

APPROVED BY  
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**Curriculum**  
*developed under O.Ya. Savchenko's guidance*

**Grade 3**  
**I Explore The World**

Expected learning outcomes of students	Training Content
<b>Human</b>	
<p><b>Student:</b> <i>knows</i> what is common and what is different from other living beings (thinking, language, work, communication and interaction with other people) <i>tells</i> about the parts of the human body, their significance; rules for their care; <i>has</i> the simplest hygienic skills, self-care skills;</p>	<p>Human is part of nature and society. Human body. Parts of the human body and their functions. Health care. Hygiene skills. Self-service skills.</p>
<p><i>names</i> the conditions of a healthy lifestyle (nutrition, health care, avoidance of harmful habits); <i>explains how</i> a person changes over his/her life, gives examples from his/her own experience; <i>explains how</i> social groups (family, children's group, friends) influence human development</p>	<p>Lifelong human development: from baby to adult. Healthy lifestyle, Health care.</p>
<p><i>shows interest in</i> his/her appearance, <i>tells</i> about himself/herself, his/her hobbies; <i>strives</i> for neatness <i>recognizes</i> character traits and <i>gives</i> them <i>an assessment</i>; <i>names</i> character traits that contribute to and those that interfere with the achievement of success in life, communication with others; <i>explains</i> how achieving a goal depends on perseverance and diligence</p>	<p>The appearance of a person. Character traits that contribute to success in life, provide friendly relationships with others, respect (honesty, hard work, generosity, courtesy, sensitivity). Character traits hindering success, communication (laziness, inattention, indifference, unsociability). Knowledge of yourself, your capabilities, healthy and safe behaviour.</p>
<p><i>possesses techniques of</i> working time planning, attention, memory training;</p>	<p>Learning as a component of life's success. Ability to learn.</p>

<p><i>maintains</i> order in the workplace; shows cognitive activity in lessons; <i>collaborates and interacts</i> with others in different situations (learning, playing)</p>	<p>Scheduling of working hours. Interaction and cooperation with others.</p>
<p style="text-align: center;"><b>Practical unit (observation, study, exercise).</b></p> <ul style="list-style-type: none"> <li>● Attention and memory training (techniques, algorithms, exercises).</li> </ul>	
<p style="text-align: center;"><b>A human among people</b></p>	
<p><i>names</i> the rules of conduct in the family, school, community; <i>understands</i> the sense of responsibility towards the family</p>	<p>Family. Composition of the family. History of the genus. Distribution of rights and responsibilities in the family. Leisure activities in the family. Family relations between generations. Dangerous situations at school, at home, outdoors. Caring for those who need it.</p>
<p><i>offers a</i> solution to the pouch problems of the school, the community; <i>cooperates and interacts with</i> others in preserving the traditions of the school; <i>shows interest in</i> knowing and preserving the traditions of the school; <i>understands</i> the advantages of good treatment of others on the examples of the following qualities: honesty, benevolence, separateness, hard work, courtesy in contrast to trickery, indifference, greed, laziness, lack of culture; <i>Resolves</i> conflicts peacefully; <i>adheres to</i> the rules of school regulations; rules of conduct during school and public activities</p>	<p>School. School regulations. History of the native school. Preservation of traditions. Attitudes towards others (companionship, team play, work, group training, classroom training). Moral norms.</p>
<p style="text-align: center;"><b>Practical unit (observation, study, exercise).</b></p> <ul style="list-style-type: none"> <li>● Modelling ways of behaving and being sensitive to older and other family members.</li> <li>● Modelling of ways of resolving conflict situations (with reliance on literary works, real life situations)</li> </ul>	
<p><b>Student:</b> <i>names</i> objects of public space of his/her area; <i>demonstrates</i> the attitude to private property of his/her and others as a value; <i>argues the</i> inadmissibility of the violation of private space; <i>participates</i> in the discussion of the rules of</p>	<p>Private and public space. Rules of conduct in public places.</p>

conduct in public transport, cinema, library, <i>etc.</i> , <i>argues</i> for their appropriateness on the examples	
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<p><b>Practical works</b></p> <ul style="list-style-type: none"> <li>• Discuss the rules of conduct adopted in the classroom, school, local community.</li> <li>• Modelling (staging) of behaviour in public places (with reliance on literary works, situations of real life).</li> </ul>
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<b>Human in society</b>
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<p><b>Student:</b>  <i>is aware of his/her</i> belonging to Ukrainian society; the need for tolerant relationships between people;  <i>has an idea</i> of the state symbols of Ukraine; his belonging to Ukraine;  <i>shares with others information</i> about the rights of each child (the right to education, medical care, rest, protection from abuse); <i>shows interest</i> in knowing the past and modern Ukraine; participation in the celebration of memorable events, state and national world;  <i>asks</i> the elders and <i>collects information</i> about his land, about the past, history of titles;  <i>has</i> skills in handling in solemn situations, in memorable places;  <i>understands</i> the essence of offenses as violations of the rights of other people;  <i>thinks about</i> this topic, <i>gives examples</i>;  <i>substantiates</i> the need to be responsible for their actions; <i>establishes relationships</i> in social life (between act and consequence, violation of rules and responsibility); <i>foresees</i> the consequences of their actions;  <i>talks</i> about the significance of the work of people of different professions for the country;  <i>is aware</i> of being a citizen of Ukraine;  <i>shows</i> patriotic feelings, respectful attitude to the symbols of the state, traditions and customs of your land</p>	<p>Human is part of society. Family, children's group, friends.          People's dependence on each other. Mutual support.          Society as the unity of human communities, their diversity.          Relationships of people in society. Ukraine is an independent state.          Symbols of the state: Coat of Arms, Flag, Anthem, state language, their meaning.          Rights and obligations of citizens.          Memorable events, national and folk holidays, their history.          The work of people of different professions. Knowledge and skills are necessary for mastering these professions.          The economic activity of the people of your land. Glorious Ukrainians.          Rules of conduct in memorable places, during special events.          Human rights.          The relationship between the act and the consequence. Offences as a violation of the rights of others. Modern folk crafts of your land.</p>
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<p><b>Practical unit (observation, study, exercise).</b></p> <ul style="list-style-type: none"> <li>• Creation of an album, portfolio or arrangement of a thematic exhibition 'We are citizens of Ukraine' (images of symbols, leaflets, photographs).</li> <li>• Solving predictive problems: 'What will happen if...?' (situations of offenses)</li> </ul>
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<b>Human and the</b>
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<b>Environment</b>	
<p><b>Student:</b>  <i>has an idea</i> of the diversity of peoples in the world;  <i>gives examples</i> of customs of other peoples, world achievements and cooperation of countries;  <i>shows</i> interest in and respect for different cultures</p>	<p>The Earth is a shared home for all people. Ukraine on the world map.  Ukraine is a European state. Diversity of peoples in the world.  Cooperation of countries in the field of nature conservation, exchange of culture, goods, safe life, prevention of natural disasters.  Inventions of mankind.  Glorious Ukrainians, their contribution to world science, culture, sports</p>

**Practical unit (observation, study, exercise).**  
What Is Produced In My House In Other Countries study, making a map of the route of these goods (on a poster, etc.).  
**The Glorious Ukrainians Project.** Accumulation of data on well-known Ukrainians from different spheres of life (art, sports, science) and their representation in various forms (texts, photographs, stories, etc).

<b>Nature</b>	
<p><b>Student:</b>  <i>provides examples</i> of bodies and phenomena of nature; <i>distinguishes and names</i> bodies of inanimate and living nature; bodies of nature and those created by human;  <i>draws up a list</i> of bodies of inanimate/living nature based on own observations; <i>reveals</i> in the natural environment of the body of inanimate and living nature, <i>establishes connections</i> between them;  <i>describes the</i> phenomena of nature, <i>expresses</i> his impression of them;  natural phenomena that have been studied and/or observed</p>	<p>Nature is part of the world around us. The concept of the bodies and phenomena of nature.  Inanimate and living nature, the connections between them. Nature phenomena (November, fog, wind, dawn, changing seasons, departure of birds, etc.).  Nature study.  The significance of nature study.  Sources of information on nature.  Ways to present information about nature .</p>

*names* sources of information about nature;  
*distinguishes and uses* equipment for nature study;  
*correlates* sensory organs/learning equipment nature with the information obtained with their help; *explains* the need to study nature;  
*searches and analyses* information about bodies/phenomena of nature in various sources (editions of natural content, Internet resources, etc.), including by using technical devices and appliances;  
*determines the* main thing in information of natural content,  
*expresses* an impression about it;  
*presents* information on nature in the form of messages, drawings, diagrams, presentations, etc.;  
*conducts observations* of bodies and phenomena in the near natural surroundings according to the plan, *records the* results,  
*presents* them;  
*asks and answers* questions about the study bodies/phenomena of nature;  
*analyses the* main study steps envisaged by the plan that *suggests* its own ideas;  
*formulates* assumptions and *checks* them in the course of study on the provided or independently compiled plan;  
*identifies* himself/herself or in a group, what is necessary for conducting the study (equipment, information, etc.);  
*performs* alone/as a couple/in the study group of the body/phenomenon of nature according to the plan/instruction (the study objects are chosen independently or provided by the teacher);  
*discusses in a couple/group and presents the* study results in different ways (schemes, photo or video reports, presentations, models, etc.);  
*formulates a conclusion based on the study results with the help of the teacher* ;  
*analyses* the execution of the study, *identifies* errors, *suggests* ways to correct them, *names* the factors of success;

study as a source of knowledge about nature.  
 Observation, measurement, experiment.  
 Equipment for studying of nature.  
 The main steps during the study of the body/phenomenon of nature: definition of the purpose, planning and execution of actions according to the plan, wording of the conclusion.  
 Analysis of the conducted study.  
 Modelling in the study of nature.

*concludes:* new knowledge of nature can be obtained from various sources, in particular as a result of study;  
*reveals an* emotional-value attitude towards nature and its study

<p><b>Practical Unit (Observation, Study, Exercise).</b></p> <ul style="list-style-type: none"> <li>● Acquaintance with sources of information about nature (paper editions of natural content, geographical maps, collections of minerals, herbariums, audio and video recordings, Internet resources, etc.)</li> <li>● Measurement (the measurement object is selected by the student or determined by the teacher)</li> <li>● Exercise in understanding the instructions for conducting a body study/nature phenomenon study</li> <li>● Exercise in drawing up an observation/experiment plan.</li> <li>● Observation of the body/phenomenon of nature (the object of observation is chosen by the student or determined by the teacher)</li> <li>● Keeping a Nature Observation Diary</li> <li>● Study of the body/phenomenon of nature (the object of the study is chosen by the student or determined by the teacher)</li> <li>● Study of nature using models (aquarium, globe, etc.).</li> </ul>	
<p><i>gives examples</i> of substances;  <i>reveals</i> in his surroundings bodies of inanimate nature and  <i>classifies</i> them according to certain features (shape, colour, condition, etc.);  <i>examines</i> clay, chalk, milk, air or other bodies of inanimate nature and <i>concludes</i> their properties (colour, condition, hardness, transparency, fluidity, buoyancy, brittleness, friability, and others);  <i>compares</i> bodies of inanimate nature by external signs/<i>based on</i> the studied properties;  <i>examines</i> the properties of substances (water, iron, sugar, cooking salt, starch);  <i>applies knowledge</i> of the main actions during the study of properties of bodies and substances;</p>	<p>Inanimate nature.  Variety of bodies of inanimate nature.  Properties of bodies of inanimate nature (on the example of clay, chalk, milk, air).  Imagination of substances.  Properties and use of substances (for example, water, iron, sugar, starch, natural gas, cooking salt).</p>
<p><b>Practical Unit (Observation, Study, Exercise).</b></p> <ul style="list-style-type: none"> <li>● Investigation of the properties of bodies of inanimate nature (at the choice of students/teacher).</li> <li>● Investigation of the properties of substances (at the choice of students/teacher)</li> </ul> <p>Study of the solubility in water of substances used in the household (edible salt, starch, baking soda)</p>	
<p><b>Student:</b>  <i>provides</i> examples of reservoirs, rocks, minerals and their use;  <i>recognizes</i> and <i>names</i> rocks (sand, clay, limestone, granite), minerals in collections; <i>compiles a story</i> about the spread of water on the planet, the use of water by humans, the importance of air for plants, animals, humans;</p>	<p>Water in nature.  Diversity of reservoirs. Three states of water.  Circulation of water in nature. Water Treatment.  Air Properties.  Rock formations, their properties.  Minerals: types, uses and protection.</p>

<p><i>explains</i> the importance of water in nature; changes in water conditions; the importance of rocks and minerals in human well-being;  the need to protect reservoirs and take care of the soil; <i>describes</i> the methods of water purification and <i>practices</i> some of them (settling, filtering);  <i>studies</i> in a pair/group the properties of air; the properties of soil, rocks, composes collections;  <i>shares information</i> with others on drinking enough water, as well as on the benefits of walking in the fresh air;  <i>simulates the</i> circulation of water in nature;  <i>applies knowledge</i> for economical use of water in everyday life;  <i>shows respect</i> for the traditions of the Ukrainian people concerning water, air, soil</p>	<p>Soil. Composition and formation of soil.  Soil care.  The importance of water, air and soil in nature and human activity.  Water, air and soils protection.</p>
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<p><b><i>Practical unit (observation, study, exercise).</i></b></p> <ul style="list-style-type: none"> <li>● Methods for purifying water.</li> <li>● Observations of experiments that demonstrate the properties of air.</li> <li>● Familiarization with rocks and minerals.</li> <li>● Comparison of rock properties (by student/teacher choice).</li> <li>● Study of soil composition and properties.</li> </ul>	
<p><b>Student:</b>  <i>has an idea</i> of organisms as bodies of living nature:</p>	<p>Wildlife.</p>

plants, animals, mushrooms;  
*names* the traits of plants and animals, the organs of plants and animals,  
 conditions necessary for the life of different organisms (plants, animals, humans); natural groups; plant and animal protection measures;  
*gives examples of* plants and animals in the Red Book of Ukraine, *explains* the need for their protection;  
*understands* the importance of water, air, light, heat for organisms;  
*describes* the behaviour of animals based on his/her observations and information obtained from additional sources;  
*recognizes and names* plants, animals, mushrooms of different groups (2-3 representatives of each);  
*compares and classifies* plants, animals on certain grounds;  
*correlates* plants and animals (in images, in collections, etc.) with the conditions of their existence;  
*models* the relationships between plants and animals, organisms and the environment;  
*observes and describes the* development of plants that are grown from different parts of the plant (seeds, bulbs, veal, shoots); animal behaviour;  
*takes care* of the plant(s)/animal(s) and *shares* his/her experience with others;  
*draws a conclusion* about the connections of organisms with each other and with inanimate nature,  
*shows an* emotional-value attitude to representatives of wildlife, cares about them

Organisms are bodies of living nature.  
 Plants, animals, mushrooms.  
 The habitats of organisms.  
 Organisms of plants and animals.  
 Variety of plants. Plant reproduction and development.  
 The general idea of the main groups of animal. Animals: insects, fish, amphibians, creepers, birds, beasts.  
 Breathing, nourishment, movement, breeding of animals.  
 Animal behaviour.  
 Conditions necessary for the life of plants and animals. Care for plants and animals.  
 Mushrooms.  
 The role of plants, animals, fungi, natural groups in nature and human life.  
 Natural groups: forest, bow, river, sea.  
 The diversity of organisms in groups, the connections between them and inanimate nature.  
 Protection of flora and fauna.  
 The Red Book.

**Practical Unit (Observation, Study, Exercise).**

- Detection of the adaptation of plants to certain conditions of existence.
- Detecting and adapting animals to a new lifestyle.
- Reproduction of plants by parts of their bodies.
- Observation of the development of a plant grown from different parts of the plant (seeds, bulbs, live, shoots)
- Investigation of plant growth conditions.
- Observation of animal behaviour.

Modelling the connections of organisms to each other and to the living environment

### Human and Nature

**Student:**

*provides examples* of materials and their use, technologies and inventions of mankind, *analyses* their impact on

human life and nature;

*learns* from various sources about professions related to human activities in nature;

*discusses* human use of energy, water and air;

*characterizes* ways to conserve and protect nature on the planet;

*expresses and argues* his/her position on the links between human and nature;

*identifies the* studied materials in the products;

*investigates the* properties of materials;

participates *in* conservation activities and *shares sharing information* about them with others;

*offers* ways to reuse things, economize on water, electricity, and reduce heat consumption in the place;

*follows the rules* of safe behaviour in nature (in the forest, on the water, etc.);

*assesses* own behaviour and behaviour of other people in nature;

*understands* the value of nature to people's lives, addiction

quality of life of people depending on the state of the environment;

The relationship between human and nature.

Human is part of nature.

The role of nature in human life.

Conditions necessary for human life.

Human influence on nature.

Professions related to human activities in nature.

Properties and use of materials.

The concept of technique and technology.

Inventions of humanity and their impact on human life and activity.

Rules of conduct in nature. Economical use of resources.

Environmental protection.

**Practical Unit (Observation, Study, Exercise).**

Familiarization with the variety of materials and products made of them

Study of the properties of materials (at the choice of students/teacher)

Observation of the impact of human activities on nature (on the material of his/her area (terrain)).

Making a monument to the economical use of water and electricity in everyday life.

Reuse of materials and things in the household.

Rules of safe behaviour in the natural environment (modelling and analysis of situations in nature).

**Grade 4  
I Explore The World**

Expected learning outcomes of students	Training Content
<b>Huma n</b>	
<b>Student:</b> <i>has an idea of the</i> uniqueness of each person (appearance, behaviour, abilities, character);	The uniqueness of each human. Human life is the highest value. Charity as a manifestation of kindness and compassion.

<p><i>argues the</i> inadmissibility of causing any harm to oneself and others;  <i>explains</i> the person's capabilities; the importance of knowledge, education, work-love in achieving success and communication;  <i>explains what</i> safety depends on at home, at school, in the environment</p>	<p>Discussion of opportunities for success, plans for the future, overcoming difficulties in life</p>
<p><b>A human among people</b></p>	
<p><b>Student:</b>  <i>has an idea of the</i> culture of people's relationships in the family, school, on the street;  <i>provides examples</i> of such behaviours where these traits are found;  <i>understands</i> the meaning of good relationships, their preference over conflicts, the essence of benevolence, mercy, compliance, perseverance, responsibility;  <i>resolves</i> conflict situations peacefully;  <i>explains</i> the need to produce such features;  <i>uses</i> words of etiquette as appropriate;  <i>establishes</i> links between specific actions and attitudes of people, understands the need for cultural behaviour in public places (transport, museums, libraries, etc.);  <i>knows how</i> to behave as a guest; <i>knows</i> the rules of hospitality;</p>	<p>The role of communication in human life. Behavioural culture.  Discussion of a variety of situations. Rules of conduct in public places, at home.  Avoiding conflicts with other people.  Moral norms.</p>
<p><b>Human in Society</b></p>	

<p><b>Student:</b>  <i>has an idea of</i> rights and obligations; the right to life; equality of people, the right of everyone to protection, love and care; the right to work, protection, rest; the right to education;  <i>knows</i> the content of the main symbols of the state (Anthem, Flag, Coat of Arms, mother tongue); the content of folk symbols;  <i>shows interest in</i> knowing the symbols of other states;  <i>has an idea</i> and shows practical care for his environment, the environment and cultural heritage; <i>is interested in</i> the history and culture of his region; accumulates relevant information  <i>cites</i> and <i>evaluates</i> examples of positive and negative attitudes towards older and younger children, knows about possible offenses among children;  <i>gives examples of</i> responsibility, responsibility for the offenses committed;  <i>reflects on</i> how to properly dispose of pocket money</p>	<p>Familiarization with public rights and obligations.  The main symbols of the state.  Symbols of other countries. Folk symbols. Everyone's concern for the environment, for the environment, for historical and cultural heritage. Monuments of your region.  Examples of offenses among children and legal responsibility for their commission.  Modelling different social roles (student - teacher – school principal – salesperson – tour guide – driver – policeman)  Disclosure of relationships between people in the process of fulfilling social roles (seller - buyer, doctor – patient, pedestrian – driver)  Money; budget planning. Savings rules.</p>
<p><b>Practical Unit (Observation, Study, Exercise).</b>  The Supermarket role-playing game, the I am a Passenger role-playing game and others to choose from</p>	
<p style="text-align: center;"><b>Human and the Environment</b></p>	

<p><b>Student:</b>  <i>has an idea of the</i> Earth as a common home for all people, and the need to tolerate the diversity of cultures and customs of peoples;  <i>shows interest in</i> and respect for different cultures;  <i>provides examples</i> of Ukraine's cooperation with other countries on the problems of nature protection, energy saving, safe life, disaster prevention; <i>is interested in</i> other countries, neighbouring countries;  <i>shows</i> patriotic feelings and desire to know more about the achievements of Ukrainians in various fields</p>	<p>The Earth is a shared home for all people. Imaginary trips to other countries (project). The closest neighbours of Ukraine.  Cooperation of people in the conservation of nature and life.  The contribution of each person to the preservation of different cultures and natural wealth.   The contribution of Ukrainians to the inventions of humanity, other achievements.</p>
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## Nature

### Student:

*has an idea* of the Universe and the Solar System; the meaning of different types of maps;  
*names* ways to navigate the terrain; titles of continents, oceans; rules of conduct during earthquakes, floods;  
*gives examples* of celestial bodies, reservoirs of his area and their names;  
*recognizes*: plains, mountains, hills, ravines;  
*explains* how the movement of our planet affects phenomena that occur in inanimate and living nature (changes in the day and night; uneven heating of the earth's surface; water circulation; seasonal changes in nature); the significance of the terrain plan and maps; the significance of the weather forecast for people and tells about its use in own life;  
*observes and records changes in* weather elements (air temperature, wind, cloudiness, precipitation);  
*tells* about the influence of the Sun and the Moon on our planet, about the diversity of nature of continents, inhabitants of the oceans;  
*finds and shows* on maps continents, oceans and other objects in accordance with the training task;  
*learns* from various sources about weather prediction methods, folk signs of weather change; *focuses* on the terrain with the help of a compass, the Sun and local signs;  
*monitors* the weather, seasonal changes in the nature of its area;  
*determines the* sides of the horizon along the compass;  
*simulates* the Solar System, constellations, changes in the Earth's surface, orbiting the Earth;  
*applies the knowledge to* observe the weather, make a room plan, navigate the terrain,  
*it concludes* on the diversity and integrity of the Earth's nature.

Planet Earth is our home in the Universe.

Imagination of the universe, the Solar System.

Celestial bodies: stars, planets. The Sun is the source of light and heat on Earth.

The Earth is the planet of the Solar System. The Moon is a natural satellite of the Earth. The influence of the Sun and the Moon on the Earth.

The shape and movements of the Earth.

Consequences of the rotation and movement of the Earth. Natural zones of the Earth.

Adaptation of plants and animals to living conditions in different natural areas.

Weather. Weather forecasting.

Ways to depict the Earth's surface: globe, plan, map.

The sides of the horizon.

Ways to navigate the terrain. Shapes of the Earth's surface.

Changes in the Earth's surface: varieties, causes and consequences.

Earthquakes, volcanic eruptions, wind work. The continents and oceans, their names and locations on the map.

Features of the nature of continents and oceans.

The diversity and integrity of the Earth's nature.

### **Practical Unit (Observation, Study, Exercise).**

- Solar System Simulation
- Modelling of earth's surface shapes, their changes
- Determining the sides of the horizon with the help of the Sun.
- Drawing up a plan of the room, the school plot.
- Marking on the contour map of continents and oceans

**Student:**

*shows* on the map of Ukraine and *names* the area of his/her residence,  
*names* the natural resources of Ukraine (water, soil, minerals, vegetable and animal) and *explains* their importance for the citizens of our state;  
*gives examples* and *describes* the natural groups of their area according to the plan (name of the group, plants and animals of the group, connections between them, meaning of the group for humans);  
*recognizes* and *names* plants, animals, mushrooms of his/her area (3-4 representatives each), *models* the connections between them; *tells* about the most important natural objects of Ukraine, his/her area;  
*characterizes* the significance of 2-3 types of minerals for the economy of our country and the well-being of its citizens; the natural zone of Ukraine according to the plan; the residents of the natural group, their connections with each other and inanimate nature;  
*explains* the dependence between the conditions of the natural zone and its residents, features of work and life of people living in it;  
*observes* seasonal phenomena in the nature of its terrain, *characterizes* changes in inanimate and living nature and in the activities of people who occur at the same time;  
*analyses* connections in natural groups (organisms between themselves, organisms with inanimate nature);  
traditions that reflect the attitude of Ukrainians to nature;  
*make up* a nutrition chain;  
*acts* in the environment without causing damage to nature;  
*expresses judgment on the* diversity and value of the nature of Ukraine;  
*is aware* of the responsibility for the state of nature in the local community;  
*shows respect for* the experience of the Ukrainian people in the conservation of nature

Nature of Ukraine.

Ukraine on the world map.

The most important natural objects of Ukraine, its area.

Natural resources of Ukraine, their diversity and significance.

Natural zones of Ukraine.

Characteristics of the natural zone: natural conditions, flora and fauna, peculiarities of work and life of people. Human influence on nature.

Seasonal changes in the nature of Ukraine. Naturally groupings.

Folk traditions that reflect the attitude of Ukrainians to nature.

Environmental protection in Ukraine.

**Practical Unit (Observation, Study, Exercise).**

- Our edge on the globe and map
- Drawing up the characteristics of the natural groupings of his/her area.
- Study of the living conditions of plants and animals in their area.
- Modelling connections in a natural grouping
- Drawing up a calendar of folk holidays of Ukrainians associated with the phenomena of nature

**Human and Nature**

**Student:**

*provides examples* of human use of natural-scientific knowledge; materials and products from them; local productions;  
*has an idea* of machines and mechanisms (vehicles, household appliances, etc.);  
*explains how the* properties of materials determine their use;  
*observes* the operation of machines, household appliances;  
*adheres to the basic rules* for the safe use of electricity, household devices and appliances (laundry, electric or gas stove, etc.);  
*tells* about the cultivation of plants, the care of their animals; about the inventions of humanity and professions related to the knowledge of nature, its use and conservation (physicist, miner, engineer, nature protector, etc.);  
*searches* for information on the development of machinery and technology;  
*discusses* the safe and appropriate use of knowledge about nature, materials, technologies;  
*models independently/in a group* the connections: Nature – Human, Nature - Manmade World, Human – Human – Manmade World and *draws up a story* according to the created model;

The relationship between human, nature, and the manmade world.

The significance of natural-scientific knowledge for humans.

The manmade world is the world created by human's work.

The use of knowledge about nature, techniques and technologies by people of different professions.

Properties and use of materials in various spheres of human activity (construction, production of paper and energy, food, household appliances, etc.).

Machines and Mechanisms.

Safe handling of machines and mechanisms in everyday life.

Local products and resources for their manufacture.

Crop production. Cattle breeding  
Inventions of mankind.

Ideas of nature that a person applies in their activities.

**Practical Unit (Observation, Study, Exercise).**

- Compilation of a collection of products made of a specific material.
- Investigation of the properties of materials (metals, fabric, glass, wood, etc.) and drawing up proposals for their use.
- Observation of the operation of machines and mechanisms (by models, during real or virtual excursions).
- Modelling the connections between man, nature and the manmade world.

<p><b>Student:</b>  <i>names</i> the environmental problems of the planet; sources of pollution of nature;  <i>provides examples of</i> conservation measures; conservation areas;  <i>explains</i> the consequences of pollution of water bodies, air, soils, destruction of forests and other hazards that cause human activity;  <i>identifies, on his/her own/in a group,</i> the facts of environmental pollution, <i>suggests</i> and <i>substantiates</i> his/her own ideas for ways to reduce the negative impact of humans on nature and acts <i>responsibly</i> to do so;  <i>learns</i> about environmental problems from other people, from the media and other sources, <i>analyses</i> this information, <i>discusses</i> ways to solve it;  <i>analyses and evaluates</i> its contribution to the preservation of the environment; situations of daily life related to the use of water, electricity, heat;  <i>is involved</i> in the organization and implementation of environmental measures;  <i>takes a responsible</i> approach to discussing nature's problems, making decisions on how to behave in nature without harming it</p>	<p>Human influence on nature.</p> <p>Human influence on nature.  Environmental problems of the planet.  Environmental pollution: sources and methods of prevention (construction of wastewater treatment plants, reduction of household garbage, waste recycling plants, etc.).  Human activities that help conserve nature.  Economical use of resources.  Environmental protection measures.  Creation of nature protection areas.  Rules of conduct in nature.  The protection and preservation of nature is a matter for every citizen.</p>
<p><b>Practical Unit (Observation, Study, Exercise).</b></p> <ul style="list-style-type: none"> <li>● Modelling of safe behaviour in the environment (in-game and training situations).</li> <li>● Exploring ways to save water (at home, at school).</li> <li>● Exploring ways to save electricity (at home, at school).</li> <li>● Studies of everyday habits that will help reduce the amount of household garbage (waste).</li> <li>● Development of the environmental protection measure plan.</li> </ul>	