commenting on the main parts with **good** connection to the context, pupils show **very good** reading comprehension. In addition, pupils from their own experiences, interpret and apply **well developed and well** informed reasoning to clearly prominent messages in different works, and in a **well developed** way describe their reading experience.

Pupils can write different kinds of text with **clear** contents and **well** functioning structures and also **relatively good** variation in language. In their texts, pupils use basic rules for spelling, punctuation and language correctness with **good** certainty. The narrative texts pupils write contain well developed expressive descriptions and **well developed** actions. Pupils can search for, choose and compile information from a **limited** range of sources and then apply **well developed** reasoning about the usefulness of the information. The summaries contain **well developed** descriptions, their own

formulations and **good** use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an **appropriate and effective way**, pupils can enhance and bring to life the message in their texts. In addition pupils can make **well developed** assessments of the contents of a text and based on responses enhance its clarity and quality in a **well functioning way**.

Pupils can talk about familiar topics by asking questions and expressing their own views in a way that maintains the dialogue **well**. In addition, pupils can prepare and give **well developed** oral accounts with **well functioning** introductions, contents and endings and **good** adaptation to purpose and recipient. Pupils can give examples of national minority languages, apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related languages.

Knowledge requirements for grade E at the end of year 9

Pupils can read fiction and non-fiction texts with **ease** by using and choosing reading strategies based on the specific characteristics of the text **in a basically functional way**. By making **simple** summaries of the contents of different texts with **some** connection to time aspects, causal relationships and other texts, pupils show **basic** reading comprehension. In addition, on the basis of their own experiences, different issues concerning life and the surrounding world, pupils can interpret and apply **simple and to some extent** informed reasoning about the **main message** in different works. Pupils can also apply **simple** reasoning about the work and how it is related to its creator. Pupils then draw **to some extent** informed conclusions on how the work has been affected by the historical and cultural context it emerged from.

Pupils can write different kinds of texts with **some** variation in language, **simple** text linking and also **basically functional** adaptation to type of text, language norms and structures. The narrative texts pupils write contain **simple** expressive descriptions and narrative devices, and dramaturgical elements with **simple** plots. Pupils can search for, select and summarise information from a **limited** range of sources and apply **simple and to some extent** informed reasoning to the credibility and relevance of their sources and information. The summaries contain **simple** descriptions and explanations, **simple** topic-related language, and **basically functional** structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in a **basically functional way**, pupils can enhance and bring to life the message in their texts. In addition pupils can give **simple** assessments of the contents of a text and its structure and based on responses work on enhancing its clarity, quality and expressiveness in a **basically functional way**.

Pupils can talk about and discuss various topics by asking questions and expressing opinions with **simple and to some extent** informed arguments in a way that **to some extent takes the dialogues and discussions forward**. In addition, pupils can prepare and give **simple** oral accounts with **basically functional** structures and content, and with **some** adaptation to purpose, recipient and context. Pupils can apply **simple and**

to **some extent** informed reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe the main similarities and differences.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can read fiction and non-fiction texts with **good ease** by using and choosing reading strategies based on the specific characteristics of the text **in an appropriate** way. By making **developed** summaries of the contents of different texts with **relatively good** connection to time aspects, causal relationships and other texts, pupils show **good** reading comprehension. In addition, on the basis of their own experiences, different issues concerning life and the surrounding world, pupils can interpret and provide **developed and relatively well** informed reasoning about the **explicit and implicit messages** in various works. Pupils can also apply **developed** reasoning about the work and how it is related to its creator. Pupils then draw **relatively well** informed conclusions about how the work has been influenced by the historical and cultural context it emerged from.

Pupils can write different kinds of texts with **relatively good** variation in language, **developed** text linking and also **relatively well** functioning adaptation to text type, language norms and structures. The narrative texts pupils write contain **developed** expressive descriptions and narrative devices, and dramaturgical elements with **relatively complex** structures. Pupils can search for, select and compile information from a **relatively varied** range of sources and then apply **developed and relatively well** informed reasoning to the credibility and relevance of their sources and information. The summaries contain **developed** descriptions and explanations, **developed** topic-related language, and **relatively well** functioning structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an **appropriate** way, pupils can enhance and bring to life the message in their texts. In addition, pupils can make **developed** assessments of the contents of a text and based on responses enhance clarity, quality and expressiveness in a **relatively well** functioning way.

Pupils can talk about and discuss various topics by asking questions and expressing opinions with **developed and relatively well** informed arguments in a way that **takes the dialogues and discussions forward**. In addition, pupils can prepare and give **developed** oral accounts with relatively well functioning structures and contents and **relatively good** adaptation to purpose, recipient and context. Pupils can apply **developed and relatively well** informed reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe similarities and differences.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can read fiction and non-fiction texts with **very good ease** by using and choosing reading strategies based on the specific characteristics of the text **in an appropriate and effective way**. By making **well developed** summaries of the contents of different texts with **good** connection to time aspects, causal relationships and other texts, pupils show **very good** reading comprehension. In addition, on the basis of their own experiences, different issues concerning life and the surrounding world, pupils can interpret and apply **well developed and well informed** reasoning about **the explicit and implicit messages** in different works. Pupils can also carry out **well developed and balanced** reasoning about the work and how it is related to its creator. Pupils then draw **well informed** conclusions on how the work has been affected by the historical and cultural context it emerged from.

Pupils can write different kinds of texts with **good** variation in language, **well developed** text linking and also **well functioning** adaptation to type of text, language norms and structures. The narrative texts pupils write contain **well developed** expressive descriptions and narrative devices and dramaturgical elements with **complex** structures. Pupils can search for, select and compile information from a **varied** range of sources and then apply **well developed and well informed** reasoning to the credibility and relevance of their sources and information. The summaries contain **well developed and balanced** descriptions and explanations, **well developed** topic-related language, and **well functioning** structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an **appropriate and effective** way, pupils can enhance and bring to life the message in their texts. In addition, pupils can make **well developed and balanced** assessments of the contents of a text and its structure, and based on responses work on enhancing clarity, quality and expressiveness in a **well functioning** way.

Pupils can talk about and discuss various topics by asking questions and expressing opinions with **well developed and well informed** arguments in a way that **takes the dialogues and discussions forward and deepens or broadens them**. In addition, pupils can prepare and give **well developed** oral accounts with **well functioning** structures and contents and **good** adaptation to purpose, recipient and context. Pupils can apply **well developed and well informed** reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe important similarities and differences.

5.19 SWEDISH AS A SECOND LANGUAGE

Language is the primary tool human beings use for thinking, communicating and learning. Through language people develop their identity, express their emotions and thoughts, and understand how others feel and think. Rich and varied language is important in being able to understand and function in a society where different cultures, outlooks on life, generations and language all interact.

Aim

Teaching in Swedish as a second language should aim at helping the pupils to develop knowledge in and about the Swedish language. Through teaching, pupils should be given the preconditions to develop their spoken and written Swedish so that they become confident in their language skills and can express themselves in different contexts and for different purposes. This means that pupils through teaching should have the opportunity to develop their language for thinking, communicating and learning. Teaching should give pupils a wealth of opportunities to communicate in Swedish based on their level of knowledge, without putting at too early a stage demands on language correctness.

Teaching should stimulate the pupils' interest in reading and writing in Swedish. Through teaching pupils should be given the opportunity to develop their knowledge of how they can express their own views and thinking in different types of texts and through various media. Teaching should also aim at enabling pupils to develop skills for creating and working on texts, individually and together with others. Pupils should be given opportunities to communicate in digital environments with interactive and changing texts. Pupils should also be stimulated to express themselves using different forms of aesthetic expression. Teaching should also help pupils to develop their knowledge of how to search for and critically evaluate information from various sources.

In teaching, pupils should meet and acquire knowledge about literature from different periods and different parts of the world. Teaching should also help to ensure that pupils develop their knowledge of various forms of non-fiction. When encountering different types of texts, performing arts and other aesthetic narratives, pupils should be given the preconditions to develop their Swedish, their own identity and their understanding of the surrounding world.

Through teaching the pupils should be given the opportunity to develop their knowledge of the Swedish language, its norms, structure, pronunciation, words and terms, as well as how use of language is related to social contexts and media. In this way, teaching should help to strengthen pupils' awareness of and belief in their own language and communicative ability. The educational programme should also help to ensure that pupils obtain an understanding that the way in which we communicate can have consequences for the individual and for other people. As a result, pupils should be given the opportunities to take responsibility for their own use of language in different contexts and media.

Teaching in Swedish as a second language should essentially give pupils the opportunities to develop their ability to:

- express themselves and communicate in speech and writing,
- read and analyse literature and other texts for different purposes,
- adapt language to different purposes, recipients and contexts,
- choose and use language strategies,
- identify language structures and follow language norms, and
- search for information from different sources, and evaluate these.

Core content

In years 1–3

Reading and writing

- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- Strategies for writing different types of texts adapted to their typical structures and language features. Creating texts where words and pictures interact, both with and without digital tools.
- Simple forms of processing texts, such as subsequently going through their own and collaborative texts and making clarifications.
- Handwriting and writing with digital tools.
- Structure of language with large and small letters, full stops, question and exclamation marks, inflection of words and sentence structure, as well as spelling rules for frequently occurring words in texts closely related to pupils' daily life.
- The alphabet and alphabetical ordering.
- Direction of reading and forms and sounds of letters in comparison with the mother tongue.
- The relationship between sounds and letters.

Speaking, listening and talking

- Strategies for listening, understanding and orally making oneself understood in situations where their own command of Swedish is not sufficient.
- Listening and recounting in different conversation situations.
- Oral presentations and relating everyday topics to different recipients. Pictures, digital media and tools, as well as other aids that can support presentations.
- Narration in different cultures, at different times and for different purposes.

- Pronunciation, emphasis and intonation and the importance of pronunciation in making oneself understood.
- Pronunciation in Swedish compared to the pupil's mother tongue.

Narrative texts and non-fiction texts

- Narrative texts and poems for children. Texts in the form of rhymes, jingles, songs, picture books, chapter books, lyrics, drama, tales and myths. Narrative and poetic texts which provide an insight into people's experiences.
- The message, structure and content of narrative texts. How a narrative text can be organized with an introduction, sequence of events and an ending.
- Descriptive and explanatory texts, such as factual texts for children, and how their contents can be organised.
- Instructional texts, such as game instructions and task descriptions. How these can be organised in steps, in a logical order and multi-level bullet points.
- Texts that combine words and pictures, such as films, games and web texts.
- Texts in digital environments for children, such as texts with links and other interactive functions.

Use of language

- Language strategies for remembering and learning, such as making notes of what has been talked about.
- Words, symbols and terms used to express emotions, knowledge and opinions.
- How words and opinions are interpreted depending on tone of voice and a word's shades of meaning.
- Everyday words, their range of meaning and categorisation in comparison with the pupil's mother tongue, such that a number of words in one language may correspond to just one word in another language.
- Differences between spoken and written language, such as where speech can be reinforced through tone of voice and body language.
- Use of language and the opportunities and risks in connection with their own communication in digital media.

Searching for information and critical evaluation of sources

- Searching for information in books, periodicals and on websites for children using search engines on the internet.
- Criticism of sources, how the sender of a text influences content.

In years 4–6*Reading and writing*

- Reading strategies to understand and interpret texts from various media, and to distinguish messages in texts, both explicit and implicit.
- Strategies for writing different types of texts adapted to their typical structures and language features. Creating texts where words, pictures and sound interact, both with and without digital tools.
- Different ways of processing their own and collaborative texts to create content and form. How to give and receive responses on texts.
- Handwriting and writing, organising and editing texts by hand and using digital tools.
- Structure of language and construction of sentences, main clauses, subordinate clauses, spelling rules, punctuation, word inflection and parts of speech. Structuring text by using linking words.
- How to use dictionaries and other aids for spelling and understanding words.

Speaking, listening and talking

- Language strategies to understand and make oneself understood in school subjects where pupils' command of Swedish is not sufficient.
- Using arguments in different discussion situations and decision processes.
- Oral presentations and storytelling for different audiences, on topics drawn from daily life and school. Key words, images, digital media and tools, as well as other aids for planning and performing an oral presentation. How gestures and body language can influence a presentation.
- Pronunciation, intonation and the relationship between emphasis and meaning.

Narrative texts and non-fiction texts

- Narrative texts and poetic texts for children and youth. Texts in the form of fiction, lyrics, drama, tales and myths. Texts that provide an insight into the conditions under which people live, and issues related to life and identity.
- Narrative text messages, language characteristics and typical structures with parallel action and flashbacks, descriptions of settings and persons, and also their words and terms.
- Some important literary authors for children and young people and their works.
- Descriptive, explanatory, instructional and argumentative texts, including factual texts, task descriptions, advertisements and letters to the press. Content of texts, structure, typical language features and their words and terms.
- Texts that combine words, pictures and sound, such as web texts, games and TV programmes. Textual contents, structure and typical language features.

- Texts in digital environments, such as texts with links and other interactive functions.

Use of language

- Language strategies for remembering and learning, such as using mind maps and key words.
- Words, symbols and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and value connotations.
- Words and terms in school subjects and in everyday language.
- Synonyms and antonyms.
- Classification of words into superordinate and subordinate categories, such as clothes – sweaters.
- Differences in language use, depending on to whom you are writing and for what purpose, such as the difference between writing a personal text message, posting on social media and writing a factual text.
- Responsible behaviour when communicating in digital and other media, and in different contexts.

Searching for information and critical evaluation of sources

- Searching for information in some different media and sources, such as reference works, from interviews and via search engines on the internet.
- How to compare sources and examine their reliability from a critical standpoint.

In years 7–9

Reading and writing

- Reading strategies to understand, interpret and analyse texts from different media. Identifying messages in texts, themes and motives, as well as their purpose, sender and context.
- Strategies for writing different types of texts adapted to their typical structures and language features. Creating texts where words, pictures and sound interact, both with and without digital tools.
- Different ways of processing their own and collaborative texts to create content and form. How to give and receive responses on texts.
- Editing and organising texts using digital tools. Different functions for handling language.
- Structure of language with spelling rules, punctuation marks, parts of speech and clauses.

- Sentence structure in Swedish compared to the pupil's mother tongue, and how causal relationships can be expressed through different types of subordinate clauses.
- Dictionaries and other aids for spelling and understanding words.

Speaking, listening and talking

- Language strategies to understand and make oneself understood in school subjects where pupils' command of Swedish is not sufficient.
- Leading a conversation, formulating and responding to arguments and summarising the main features of what has been said.
- Oral presentations and storytelling for different audiences, on topics drawn from school and community life. Adaptation of language, content and structure to purpose and recipient. Different aids, such as digital media and tools, for planning and performing a presentation.
- Prosody in Swedish and the importance of pronunciation in making oneself understood. Variations in spoken Swedish.

Narrative texts and non-fiction texts

- Fiction, lyrics, drama, tales and myths from different times and different parts of the world. Literature that provides an insight into the conditions under which people live, and issues related to life and identity.
- Language features, structure and narrative perspectives in literature. Parallel action, flashbacks, descriptions of settings and persons, internal and external dialogues.
- Some literary genres and how they differ from each other in terms of style and content.
- Some important authors of literature and their works, as well as the historical and cultural context from which the works originated.
- Descriptive, explanatory, investigative, instructional and argumentative texts, such as newspaper articles, scientific texts, tasks descriptions and blog entries. Aims of texts, contents, structure and language features, and their words and terms.
- Texts which combine words, pictures and sound, and their language and dramaturgical components. How expressions can interact with each other, such as in television series, theatrical performances and web texts.
- Texts in complex digital environments with links and other interactive functions.
- Combining different types of texts into new texts, such as informative texts containing some arguments.

Use of language

- Language strategies for remembering and learning by identifying key words and taking notes.

- Words, symbols and terms used to express emotions, knowledge and opinions. Words and terms, their shades of meaning and value connotations.
- Words and terms from school subjects and everyday language, and new words in the language, including loan words.
- Word formation, such as derivations with suffixes and prefixes. Figurative language and idiomatic expressions.
- Differences in the use of language depending on the context, the person and the purpose of communication.
- Ethical and moral aspects of language use, freedom of expression and integrity in digital and other media and in different contexts.
- The importance of language in exercising influence and the development of personal identity.

Searching for information and critical evaluation of sources

- Searching for information in libraries and the internet, in books and the mass media, and also through interviews.
- How to quote and make references to sources, also when using digital media.
- How to sift through a large amount of information and examine the reliability of sources from a critical perspective.

Knowledge requirements

Knowledge requirements for acceptable reading comprehension at the end of year 1

Pupils can read sentences in simple texts that are familiar and relevant to pupils by using phonics and reading full words in a partly functional way. By commenting on and reproducing in a simple way some of the content pupils finds important, pupils display incipient reading comprehension. With the support of pictures or questions, pupils can also notice when problems arise when reading words or understanding the context, and try to read again and correct himself or herself. In conversations about texts that pupils have listened to, pupils can use his or her own reference framework to apply simple reasoning to the explicit content of texts and compare this with his or her own experiences.

Knowledge requirements for acceptable knowledge at the end of year 3

Pupils can read texts on familiar topics with ease by using reading strategies in a basically functional way. By commenting and giving an account of some of the content they find important, pupils can in a simple way show basic reading comprehension. In addition, pupils based on their own frames of reference can apply simple reasoning to clearly prominent messages in the texts, and relate these to their own experiences.

Pupils can write simple texts in legible handwriting, and on computers. In the texts pupils can use capital letters, full stops and question marks, and spell words they often use and which are commonly found in texts related to their interests. The narrative texts pupils write have a simple progression and basically functional action. Pupils can search for information from a given source, and give an account of the essential parts of the information in simple forms through factual texts. Factual texts contain personal formulations and basic topic-specific words and terms are used so that content becomes understandable. By combining their texts with pictures, pupils can clarify and emphasise their message. In addition, pupils in response to questions about textual content and language, can give simple assessments of their own and others' texts, and also on the basis of responses work on clarifying their texts in a simple way.

Pupils have a basic vocabulary which they can use in discussions about issues and topics they are familiar with. In conversations, pupils put questions, give comments and express their own opinions. Pupils can relate daily events, describing them so that the main content is clear. In addition, pupils can give and receive simple oral instructions. Pupils can detect when misunderstanding due to language occurs, and then ask for clarification. In conversations, pupils use basically functional language strategies to make themselves understood.

Knowledge requirements for grade E at the end of year 6

Pupils can read fiction and non-fiction texts for children and youth with **ease** by using reading strategies in a **basically functional** way. By making **simple, chronological** summaries of the contents of different texts and commenting on the main points with **some** connection to the context, pupils show **basic** reading comprehension. In addition, on the basis of their own experiences and frames of reference, pupils can interpret and apply simple and **to some extent** informed reasoning about the main message in different works. Pupils can also describe their experiences from reading in a **simple** way.

Pupils write different kinds of text with **understandable** content and a **basically functional** structure and with some variation in language. In simple texts, pupils can use basic rules for spelling, punctuation and correct language in a **basically functional** way. The narrative texts pupils write contain **simple** expressive descriptions and **simple** plots. Pupils can search for, select and compile information from a limited range of sources and then apply **simple** reasoning to the usefulness of the information. The summaries contain **simple** descriptions, personal formulations and **some** use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in a **basically functional** way, pupils can clarify, reinforce and bring to life the message in their texts. In addition, pupils can give **simple** assessments of the contents of a text and language, and based on responses enhance its clarity and quality in a **basically functional** way.

Pupils with a **basically functional** vocabulary and repertoire of terms can discuss familiar subjects in a **simple** way. In conversations, pupils can put questions and express their opinions in a way that **to some extent** maintains the conversation. Pupils

thus use **basically** functional language strategies to understand and make themselves understood. In addition, pupils can prepare and give **simple** oral accounts with a **basically** functional introduction, content and ending, and with some adaptation to purpose and recipient.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can read fiction and non-fiction texts for children and youth with **good ease** by using reading strategies in an **appropriate** way. By making **developed** summaries of the contents of different texts and commenting on the main parts with **relatively good** connection to the context, pupils show **good** reading comprehension. In addition, on the basis of their own experiences and reference frameworks, pupils can interpret and apply simple and **relatively well** informed reasoning about the main message in different works. Pupils can also describe their experiences from reading in a **developed** way.

Pupils can write different kinds of text with **relatively clear** contents, **relatively well** functioning structures and some variation in language. In simple texts, pupils can use basic rules of spelling, punctuation and correct language in a **relatively well** functioning way. The narrative texts pupils write contain **developed** expressive descriptions and **developed** actions. Pupils can search for, select and compile information from a limited range of sources and apply **developed** reasoning about the usefulness of the information. The summaries contain **developed** descriptions, personal formulations and **relatively good** use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an **appropriate** way, pupils can clarify, reinforce and bring to life the message in their texts. In addition, pupils can give **developed** assessments of the contents of a text and its language, and based on responses enhance its clarity and quality in a **relatively well** functioning way.

Pupils can with **appropriate** vocabulary and terms discuss familiar subjects in a **developed** way. In conversations, pupils can put questions and express their opinions in a way that maintains the conversation **relatively well**. Pupils use **relatively well** functioning language strategies to understand and make themselves understood. In addition, pupils can prepare and give **developed** oral accounts with a **relatively well** functioning introduction, contents and ending, and **relatively good** adaptation to purpose and recipient.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can read fiction and non-fiction texts for children and youth with **very good ease** by using reading strategies in an **appropriate and effective** way. By making **well developed** summaries of the contents of various texts and commenting on the main parts with **good** links to the context, pupils show **very good** reading comprehension. In addition, on the basis of their own experiences and frames of reference, pupils can interpret and apply simple and **well** informed reasoning about the main messages in different works. Pupils can also describe their experiences from reading in a **well developed** way.

Pupils can write different kinds of text with **clear** contents, **well** functioning structures and some variation in language. In simple texts, pupils can use basic rules of spelling, punctuation and correct language in a **well** functioning way. The narrative texts pupils write contain **well developed** expressive descriptions and **well developed** actions. Pupils can search for, choose and compile information from a limited range of sources and then apply **well developed** reasoning about the usefulness of the information. The summaries contain **well developed** descriptions, personal formulations and **good** use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an **appropriate and effective** way, pupils can clarify, reinforce and bring to life the message in their texts. In addition, pupils can give **well developed** assessments of the contents of a text and its language, and based on responses enhance its clarity and quality in a **well** functioning way.

Pupils can with an **appropriate and effective** vocabulary and repertoire of terms discuss familiar subjects in a **well developed** way. In conversations, pupils can put questions and express their opinions in a way that maintains the conversation **well**. Pupils thus use **well** functioning language strategies to understand and make themselves understood. In addition, pupils can prepare and give **well developed** oral accounts with **well** functioning introductions, contents and endings and **good** adaptation to purpose and recipient.

Knowledge requirements for grade E at the end of year 9

Pupils can read fiction and non-fiction texts with **ease** by using and choosing reading strategies based on the specific characteristics of the text **in a basically functional** way. By making **simple** summaries of the contents of different texts and commenting on the main parts with **some** connection to time aspects and causal relationships, pupils show **basic** reading comprehension. In addition, on the basis of their own experiences and frames of reference, and different issues concerning life and the surrounding world, pupils can interpret and apply **simple and to some extent** informed reasoning about **the main messages** in different works. Pupils also apply **simple** reasoning about the work with reference to its author and draw **to some extent** informed conclusions about the relationship between the work and its creator.

Pupils can write different kinds of texts with **some** variation in language, **simple** text linking and **basically** functional adaptation to type of text, language norms and structures. The narrative texts pupils write contain **simple** expressive descriptions and narrative devices, and dramaturgical elements with **simple** plots. Pupils can search for, select and compile information from a **limited** range of sources and apply **simple and to some extent** informed reasoning to the credibility and relevance of their sources and information. The summaries are characterised by **simple** descriptions and explanations, **simple** and functional knowledge-related language, and **basically** functional structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in a **basically functional** way, pupils can enhance, reinforce and bring to life the message in their texts. In addition, pupils can give **simple** assessments of the contents of a text, its language and structure, and based on responses work on enhancing clarity, quality and expressiveness in a **basically** functional way.

Pupils can with a **basically functional** combination of everyday related and topic-related language, talk about and discuss various topics in a **simple** way. In such situations, pupils can put questions and express opinions using **simple and to some extent** informed arguments in a way which **to some extent takes the dialogues and discussions forward**. Pupils choose and use **basically** functional language strategies to understand and make themselves understood. In addition, pupils can prepare and carry out **simple** oral accounts with **basically** functional structures, content and language and **some** adaptation to purpose, recipient and context. Pupils can apply **simple and to some extent** informed reasoning about language variants in Swedish, and also some of the main differences and similarities between Swedish and other languages.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can read fiction and non-fiction texts with **good ease** by using and choosing reading strategies based on the specific characteristics of the text **in an appropriate** way. By making **developed** summaries of the contents of different texts and commenting on the main points with **relatively good** connection to time aspects and causal relationships, pupils show **good** reading comprehension. In addition, on the basis of their own experiences and frames of reference and also regarding different issues on life and the surrounding world, pupils can interpret and apply **developed and relatively well** informed reasoning about messages which are **explicit and implicit** in different works. Pupils also apply **developed** reasoning about the work with reference to its author and draw **relatively well** informed conclusions on the relationship between the work and its creator.

Pupils can write different kinds of texts with **relatively good** variation in language, **developed** text linking and **relatively well** functioning adaptation to text type, language norms and structures. The narrative texts pupils write contain **developed** expressive descriptions and narrative devices, and dramaturgical elements with **relatively complex** structures. Pupils can search for, select and compile information from a **relatively varied** range of sources and then apply **developed and relatively well** informed reasoning to the credibility and relevance of their sources and information. The summaries are characterised by **developed** descriptions and explanations, **developed** and functional knowledge-related language, and **relatively well** functioning structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an **appropriate** way, pupils can clarify, reinforce and bring to life the message in their texts. In addition, pupils can make **developed** assessments of the contents of a text, its language and structure, and based on responses work on enhancing clarity, quality and expressiveness in a **relatively well** functioning way.

Pupils can with an **appropriate** combination of daily and topic-related language talk about and discuss various subjects in a **developed** way. In such situations, pupils can put questions and express opinions with **developed and relatively well** informed arguments in a way which **takes the dialogues and discussions forward**. Pupils choose and use **relatively well** functioning language strategies to understand and make themselves understood. In addition, pupils can prepare and give **developed** oral accounts with **relatively well** functioning structures, contents and language, and **relatively good** adaptation to purpose, recipient and context. Pupils can apply **developed and relatively well** informed reasoning about language variations in Swedish, and also some of the main differences and similarities between Swedish and other languages.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can read fiction and non-fiction texts with **very good ease** by using and choosing reading strategies based on the specific characteristics of the text in an **appropriate and effective** way. By making **well developed** summaries of the contents of different texts and commenting on the main parts with **good** connection to time aspects and causal relationships, pupils show **very good** reading comprehension. In addition, on the basis of their own experiences and frames of reference, and also regarding different issues concerning life and the surrounding world, pupils can interpret and apply **well developed and well** informed reasoning about **the explicit and implicit messages** in different works. Pupils also apply **well developed** reasoning about the work with reference to its author and draw **well** informed conclusions about the relationship between the work and its creator.

Pupils can write different kinds of texts with **good** variation in language, **well developed** text linking and **well** functioning adaptation to type of text, language norms and structures. The narrative texts pupils write contain **well developed** expressive descriptions and narrative devices and dramaturgical elements with **complex** structures. Pupils can search for, select and compile information from a **varied** range of sources and then apply **well developed and well** informed reasoning to the credibility and relevance of their sources and information. The summaries are characterised by **well developed and balanced** descriptions and explanations, **well developed** and functional knowledge-related language, and also **well** functioning structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an **appropriate and effective** way, pupils can clarify, reinforce and bring to life the message in their texts. In addition, pupils can make **well developed and balanced** assessments of the contents of a text, its language and structure, and based on responses work on enhancing clarity, quality and expressiveness in a **well** functioning way.

Pupils with an **appropriate and effective** combination of daily and topic-related language can talk about and discuss various topics in a **well developed** way. In such situations, pupils can put questions and express opinions with **well developed and well** informed arguments in a way which **takes the dialogues and discussions forward and deepens or broadens them**. Pupils choose and use **well** functioning language strategies to understand and make themselves understood. In addition, pupils can prepare and give **well developed** oral accounts with **well** functioning structures, content and language, and **good** adaptation to purpose, recipient and context. Pupils can apply **well developed and well** informed reasoning about language variations in Swedish, and also some of the main differences and similarities between Swedish and other languages.

5.20 SIGN LANGUAGE FOR THE HEARING

Language is the primary tool human beings use for thinking, communicating and learning. Having a knowledge of several languages can provide new perspectives on the surrounding world, enhanced opportunities to create contacts and greater understanding of different ways of living. Knowledge in a number of languages creates greater opportunities to participate in different social and cultural contexts. Knowledge in sign language is a prerequisite for being able to function in a natural way amongst deaf persons and other users of sign language.

Aim

The teaching of sign language for the hearing should aim at helping the pupils to develop knowledge and skills in Swedish sign language, and knowledge of the contexts where sign language is used, and also confidence in their ability to use the language in different situations and for different purposes.

Through teaching, pupils should be given the opportunity to develop all-round communicative skills. These skills involve understanding sign language in both meetings with people and sign language texts, being able to express oneself and interact with others in sign language, and the ability to adapt their use of the language to different situations, purposes and recipients. Communicative skills also cover confidence in using the language and the ability to use different strategies to support communication and solve problems when language skills are not sufficient.

In order to deal with sign language, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests. Teaching should also provide pupils with opportunities to develop knowledge about and an understanding of living conditions, as well as social and cultural phenomena in the areas and contexts where sign language is used.

Teaching should help pupils to develop their skills in searching for, assessing, choosing and assimilating the content of sign language from different sources. They should also be equipped to be able to use different tools for learning, understanding, being creative and communicating. Teaching should encourage pupils to develop their curiosity in languages and culture, and convey the benefits of language skills and knowledge.

Teaching in sign language for the hearing should essentially give pupils the opportunities to develop their ability to:

- read and understand sign language and different kinds of sign language texts,
- express themselves and communicate in sign language,
- use language strategies to understand and make themselves understood in sign language,
- adapt their language for different purposes, recipients and contexts, as well as

- reflect over living conditions, societal issues and cultural phenomena amongst the deaf and other users of sign language in different contexts and situations, nationally and internationally.

Core content

In years 4–6, within the framework of language options

Content of communication

- Subject areas that are familiar to the pupils.
- Interests, everyday situations, people and places.
- Daily life in different contexts where the language is used.

Comprehend - reception

- Clear sign language and sign language texts that are instructive and descriptive, with pictorial support and from different media.
- Simple conversations and dialogues.
- Simple information and simple messages.
- Strategies for understanding significant units, for example by guessing and drawing conclusions using the context.
- Different ways of finding simple, clear information in specific sources on the internet and in other media.
- Language phenomena in the language that the pupils encounter, with an emphasis on non-manual signals as well as spatial and simultaneous features.
- How signs and everyday phrases are used in different situations.

Signing and discussing - production and interaction

- Simple presentations, messages, descriptions and dialogues.
- Strategies to solve linguistic problems in conversations, for example gestures and questions.
- Language phenomena to clarify communication with an emphasis on signs and spelling.

In years 7–9, within the framework of language options

Content of communication

- Subject areas that are familiar to the pupils.
- Interests, everyday situations, people, places, activities and events.
- Opinions, emotions and experiences.
- The sign language community and the status of sign language in Sweden.

Comprehend - reception

- Clear sign language and sign language texts that are instructive and descriptive from different media.
- Conversations and dialogues.
- Narratives and other fiction in sign language, also in dramatised form.
- Information in sign language.
- Strategies for perceiving significant units and understanding contexts depending on the form and content of the presentation.
- Different ways of searching for and choosing sign language texts from the internet and other media.
- Language phenomena such as signs, spelling, sentence structure, fixed oral components and non-manual signals in the language that the pupils encounter.
- How different signals are used to introduce and conclude different kinds of conversations and sign language texts.

Signing and discussing - production and interaction

- Presentations, instructions, messages, narratives and descriptions in coherent sign language.
- Linguistic strategies to understand and make oneself understood when language is insufficient, for example reformulations.
- Linguistic strategies to take part in and contribute to conversations, for example questions, and phrases and expressions to confirm understanding.
- Spelling, signs, fixed oral components, non-manual signals and sentence structure for clear communication.

Knowledge requirements

Within the framework of pupils' options**Knowledge requirements for grade E at the end of year 6**

Pupils can understand **common, simple signs and phrases** in simple, clear sign language at a slow pace about familiar topics. Pupils show their understanding by reporting content **in a very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content upon reception, pupils can apply a strategy for comprehension.

In different kinds of production, pupils can express themselves **very simply and largely understandably in single, common signs and phrases**. In interaction, pupils can express themselves **very simply and largely understandably in single, common signs and phrases**. In addition, pupils can apply a **strategy** to solve **single simple problems** with their interaction.

Pupils comment **in a very simple form** on some phenomena in different contexts where sign language is used.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can understand **simple signs and phrases** in simple, clear sign language at a slow pace about familiar topics. Pupils show their understanding by commenting on content **in a very simple form** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content upon reception, pupils can apply a strategy for comprehension.

In different kinds of production, pupils can express themselves **very simply and understandably in common signs and phrases**. In interaction, pupils can express themselves **very simply and understandably in common signs and phrases**. In addition, pupils can apply a **strategy** to solve **simple problems** with their interaction.

Pupils comment **in a very simple form** on some phenomena in different contexts where sign language is used.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **the main content and perceive essential details** in simple, clear sign language at a slow pace about familiar topics. Pupils show their understanding by commenting on content **in a simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content upon reception, Pupils can apply a strategy for comprehension.

In different kinds of production, pupils can express themselves **simply and relatively clearly in common signs and phrases**. In interaction, pupils can express themselves **simply and relatively clearly in common signs and phrases**. In addition, pupils can apply **some strategies** to solve **simple problems** with their interaction.

Pupils comment **in a simple form** on some phenomena in different contexts where sign language is used.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **simple spelling, common signs and simple phrases** in simple and clear sign language at a slow pace about everyday and familiar topics. Pupils show their understanding **in very simple forms** by giving an account of and commenting on

content and also with **acceptable** results act on the basis of the message and instructions in the content. To facilitate their understanding of content reception, pupils can choose and apply a **strategy** for reading. Pupils can choose sign language texts of a simple nature and from different media, and **with some relevance** use the selected material in their own production and interaction.

In production, pupils can express themselves **easily and understandably by using finger spelling, individual characters and phrases**. To clarify and vary their communication, pupils can work on and make some **simple improvements** to their communications. In their interaction, pupils can express themselves **simply and understandably using finger spelling, single signs and phrases**. In addition, pupils can choose and apply a **strategy** that solves problems and improves their interaction.

Pupils comment **in very simple forms** on some phenomena in different contexts where sign language is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main contents and clear details** in simple and clear sign language at a slow pace about everyday and familiar topics. Pupils show their understanding **in a very simple form** by giving an account of content and details and also with **satisfactory** results act on the basis of the message and instructions in the content. To facilitate their understanding of content reception, pupils can **to some extent** choose and apply **strategies** for reading. Pupils can choose sign language texts of a simple nature and from different media and **in a relevant way** use the selected material in their own production and interaction.

In production, pupils can express themselves **simply and relatively clearly using finger spelling, phrases and sentences**. To clarify and vary their communication, pupils can work on and make some **simple improvements** to their communications. In interaction, pupils can express themselves **simply and understandably using finger spelling, phrases and sentences**. In addition, pupils can choose and apply **some different strategies** to solve problems and improve their interaction.

Pupils comment **in very simple forms** on some phenomena in different contexts where sign language is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand the main content and essential details in simple and clear sign language at a slow pace about everyday and familiar topics. Pupils show their understanding by giving an account of content and details in a **simple form**, and with **good** results act on the basis of the message and instructions in the content. To facilitate their understanding of content reception, pupils can **to some extent** choose and apply **strategies** for reading. Pupils can choose sign language texts of a simple nature and from different media, and in a relevant **and effective way** use the material chosen in their own production and interaction.

In production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In interaction, pupils can express themselves **simply and relatively clearly with finger spelling, signs, phrases and sentences**. In addition, pupils can choose and apply several different **strategies to solve problems and improve their interaction**.

Pupils comment in simple forms on some phenomena in different contexts where sign language is used, and can also make simple comparisons with their own experiences and knowledge.

Within the framework of language options

Knowledge requirements for grade E at the end of year 6

Pupils can understand **common, simple signs and phrases** in simple, clear sign language at a slow pace about familiar topics. Pupils show their understanding by reporting content **in a very simple form** and also with **acceptable** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content upon reception, pupils can apply a strategy for comprehension.

In different kinds of production, pupils can express themselves **very simply and largely understandably in single, common signs and phrases**. In interaction, pupils can express themselves **very simply and largely understandably in single, common signs and phrases**. In addition, pupils can apply a **strategy** to solve **single simple problems** with their interaction.

Pupils comment **in a very simple form** on some phenomena in different contexts where sign language is used.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupil can understand **simple signs and phrases** in simple, clear sign language at a slow pace about familiar topics. Pupils show their understanding by commenting on content **in a very simple form** and also with **satisfactory** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content upon reception, pupils can apply a strategy for comprehension.

In different kinds of production, pupils can express themselves **very simply and understandably in common signs and phrases**. In interaction, pupils can express themselves **very simply and understandably in common signs and phrases**. In addition, pupils can apply a **strategy** to solve **simple problems** with their interaction.

Pupils comment **in a very simple form** on some phenomena in different contexts where sign language is used.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can understand **the main content and perceive essential details** in simple, clear sign language at a slow pace about familiar topics. Pupils show their understanding by commenting on content **in a simple form** and also with **good** results acting on the basis of messages and instructions in the content. To facilitate their understanding of the content upon reception, pupils can apply a strategy for comprehension.

In different kinds of production, pupils can express themselves **simply and relatively clearly in common signs and phrases**. In interaction, pupils can express themselves **simply and relatively clearly in common signs and phrases**. In addition, pupils can apply **some strategies** to solve **simple problems** with their interaction.

Pupils comment **in a simple form** on some phenomena in different contexts where sign language is used.

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the most essential content and clear details** in simple and clear sign language at a relaxed pace about everyday and familiar topics. Pupils show their understanding by giving an account **in a simple form** commenting on content **and details**, and also with **acceptable** results act on the basis of the message and instructions in the content. To facilitate their understanding of content reception, pupils can **to some extent** choose and apply strategies for reading. Pupils can choose from texts and spoken language of a simple nature and from different media and **in a relevant way** use the selected material in their own production and interaction.

In production, pupils can express themselves **simply and understandably in phrases and sentences**. To clarify and vary their communication, pupils can work on and make some **individual, simple** improvements to their communications. In interaction, pupils can express themselves **simply and understandably with signs, phrases and sentences**. In addition, pupils can choose and use a **strategy** that solves problems and improves their interaction.

Pupils comment **in simple forms** on some phenomena in different contexts where sign language is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can understand **the main content and clear details** in simple and clear sign language at a relaxed pace about everyday and familiar topics. Pupils show their understanding by **in a simple form** giving an account and commenting on content **and details**, and also with **satisfactory** results act on the basis of the message and instructions in the content. To facilitate their understanding of content reception, pupils can **to some extent** choose and apply strategies for reading. Pupils can choose sign language texts of a simple nature and from different media and **in a relevant way** use the selected material in their own production and interaction.

In production, pupils can express themselves **simply, relatively clearly and to some extent coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In interaction, pupils can express themselves **simply and relatively clearly with signs, phrases and sentences**. In addition, pupils can choose and apply **some different strategies** to solve problems and improve their interaction.

Pupils comment **in simple forms** on some phenomena in different contexts where sign language is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can understand **the whole and essential details** in simple and clear sign language at a relaxed pace about everyday and familiar topics. Pupils show their understanding by giving an **overall** account of and commenting on content **and**

details and also with **good** results act on the basis of the message and instructions in the content. To facilitate their understanding of content reception, pupils can **to some extent** choose and apply strategies for reading. Pupils can choose sign language texts of a simple nature and from different media, and **in a relevant and effective way** use the material chosen in their own production and interaction.

In communications of various kinds, pupils can express themselves **simply, relatively clearly and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In interaction, pupils can express themselves **simply and clearly with signs, phrases and sentences which to some extent are adapted to purpose, recipient and situation**. In addition, pupils can choose and use **several different strategies** to solve problems and improve their interaction.

Pupils comment **in overall terms** on some phenomena in different contexts where sign language is used, and can also make simple comparisons with their own experiences and knowledge.

5.21 TECHNOLOGY

Technological solutions have always been important for man and for the development of society. The driving forces behind the evolution of technology have often been a desire to solve problems and meet human needs. In our time, more exacting demands are imposed on technological expertise in daily and working life, and many of today's societal and political decisions embody elements of technology. To understand the role of technology for the individual, society and the environment, the technology that surrounds us needs to be transparent and understandable.

Aim

Teaching in technology should aim at helping the pupils to develop their technical expertise and technical awareness so that they can orient themselves and act in a technologically intensive world. Teaching should help pupils to develop their interest in technology and their ability to deal with technical challenges in a conscious and innovative way.

Through teaching, pupils should be given the preconditions to develop knowledge about technology in everyday life and familiarity with specific terms and concepts used in the subject. Teaching should help pupils to develop their knowledge on how to solve different problems and satisfy needs with the use of technology. Pupils should also be given the preconditions to develop their own technical ideas and solutions.

Through the educational programme, pupils should be given opportunities to develop their understanding of the importance of technology and their own use of technical solutions and their impact on people, society and the environment. In addition, teaching should give pupils the preconditions to develop confidence in their own ability to assess technical solutions and relate these to questions concerning aesthetics, ethics, gender roles, the economy and sustainable development.

Teaching should help pupils to develop their knowledge about the historical development of technology so that they are in a better position to understand complicated technological phenomena and contexts of today, and how technology has impacted and impacts the development of society. Teaching should also contribute to pupils' understanding of how technology has developed in interaction with other sciences and forms of art.

Teaching in technology should essentially give pupils the opportunities to develop their ability to:

- identify and analyse technological solutions based on their appropriateness and function.
- identify problems and needs that can be solved by means of technology, and work out proposals for solutions,
- use the concepts and expressions of technology,

- assess the consequences of different technological choices for the individual, society and the environment, and
- analyse the driving forces of technological development and how technology has changed over time.

Core content

In years 1–3

Technological solutions

- What computers are used for and some of the basic component parts of a computer for entering, retrieving and storing information, such as keyboards, monitors and hard disks. Some familiar objects that are controlled by computers.
- Some common technical solutions where people have recreated nature, such as the cupped hand as a model for receptacles.
- Materials for their own constructions. Their properties and how they can be combined.
- Some simple words and concepts to name and discuss technological solutions.

Working methods for developing technological solutions

- Studying how some everyday objects are constructed and function, and also how they are designed and offering suggestions of how they can be improved.
- Pupils' own constructions where simple mechanisms are applied.
- Controlling objects by means of programming.
- Documentation in the form of simple sketches, pictures and both physical and digital models.

Technology, man, society and the environment

- Some objects in pupils' everyday life and how they are adapted to people's needs.
- How objects in pupil's daily life have changed over time.
- Safety in the use of technology, such as when dealing with electricity and using different services via the internet.

In years 4–6

Technological solutions

- Some parts of the computer and their functions, such as processors and memory. How computers are controlled by programs and can be linked together in networks.
- Technical solutions that use electrical components and simple electronics in order to produce sound, light or movement, such as alarms and lighting.

- Everyday objects consisting of moving parts and how these are linked together by means of different mechanisms for transferring and reinforcing power.
- How common solid and stable constructions are built, such as houses and bridges.
- How different components work together in simple technical systems, such as torches.
- Common materials, such as wood, glass and concrete, their properties and use in solid and stable constructions.
- Words and terms used to name and discuss technical solutions.

Working methods for developing technical solutions

- Different phases of technical development: identification of needs, investigating, proposing solutions, designing and testing.
- Pupils' own constructions applying principles for solid and stable structures, mechanisms and electrical connections, in the form of physical and digital models.
- Controlling pupils' own constructions or other objects by means of programming.
- Documentation in the form of sketches with explanatory words and terms, symbols and measurements, as well as physical and digital models.

Technology, man, society and the environment

- Common technical systems at home and in society, such as networks for data communication, water and sewage systems, and also recycling systems. Some parts of the system and how they work together.
- How technological systems at home and in society change over time and some of the causes of this.
- Different ways of economising on the use of energy in the home.
- Safety when using technology, for example when transferring information in digital environments.
- Consequences of technological choices, such as advantages and disadvantages of different technological solutions.
- How technology is involved in changing the conditions for different occupations and in all areas of society.

In years 7–9

Technological solutions

- Technical solutions for controlling and regulating systems. How mechanical and digital technology work together, for example in heating and ventilation systems.
- Technological solutions in communication and information technologies for the exchange of information, such as computers, the internet and mobile telephony.
- Technical solutions that use electronics and how they can be programmed.
- Technical solutions for solid and stable constructions, such as reinforcement and types of beams.
- Transforming raw materials into finished products, and managing waste in some industrial processes, such as the manufacture of paper and foodstuffs.
- How components and subsystems work together in larger systems, such as the production and distribution of electricity.
- The importance of properties, such as tensile and compression strength, hardness and elasticity when choosing materials for technical solutions. Properties and applications of a number of new materials.
- Words and terms used to name and discuss technical solutions.

Working methods for developing technological solutions

- Different phases of technical development: identification of needs, investigating, proposing solutions, designing and testing. How different phases in the work process are interlinked.
- Pupils' own constructions in which they apply control and regulations, including with the aid of programming.
- How digital tools can provide support in technical development work, for example when producing drawings and simulations.
- Documentation in the form of manual and digital sketches and drawings with explanatory words and terms, symbols and measurements, as well as documentation with physical and digital models. Simple, written reports describing and summarising work carried out on construction and technical development.

Technology, man, society and the environment

- The internet and other global technical systems. The benefits, risks and limitations of these systems.
- The relationship between technological development and scientific progress. How technology has enabled scientific discoveries to be made, and how science has made possible technological innovations.

- Recycling and reuse of materials in different manufacturing processes. Interaction between mankind and technology, as well as mankind's opportunities to create technical solutions that contribute to sustainable development.
- Security when using technology, for example storing and protecting data.
- Consequences of choice of technology from ecological, economic, ethical and social perspectives, such as in questions about development and use of biofuels and munitions.
- How cultural attitudes towards technology have an impact on men's and women's choice of occupation and use of technology.

Knowledge requirements

Knowledge requirements for grade E at the end of year 6

Pupils can **describe and give examples** of simple technical solutions in everyday life and **some parts which interact** in order to satisfy their purpose and function. In addition, pupils can in a **simple** way describe and **give examples** of some solid and stable constructions in everyday life, their structure and the materials used.

Pupils can carry out very simple work on technology and design by **testing** possible ideas for solutions, as well as designing **simple** physical or digital models. During the work process, **pupils contribute to formulating and choosing action alternatives that lead to improvements**. Pupils draw up **simple** documentation of work using sketches, models or texts where the intention of the work is **to some extent** made clear.

Pupils can carry out **simple and to some extent** informed reasoning, not only about how some objects or technical systems in society have changed over time, but also some of the advantages and disadvantages of different technical systems for the individual, society and the environment.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

Pupils can **explain** simple technical solutions in everyday life and **how some parts interact** in order to satisfy their purpose and function. In addition, pupils can in a **developed** way describe and **show relationships between** some solid and stable constructions in everyday life, their structure and the materials used.

Pupils can carry out very simple work on technology and design by **testing and retesting** possible ideas for solutions, as well as designing **developed** physical or digital models. During the work process, **pupils formulate and choose action alternatives which with some adaptation lead to improvements**. Pupils draw up **developed** docu-

mentation of work using sketches, models or texts where the intention of the work is **relatively well** documented.

Pupils can apply **developed and relatively well** informed reasoning not only over how some objects or technical systems in society have changed over time, but also the advantages and disadvantages of various technical solutions for the individual, society and the environment.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

Pupils can **explain** simple technical solutions in everyday life and **how some parts interact** in order to satisfy their purpose and function, and **show other similar solutions**. In addition, pupils can in a **well developed** way describe and **show relationships between** some solid and stable constructions in everyday life, their structure and the materials used.

Pupils can carry out very simple work on technology and design by **systematically testing and retesting** possible ideas for solutions, as well as designing **well developed** physical or digital models. During the work process, **pupils formulate and choose action alternatives that lead to improvements**. Pupils draw up **well developed** documentation of the work using sketches, models or texts where the intention of the work is **well** documented.

Pupils can apply **well developed and well** informed reasoning not only over how some objects or technical systems in society have changed over time, but also the advantages and disadvantages of various technical solutions for the individual, society and the environment.

Knowledge requirements for grade E at the end of year 9

Pupils can study different technical solutions in everyday life and with **some** use of topic-specific terms describe **how easily identifiable parts work together** to satisfy their purpose and function. In addition, pupils apply **simple and to some extent** informed reasoning about similarities and differences between some materials and their use in technical solutions.

Pupils can carry out simple work involving technology and design by studying and **testing** possible solutions and also designing **simple** physical or digital models. During the work process, **pupils contribute to formulating and choosing action alternatives that lead to improvements**. Pupils draw up **simple** documentation of the work with sketches, models, drawings or reports where the intention of the work is **to some extent** clear.

Pupils can apply **simple and to some extent** informed reasoning about how some objects and technical systems in society change over time, and show the driving forces behind technological development. In addition, pupils can apply **simple and to some extent** informed reasoning about how different technical solutions can have different consequences on the individual, society and the environment.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

Pupils can study different technical solutions in everyday life and with **relatively good** use of topic-specific terms describe **how parts of subsystems work together** to satisfy their purpose and function. In addition, pupils apply **developed and relatively well** informed reasoning about similarities and differences between some materials and their use in technical solutions.

Pupils can carry out simple work involving technology and design by studying and **testing and retesting** possible ideas for solutions and also designing **developed** physical or digital models. During the work process, **pupils formulate and choose action alternatives which with some adaptation lead to improvements**. Pupils draw up **developed** documentation of the work with sketches, models, drawings or reports where the intention of the work is **relatively well** made clear.

Pupils can apply **developed and relatively well** informed reasoning about how some objects and technical systems in society change over time, and show the driving forces in technological development. In addition, pupils can apply **well developed and relatively well** informed reasoning about how different technical choices can have different consequences for the individual, society and the environment.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

Pupils can study different technical solutions in everyday life and with **good** use of topic-specific terms describe **how parts of subsystems work together** to satisfy their purpose and function, and **show other similar solutions**. In addition, pupils carry out **well developed and well** informed reasoning about similarities and differences between some materials and their use in technical solutions.

Pupils can carry out simple work involving technology and design by studying and **systematically testing and retesting** possible ideas for solutions and also design **well developed and well planned** physical or digital models. During the work process,

pupils formulate and choose action alternatives that lead to improvements. Pupils draw up **well developed** documentation of the work using sketches, models, drawings or reports where the intention of the work is **well** documented.

Pupils can apply **well developed and well** informed reasoning over how some objects and technical systems in society have changed over time and show the driving forces of technological development. In addition, pupils can apply **well developed and well** informed reasoning about how different technical choices can have different consequences for the individual, society and the environment.



The curriculum for the compulsory school, preschool class and school-age educare contains five sections and has been adopted by the government. The first section, *Fundamental values and tasks of the school*, applies to the compulsory school, preschool class and school-age educare. The second section, *Overall goals and guidelines*, applies to the compulsory school and, apart from the content about grading, to the preschool class and school-age educare. The third section applies to the *preschool class*, the fourth section to *school-age educare* and the fifth section containing *syllabuses* applies to the compulsory school. It is important to read the different parts of the curriculum as a whole in order to understand the purpose of the education. The knowledge requirements have been adopted by the Swedish National Agency for Education and may be found in this book immediately after each syllabus.

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