Skolverket

COMPULSORY SCHOOL

Curriculum for Compulsory School, Preschool Class and School-Age Educare

Lgr22

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Contents

1. Fundamental values and mission of the school

Fundamental values

The school system is rooted in democracy. The Education Act (2010:800) states that education within the school system aims to enable pupils to acquire and develop knowledge and values. It shall promote development and learning for all pupils and a lifelong desire to learn. Education shall communicate and instil respect for human rights and the fundamental democratic values on which Swedish society is based. Each person actively involved in the school system shall also encourage respect for the intrinsic value of every human being and respect for the environment we all share.

The sanctity of human life, the freedom and integrity of the individual, the equal value of all people, equality between women and men and solidarity between people are the values that schools shall embody and impart. In keeping with the ethics embodied in the Christian tradition and Western humanism, this is achieved by fostering in the individual a sense of justice, generosity, tolerance and responsibility. The teaching provided in schools must be non-denominational.

Schools shall embody and communicate the values and rights expressed in the United Nations Convention on the Rights of the Child (CRC). The education must be based on what is deemed to be the best interests of the child, and pupils must be made aware of their rights.

The role of the school is to enable each individual pupil to discover what makes them unique, which enables them to take part in society by giving their best in responsible freedom.

Understanding and compassion for others

Schools shall promote understanding of other people and the ability to empathise. Education shall be characterised by openness and respect for people's differences. At school, no one shall be subjected to discrimination related to sex, ethnicity, religion or other beliefs, transgender identity or expression, sexual orientation, age or disability, or be subjected to any other form of victimisation. Schools must work actively to combat all such tendencies. Intolerance, oppression and violence, such as racism, sexism and honour-based abuse and oppression, must be prevented and addressed through knowledge and active measures.

The internationalisation of Swedish society and the growing mobility across national borders place high demands on people's ability to live with and recognise 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 is important to develop along with the ability to understand and empathise with the conditions and values of others. The school is a social and cultural meeting space with both the opportunity and the responsibility to strengthen this ability in everyone active there.

Objectivity and inclusiveness

Schools shall be open to different ideas and encourage their expression. They shall emphasise the importance of forming personal opinions and provide opportunities for doing this. Teaching shall be objective and inclusive. All parents shall be able to send their children to school, fully confident that their children will not be subjected to bias in favour of one view or another.

Everyone actively involved in the school must uphold the fundamental values set out in the Education Act and in this curriculum, and clearly distance themselves from anything that conflicts with them.

Educational equity

Teaching shall be adapted to the circumstances and needs of each pupil. It shall promote pupils' continued learning and knowledge development based on their background, previous experiences, language or languages, and knowledge.

The Education Act stipulates that education in each type of school and in school-age educare must be of equal quality, regardless of where in the country it is provided. The standards for educational equity are set out in the national objectives. Educational equity does not mean that education should be the same everywhere or that school resources should be allocated equally. The different circumstances and needs of the pupils must be taken into account. There are also different ways of attaining this goal. Each school has a special responsibility for pupils who, for various reasons, have difficulties achieving the objectives of their education. Thus, teaching can never be structured in the same way for everyone.

Schools must actively and consciously promote the equal rights and opportunities of pupils, regardless of gender affiliation. Schools are also responsible for calling attention to and combating gender patterns that limit pupils' learning, choices and development. How the school organises education, how pupils are treated and what demands and expectations are placed on them are all contributing factors that shape their perceptions of

what is feminine and what is masculine. Schools shall therefore organise education in a way that enables pupils meet and work together and test and develop their abilities and interests with equal opportunities and on equal terms regardless of gender affiliation.

Rights and obligations

Schools must clearly communicate to pupils and parents the objectives of the education, the requirements the school imposes, and the rights and obligations of pupils and their guardians. A prerequisite for pupils and their guardians being able to exercise their right to have a voice and influence decisions is the individual school clearly communicating the objectives, content and ways of working. This is important, not least as a basis for the individual to make choices in school.

It is not enough for teaching to simply impart knowledge about fundamental democratic values. Democratic ways of working shall also be applied in practice and prepare pupils for active participation in society. Teaching shall develop their ability to take personal responsibility. By participating in the planning and evaluation of daily teaching and being able to select courses, subjects, themes and activities, pupils can develop their ability to exercise influence and take responsibility.

Mission of the school

The mission of the school is to promote learning by stimulating each individual to acquire and develop knowledge and values. In partnership with the home, schools shall promote the all-round personal development of pupils into active, creative, competent and responsible individuals and citizens. Schools shall be characterised by care for the individual, consideration and generosity. In a deeper sense, educating and raising children involve developing and passing on a cultural heritage – values, traditions, language, knowledge – from one generation to the next. Schools shall support families in their responsibility for raising and educating their children. The work must therefore be performed in partnership with the home.

Schools are tasked with communicating and instilling fundamental values and promoting pupils' learning as a means of preparing them to live and work in society. Schools shall provide the more enduring knowledge that forms the common frame of reference needed by all members of society. Pupils shall be able to navigate and act in a complex reality of a high information flow, increased digitalisation and rapid change. Study skills and methods for acquiring and using new knowledge are therefore essential. It is also necessary for pupils to develop their

ability to critically examine information, facts and circumstances and to recognise the consequences of different alternatives.

Schools shall actively promote gender equality. Accordingly, schools shall model and communicate equal rights, opportunities and obligations for girls and boys, women and men. In accordance with the fundamental values, schools shall also promote interaction between pupils regardless of gender affiliation. Through education, pupils shall develop an understanding of how different notions of what is female and male can affect people's opportunities. Schools must thereby help pupils to develop their ability to critically examine gender patterns and how they can limit people's life choices and living conditions.

Schools have a responsibility to ensure that pupils repeatedly discuss issues relating to sexuality, consent and relationships during their schooling. Education shall thus promote the health and well-being of all pupils and empower them to make informed and independent choices. Schools shall help pupils to develop an understanding of both their own rights and the rights of others, and convey the importance of sexuality and relationships being consensual. Education shall critically examine power structures linked to gender and honour-based abuse and oppression. Pupils shall also be given the opportunity to develop a critical approach to how relationships and sexuality are portrayed in various media and contexts, including pornography.

Language, learning and the development of identity are closely linked. Providing ample opportunities for discussion, reading and writing will enable each pupil to develop their ability to communicate and thus gain confidence in their linguistic abilities.

Creative and exploratory work and play are essential elements of active learning. During the early school years in particular, play is of great importance in helping pupils to acquire knowledge. Schools shall also endeavour to offer all pupils daily physical activity throughout the school day.

Schools shall stimulate pupils' creativity, curiosity and self-confidence, as well as their willingness to test and implement ideas to solve problems. Pupils shall have the opportunity to take initiative and responsibility and develop their ability to work both independently and with others. Schools shall help pupils to develop an understanding of how digitalisation affects the individual and societal development. All pupils shall be given the opportunity to develop their ability to use digital technology. They shall also be given the opportunity to develop a critical and responsible approach to digital technology, so that they are able to recognise opportunities, understand risks and evaluate information. Education shall thus

provide pupils with the conditions to develop *digital competence* and an approach that promotes *entrepreneurship*.

An important role of schools is to provide an overview and context, and it is important to adopt some overarching perspectives in all teaching. Through a *historical perspective*, pupils can develop an understanding of the present, prepare for the future and develop their ability to think dynamically.

An *environmental perspective* enables them to take responsibility for the environment they can directly influence and to adopt a personal approach to general and global environmental issues. Education shall highlight how the functions of society and our way of living and working can be adapted to create sustainable development.

An *international perspective* is important for being able to see one's own reality in a global context and for building international solidarity, as well as for living in 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 important for many of the issues addressed in schools. This perspective shall permeate school activities to provide a foundation and foster pupils' ability to make personal decisions and act responsibly in relation to themselves and others.

The school's mission to promote learning requires an active discussion in the individual school about concepts of knowledge, about what constitutes important knowledge both today and in the future, and how knowledge development takes place. Different aspects of knowledge and learning are natural starting points for such discussions. Knowledge is a complex concept that can be expressed in a variety of forms – such as facts, understanding, skills and familiarity – all of which depend on 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 in which these forms are balanced to form a meaningful whole.

Schools shall promote the harmonious development of pupils. This shall be achieved by means of a varied and balanced combination of content and working methods. Shared experiences and the social and cultural world of the school create space and conditions for learning and development in which different forms of knowledge are parts of a whole. Interconnection between the pedagogical approaches of the preschool class, the school and school-age educare can enrich pupils' development and learning.

Through the activities, schools shall stimulate each pupil to learn and grow. School work shall focus not only on intellectual aspects, but also practical, sensory and aesthetic aspects. Health and lifestyle issues shall also receive attention.

Pupils shall be given the opportunity to experience knowledge in different forms of expression. They shall be allowed to try out and develop different forms of expression and experience emotions and moods. Drama, eurhythmics, dance, music and creativity in image, text and form shall be a part of school activities. Harmonious development and educational pathways include opportunities to test, explore, acquire and express different knowledge and experiences. As part of their learning, pupils shall develop their own creative ability.

Good environment for development and learning

At school, pupils shall be treated with respect for their person and their work. Schools shall endeavour to be a vibrant social community that provides security and fosters a willingness and desire to learn. Schools operate in a setting with many different sources of knowledge. They shall endeavour to create the best overall conditions for pupils' learning, thinking and development of knowledge. The foundations for a sense of security and self-esteem are established at home, but the school also plays an important role. Pupils shall know how to get help if they feel unsafe in or outside of school. The activities shall be centred around the health, well-being and development of each individual pupil. Every pupil has the right to develop at school, feel the joy of personal growth, and experience the satisfaction of making progress and overcoming difficulties.

Each school's development

The school's activities must be developed to meet the national objectives. The school organiser is responsible for ensuring that this takes place. The daily educational management of the school and the professional responsibility of the teachers are prerequisites for the qualitative development of the school. This requires that the activities are constantly assessed, that the results are monitored and evaluated, and that new methods are assessed and developed. Such work must take place in an active collaboration between the school's staff and pupils and in close contact with both the home and the wider community.

2. Overall objectives and guidelines

The overall objectives set out the norms, values and knowledge that all pupils shall have developed by the time they leave compulsory school. The objectives indicate the orientation of the school's work.

2.1 Norms and values

Schools shall actively and consciously influence and stimulate pupils to embrace the common values of our society and express them in practical everyday action in different contexts.

Objectives
The school's objectives are that each pupil

- can make and express conscious ethical judgements based on knowledge of human rights, fundamental democratic values and personal experience,

- respects the intrinsic value of other people and their physical and personal integrity,

- does not accept people being subjected to violence, oppression, discrimination and victimisation, and takes part in helping other people,

- can empathise with and understand other people's situation and develops a willingness to act in their best interests, and

- shows respect and care for the local environment as well as the environment from a broader perspective.

Guidelines
Everyone working in the school shall

- contribute to developing pupils' sense of belonging, solidarity and responsibility for others, including people outside their immediate group,

- in their activities, contribute to the school being characterised by gender equality and solidarity between people,

- in their activities, contribute to pupils interacting with one another regardless of gender affiliation,

- actively combat discrimination and victimisation of individuals or groups,

- show respect for each individual pupil and apply a democratic and norm-conscious approach in their daily work, and

- in activities involving norms and values, pay attention to both opportunities and risks associated with increasing digitalisation.

Teachers shall

- clarify and discuss with pupils the fundamental values of Swedish society and their consequences in terms of individual actions,

- openly present and discuss differing values, perceptions and problems,

- highlight and discuss with pupils how different notions of what is female and male can affect people's opportunities and how gender patterns can limit personal life choices and living conditions,

- plan and teach in such a way that pupils interact and work together regardless of gender affiliation,

- be watchful of and, in consultation with other school staff, take the necessary measures to prevent and combat all forms of discrimination and victimisation,

- together with the pupils, develop rules for work and behaviour in their own group, and

- work in partnership with the home in educating the pupils, and explain the school's norms and rules as a basis for work and cooperation.

2.2 Knowledge

Schools are responsible for ensuring that pupils acquire and develop the knowledge necessary for each individual and member of society. This knowledge also provides a foundation for further education.

Schools shall contribute to the harmonious development of pupils. A sense of discovery, curiosity and the desire to learn shall form the basis of the school's activities. Schools shall offer pupils structured teaching under the supervision of teachers, both as a whole class and individually. In their teaching, teachers shall endeavour to balance and integrate knowledge in its various forms. In order for pupils in need of support to meet the assessment criteria for knowledge in mathematics, Swedish and Swedish as a second language in years 1–3 of compulsory school to receive this support at an early stage and adapted to their needs, Chapter 3 of the Education Act (2010:800) contains provisions on a guarantee for early support measures in the preschool class and years 1–3 of compulsory school. The chapter also contains provisions on support to enable pupils

to meet the minimum assessment criteria for knowledge and grading criteria in all subjects and year levels, as well as provisions on pupils' progress towards the objectives of education in general.

Objectives

Schools are responsible for ensuring that, after completing compulsory school, every pupil

- can use the Swedish language in speech and writing in a rich and nuanced way,

- can communicate in English in speech and writing and is given opportunities to communicate in another foreign language in a functional way,

- can use mathematical thinking for further studies and in everyday life,

- can use knowledge from the subject areas of natural sciences, technology, social sciences, humanities and aesthetics for further studies, in society and in everyday life,

- can solve problems and put ideas into practice in a creative and responsible way,

- can use both digital and other tools and media for knowledge seeking, information processing, problem solving, creation, communication and learning,

- can use critical thinking and independently formulate opinions based on knowledge and ethical considerations,

- can learn, explore and work both independently and with others and have confidence in their own abilities,

- has acquired knowledge and insight into the Swedish, Nordic and Western cultural heritage and acquired basic knowledge of the Nordic languages,

- has acquired knowledge of the culture, language, religion and history of the national minorities (Jews, Roma, the indigenous Sami people, Swedish Finns and Tornedalians),

- can interact in encounters with other people based on knowledge of similarities and differences in living conditions, culture, language, religion and history,

- has acquired knowledge of society's laws and norms, human rights and democratic values in school and in society,

- has acquired knowledge in the area of sexuality, consent and relationships and about honour-based abuse and oppression,

- has acquired knowledge of the conditions for a good environment and sustainable development,

- has acquired knowledge and understanding of the importance of their own lifestyle for health, the environment and society,

- can use and engage in many different forms of expression, such as language, art, music, drama and dance, and has developed knowledge of society's cultural offerings, and

- can make well-informed choices about further studies and career path.

Guidelines

Everyone working in the school shall

- recognise and support pupils in need of extra adaptations or special support, and

- work together to make the school a good environment for development and learning.

Teachers shall

- take into account each individual's needs, circumstances, experiences and mindset,

- strengthen pupils' desire to learn and their confidence in their own abilities,

- provide space for the pupil's ability to create and use different means of expression,

- stimulate, guide and provide extra adaptations or special support to pupils who have difficulties,

- collaborate with other teachers in the work to achieve the educational objectives, and

- organise and carry out the work so that the pupil

  ▶ develops according to their abilities and at the same time is stimulated to use and develop all of their abilities,

  ▶ perceives knowledge as meaningful and that their own knowledge development is progressing,

  ▶ receives support in their language and communication development,

▸ can use school books, other educational materials and tools needed for good knowledge development in accordance with the objectives of education,

▸ is progressively given more and larger independent tasks and increased personal responsibility,

▸ is given opportunities for in-depth subject study, overview and context, and

▸ is given opportunities for interdisciplinary work.

2.3 Pupils' responsibility and influence

The democratic principles of influence, responsibility and participation shall apply to all pupils. Pupils shall be given influence over their education. They shall be continuously encouraged to take an active part in the further development of their education and be kept informed of issues that concern them. The information and the means by which pupils exercise influence shall be adapted to their age and maturity. Pupils shall always have the opportunity to take the initiative on issues to be addressed within the context of their influence on their education.

Objectives
The school's objectives are that each pupil

● takes responsibility for their learning and for contributing to a good working environment through their own efforts and participation, and based on their own circumstances,

● shows respect and consideration for the school's staff and other pupils as part of the shared responsibility for the working environment at the school,

● progressively exercises increasing influence over their own education and the inner workings of the school, and

● has knowledge of the principles of democracy and develops their ability to work in democratic forms.

Guidelines
Everyone working in the school shall

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

Teachers shall

- assume that pupils are able and willing to take personal responsibility for their learning and their work at school,

- ensure that all pupils have a real influence on approaches, ways of working and the content of teaching and ensure that this influence increases as they get older and more mature,

- work to ensure that pupils have equal influence over and space in the teaching, irrespective of gender affiliation,

- ensure that pupils are able to try out different approaches and ways of working,

- plan and evaluate the teaching together with the pupils, and

- prepare pupils for participation and shared responsibility, and for the rights and obligations that characterise a democratic society.

2.4 School and home

The responsibility that the school and the guardians share for the education of pupils shall create the best possible conditions for the development and learning of children and adolescents.

Guidelines
Everyone working in the school shall

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

Teachers shall

- work with and continuously inform parents about the pupil's school situation, well-being and knowledge development, and

- stay informed of the individual pupil's personal situation and demonstrate respect for the pupil's integrity.

2.5 Transition and cooperation

The preschool class, school-age educare and school shall work in mutual trust with each other and the preschool in order to support pupils' development and learning in a long-term perspective. Prior to transitions, the school type involved and school-age educare shall share knowledge, experiences and information about the content of the education in order to create coherence, continuity and progression in the pupils' development and learning. The school shall also cooperate with the upper-secondary study programmes in which the pupils continue their studies. There shall also be forms of cooperation aimed at preparing pupils and their guardians for transitions.

Guidelines
Teachers shall

- in cooperation with preschool teachers in the preschool, teachers in other relevant school types and school-age educare, share knowledge, experiences and information about the content of the education in order to create coherence, continuity and progression in the pupils' development and learning.

- in cooperation with the preschool team, teachers in other relevant school types and school-age educare, prepare pupils and their guardians for transitions,

- in connection with transitions, be especially attentive so as to recognise pupils in need of extra adaptations or special support, and

- take advantage of opportunities for continuous cooperation on teaching in the preschool class, school and school-age educare.

2.6 School and the surrounding world

Pupils shall receive a high-quality education at school. They shall also be given a good foundation for making choices about further education. This requires that compulsory schools cooperate closely with the upper-secondary education programmes in which the pupils continue their studies. It also requires cooperation with the working world and the local community in general.

Objectives
The school's objectives are that each pupil

- can examine different options and form an opinion on issues related to their own future,

- has insight into the local community and its working life, clubs and associations, and cultural life, and

- is informed about the opportunities for further education in Sweden and in other countries.

Guidelines
Everyone working in the school shall

- strive to develop contacts with cultural and working life, clubs and associations, and other activities outside the school that can enrich it as a learning environment, and

- contribute to ensuring that pupils' study and career choices are not limited by gender affiliation or by social or cultural background.

Teachers shall

- provide support to pupils when making choices regarding their further education, and

- help to develop contacts with schools that will be receiving the pupils, and with organisations, companies and others who can help enrich the school's activities and anchor them in the surrounding community.

The study and career guidance counsellor, or staff performing equivalent tasks, shall

- provide information and guidance to pupils with regard to further studies and career path, paying particular attention to opportunities for pupils with disabilities, and

- support the study and career guidance counselling efforts of other staff.

2.7 Assessment and grades

The grade expresses the extent to which the individual pupil has met the national grading criteria for a particular subject. As support for grading, there are subject-specific grading criteria for different grade levels.

Objectives
The school's objectives are that each pupil

- progressively takes on greater and greater responsibility for their studies, and

- develops the ability to assess their own results and to relate these and the assessments of others to their own achievements and circumstances.

Guidelines
Teachers shall

- through personal development dialogues and individual development plans, foster the knowledge and social development of the pupils,

- based on the requirements of the syllabus, assess each pupil's knowledge development in a comprehensive way, report this orally and in writing to the pupil and their home, and inform the head teacher,

- based on the wishes of the parents, regularly inform pupils and the home about study outcomes and development needs, and

- when grading, make a comprehensive assessment of the pupil's knowledge in relation to the national grading criteria.

2.8 Head teacher's responsibility

As educational leader and manager of the teachers and other staff in the school, the head teacher has overarching responsibility for ensuring that the activities as a whole are geared towards the national objectives. The head teacher is responsible for monitoring and evaluating the school's performance in relation to the national objectives, the criteria for assessing knowledge and the grading criteria. The head teacher is responsible for the school's performance and, within the given framework, has a special responsibility to ensure that

- all pupils are offered structured teaching led by teachers

- all pupils get access to and opportunities to use school books, other educational materials and tools needed for good knowledge development in accordance with the objectives of education,

- all pupils get access to and opportunities to use a school library,

- all teachers get access to teacher manuals needed to provide pupils with good knowledge development in accordance with the objectives of education,

- the education and teaching are characterised by a gender equality perspective and are organised so that pupils interact and work together regardless of gender affiliation,

- the school's working methods are developed so that active pupil participation is encouraged,

- the working environment of the school is structured in such a way that all pupils, in order to be able to independently seek and develop knowledge, are given active teacher support and have access to and conditions for using high-quality teaching materials and other learning aids for modern education, including school libraries and digital tools,

- all pupils are ensured a school environment that feels safe and is conducive to learning,

- the activities of teaching and pupil health services are designed so that pupils receive the guidance and stimulation, the extra adaptations or special support, and the help they need,

- contact is established between school and home if problems and difficulties arise for the pupil at school,

- the allocation of resources and support measures are aligned with teachers' assessment of pupils' development,

- the knowledge area of sexuality, consent and relationships, and knowledge of honour-based abuse and oppression are regularly addressed throughout the pupil's education,

- the teaching in different subject areas is coordinated so that pupils are given opportunities to gain understanding of broader areas of knowledge as a whole,

- the teaching in different subjects integrates interdisciplinary areas of knowledge, such as the environment, traffic, gender equality, consumer issues and the risks of tobacco, alcohol and other drugs,

- forms of cooperation are developed between the preschool class, the school and school-age educare to support each pupil's multifaceted development and learning,

- cooperation is established with the preschool to create the conditions for a shared understanding and cooperation based on mutual trust,

- forms of cooperation between the school and the home are developed, and the parents are informed of the school's objectives and ways of working, the school's rules, and the various choices available,

- cooperation with schools and working life outside of school is developed so that pupils can gain tangible experience of the importance of their further studies and career path,

- the study and career guidance activities are organised so that pupils receive guidance for the various choices offered by the school and for further studies,

- staff receive the continuing professional development required to enable them to perform their duties in a professional manner, and are continuously given opportunities to share their knowledge and learn from each other to develop the education offered,

- school library activities are used as part of the teaching process to strengthen pupils' language skills and digital competence,

- the school's international contacts are developed, and

- school staff are made aware of the international agreements that Sweden has undertaken to observe in education.

3. Preschool class

3.1 Aim and core content of the preschool class

Teaching in the preschool class shall be based on the fundamental values and mission as well as the overarching objectives and guidelines set out in Sections 1 and 2 of this curriculum. This section supplements Sections 1 and 2 by specifying the aim and core content of teaching in the preschool class and how the teaching shall provide pupils with what they need for continued development towards meeting the assessment criteria for knowledge and the grading criteria that will later apply in the relevant school type.

Aim

Teaching in the preschool class shall aim to stimulate pupils' general development and learning. The teaching shall be based on pupils' needs and interests as well as on the knowledge and experience previously acquired by the pupils. It shall also continuously challenge the pupils by inspiring them to make new discoveries and acquire new knowledge. In the teaching, the pupils shall be offered a variety of working methods, forms of expression and learning environments that facilitate their transition from preschool to school and school-age educare. Thus, teaching in the preschool class shall contribute to the continuity and progression of the pupils' development and learning and prepare pupils for continued education.

The teaching aims to foster pupils' imagination, empathy and ability to learn together with others through play, movement and creation through forms of aesthetic expression as well as through explorative and practical approaches. Through play, pupils shall be given the opportunity to process impressions, test different identities, develop creativity and their ability to cooperate and communicate. The teaching shall encourage and challenge pupils to test their own ideas and the ideas of others, solve problems and put their ideas into practice. This gives pupils the opportunity to develop creativity, curiosity and confidence in their own abilities.

The teaching shall give pupils the opportunity to develop good peer relationships and to feel a sense of belonging and security in the pupil group. Pupils shall also be given the opportunity to develop and test their identity and perceptions in encounters and interactions with others. The teaching shall take advantage of differences and diversity, thereby giving pupils the opportunity to deepen their understanding of different ways of

thinking and being. In the teaching, pupils shall also be given the opportunity to develop familiarity with democratic principles, working methods and processes by being involved, exercising influence and taking responsibility in the activities. In this way, pupils shall be given the conditions to develop confidence in themselves and their ability to work with others and handle conflicts in a constructive way.

Teaching shall make good use of pupils' curiosity and give them the opportunity to develop their interest in and ability to communicate using spoken and written language by giving them opportunities to read, listen to, write and talk about both fiction and other types of texts and events. In addition, teaching in everyday activities shall in various ways create opportunities for pupils with a mother tongue other than Swedish to use both Swedish and their mother tongue. The teaching shall also give pupils the opportunity to create and express themselves through various forms of aesthetic expression, thus providing pupils with the conditions to be able to think, learn and communicate in different contexts and for different purposes.

Teaching shall make good use of pupils' curiosity and provide opportunities for them to develop their interest in mathematics and an understanding of how mathematics can be used in different situations. Pupils shall therefore be challenged and stimulated to use mathematical concepts and reasoning to communicate and solve problems in different ways with different forms of expression, and to explore and describe the world around them.

Furthermore, the teaching shall help to develop pupils' interest in and knowledge of nature, technology and society by giving them opportunities to explore, ask questions about and discuss phenomena and relationships in the world around them. The teaching shall also give pupils the opportunity to develop knowledge about how the various choices people make can contribute to sustainable development. The teaching shall challenge and stimulate pupils' interest in different times, places and cultures.

Pupils shall be given the opportunity to develop all-round mobility by participating in physical activities and spending time in different natural environments. The teaching shall give pupils the opportunity to experience the joy of movement, thereby developing their interest in being physically active. Moreover, the teaching shall help pupils to develop an understanding of how physical activity can affect health and well-being.

In summary, teaching in the preschool class shall provide pupils with the conditions to develop their ability to

- test and develop ideas, solve problems and put ideas into practice,
- create and maintain good relationships and cooperate based on a democratic and empathetic approach,
- communicate in speech and writing in different contexts and for different purposes,
- create and express themselves through different forms of aesthetic expression,
- use mathematical concepts and reasoning to communicate and solve problems,
- explore and describe phenomena and relationships in nature, technology and society, and
- move versatilely in different environments and understand what can affect health and well-being.

Core content

Teaching shall cover the following core content.

Language and communication

- Discuss, listen, ask questions and express their own thoughts, opinions and arguments about different areas familiar to the pupils, such as ethical issues and everyday events.
- Discuss the content and message of different types of texts.
- Narrative texts, non-fiction texts and texts that combine words, images and sounds.
- Letters and other symbols to communicate messages.
- Rhyming words, nursery rhymes and other word games.
- Digital tools and media for communication.
- Safe and responsible communication, including in digital contexts.
- Words and concepts that express needs, feelings, knowledge and opinions. How words and statements can be perceived by and affect oneself and others.

Creation and forms of aesthetic expression

- Creation through play, art, music, dance, drama and other forms of aesthetic expression.

- Different materials, tools and techniques for creation and self-expression.

- Interpret and discuss the content and message of different forms of aesthetic expression.

- Digital tools for the production of different forms of aesthetic expression.

Mathematical reasoning and forms of expression

- Simple mathematical reasoning to examine and reflect on problems and different ways of solving problems.

- Natural numbers and their properties, and how they can be used to indicate quantity and order. Part of a whole and part of a number.

- Mathematical concepts and various forms of expression to explore and describe space, location, shape, direction, pattern, time and change.

Nature, technology and society

- Different ways of exploring phenomena and relationships in nature, technology and society, for example through observations, measurements and discussions about observations. How phenomena and relationships relevant to pupils can be described, for example using words and images or simple tables and diagrams.

- Norms and rules in pupils' everyday lives, such as in games and play, and why rules may be needed.

- Democratic values and principles, in contexts that are familiar to pupils. How joint decisions can be made and how conflicts can be managed constructively.

- Children's rights as set out in the Convention on the Rights of the Child (CRC).

- Life issues relevant to the pupil, such as friendship, justice and gender roles.

- Nature and people's living conditions at home and elsewhere at different times, based on pupils' experiences and interests.

- Sorting and grouping of plants and animals, and the names of some common species.

- Chemical and physical phenomena familiar to pupils, such as the transition from ice to water, friction and visible astronomical phenomena.

- Some common technological solutions in pupils' everyday life, and how they are constructed, work and could be improved.

- Design and construction using different materials, tools and techniques.

- How people's everyday choices can contribute to sustainable development.

Games, physical activities and outdoor activities

- Initiate, organise and participate in different types of games.

- Indoor and outdoor physical activities in different seasons and weather conditions.

- Safety and consideration for the environment and other people when in different natural environments.

- Diet, sleep and physical activity and how these affect health and well-being.

4. School-age educare

4.1 Aim and core content of school-age educare

Teaching in school-age educare shall be based on the fundamental values and mission as well as the overarching objectives and guidelines set out in Sections 1 and 2 of this curriculum. This section supplements Sections 1 and 2 by specifying the aim and core content of teaching in school-age educare. The term teaching shall be interpreted broadly in relation to school-age educare, where care, development and learning are integrated to form a whole.

Aim

Teaching in school-age educare shall stimulate pupils' development and learning and offer pupils a meaningful way to spend their free time. This shall be done through teaching based on pupils' needs, interests and experiences, as well as by continuously challenging pupils by inspiring them to make new discoveries. In teaching, pupils shall be offered a variety of working methods, forms of expression and learning environments that integrate care and learning.

Teaching in school-age educare complements the preschool class and school by making learning more situation driven, experience based and group oriented, and based on the pupils' needs, interests and initiatives. The teaching aims to foster pupils' imagination and ability to learn together with others through play, movement and creation through forms of aesthetic expression as well as through explorative and practical approaches. Through play, pupils shall be given the opportunity to process impressions, test their identity, develop creativity and their ability to cooperate and communicate. The teaching shall encourage and challenge pupils to test their own ideas and the ideas of others, solve problems and put their ideas into practice. This gives pupils the opportunity to develop creativity, curiosity and confidence in their own abilities. Teaching in school-age educare shall complement the preschool class and school by offering pupils recreation and rest for health and well-being.

The teaching shall give pupils the opportunity to develop good peer relationships and to feel a sense of belonging and security in the pupil group. Pupils shall also be given the opportunity to develop and test identities and perceptions in encounters and interactions with others. The teaching shall make good use of differences and diversity, thereby giving pupils the opportunity to deepen their understanding of different ways of thinking and being. In the teaching, pupils shall also be given the

opportunity to develop familiarity with democratic principles, working methods and processes by being involved, exercising influence and taking responsibility in the activities. In this way, pupils shall be given the conditions to develop confidence in themselves and their ability to work with others and handle conflicts in a constructive way.

Teaching shall make good use of pupils' curiosity and provide opportunities for them to develop their interest in and ability to communicate using different linguistic forms of expression. In addition, teaching shall endeavour to create opportunities for pupils with a mother tongue other than Swedish to use both Swedish and their mother tongue in different ways. The teaching shall also give pupils the opportunity to create and express themselves through various forms of aesthetic expression, thus providing pupils with the conditions to be able to think, learn and communicate in different contexts and for different purposes.

Furthermore, the teaching shall help to develop pupils' interest in and knowledge of nature, technology and society by giving them opportunities to explore, ask questions about and discuss phenomena and relationships in the world around them. The teaching shall also give pupils the opportunity to use mathematics to describe the world around them and solve everyday problems. Moreover, the teaching shall give pupils the opportunity to develop knowledge about how the various choices people make can contribute to sustainable development. By allowing pupils to spend time in nature and society, the teaching shall give them greater opportunities to actively take part in clubs and associations, culture and outdoor activities in the local environment.

Pupils shall be given the opportunity to develop all-round mobility by participating in physical activities and spending time in different natural environments. The teaching shall give pupils the opportunity to experience the joy of movement, thereby developing an interest in being physically active. Moreover, the teaching shall help pupils to develop an understanding of how physical activity and spending time outdoors can affect health and well-being.

In summary, teaching in school-age educare shall provide pupils with the conditions to develop their ability to

- test and develop ideas, solve problems and put ideas into practice,
- take personal needs into account to find a balance between activity and rest,
- create and maintain good relationships and cooperate based on a democratic and empathetic approach,

- communicate using linguistic forms of expression in different contexts and for different purposes,

- create and express themselves through different forms of aesthetic expression,

- explore and describe phenomena and relationships in nature, technology and society, and

- move versatilely in different environments and understand what can affect health and well-being.

Core content

Teaching shall cover the following core content.

Language and communication

- Discuss, listen, ask questions and express their own thoughts, opinions and arguments about different areas, such as ethical issues and everyday events.

- Discuss different types of texts.

- Digital tools and media for communication.

- Safe and responsible communication, including in digital contexts.

- Words and concepts that express needs, feelings, knowledge and opinions. How words and statements can be perceived by and affect oneself and others.

Creation and forms of aesthetic expression

- Creation through different forms of aesthetic expression, such as play, art, music, dance and drama.

- Different materials, tools and techniques for creation and self-expression.

- Interpret and discuss different forms of aesthetic expression.

- Digital tools for the production of different forms of aesthetic expression.

Nature and society

- Different ways of exploring phenomena and relationships in nature, technology and society, for example through discussions, study visits and digital media. How phenomena and relationships can be described, for example using words and images.

- Mathematics as a tool to describe everyday phenomena and to solve everyday problems.

- Design and construction using different materials, tools and techniques.

- Norms and rules in pupils' everyday lives, such as in games and play, and why rules may be needed.
- Ethnicity, gender roles, body ideals and consumption, and critical examination of how these phenomena are portrayed in the media and popular culture.
- Democratic values and principles, in contexts that are familiar to pupils. How joint decisions can be made and how conflicts can be managed constructively.
- Children's rights as set out in the Convention on the Rights of the Child (CRC).
- How people's everyday choices can contribute to sustainable development.
- The array of activities and places for culture, leisure and recreation offered by the local community, clubs and associations.
- Orientation in the local environment and how to behave safely in traffic.

Games, physical activities and outdoor activities
- Initiate, organise and participate in different types of games.
- Indoor and outdoor sports and other physical activities in different seasons and weather conditions.
- Outdoor activities in different seasons, as well as opportunities in the local environment for spending time in nature and other places for physical activity and nature experiences.
- Safety and consideration for the environment and other people when in different natural environments. Rights and obligations in nature according to the right of public access.
- The importance of lifestyle for health, such as how diet, sleep and the balance between physical activity and rest affect mental and physical well-being.

5. Syllabuses

5.1 Art

Art plays an important role in the way people think, learn and perceive themselves and the world around them. We are constantly surrounded by works of art that inform, persuade, entertain and provide us with aesthetic and emotional experiences. Knowledge of art and visual communication is important for expressing personal opinions and participating actively in society. By working with different types of art, people can develop their creativity and artistic abilities.

Aim

Art teaching shall aim to ensure that pupils develop knowledge of how art is created and interpreted. Through the teaching, pupils shall gain experience of visual culture in the form of film, photography, design, fine art, architecture and environments.

The teaching shall provide pupils with opportunities to develop knowledge of how to produce and present their own artwork using different methods, materials and forms of expression. The teaching shall help pupils to develop their creativity and their interest in creating and communicating visually. Through the teaching, pupils shall be given the prerequisites for developing ideas and for considering different solutions and approaches in their artistic work. Pupils shall also be encouraged to take their own initiative and to work in an exploratory and problem-solving manner.

The teaching shall help pupils develop an understanding of how visual messages are designed in different media. The teaching shall also give pupils opportunities to discuss and critically examine different visual messages and help pupils to develop knowledge of both contemporary and historical art in different cultures. Through the teaching, pupils shall also be given the opportunity to use their knowledge of different types of art in their own art creation.

Art teaching shall provide pupils with the prerequisites for developing

- the ability to communicate with art to express messages,
- the ability to create art using different techniques, tools and materials,
- the ability to develop ideas and choose and justify approaches based on the purpose of the art activity, and
- the ability to analyse the content, expression and functions of contemporary and historical art.

Core content

Years 1–3

Art production

- Production of narrative art, such as fairy tale art and illustrations for stories.
- Drawing, painting, modelling and construction.
- Reuse of artwork, for example in collages.
- Photography and transfer of artwork using digital tools.
- Ethical issues that may arise in the creation and use of artwork in different contexts.

Techniques, tools and materials

- Different elements that build up the shape, surface, foreground and background of artwork, such as lines and colour.
- Some tools and materials for drawing, painting, modelling and construction, and for photography and other digital artwork.

Art analysis

- Contemporary and historical art and what the pieces tell us, such as documentary art and fine art pieces.
- Art from pupils' visual cultures that represents norms and stereotypes.

Years 4–6

Art production

- Production of narrative and informative art, such as comic art and illustrations for text.
- Drawing, painting, printing and three-dimensional work.
- Reuse and processing of artwork, for example in collages and montages.
- Photography, film and other digital image creation, as well as editing of photography and moving images.
- Rights, obligations and ethical issues when using artwork in different contexts.

Techniques, tools and materials

- Different elements that build up and create spatiality in two- and three-dimensional art, such as lines and colour, and how combinations of these can be used in artistic work.

- Tools and materials for drawing, painting, printing techniques, three-dimensional work, photography, work with moving images and digital image processing.

Art analysis

- Fine art pieces, documentary art and architecture from different times and cultures.

- Art in media, such as advertising and news images.

- Art from pupils' visual cultures that represents identity, group affiliation and norms.

- How art influences and conveys messages. Words and concepts for discussing the content, expression and functions of art.

Years 7–9

Art production

- Production of narrative, informative and society-orientated art dealing with issues of concern to pupils.

- Two- and three-dimensional art.

- Combinations of image, sound, object and text in one's own art creation.

- Digital creation and processing of photographs, moving images and other types of art.

- Presentations of the pupil's own art creation from idea and process to final result.

- Rights, obligations and ethical issues when using and disseminating artwork. Possible conflicts between freedom of expression and privacy in the use and dissemination of artwork.

Techniques, tools and materials

- Shapes, colours and image compositions and their meaning-conveying properties, and how these can be used in artistic work.

- Tools and materials for two- and three-dimensional art. How these tools and materials can be used for specific purposes.

Art analysis

- Contemporary fine art pieces and documentary art, as well as fine art and architecture from different times and cultures. How the images and works are designed and what messages they convey.

- The design and impact of art in media, and how these pieces can be interpreted and critically examined.

- Art that deals with identity and power relations, such as sexuality, ethnicity and gender. How these perspectives are shaped and constructed.

- How art can be linked to pupils' own experiences and phenomena in their visual cultures. Words and concepts for reading, writing and discussing the content, expression and functions of art.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil produces different types of art with **somewhat developed** forms of expression.

In the art activity, the pupil uses different techniques, tools and materials in a **generally functional** manner.

Based on the purpose of the art activity and an idea, the pupil chooses a **generally functional** approach. During the work process, the pupil **contributes to** formulating and choosing alternative courses of action.

The pupil describes the content and function of art in a **simple** manner.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil produces different types of art with **developed** forms of expression.

In the art activity, the pupil uses different techniques, tools and materials in a **functional** manner.

Based on the purpose of the art activity and an idea, the pupil chooses a **functional** approach. During the work process, the pupil formulates and chooses alternative courses of action **that, after some reworking, lead to progress**.

The pupil describes the content and function of art in a **developed** manner.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil produces different types of art with **well-developed** forms of expression.

In the art activity, the pupil uses different techniques, tools and materials in a **well-functioning** manner.

Based on the purpose of the art activity and an idea, the pupil chooses a **well-functioning** approach. During the work process, the pupil formulates and chooses alternative courses of action **that lead to progress**.

The pupil describes the content and function of art in a **well-developed** manner.

Grading criteria for grade E at the end of year 9

The pupil produces different types of art with **somewhat developed** forms of expression adapted to the purpose and context so that the message is clear.

In the art activity, the pupil uses different techniques, tools and materials in a **generally functional** manner and **tests** how these can be combined to create different expressions.

To **some** extent, the pupil develops ideas based on sources of inspiration and other ideas. Based on the purpose of the art activity, the pupil chooses a **generally functional** approach and gives **simple** reasons for their choices. During the work process, the pupil **contributes to** formulating and choosing courses of action.

The pupil makes **simple** inferences about content, expression and functions in their own art and the art of others.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil produces different types of art with **developed** forms of expression adapted to the purpose and context so that the message is clear.

In the art activity, the pupil uses different techniques, tools and materials in a **functional** manner and **tests and retests** how these can be combined to create different expressions.

To **a relatively large** extent, the pupil develops ideas based on sources of inspiration and other ideas. Based on the purpose of the art activity, the pupil chooses a **functional** approach and gives **developed** reasons for their choices. During the work process, the pupil formulates and chooses courses of action that, **after some reworking, lead to progress**.

The pupil makes **developed** inferences about content, expression and functions in their own art and the art of others.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil produces different types of art with **well-developed** forms of expression adapted to the purpose and context so that the message is clear.

In the art activity, the pupil uses different techniques, tools and materials in a **well-functioning** manner and **systematically tests and retests** how these can be combined to create different expressions.

To **a large** extent, the pupil develops ideas based on sources of inspiration and other ideas. Based on the purpose of the art activity, the pupil chooses a **well-functioning** approach and gives **well-developed** reasons for their choices. During the work process, the pupil formulates and chooses courses of action that **lead to progress**.

The pupil makes **well-developed** inferences about content, expression and functions in their own art and the art of others.

5.2 Crafts

Making objects and transforming materials with the help of tools is a way for people to think and express themselves. Craft work is a form of creation that involves finding concrete solutions within the tradition of handicraft and design. Craft activities involve manual and intellectual work in tandem, which develops creativity and the ability to act, and also boosts confidence in one's own ability to deal with various practical problems in everyday life. This is important for individual and societal development and for promoting sustainable development.

Aim

Teaching in crafts shall aim to enable pupils to develop the ability to design and produce objects by working with various materials and handicraft techniques. In the work, pupils shall be given opportunities to develop their skills in a process in which thought, sensory experience and action are intertwined. Through the teaching, pupils shall also be given the prerequisites for working with colour, form and function to create aesthetic and cultural expressions.

The teaching shall give pupils the prerequisites for developing ideas and for considering different solutions and approaches in their handicraft work. In this way, the teaching shall spark pupils' curiosity and desire to explore and experiment with different materials, handicraft techniques and expressions, and to approach tasks in a creative way. As part of the teaching, pupils shall encounter craft objects and traditions from yesteryear as well as contemporary designs to serve as inspiration in their own creative work. Moreover, the teaching shall help pupils to develop the ability to use craft-specific concepts that describe work processes, materials, tools and handicraft techniques.

The teaching shall give pupils opportunities to reflect on work processes and results in order to deepen their learning. Through reflection both during the work and when it is completed, pupils can develop awareness of what characterises quality in execution and results. The pupils shall also be given the prerequisites for developing their ability to choose and handle materials in a way that promotes sustainable development. In this way, the teaching can help pupils to develop an environmentally aware approach. The pupils shall also be given opportunities to develop knowledge of working environment and safety issues in connection with handicraft work.

Teaching in crafts shall provide pupils with the prerequisites for developing:

- the ability to design and produce objects in different materials using appropriate tools and handicraft techniques,

- the ability to develop ideas and choose and justify approaches in the handicraft work based on the purpose of the work, and

- the ability to reflect on work processes and results based on quality, expression and sustainable development.

Core content

Years 1–3

Materials, tools and techniques used in craft activities

- Metal, textiles and wood. Properties and uses of materials.

- Tools and equipment, their names, and how to use them safely and appropriately.

- Some simple forms of handicraft techniques, and concepts used in connection with them.

- Simple sketches and work instructions; how they can be understood and followed.

Work processes in crafts

- The different elements of the handicraft process: idea development, consideration, production, and reflection on the work process.

- Exploration of the properties of different materials.

Expressions of crafts and its significance to sustainable development

- Images, objects and other sources of inspiration for one's own creation.

- The origin and environmental impact of some craft materials, such as steel wire, wool and pine.

- Economical and sustainable use of resources when using materials in handicraft work.

Years 4–6

Materials, tools and techniques used in craft activities

- Metal, textiles, wood and other materials. The properties, uses and possible ways to combine materials with each other.

- Tools, equipment and machines, along with their names and how to use them safely and appropriately.

- Simple forms of handicraft techniques, and concepts used in connection with them.
- Sketches, patterns and work instructions, how they can be understood and followed.

Work processes in crafts

- The different elements of the handicraft process: idea development, consideration, production, and reflection on the work process. How the parts of the work process combine to form a whole.
- Exploration of the properties of different materials and how they can be used in one's own handicraft.

Expressions of crafts and its significance to sustainable development

- Handicrafts and craft traditions from different cultures as sources of inspiration in one's own creation.
- How colour, shape and materials contribute to the different expressions of craft objects.
- The origin, production and environmental impact of craft materials, such as tin, cotton fabric, teak and leather.
- Economical and sustainable use of resources through the reuse of materials.

Years 7–9

Materials, tools and techniques used in craft activities

- Metal, textiles, wood and other materials. Possible ways to combine materials with each other.
- Tools, equipment and machines, along with their names and how to use them safely and appropriately.
- Developed forms of handicraft techniques, and concepts used in connection with them.
- Two- and three-dimensional sketches, models, patterns and work instructions, created both with and without digital tools.

Work processes in crafts

- The different elements of the handicraft process: idea development, consideration, production, and reflection on the work process and result. How the parts of the work process combine and affect the result.
- Exploration of different materials and handicraft techniques based on their combination and design possibilities.

Expressions of crafts and its significance to sustainable development

- Design, fashion, art handicrafts and domestic crafts from different cultures and times as sources of inspiration in one's own creation.
- How colour, shape and materials can be combined to create personal expressions in one's own craft objects.
- Comparisons between different craft materials based on their quality and impact on the environment, for example between natural and artificial materials, and between renewable and non-renewable materials.
- Economical and sustainable use of resources through reuse, repair and care of materials and objects.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil designs and produces simple craft objects in different materials and using simple handicraft techniques in a **somewhat developed** manner. During handicraft work, the pupil uses tools in a safe and **generally functional** manner.

Based on the purpose of the handicraft work and an idea, the pupil chooses a **generally functional** approach. During the work process, the pupil **contributes to** formulating and choosing alternative courses of action.

The pupil describes, in a **simple** manner, the work process and how it has affected the quality of the craft object.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil designs and produces simple craft objects in different materials and using simple handicraft techniques in a **developed** manner. During handicraft work, the pupil uses tools in a safe and **appropriate** manner.

Based on the purpose of the handicraft work and an idea, the pupil chooses a **functional** approach. During the work process, the pupil formulates and chooses alternative courses of action **that, after some reworking, lead to progress**.

The pupil describes, in a **developed** manner, the work process and how it has affected the quality of the craft object.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil designs and produces simple craft objects in different materials and using simple handicraft techniques in a **well-developed** manner. During handicraft work, the pupil uses tools in a safe, **appropriate and effective** manner.

Based on the purpose of the handicraft work and an idea, the pupil chooses a **well-functioning** approach. During the work process, the pupil formulates and chooses alternative courses of action **that lead to progress**.

The pupil describes, in a **well-developed** manner, the work process and how it has affected the quality of the craft object.

Grading criteria for grade E at the end of year 9

The pupil designs and produces craft objects in a **somewhat developed** manner. During handicraft work, the pupil uses tools in a safe and **generally functional** manner.

To **some** extent**,** the pupil develops ideas based on sources of inspiration and then **tests** how materials and handicraft techniques can be combined with regard to the form and function of the objects. Based on the purpose of the handicraft work, the pupil chooses a **generally functional** approach and gives **simple** reasons for their choices. During the work process, the pupil **contributes to** formulating and choosing courses of action.

The pupil makes **simple** inferences about the work process and results, and about how the completed work has affected the quality, expression and environment.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil designs and produces craft objects in a **developed** manner. During handicraft work, the pupil uses tools in a safe and **appropriate** manner.

To **a relatively large** extent, the pupil develops ideas based on sources of inspiration and then **tests and retests** how materials and handicraft techniques can be combined with regard to the form and function of the objects. Based on the purpose of the handicraft work, the pupil chooses a **functional** approach and gives **developed** reasons for their choices. During the work process, the pupil formulates and chooses courses of action **that, after some reworking, lead to progress**.

The pupil makes **developed** inferences about the work process and results, and about how the completed work has affected the quality, expression and environment.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil designs and produces craft objects in a **well-developed** manner. During handicraft work, the pupil uses tools in a safe and **appropriate** manner **with precision**.

To **a large** extent, the pupil develops ideas based on sources of inspiration and then **systematically tests and retests** how materials and handicraft techniques can be combined with regard to the form and function of the objects. Based on the purpose of the handicraft work, the pupil chooses a **well-functioning** approach and gives **well-developed** reasons for their choices. During the work process, the pupil formulates and chooses courses of action **that lead to progress**.

The pupil makes **well-developed** inferences about the work process and results, and about how the completed work has affected the quality, expression and environment.

5.3 English

Language is the primary tool human beings use for thinking, communicating and learning. Knowing more than one language can provide new perspectives on the world, greater opportunities for interaction, and a better understanding of different ways of living. The English language surrounds us in our daily lives and is used in areas as diverse as politics, education and economics. English language skills therefore increase an individual's ability to be part of different social and cultural contexts and to participate in international studies and working life.

Aim

The aim of English teaching is to help pupils develop knowledge of the English language and of the areas and contexts in which English is used. The teaching shall give pupils the opportunity to develop plurilingualism and confidence in their ability to use the language in different situations and for a variety of purposes.

Through the teaching, pupils shall be given the opportunity to develop an all-round communicative ability. This ability involves understanding spoken and written language, being able to express themselves and interact with others in speech and writing, and being able to adapt their use of the language to different situations, purposes, and listeners or readers. Communicative ability also includes linguistic confidence and the ability to use different strategies to aid communication when language skills on their own are not sufficient.

When engaging with spoken language and texts, pupils shall be given the opportunity to develop the ability to relate the content to their own experiences, life circumstances and interests. The instruction shall also give pupils opportunities to develop an understanding of different living, cultural and social conditions in areas and contexts in which English is used.

The teaching shall help pupils to develop skills in searching for, evaluating, choosing and understanding the content of spoken language and texts from different sources. They shall also be given the ability to use different tools for learning, understanding, creation and communication. The teaching shall stimulate pupils' interest in languages and cultures, and convey the benefits of language skills.

English teaching shall provide pupils with the prerequisites for developing

- an understanding of spoken and written English,

- the ability to express themselves and communicate in spoken and written English,

- the ability to adapt the language to different purposes, listeners or readers, and contexts, and

- an understanding of the cultural and social conditions in different contexts and areas in which English is used.

Core content

Years 1–3

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people and places.

- Everyday life and ways of living in different contexts and areas in which English is used.

Listening and reading – reception

- Clearly spoken English and simple texts that are instructional, descriptive and stimulate interaction, from a variety of media, also in combination with illustrations.

- Simple dialogues and conversations.

- Films and dramatised stories for children.

- Songs, rhymes, poems and fairy tales.

- Words and phrases in the local environment, such as on signs, in advertisements and other simple texts.

Speaking, writing and conversation – production and interaction

- Simple presentations, messages, descriptions and dialogues in speech and writing.

- Simple conversations.

- Songs, rhymes and dramatisations.

Years 4–6

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people, places, activities and events.

- Opinions, feelings and experiences.
- Everyday life, ways of living and social relationships in different contexts and areas in which English is used, also in comparison with personal experience and knowledge. Where in the world English is used.

Listening and reading – reception

- Clearly spoken English and simple texts that are instructional, descriptive and stimulate interaction, from a variety of media.
- Dialogues, conversations and interviews.
- Stories and other fiction for children and adolescents, including in spoken or dramatised form.
- Songs, poems and fairy tales.
- Oral and written messages and information, such as advertisements, timetables and notices.
- Strategies for identifying meaning-carrying words and contexts and for adapting listening and reading to the form and content of the language output.
- Seeking simple information from a limited range of oral and written sources of various kinds for use in the pupils' own production and interactions.
- Linguistic phenomena, including pronunciation, words and fixed expressions, grammatical structures and spelling, in the language that the pupils encounter.
- How different wording is used to start and end different types of language output, including conversations.

Speaking, writing and conversation – production and interaction

- Conversations and writing for contact and communication.
- Presentations, instructions, messages, stories and descriptions in cohesive speech and writing.
- Strategies, including rephrasing, questions and supporting phrases, to contribute to and facilitate conversation and written interaction, including digital interaction.
- Linguistic phenomena, including pronunciation, words, polite phrases, forms of address and other fixed expressions, as well as grammatical structures and spelling in the pupils' own production and interactions.
- Revision of one's own oral and written language output to clarify and adapt communication to the purpose and the listener or reader.

Years 7–9

Communication content

- Subject areas that are current and familiar to the pupils.

- Everyday situations, interests, activities and events.

- Opinions, feelings, experiences and future plans as well as relationships and ethical issues.

- Living conditions, traditions, social relations and cultural phenomena in different contexts and areas in which English is used, also in comparison with personal experience and knowledge.

Listening and reading – reception

- Spoken English, including regional and sociolectal variation, and texts, from different media.

- Spoken English and texts that instruct, inform, describe, narrate, discuss, argue and stimulate interaction – individually or in different combinations – such as conversations, interviews, news, reports and newspaper articles.

- Literature and other fiction, including audio and films.

- Songs and poems.

- Strategies for perceiving details, understanding context, and for adapting listening and reading to the form, content and purpose of the language output.

- Searching and evaluating the content of oral and written sources of various kinds, for different purposes.

- Linguistic phenomena, including pronunciation, grammatical structures and sentence structure, words with different stylistic values and fixed expressions, and spelling, in the language that the pupils encounter.

- How linking words and other expressions are used to create structure and linguistic coherence.

Speaking, writing and conversation – production and interaction

- Conversations, discussions and writing in which pupils explain, describe, instruct and defend their opinions.

- Strategies for contributing to and facilitating conversation and written interaction, including digital interaction, for example by acknowledging, asking follow-up questions, listening actively, rephrasing, explaining, contributing new perspectives and concluding politely.

- Linguistic phenomena, including pronunciation, words and fixed expressions, grammatical structures and sentence structure, and spelling in the pupils' own production and interactions.

- Revision of one's own oral and written language output to clarify, vary, specify and adapt communication to the purpose, listener or reader, and context.

Grading criteria
Grading criteria for grade E at the end of year 6
The pupil listens to, understands and interprets the **most essential** content of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **most essential** content of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil comments in English, **in a simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 6
The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6
The pupil listens to, understands and interprets the **main content and clear details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **main content and clear details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themselves in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themselves in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themselves in a **simple and relatively clear manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil comments in English, **in a simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to, understands and interprets the **whole and essential details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **whole and essential details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**. In written language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**.

In interactions, the pupil expresses themself **relatively clearly using words, phrases and sentences** and in a manner **somewhat adapted** to the purpose, listener or reader, and situation. The pupil uses strategies that facilitate and improve the interaction.

The pupil comments in English, **on a surface level**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade E at the end of year 9

The pupil listens to, understands and interprets the **main content and clear details** of the language spoken at a moderate pace and in different contexts. The pupil reads, understands and interprets the **main content and clear details** of easily accessible texts of various kinds. The pupil selects and evaluates the content of oral and written sources of various kinds and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, clear and relatively cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, clear and relatively cohesive manner**.

In interactions in different contexts, the pupil expresses themself **simply and comprehensibly** and in a manner **somewhat adapted** to the purpose, listener or reader, and situation. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil discusses in English, **on a surface level**, conditions in different contexts and areas in which the language is used, including based on their own experiences or knowledge.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to, understands and interprets, **in a well-founded manner, the main content and essential details** of the language spoken at a moderate pace and in different contexts. The pupil reads, understands and interprets, **in a well-founded manner, the main content and essential details** of easily accessible texts of various kinds. The pupil selects and evaluates the content of oral and written sources of various kinds and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **with some variation and in a relatively clear and relatively cohesive manner**. The pupil also expresses themself **with some fluency** and **in a manner somewhat adapted** to the purpose, listener and situation. In written language output of various kinds, the pupil expresses themself **with some variation and in a relatively clear and relatively cohesive manner**. The pupil also expresses themself **with some fluency** and **in a manner somewhat adapted** to the purpose, reader and situation.

In interactions in different contexts, the pupil expresses themself **relatively clearly and with some fluency** and in a manner **somewhat adapted** to the purpose, listener or reader, and situation. The pupil uses strategies that facilitate and improve the interaction.

The pupil discusses in English, **in a developed manner**, conditions in different contexts and areas in which the language is used, including based on their own experiences or knowledge.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to, understands and interprets, **in a well-founded and nuanced manner, both the whole and the details** of the language spoken at a moderate pace and in different contexts. The pupil reads, understands and interprets, **in a well-founded and nuanced manner, both the whole and the details** of easily accessible texts of various kinds. The pupil selects and evaluates the content of oral and written sources of various kinds and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **with some variation and in a clear and cohesive manner**. The pupil also expresses themself **with fluency** and **some adaptation** to the purpose, listener and situation. In written language output of various kinds, the pupil expresses themself **with some variation and in a clear and cohesive manner**. The pupil also expresses themself **with fluency** and **some adaptation** to the purpose, reader and situation.

In interactions in different contexts, the pupil expresses themself **clearly and with fluency** and in a manner **somewhat adapted** to the purpose, listener or reader, and situation. The pupil also uses strategies that facilitate and improve the interaction **and further it along in a constructive manner**.

The pupil discusses in English, **in a well-developed manner**, conditions in different contexts and areas in which the language is used, including based on their own experiences or knowledge.

5.4 Home and consumer studies

Home and family life is at the heart of human existence. Our habits at home affect the well-being of individuals and families as well as society and the natural world. Knowledge of consumer issues and work in the home gives people important tools for creating a functional everyday life and promoting sustainable development by being able to make informed choices as consumers with regard to health, finances and the environment.

Aim

Teaching in home and consumer studies shall aim to ensure that pupils develop knowledge of and interest in work, finances and consumption choices in the home. In a process where thought, sensory experience and action are intertwined, pupils shall be given the opportunity to develop knowledge about food and meals. Thus, the teaching shall help pupils to develop their creativity and ability to take initiative in cooking, creating meals and other tasks in the home.

The teaching shall give pupils the opportunity to develop awareness of the consequences that household choices can have for health, well-being and shared resources. The teaching shall also help pupils to develop knowledge about the conditions of consumption and about payment, savings, credit and loans. In this way, pupils are given the prerequisites to make informed choices about personal finances and be able to deal with different problems and situations that a young consumer may face.

The teaching shall help pupils to develop knowledge about norms, gender equality and the division of labour in the home, as well as opportunities to reflect on these. The teaching shall also give pupils prerequisites for developing knowledge about cultural variations and traditions in different households.

Teaching in home and consumer studies shall provide pupils with the prerequisites for developing

- the ability to plan and prepare food and meals for different needs and contexts and to handle other practical tasks that are to be done in a home,

- knowledge of finances and consumption in the home, and

- the ability to evaluate choices and actions that occur in a home based on how they affect health, finances and the environment.

Core content
Years 1–6
Food and cooking
- Cooking for different contexts.
- Basic methods of food preparation, including baking. Planning, organising and evaluating the work.
- Simple instructions and recipes. How to read and follow them, and common cooking terms.
- Discussion of sensations of taste, smell, consistency and texture in relation to cooking.
- Tools and technical equipment that can be used in cooking and how to use them in a functional and safe manner.
- Hygiene and food safety in relation to the handling, preparation and storage of food.

Personal finances and consumption
- Young people's personal finances. The relationship between savings and consumption. Different ways of paying and saving.
- The difference between objective consumer information and other influences on consumption choices.
- Advertising in different forms, including hidden advertising messages.
- Comparisons of some common goods based on comparison prices.

Lifestyle habits
- The importance of eating a varied and balanced diet for good health. How meals can be distributed throughout the day.
- The importance of the meal for socialising.
- Different culinary traditions.
- Economical and sustainable use of food and other consumables in the home. Recycling in the home and in the local area, and how it works.
- Some different certifications and labelling of food and other goods, and their importance.
- Cleaning routines and methods.

Years 7–9

Food and cooking

- Cooking for different needs and contexts.

- Characteristics and uses of foods.

- Choice of foods and methods of food preparation, including baking. Planning, organising and evaluating the work.

- Creating your own meals, for example using seasonal ingredients and leftovers.

- Instructions and recipes. How to read and follow them, and cooking terms.

- Discussion of sensations of taste, smell, consistency and texture in relation to cooking.

- Tools and technical equipment that can be used in cooking and how to use them in a functional and safe manner.

- Hygiene and food safety in relation to the handling, preparation and storage of food.

Personal finances and consumption

- Young people's personal finances. Consumption and financial planning, including making a budget.

- Making purchases on credit, subscriptions, and borrowing and saving money.

- The difference between objective consumer information and other influences on consumption choices. Advertising in different forms, including hidden advertising messages.

- Consumer rights and obligations. Warranties, complaints, right of withdrawal, right to return, and purchase from a private individual, as well as the difference between buying in a shop and buying online.

Lifestyle habits

- Composition of varied and balanced meals and adaptation to individual needs.

- The importance of the meal for socialising. Different culinary traditions.

- Division of labour in the home from a gender equality perspective.

- Economical and sustainable use of resources. Attitudes towards the choice and use of food and other goods. How the production, transport and recycling of food and other goods affect human health, finances and the environment.

- Cleaning and laundry routines and methods.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil prepares simple meals and handles other practical tasks that occur in a home, using **generally functional** approaches.

The pupil gives examples of different ways of saving and paying and describes, in a **simple** manner, what can influence consumption choices.

The pupil evaluates, in a **simple** manner, how choices and actions in the home affect health, finances and the environment.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil prepares simple meals and handles other practical tasks that occur in a home, using **functional** approaches.

The pupil gives examples of different ways of saving and paying and describes, in a **developed** manner, what can influence consumption choices.

The pupil evaluates, in a **developed** manner, how choices and actions in the home affect health, finances and the environment.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil prepares simple meals and handles other practical tasks that occur in a home, using **well-functioning** approaches.

The pupil gives examples of different ways of saving and paying and describes, in a **well-developed** manner, what can influence consumption choices.

The pupil evaluates, in a **well-developed** manner, how choices and actions in the home affect health, finances and the environment.

Grading criteria for grade E at the end of year 9

The pupil plans and prepares meals and handles other practical tasks that occur in a home, using **generally functional** approaches. The pupil evaluates, in a **simple** manner, how the work process has affected the quality of the results.

The pupil describes, in a **simple** manner, factors and decisions that can affect personal finances and consumption choices.

The pupil evaluates, in a **simple** manner, how choices and actions in the home affect health, finances and the environment.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil plans and prepares meals and handles other practical tasks that occur in a home, using **functional** approaches. The pupil evaluates, in a **developed** manner, how the work process has affected the quality of the results.

The pupil describes, in a **developed** manner, factors and decisions that can affect personal finances and consumption choices.

The pupil evaluates, in a **developed** manner, how choices and actions in the home affect health, finances and the environment.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil plans and prepares meals and handles other practical tasks that occur in a home, using **well-functioning** approaches. The pupil evaluates, in a **well-developed** manner, how the work process has affected the quality of the results.

The pupil describes, in a **well-developed** manner, factors and decisions that can affect personal finances and consumption choices.

The pupil evaluates, in a **well-developed** manner, how choices and actions in the home affect health, finances and the environment.

5.5 Mathematics

Mathematics has a history that dates back several thousand years, with contributions from many cultures. It has evolved not only from practical needs, but also from human curiosity and desire to explore mathematics as a subject. Mathematics is by nature a creative, reflective and problem-solving activity that is closely linked to societal, social, scientific, technological and digital development. Knowledge of mathematics enables people to make well-informed decisions in the many choice situations in everyday life, and increases the opportunities to participate in society's decision-making processes.

Aim

Teaching in mathematics shall aim to help pupils to develop knowledge of mathematics and the use of mathematics in everyday life and in different subject areas. The teaching shall help pupils to develop an interest in mathematics and confidence in their ability to use mathematics in different contexts. It shall also give pupils the opportunity to experience aesthetic values in encounters with mathematical patterns, shapes and relationships.

Through the teaching, pupils shall be given the prerequisites for developing proficiency in basic mathematical concepts and methods and their applicability. Furthermore, the teaching shall provide pupils with opportunities to develop skills in using digital tools and programming to explore problems and mathematical concepts, perform calculations, and present and interpret data.

The teaching shall help pupils to develop knowledge that enables them to formulate and solve problems as well as to reflect on and evaluate selected strategies, models and results. Pupils shall also be given the opportunity to develop skills to interpret everyday and mathematical situations and to describe and formulate them using mathematical expressions.

The teaching shall help pupils to develop the ability to argue logically and make mathematical inferences. The teaching shall also give pupils the opportunity to become familiar with mathematical expressions and how these can be used to communicate about mathematics in everyday and mathematical contexts.

The teaching shall give pupils the prerequisites for developing knowledge of historical contexts in which important concepts and methods in mathematics have been developed. Through the teaching, pupils shall also be given opportunities to reflect on the significance, use and limitations

of mathematics in everyday life, in other school subjects and during historical events, thereby enabling them to see the context and relevance of mathematics.

Mathematics teaching shall provide pupils with the prerequisites for developing

- the ability to use and describe mathematical concepts and relationships between concepts,
- the ability to choose and use appropriate mathematical methods to perform calculations and solve routine tasks,
- the ability to formulate and solve problems using mathematics and to evaluate chosen strategies,
- the ability to make and follow the reasoning behind mathematical inferences, and
- the ability to use mathematical expressions to discuss and explain questions, calculations and conclusions.

Core content

Years 1–3

Understanding and using numbers

- Natural numbers and their properties, and how numbers can be divided and used to indicate quantity and order.
- The positional system and how it is used to describe natural numbers.
- Symbols for numbers, and the development of symbols in some different cultures throughout history.
- Fractions as part of a whole and part of a quantity, and how the parts are named and expressed as simple fractions. How simple fractions relate to natural numbers.
- How natural numbers and simple fractions are used in situations relevant to pupils.
- The properties and relationships of the four arithmetic operations and their use in different situations.
- Methods for calculating with natural numbers, in mental arithmetic, rough estimates and written calculations. Use of digital tools in calculations.
- Assessment of plausibility in estimations and calculations.

Algebra

- Mathematical equality and the importance of the equals sign.
- Unknown numbers and how they can be represented by a symbol.
- Simple patterns in number sequences and simple geometric patterns, and how they are constructed, described and expressed.
- Unambiguous step-by-step instructions and how they are constructed, described and followed as a basis for programming. How symbols are used in step-by-step instructions.

Geometry

- Common positional words to describe the position of objects in space.
- Basic geometric two-dimensional objects and the objects sphere, cone, cylinder and cuboid. Properties of these objects and their interrelationships. The construction of geometric objects.
- Comparisons and estimates of magnitudes. Measurement of length, mass, volume and time using common contemporary and historical measurement units.
- Scale in simple reduction and enlargement.
- Symmetry in everyday life and how symmetry can be constructed.

Probability and statistics

- Random events in concrete situations.
- Simple tables and diagrams and how they are used to organise data and describe the results of surveys, both with and without digital tools.

Relationships and change

- Proportional relationships, including double and half.

Problem solving

- Strategies for solving mathematical problems in situations relevant to pupils.
- Formulation of mathematical questions based on everyday situations.

Years 4–6

Understanding and using numbers

- Rational numbers, including negative numbers, and their properties and how they can be divided and used.
- The positional system and how it is used to describe whole numbers and numbers in decimal form.

- Different number systems and some number systems used in different cultures throughout history.
- Numbers in percentage form and their relationship with numbers in fraction and decimal form.
- How fractions and decimals can be used in everyday situations.
- The four arithmetic operations and rules for their use in natural number calculations.
- Methods for calculating with natural numbers and simple fractions and decimals in rough estimates, mental arithmetic and written calculations. Use of digital tools in calculations.
- Assessment of plausibility in estimations and calculations.

Algebra
- Mathematical equality and how the equals sign is used to represent simple equations.
- Variables and their use in simple algebraic expressions and equations.
- Methods, including algebraic ones, for solving simple equations.
- Patterns in number sequences and geometric patterns, and how they are constructed, described and expressed.
- Programming in visual programming environments. How algorithms are created and used in programming.

Geometry
- Basic geometric two- and three-dimensional objects, along with their properties and interrelationships. Construction of geometric objects, both with and without digital tools.
- Comparison, estimation and measurement of length, area, mass, volume, time and angle using standardised measurement units and related unit changes.
- Methods for determining and estimating the perimeter and area of various two-dimensional geometric figures.
- Scale in reduction and enlargement, and the use of scale in situations relevant to pupils.
- Symmetry in the plane and how symmetry can be constructed.

Probability and statistics

- Random events, chance and risk based on observations, simulations and statistical material. Comparison of probability in different random experiments.

- Simple combinatorics in concrete situations.

- Tables and diagrams to describe the results of investigations, both with and without digital tools. Interpretation of data in tables and graphs.

- The position measures mean, mode and median, and how they are used in statistical analyses.

Relationships and change

- Proportionality and how proportional relationships are expressed in fraction, decimal and percentage form.

- Coordinate systems and scale of coordinate axes.

- Graphs to express proportional relationships.

Problem solving

- Strategies for solving mathematical problems in situations relevant to pupils.

- Formulation of mathematical questions based on everyday situations.

Years 7–9

Understanding and using numbers

- Real numbers and their properties, as well as their use in mathematical situations.

- Development of the number system from natural numbers to real numbers.

- Numbers in exponential form. Basic exponents for expressing small and large numbers, as well as the use of prefixes.

- Mathematical laws and rules and their use in calculations with fractions, decimals and exponents.

- Methods for calculating with fractions and decimals in rough estimates, mental arithmetic and written calculations. Use of digital tools in calculations.

- Assessment of plausibility in estimations and calculations.

Algebra

- Mathematical equality and how the equals sign is used to represent equations and functions.

- Use of variables in algebraic expressions, formulas, equations and functions.
- Methods for solving linear equations and simple quadratic equations.
- Patterns in number sequences and geometric patterns, and how they are generally constructed, described and expressed.
- Programming in a visual and text-based programming environment. How algorithms are created, tested and improved in programming.

Geometry

- Geometric objects, along with their properties and interrelationships. Construction of geometric objects, both with and without digital tools.
- Methods for calculating area, perimeter and volume of geometric objects, and related unit changes.
- Geometric theorems and formulas, and arguments for their validity.
- Scale in reducing and enlarging two- and three-dimensional objects.
- Similarity and congruence.

Probability and statistics

- Probability and methods for calculating probability in different situations. Assessments of risks and chances based on computer simulations and statistical material.
- Combinatorial principles and how they can be used in different situations.
- Tables, diagrams and graphs and how they are interpreted and used to describe one's own investigation results and those of others, both with and without digital tools.
- Position measures and dispersion measures, and how they are used to assess the results of statistics analyses.

Relationships and change

- Proportionality and how it is used to express scale, uniformity and change.
- Derived units, such as km/h and SEK/kg.
- Percentage and change factor to express change, as well as calculations with percentages in everyday situations and in different subject areas.
- Straight line equation and rate of change. Use of the straight line equation to describe relationships.

- Functions and how they are used to describe relationships and change and to investigate rates of change. How functions are expressed in the form of graphs, tables and function expressions.

Problem solving
- Strategies for solving mathematical problems in different situations and within different subject areas, and evaluation of chosen strategies and methods.

- Formulation of mathematical questions based on different situations and subject areas.

- Simple mathematical models and how they can be used in different situations.

Proficiency assessment criteria and grading criteria
Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates basic knowledge of mathematical concepts and uses them with satisfactory confidence. The pupil also gives examples of how some concepts relate to each other. The pupil demonstrates basic knowledge of natural numbers, describes the relationship between numbers, and divides numbers. The pupil demonstrates basic knowledge of fractions, divides wholes into parts, and compares and names the parts as simple fractions. The pupil uses and describes geometric patterns and patterns in number sequences. In addition, the pupil uses basic geometric concepts and common positional words to describe the properties, position and relationships of geometric objects. The pupil uses and gives examples of simple proportional relationships.

The pupil chooses and uses generally functional mathematical methods to make simple calculations with natural numbers and solve simple routine tasks with satisfactory confidence. The pupil uses mental arithmetic to carry out calculations using the four arithmetic operations. In addition and subtraction, the pupil chooses and uses written calculation methods with satisfactory confidence. The pupil handles simple mathematical equality and uses the equals sign in a functional manner. The pupil depicts and, based on instructions, constructs simple geometric objects. The pupil makes simple measurements, comparisons and estimates of lengths, masses, volumes and times, and uses common measurement units. In various investigations, the pupil reads and creates simple tables and diagrams to organise and present results.

The pupil solves simple problems by choosing and using a strategy with some adaptation to the nature of the problem. The pupil describes approaches and makes simple judgements about the plausibility of results.

The pupil makes and follows the reasoning behind mathematical inferences by asking and answering questions generally related to the topic.

The pupil describes and discusses approaches in a generally functional manner, using concrete materials, images, symbols and other mathematical expressions.

Grading criteria for grade E at the end of year 6

The pupil demonstrates **basic** knowledge of mathematical concepts, and uses and describes concepts and relationships between concepts in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **satisfactory** confidence.

The pupil chooses and uses **generally functional** mathematical methods to perform calculations and solve routine tasks in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **satisfactory** confidence.

The pupil solves **simple** problems. The pupil **contributes to suggesting an alternative approach**, and evaluates the plausibility of the results.

The pupil makes and follows the reasoning behind mathematical inferences by making and responding to claims with **simple** mathematical arguments.

The pupil explains and discusses approaches in a **generally functional** manner, using symbols and other mathematical expressions.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil demonstrates **good** knowledge of mathematical concepts, and uses and describes concepts and relationships between concepts in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **good** confidence.

The pupil chooses and uses **appropriate** mathematical methods to perform calculations and solve routine tasks in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **good** confidence.

The pupil solves **relatively complex** problems. The pupil **suggests an alternative approach**, and evaluates the plausibility of the results.

The pupil makes and follows the reasoning behind mathematical inferences by making and responding to claims with **relatively well-founded** mathematical arguments.

The pupil explains and discusses approaches in an **appropriate** manner, using symbols and other mathematical expressions.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil demonstrates **very good** knowledge of mathematical concepts, and uses and describes concepts and relationships between concepts in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **very good** confidence.

The pupil chooses and uses **appropriate and effective** mathematical methods to perform calculations and solve routine tasks in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **very good** confidence.

The pupil solves **complex** problems. The pupil **suggests multiple alternative approaches**, and evaluates the plausibility of the results.

The pupil makes and follows the reasoning behind mathematical inferences by making and responding to claims with **well-founded** mathematical arguments.

The pupil explains and discusses approaches in an **appropriate and effective** manner, using symbols and other mathematical expressions.

Grading criteria for grade E at the end of year 9

The pupil demonstrates **basic** knowledge of mathematical concepts, and uses and describes concepts and relationships between concepts in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **satisfactory** confidence.

The pupil chooses and uses **generally functional** mathematical methods to perform calculations and solve routine tasks in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **satisfactory** confidence.

The pupil solves **simple** problems. The pupil **contributes to suggesting an alternative approach**. In connection with problem solving, the pupil **contributes to formulating** simple mathematical models that can be applied in the context. The pupil evaluates strategies and the plausibility of results in a **simple** manner.

The pupil makes and follows the reasoning behind mathematical inferences by making and responding to claims with **simple** mathematical arguments.

The pupil explains and discusses approaches in a **generally functional** manner, using symbols and other mathematical expressions.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil demonstrates **good** knowledge of mathematical concepts, and uses and describes concepts and relationships between concepts in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **good** confidence.

The pupil chooses and uses **appropriate** mathematical methods to perform calculations and solve routine tasks in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **good** confidence.

The pupil solves **relatively complex** problems. The pupil **suggests an alternative approach**. In connection with problem solving, the pupil **formulates** simple mathematical models which, **after some reworking**, can be applied in the context. The pupil evaluates strategies and the plausibility of results in a **developed** manner.

The pupil makes and follows the reasoning behind mathematical inferences by making and responding to claims with **relatively well-founded** mathematical arguments.

The pupil explains and discusses approaches in an **appropriate** manner, using symbols and other mathematical expressions.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil demonstrates **very good** knowledge of mathematical concepts, and uses and describes concepts and relationships between concepts in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **very good** confidence.

The pupil chooses and uses **appropriate and effective** mathematical methods to perform calculations and solve routine tasks in the areas of understanding and using numbers, algebra, geometry, probability and statistics, and relationships and change with **very good** confidence.

The pupil solves **complex** problems. The pupil **suggests multiple alternative approaches**. In connection with problem solving, the pupil

formulates simple mathematical models which can be applied in the context. The pupil evaluates strategies and the plausibility of results in a **well-developed** manner.

The pupil makes and follows the reasoning behind mathematical inferences by making and responding to claims with **well-founded** mathematical arguments.

The pupil explains and discusses approaches in an **appropriate and effective** manner, using symbols and other mathematical expressions.

5.6 Modern languages

Language is the primary tool human beings use for thinking, communicating and learning. Knowing more than one language can provide new perspectives on the world, greater opportunities for interaction, and a better understanding of different ways of living. Plurilingualism also increases an individual's ability to be part of different social and cultural contexts and to participate in international studies and working life.

Aim

The aim of teaching in modern languages is to help pupils develop knowledge of the target language and of the areas and contexts in which the language is used. The teaching shall give pupils the opportunity to develop multilingualism and confidence in their ability to use the language in different situations and for a variety of purposes.

Through the teaching, pupils shall be given the opportunity to develop an all-round communicative ability. This ability involves understanding spoken and written language, being able to express themselves and interact with others in speech and writing, and being able to adapt their use of the language to different situations, purposes and listeners/readers. Communicative ability also includes linguistic confidence and the ability to use different strategies to aid communication when their own language skills are not sufficient.

When engaging with spoken language and texts, pupils shall be given the opportunity to develop the ability to relate the content to their own experiences, life circumstances and interests. The teaching shall also give pupils opportunities to develop an understanding of different living, cultural and social conditions in areas and contexts in which the language is used.

The teaching shall help pupils to develop skills in searching for, evaluating, choosing and understanding the content of spoken language and texts from different sources. They shall also be given the ability to use different tools for learning, understanding, creation and communication. The teaching shall stimulate pupils' interest in languages and cultures, and convey the benefits of language skills.

Modern language teaching shall provide pupils with the prerequisites for developing

- understanding of the target language in speech and writing,
- the ability to express themselves and communicate in the target language in speech and writing,

- the ability to adapt the language to different purposes, listeners/ readers and contexts, and

- an understanding of the cultural and social conditions in different contexts and areas in which the language is used.

Core content

Years 4–9, within the framework of the school's choice system

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people and places.

- Opinions and feelings.

- Everyday life and ways of living in different contexts and areas in which the language is used.

Listening and reading – reception

- Clearly spoken target language and simple texts that are instructional, descriptive and stimulate interaction, from a variety of media, also in combination with illustrations.

- Dialogues and conversations.

- Stories and other fiction, including in spoken or dramatised form, as well as songs.

- Oral and written messages and information, such as on signs and in advertisements.

- Strategies for identifying meaning-carrying words and making inferences about content, for example using prior knowledge and images.

- Different approaches to navigating assigned oral and written sources of various kinds to find simple information to use in the pupils' own production and interactions.

- Linguistic phenomena, including pronunciation, grammatical structures and spelling, in the language that the pupils encounter.

- How words, fixed expressions and everyday phrases are used in spoken language and texts in different situations.

Speaking, writing and conversation – production and interaction

- Conversations and writing for contact and communication.

- Presentations, instructions, messages, stories and descriptions in speech and writing.

- Strategies to facilitate conversation, including rephrasing, gestures and questions.

- Linguistic phenomena, including pronunciation, words, polite phrases and other fixed expressions, as well as grammatical structures and spelling in the pupils' own production and interactions.

- Revision of the pupil's own oral and written language output to clarify communication.

Years 4–6, within the framework of the language choice system

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people and places.

- Everyday life and ways of living in different contexts and areas in which the language is used.

Listening and reading – reception

- Clearly spoken target language and simple texts that are instructional, descriptive and stimulate interaction, from a variety of media, also in combination with illustrations.

- Simple dialogues and conversations.

- Songs and rhymes.

- Simple messages and simple information.

- Strategies for recognising meaning-carrying words in speech, for example by guessing and making inferences from the context.

- Searching for very simple, clear information in assigned sources of various kinds, for example to find times, places and names.

- Linguistic phenomena in the language that the pupils encounter, with an emphasis on pronunciation and the relationship between writing and pronunciation.

- How words and everyday phrases are used in different situations.

Speaking, writing and conversation – production and interaction

- Simple presentations, messages, descriptions and dialogues in speech and writing.
- Strategies to facilitate conversation, such as gestures and questions.
- Linguistic phenomena to clarify communication, with an emphasis on pronunciation

Years 7–9, within the framework of the language choice system

Communication content

- Subject areas that are familiar to the pupils.
- Everyday situations, interests, people, places, activities and events.
- Opinions, feelings and experiences.
- Everyday life, ways of living and social relationships in different contexts and areas in which the language is used, also in comparison with personal experience and knowledge. Where in the world the target language is used.

Listening and reading – reception

- Clearly spoken target language and simple texts that are instructional, descriptive and stimulate interaction, from a variety of media.
- Dialogues, conversations and interviews.
- Stories and other fiction, including in spoken or dramatised form.
- Songs and poems.
- Oral and written messages and information, such as advertisements, timetables and notices.
- Strategies for recognising meaning-carrying words and contexts and for adapting listening and reading to the form and content of the language output.
- Seeking simple information from a limited range of oral and written sources of various kinds for use in the pupils' own production and interactions.
- Linguistic phenomena, including pronunciation, words and fixed expressions, grammatical structures and spelling, in the language that the pupils encounter.
- How different wording is used to start and end different types of language output, including conversations.

Speaking, writing and conversation – production and interaction

- Conversations and writing for contact and communication.

- Presentations, instructions, messages, stories and descriptions in cohesive speech and writing.

- Strategies, including rephrasing, questions and supporting phrases, to contribute to and facilitate conversation and written interaction, including digital.

- Linguistic phenomena, including pronunciation, words, polite phrases, forms of address and other fixed expressions, as well as grammatical structures and spelling in the pupils' own production and interactions.

- Revision of the pupil's own oral and written language output to clarify and adapt communication to the purpose and listener/reader.

Years 4–9, within the framework of the school's choice system, Chinese

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people and places.

- Everyday life and ways of living in different contexts and areas in which Chinese is used.

Listening – reception

- Clearly spoken target language that is instructional, descriptive and stimulates interaction, from a variety of media, also in combination with illustrations.

- Dialogues and conversations.

- Songs and rhymes.

- Simple messages and information.

- Strategies for identifying meaning-carrying words and making inferences about content.

- Linguistic phenomena in the language that the pupils encounter, with an emphasis on basic sentence structures and pronunciation. Phonemes and tonemes.

- How words and everyday phrases are used in different situations.

- Pinyin as a support for understanding the spoken language that pupils encounter.

Speaking and conversation – production and interaction

- Simple conversations for contact and communication.

- Simple presentations, instructions, messages and descriptions.

- Strategies to facilitate conversation, including gestures and questions.

- Linguistic phenomena, with an emphasis on pronunciation, intonation and basic sentence structures as well as fixed expressions, such as polite phrases, in the pupils' own production and interactions.

- Pinyin as a means for developing pupils' spoken language, including pronunciation and vocabulary.

Reading – reception (simplified Chinese characters)

- Simple texts that are descriptive and stimulate interaction, including in combination with illustrations.

- Simple messages and written dialogues.

- Various reading tools and systems, such as pinyin, synthetic speech and electronic dictionaries.

- The origin, use and structure of simplified characters in the texts that the pupils encounter. Principles of stroke order and analysis of character parts.

Writing – production and interaction (simplified Chinese characters)

- Simple texts, such as presentations, messages and written dialogues.

- How commonly used characters relevant to the communication content are written by hand, including stroke order.

- Pinyin and other tools and systems, including digital tools, to support written production and interaction.

Years 4–6, within the framework of the language choice system, Chinese

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people and places.

- Everyday life and ways of living in different contexts and areas in which Chinese is used.

Listening – reception

- Clearly spoken target language that is instructional, descriptive and stimulates interaction, from a variety of media, also in combination with illustrations.

- Simple dialogues and conversations.

- Songs and rhymes.

- Simple messages and simple information.

- Strategies for recognising meaning-carrying words, for example by guessing and making inferences from the context.

- Linguistic phenomena in the language that 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 that pupils encounter.

Speaking and conversation – production and interaction

- Short, simple presentations, messages, descriptions and dialogues.

- Strategies to facilitate conversation, including gestures.

- Linguistic phenomena to clarify communication, with an emphasis on pronunciation and intonation.

- Pinyin as a means for developing pupils' spoken language, including pronunciation and vocabulary.

Reading – reception (simplified Chinese characters)

- Simple texts that are descriptive, including in combination with illustrations.

- Simple messages and written dialogues.

- Various reading aids, such as pinyin, synthetic speech and electronic dictionaries.

- The structure of simplified characters in the texts that the pupils encounter.

Writing – production and interaction (simplified Chinese characters)

- Short, simple texts, such as messages.

- How some commonly used characters relevant to the communication content are written by hand, including stroke order.

- Pinyin and other tools and systems, including digital tools, to support written production and interaction.

Years 7–9, within the framework of the language choice system, Chinese

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people and places.

- Opinions and feelings.

- Everyday life, ways of living and social relationships in different contexts and areas in which Chinese is used, also in comparison with personal experience and knowledge. How widespread the use of Chinese is in the world.

Listening – reception

- Clearly spoken target language that is instructional, descriptive and stimulates interaction, from a variety of media, also in combination with illustrations.

- Dialogues and conversations.

- Stories and other fiction, including in dramatised form, as well as songs.

- Messages and information.

- -Strategies for identifying meaning-carrying words and making inferences about content, for example using prior knowledge.

- Different approaches to navigating assigned oral sources of various kinds to find simple information to use in the pupils' own production and interactions.

- Linguistic phenomena, including pronunciation, intonation and grammatical structures, in the language that the pupils encounter. Phonemes and tonemes.

- How words, fixed expressions and everyday phrases are used in different situations.

- Pinyin as a support for understanding the spoken language that pupils encounter.

Speaking and conversation – production and interaction

- Conversations for contact and communication.

- Presentations, instructions, messages and descriptions in cohesive speech.

- Strategies to facilitate conversation, including rephrasing, gestures and questions.

- Linguistic phenomena, with an emphasis on pronunciation and intonation, as well as words, polite phrases and other fixed expressions, in the pupils' own production and interactions.
- Revision of the pupil's own oral language output to clarify communication.
- Pinyin as a means for developing pupils' spoken language, including pronunciation and vocabulary.

Reading – reception (simplified Chinese characters)
- Simple texts that are instructional, descriptive, narrative and stimulate interaction, including in combination with illustrations.
- Messages and information, such as on signs.
- Strategies for using reading tools and systems, such as pinyin, synthetic speech and electronic dictionaries.
- Searching for very simple, clear information in assigned written sources, for example to find times, places and names.
- The origin, use and structure of simplified characters in the texts that the pupils encounter. Principles of stroke order and analysis of character parts.

Writing – production and interaction (simplified Chinese characters)
- Presentations, messages, descriptions and written dialogues.
- How commonly used characters relevant to the communication content are written by hand, including stroke order.
- Pinyin and other tools and systems, including digital tools, to support written production and interaction.

Grading criteria
Within the framework of the school's choice system
Grading criteria for grade E at the end of year 6
The pupil listens to and understands **common, simple words and phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **common, simple words and phrases** in short, simple texts about familiar topics.

In oral language output of various kinds, the pupil expresses themself in a **very simple and generally comprehensible manner using a few common words and phrases**. In written language output of various kinds, the pupil expresses themself in a **very simple and generally comprehensible manner using a few common words and phrases**.

In interactions, the pupil expresses themselves in a **very simple and generally comprehensible manner using a few common words and phrases**. The pupil also uses strategies that facilitate the interaction **to a limited extent**.

The pupil comments in the target language, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil listens to and understands **simple words and phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **simple words and phrases** in short, simple texts about familiar topics.

In oral language output of various kinds, the pupil expresses themselves in a **very simple and comprehensible manner using common words and phrases**. In written language output of various kinds, the pupil expresses themselves in a **very simple and comprehensible manner using common words and phrases**.

In interactions, the pupil expresses themselves in a **very simple and comprehensible manner using common words and phrases**. The pupil also uses strategies that facilitate the interaction **to some extent**.

The pupil comments in the target language, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to and understands the **main content and clear details** of language with a simple structure which is spoken clearly and slowly and deals with familiar topics. The pupil reads and understands **the main content and clear details** of short, simple texts about familiar topics.

In oral language output of various kinds, the pupil expresses themselves **in a simple and relatively clear manner using common words and phrases**. In written language output of various kinds, the pupil expresses themselves **in a simple and relatively clear manner using common words and phrases**.

In interactions, the pupil expresses themselves in a **simple and relatively clear manner using words and sentences**. The pupil uses strategies that facilitate the interaction.

The pupil comments in the target language, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Within the framework of the school's choice system
Grading criteria for grade E at the end of year 9

The pupil listens to and understands **common words and simple phrases** about everyday and familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **common words and simple phrases** in short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil comments in the target language, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to and understands the **main content and clear details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and clear details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.
In oral language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil comments in the target language, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to and understands the **main content and essential details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and essential details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil uses strategies that facilitate and improve the interaction.

The pupil comments in the target language, **in a simple manner**, on conditions in different contexts and areas in which the language is used.

Within the framework of the language choice system
Grading criteria for grade E at the end of year 6

The pupil listens to and understands **common, simple words and phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **common, simple words and phrases** in short, simple texts about familiar topics.

In oral language output of various kinds, the pupil expresses themself in a **very simple and generally comprehensible manner using a few common words and phrases**. In written language output of various kinds, the pupil expresses themself in a **very simple and generally comprehensible manner using a few common words and phrases**.

In interactions, the pupil expresses themself in a **very simple and generally comprehensible manner using a few common words and phrases**. The pupil also uses strategies that facilitate the interaction **to a limited extent**.

The pupil comments in the target language, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 6
The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6
The pupil listens to and understands **simple words and phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **simple words and phrases** in short, simple texts about familiar topics.

In oral language output of various kinds, the pupil expresses themself in a **very simple and comprehensible manner using common words and phrases**. In written language output of various kinds, the pupil expresses themself in a **very simple and comprehensible manner using common words and phrases**.

In interactions, the pupil expresses themself in a **very simple and comprehensible manner using common words and phrases**. The pupil also uses strategies that facilitate the interaction **to some extent**.

The pupil comments in the target language, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 6
The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6
The pupil listens to and understands the **main content and clear details** of language with a simple structure which is spoken clearly and slowly and deals with familiar topics. The pupil reads and understands **the main content and clear details** of short, simple texts about familiar topics.

In oral language output of various kinds, the pupil expresses themself **in a simple and relatively clear manner using common words and phrases**. In written language output of various kinds, the pupil expresses themself **in a simple and relatively clear manner using common words and phrases**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using common words and sentences**. The pupil uses strategies that facilitate the interaction.

The pupil comments in the target language, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Within the framework of the language choice system
Grading criteria for grade E at the end of year 9

The pupil listens to, understands and interprets the **most essential content** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **most essential** content of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil comments in the target language, **in a simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to, understands and interprets the **main content and clear details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **main content and clear details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.
In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil comments in the target language, **in a simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to, understands and interprets the **whole and essential details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **whole and essential details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**. In written language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**.

In interactions, the pupil expresses themself **relatively clearly using words, phrases and sentences** and in a manner **somewhat adapted** to the purpose, listener/reader and situation. The pupil uses strategies that facilitate and improve the interaction.

The pupil comments in the target language, **on a superficial level**, on conditions in different contexts and areas in which the language is used.

Within the framework of the school's choice system, Chinese Grading criteria for grade E at the end of year 6

The pupil listens to and understands **common, simple words** in simple Chinese which is spoken very slowly and deals with familiar topics.

In oral language output, the pupil expresses themself in a **very simple and generally comprehensible manner using a few common words and phrases**. In oral interactions, the pupil expresses himself/ herself in a **very simple and generally comprehensible manner using a few common words and phrases**. The pupil also uses strategies that facilitate the interaction **to a limited extent**.

The pupil reads and understands **very common words** in short, simple texts about familiar topics written in simplified characters.

The pupil **writes some commonly used characters** by hand and using digital tools.

The pupil comments in Chinese**, in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil listens to and understands **common, simple words and phrases** in simple Chinese which is spoken very slowly and deals with familiar topics.

In oral language output, the pupil expresses themself in a **very simple and comprehensible manner using a few common words and phrases**. In oral interactions, the pupil expresses themself in a **very simple and comprehensible manner using a few common words and phrases**. The pupil also uses strategies that facilitate the interaction **to some extent**.

The pupil reads and understands **very common words** in short, simple texts about familiar topics written in simplified characters.

The pupil **writes some commonly used characters** by hand and using digital tools.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to and understands **simple words and phrases** in simple Chinese which is spoken very slowly and deals with familiar topics.

In oral language output, the pupil expresses themself **in a simple and relatively clear manner using a few common words and phrases**. In oral interactions, the pupil expresses themself in a **simple and relatively clear manner using a few common words and phrases**. The pupil uses strategies that facilitate the interaction.

The pupil reads and understands **common words** in short, simple texts about familiar topics written in simplified characters.

The pupil **uses some commonly used characters** to **write very short, simple texts** by hand and using digital tools.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Within the framework of the school's choice system, Chinese Grading criteria for grade E at the end of year 9

The pupil listens to and understands **common words and simple phrases** in simple Chinese which is spoken very slowly and deals with familiar topics.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In oral interactions, the pupil expresses themself in a **simple**

and comprehensible manner using a few words and phrases. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil reads and understands **common words** in short, simple texts about familiar topics written in simplified characters.

The pupil uses **some commonly used characters** to write short, simple texts **with some confidence**, by hand and using digital tools.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to and understands **the main content** of simple Chinese which is spoken very slowly and deals with familiar topics.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**. In oral interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil reads and understands **common words and simple phrases** in short, simple texts about familiar topics written in simplified characters.

The pupil uses **some commonly used characters** to write short, simple texts **with confidence**, by hand and using digital tools.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to and understands **the main content and clear details** of simple Chinese which is spoken clearly and very slowly and deals with familiar topics.

In oral language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In oral interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil uses strategies that facilitate and improve the interaction.

The pupil reads and understands **the main content** of short, simple texts about familiar topics written in simplified characters.

The pupil uses **several commonly used characters** to write short, simple texts **with confidence**, by hand and using digital tools.

The pupil comments in Chinese, **in a simple manner**, on conditions in different contexts and areas in which the language is used.

Within the framework of the language choice system, Chinese Grading criteria for grade E at the end of year 6

The pupil listens to and understands **common, simple words** in simple Chinese which is spoken very slowly and deals with familiar topics.

In oral language output, the pupil expresses themself in a **very simple and generally comprehensible manner using a few common words and phrases**. In oral interactions, the pupil expresses themself in a **very simple and generally comprehensible manner using a few common words and phrases**. The pupil also uses strategies that facilitate the interaction **to a limited extent**.

The pupil reads and understands **very common words** in short, simple texts about familiar topics written in simplified characters.

The pupil **writes some commonly used characters** by hand and using digital tools.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil listens to and understands **common, simple words and phrases** in simple Chinese which is spoken very slowly and deals with familiar topics.

In oral language output, the pupil expresses themself in a **very simple and comprehensible manner using a few common words and phrases**. In oral interactions, the pupil expresses themself in a **very simple and comprehensible manner using a few common words and phrases**. The pupil also uses strategies that facilitate the interaction **to some extent**.

The pupil reads and understands **very common words** in short, simple texts about familiar topics written in simplified characters.

The pupil **writes some commonly used characters** by hand and using digital tools.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to and understands **simple words and phrases** in simple Chinese which is spoken very slowly and deals with familiar topics.

In oral language output, the pupil expresses themself **in a simple and relatively clear manner using a few common words and phrases**. In oral interactions, the pupil expresses themself in a **simple and relatively clear manner using a few common words and phrases**. The pupil uses strategies that facilitate the interaction.

The pupil reads and understands **common words** in short, simple texts about familiar topics written in simplified characters.
The pupil **uses some commonly used characters** to **write very short, simple texts** by hand and using digital tools.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Within the framework of the language choice system, Chinese
Grading criteria for grade E at the end of year 9

The pupil listens to and understands **common words and simple phrases** about everyday and familiar topics which are spoken clearly, using simple Chinese and at a slow pace. The pupil finds simple information in assigned oral sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In oral interactions, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil reads and understands **common words and simple phrases** in short, simple texts about everyday and familiar topics written in simplified characters. The pupil finds very simple information in assigned written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

The pupil writes using digital tools and to some extent also by hand. In written language output using simplified characters, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In written interactions using simplified characters, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to and understands **the main content and clear details** of simple Chinese which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil finds simple information in assigned oral sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In oral interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil reads and understands **common words and simple phrases** in short, simple texts about everyday and familiar topics written in simplified characters. The pupil finds very simple information in assigned written sources and uses the selected material **in a relevant manner** in their own production and interactions.

The pupil writes using digital tools and to some extent also by hand. In written language output using simplified characters, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In written interactions using simplified characters, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**.

The pupil comments in Chinese, **in a very simple manner**, on conditions in different contexts and areas in which the language is used.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to and understands **the main content and essential details** of simple Chinese which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil finds simple information in assigned oral sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In oral interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil uses strategies that facilitate and improve the interaction.

The pupil reads and understands **the main content and clear details** of short, simple texts about everyday and familiar topics written in simplified characters. The pupil finds very simple information in assigned written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

The pupil writes using digital tools and to some extent also by hand. In written language output using simplified characters, the pupil expresses themselves in a **simple, relatively clear and somewhat cohesive manner**. In written interactions using simplified characters, the pupil expresses themselves in a **simple and relatively clear manner using words, phrases and sentences**.

The pupil comments in Chinese, **in a simple manner**, on conditions in different contexts and areas in which the language is used.

5.7 Mother tongue

Mother tongue, except national minority language

Language is the primary tool human beings use for thinking, communicating and learning. Through language, people develop their identity, express feelings and thoughts, and understand how others feel and think. Rich and varied language is important for understanding and working in a society where cultures, beliefs, generations and languages come together. Having access to one's mother tongue facilitates language development and learning in various areas.

Aim

Mother tongue teaching shall aim to develop pupils' knowledge in and about their mother tongue. Through the teaching, pupils shall be given the opportunity to develop their spoken and written language skills so that they gain confidence in their language ability and can express themselves in different contexts and for different purposes. The teaching shall help pupils acquire knowledge of the structure of their mother tongue and become aware of its importance for their own learning in various school subjects.

The teaching shall stimulate the pupils' interest in speaking, reading and writing in their mother tongue. The teaching shall give pupils the opportunity to read, analyse and discuss works of fiction in different genres. This gives pupils the opportunity to develop their language skills, their identity and their understanding of the world around them. The teaching shall also help pupils to develop the knowledge required to express their own opinions and thoughts in different types of texts. They shall also be motivated to express themselves through other forms of aesthetic expression.

The teaching shall provide pupils with the conditions to develop their cultural identity and their plurilingualism. To achieve this, pupils shall be given the opportunity to develop their knowledge about cultures and areas in which their mother tongue is spoken. The teaching shall also contribute to the pupils developing a comparative approach to cultures and languages.

Mother tongue teaching shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech and writing, recognise language structures and follow language norms,

- the ability to adapt the language to different purposes, listeners or readers, and contexts,

- the ability to read and analyse fiction and other texts for different purposes,

- the ability to use their mother tongue as a resource for their language development and learning, and

- knowledge of traditions, cultural phenomena and societal issues in areas in which the mother tongue is spoken in comparison with conditions in Sweden.

Core content

Years 1–3

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for adapting reading to the form and content of the text.

- Strategies for writing different types of texts on topics that are familiar to the pupil.

- Reading direction and the shape and sound of characters in comparison with Swedish.

- Word order, punctuation and spelling rules for commonly used words in texts relevant to pupils. Comparisons with Swedish word order, punctuation and spelling rules.

Speaking, listening and conversation

- Conversations about everyday phenomena and events.

- Oral presentations and oral narration, adapting the language to different listeners. Images and other aids to support the presentation.

- Pronunciation, emphasis and sentence intonation and the importance of pronunciation in making oneself understood.

- Pronunciation in the mother tongue in comparison with Swedish.

Texts

- Narrative and poetic texts for children in the form of picture books, chapter books, poems, fairy tales and legends from areas in which the mother tongue is spoken.

- Descriptive and explanatory texts for children related to traditions and phenomena in areas in which the mother tongue is spoken.

- Oral traditions from the mother tongue's tradition, such as rhyming words, nursery rhymes and riddles.

Language use

- Words and concepts that express feelings, knowledge and opinions.

- Words and concepts related to traditions and phenomena in areas in which the mother tongue is spoken.

Culture and society

- Traditions and holidays that pupils encounter in different contexts.

- Games and music from areas in which the mother tongue is spoken.

Years 4–6

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for identifying the message of texts, both directly and indirectly expressed.

- Strategies for writing different types of texts, adapting to their structure and language features.

- The basic structure of the mother tongue in comparison with Swedish.

- Dictionaries and other spelling and vocabulary aids.

Speaking, listening and conversation

- Conversations about one's own experiences, the experiences of others, and everyday phenomena and events.

- Oral presentations and oral narration, adapting the language to different listeners. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation.

- Pronunciation, emphasis and sentence intonation and the importance of pronunciation in making oneself understood.

- Pronunciation of the mother tongue in comparison with Swedish.

Texts

- Narrative and poetic texts for children and adolescents in the form of fiction, fairy tales and legends from areas in which the mother tongue is spoken. Texts that highlight the human condition and issues of identity and life.

- Descriptive, explanatory and instructional texts for children and adolescents related to traditions and phenomena in areas in which the mother tongue is spoken.

- The content, typical language features of texts, and their words and concepts.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and connotations of words and concepts.

- Synonyms, antonyms and other relationships between words.

Culture and society

- Customs, practices and traditions in areas in which the mother tongue is spoken in comparison with Swedish customs, practices and traditions.

- Phenomena relevant to pupils in areas in which the mother tongue is spoken in comparison to phenomena relevant to pupils in Sweden.

Years 7–9

Reading and writing

- Reading comprehension strategies for understanding, interpreting and analysing different types of texts from different media. Identifying the purpose, sender and context of texts. Identifying content that may be explicitly or implicitly expressed in the text.

- Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.

- The basic structure of the mother tongue in comparison with Swedish. Word formation and sentence structure in the mother tongue in comparison with Swedish.

- Resources for information searches and vocabulary comprehension.

Speaking, listening and conversation

- Conversations and discussions on topics familiar to the pupil and on thoughts, feelings, opinions and current events.

- Oral presentations and oral narration, adapting language, content and structure to the purpose and listener.
- Pronunciation, stress and sentence intonation in comparison with Swedish and different spoken language varieties of the mother tongue.

Texts

- Young adult fiction from different times and areas in which the mother tongue is spoken. Texts that highlight the human condition and issues of identity and life.
- Language features, words and concepts in young adult fiction.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and job descriptions. The purpose, content and typical language features of texts.
- Texts combining words, images and sounds and their linguistic and dramaturgical components, for example in TV series, theatre performances and web texts.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and connotations of words and concepts. Imagery and idiomatic expressions.
- Translation of and comparisons between words, concepts, phrases and texts in the mother tongue and in Swedish.
- Differences in language use depending on the purpose, listener or reader, and context. The importance of language in exercising influence.

Culture and society

- Cultural expressions from areas in which the mother tongue is spoken, such as visual arts, music and architecture.
- Current societal issues in areas in which the mother tongue is spoken, in comparison with similar issues in Sweden.

Grading criteria
Grading criteria for grade E at the end of year 6

The pupil speaks about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with **a generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener.

Based on the language features of the mother tongue, the pupil writes different types of texts with **comprehensible** content, **a generally functional** structure and **some** linguistic variation. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads different texts with **some fluency** and demonstrates **basic** reading comprehension. The pupil makes **simple** inferences about prominent messages in different texts.

The pupil describes, in a **simple** manner, similarities and differences in written language between the mother tongue and Swedish.

The pupil describes, in a **simple** manner and based on their own experiences or knowledge, traditions and phenomena related to areas in which the mother tongue is spoken.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil speaks about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener.

Based on the language features of the mother tongue, the pupil writes different types of texts with **relatively clear** content, **functional** structure and **relatively good** linguistic variation. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads different texts with **relatively good fluency** and demonstrates **good** reading comprehension. The pupil makes **developed** inferences about prominent messages in different texts.

The pupil describes, in a **developed** manner, similarities and differences in written language between the mother tongue and Swedish.

The pupil describes, in a **developed** manner and based on their own experiences or knowledge, traditions and phenomena related to areas in which the mother tongue is spoken.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil speaks about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well-functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener.

Based on the language features of the mother tongue, the pupil writes different types of texts with **clear** content, **well-functioning** structure and **good** linguistic variation. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **very good** reading comprehension. The pupil makes **well-developed** inferences about prominent messages in different texts.

The pupil describes, in a **well-developed** manner, similarities and differences in written language between the mother tongue and Swedish.

The pupil describes, in a **well-developed** manner and based on their own experiences or knowledge, traditions and phenomena related to areas in which the mother tongue is spoken.

Grading criteria for grade E at the end of year 9

The pupil speaks about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil also prepares and delivers oral language output with **a generally functional** structure, content and **some** adaptation to the purpose, listener and context.

Based on the language features of the mother tongue, the pupil writes different types of texts with **some** linguistic variation, **a generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also interprets and makes **simple** inferences about messages in different texts.

The pupil makes **simple** inferences about similarities and differences in written languages between the mother tongue and Swedish. The pupil also compares and translates words, concepts and phrases between the mother tongue and Swedish in **a generally functional** manner.

The pupil describes and reasons in a **simple** manner about traditions, cultural phenomena and societal issues related to areas in which the mother tongue is spoken. The pupil then makes **simple** comparisons with conditions in Sweden, including comparisons based on personal experience or knowledge.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil speaks about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil also prepares and delivers oral language output with a **functional** structure, content and **relatively good** adaptation to the purpose, listener and context. Based on the language features of the mother tongue, the pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also interprets and makes **developed** inferences about messages in different texts.

The pupil makes **developed** inferences about similarities and differences in written languages between the mother tongue and Swedish. The pupil also compares and translates words, concepts and phrases between the mother tongue and Swedish **relatively well**.

The pupil describes and reasons in a **developed** manner about traditions, cultural phenomena and societal issues related to areas in which the mother tongue is spoken. The pupil then makes **developed** comparisons with conditions in Sweden, including comparisons based on personal experience or knowledge.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil speaks about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil also prepares and delivers oral language output with a **well-functioning** structure, content and **good** adaptation to the purpose, listener and context.

Based on the language features of the mother tongue, the pupil writes different types of texts with **good** linguistic variation, **well-functioning** structure and content, and **good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also interprets and makes **well-developed** inferences about messages in different texts.

The pupil makes **well-developed** inferences about similarities and differences in written languages between the mother tongue and Swedish. The pupil also compares and translates words, concepts and phrases between the mother tongue and Swedish in **well-functioning** manner.

The pupil describes and reasons in a **well-developed** manner about traditions, cultural phenomena and societal issues related to areas in which the mother tongue is spoken. The pupil then makes **well-developed** comparisons with conditions in Sweden, including comparisons based on personal experience or knowledge.

Mother tongue
– Finnish as a national minority language

Language is the primary tool human beings use for thinking, communicating and learning. Through language, people develop their identity, express feelings and thoughts, and understand how others feel and think. Rich and varied language is important for understanding and working in a society where cultures, beliefs, generations and languages come together.

The Swedish Finns are a national minority with centuries of history in Sweden. Finnish is an official national minority language. The status of national minority languages in Sweden is in great need of strengthening. To safeguard the future of the languages in the country, more people need to develop language skills. Languages are important bearers of culture that express common experiences, values and knowledge that unite the national minorities in Sweden with people who speak the same language in other parts of the world. Having knowledge of the language and of the culture of a minority can provide new perspectives on one's own identity and strengthen opportunities for participation in social life in Sweden and other countries.

Aim

Mother tongue teaching in Finnish as a national minority language shall aim to ensure that pupils develop knowledge in and about the language and the minority's culture. Through the teaching, pupils shall be given the opportunity to develop their plurilingualism, their understanding of the world around them and their identity.

The teaching shall stimulate the pupils' interest in speaking, reading and writing in the national minority language. Through the teaching, pupils shall be given the opportunity to encounter and develop knowledge of texts in the language in different genres. The teaching shall also give pupils the conditions for developing an all-round communicative ability, linguistic confidence in speech and writing, and confidence in their ability to express themselves in different contexts and for different purposes. This means that the teaching shall enable pupils to develop knowledge of how to express themselves and interact with others in speech and writing, as well as an awareness of how language use varies depending on the situation and social context.

The teaching shall give pupils the opportunity to develop knowledge of the history, cultural expressions and traditions of the national minority. Pupils shall also be given the opportunity to develop knowledge of the national minority's music, literature and other forms of aesthetic

expression. Furthermore, pupils shall be given the opportunity to develop knowledge of the origin, development and current status of the national minority language.

Mother tongue teaching in Finnish as a national minority language shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech and writing, recognise language structures and follow language norms,
- the ability to adapt the language to different purposes, listeners or readers, and contexts,
- understanding of spoken and written Finnish,
- knowledge of social, historical and cultural phenomena in environments in which the language is used, and
- knowledge of the origin, development and contemporary status of the language.

Core content
Years 1–3, within the framework of Finnish as a first language
Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for adapting reading to the form and content of the text.
- Strategies for writing different types of texts on topics that are familiar to the pupil.
- Spelling rules for commonly used words in texts relevant to the pupil.
- The Finnish alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Conversations about everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners. Images and other aids to support the presentation.

Texts

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

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts related to Swedish-Finnish and Finnish culture.

Swedish-Finnish culture

- The life of Swedish Finns today, based on history and cultural heritage, such as traditions and holidays.
- The cultural heritage of Swedish Finns in various forms, such as games, music and other forms of aesthetic expression.

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

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for identifying the message of texts, both directly and indirectly expressed.
- Strategies for writing narrative texts and factual texts, adapting to their structure and language features.
- The basic structure of Finnish with spelling rules, inflection patterns and sentence structure.
- Dictionaries and other spelling and vocabulary aids.

Speaking, listening and conversation

- Conversations about one's own experiences, the experiences of others, and everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation.

Texts

- Narrative, poetic and factual texts for children and adolescents from areas in which Finnish is used.
- Texts that highlight the human condition and issues of identity and life. Texts related to Swedish-Finnish and Finnish traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.
- Words and concepts related to Swedish-Finnish and Finnish culture.
- Similarities and differences between spoken and written Finnish.

Swedish-Finnish culture

- The life of Swedish Finns today, based on history and cultural heritage, such as the history of the Finnish-speaking population in Sweden.
- The cultural heritage of Swedish Finns in various art forms, such as music, film and fiction.
- Some societal issues affecting Swedish Finns today.

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

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.
- Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.
- The structure of Finnish, with word formation, inflection patterns, parts of speech and clause elements.
- Resources for information searches and vocabulary comprehension.

Speaking, listening and conversation

- Conversations and discussions on topics familiar to the pupil and on thoughts, feelings, opinions and current events.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Different varieties of spoken Finnish.

Texts

- Fiction for adolescents. Texts that highlight the human condition and issues of identity and life.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and job descriptions. The purpose, content and typical language features of texts.
- Narrative and poetic texts related to Swedish-Finnish and Finnish traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts. Imagery and idiomatic expressions.
- Words and concepts related to Swedish-Finnish and Finnish culture.

- Differences in language use depending on purpose, listener or reader, and context. The importance of language in exercising influence.

- Similarities and differences between different varieties of Finnish. Swedish Finnish in relation to Finnish in Finland.

Swedish-Finnish culture

- The origin, development and future of Finnish in Sweden. The conditions of Swedish-Finnish culture in relation to the majority society at different times. Organisations working to promote Finnish and Swedish-Finnish culture.

- Traditional and modern Swedish-Finnish and Finnish music and other forms of aesthetic expression.

- Some Swedish-Finnish and Finnish authors and their works.

- Some current societal issues affecting Swedish Finns, including in comparison with similar issues among other national minorities in Sweden.

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

Reading and writing

- Reading comprehension 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 conversation

- Conversations about topics that are familiar to the pupil, such as interests, people and places.

- Strategies for identifying meaning-carrying words and making inferences about content in spoken Finnish, for example using prior knowledge.

- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, fairy tales and songs.

- Simple instructional and descriptive texts.

- Simple texts related to Swedish-Finnish and Finnish traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts related to Swedish-Finnish and Finnish culture.

Swedish-Finnish culture

- The life of Swedish Finns today, based on history and cultural heritage, such as traditions and holidays.
- The cultural heritage of Swedish Finns in various forms, such as games, music and other forms of aesthetic expression.

Years 4–6, within the framework of Finnish as a second language

Reading and writing

- Reading comprehension strategies for understanding and interpreting simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions.
- Linguistic phenomena, including spelling rules and grammatical structures, in the language that the pupils encounter.
- Different approaches to navigating assigned written sources of various kinds to find simple information and use it in the pupils' own production and interactions.

Speaking, listening and conversation

- Conversation about topics that are familiar to the pupil, such as everyday situations, events and activities.
- Strategies for identifying meaning-carrying words and contexts in spoken Finnish, for example using prior knowledge.
- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.
- Different approaches to navigating assigned oral sources of various kinds to find simple information and use it in the pupils' own production and interactions.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, fairy tales and songs.
- Simple instructional and descriptive texts.
- Simple texts related to Swedish-Finnish and Finnish traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions.

- Words and concepts related to Swedish-Finnish and Finnish culture.

- How words and fixed expressions, such as polite phrases and forms of address, are used in texts and spoken language in different situations.

Swedish-Finnish culture

- The life of Swedish Finns today, based on history and cultural heritage, such as the history of the Finnish-speaking population in Sweden.

- The cultural heritage of Swedish Finns in various art forms, such as music, film and fiction.

- Some societal issues affecting Swedish Finns today.

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

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.

- Stories and descriptions in the form of cohesive text.

- Linguistic phenomena, including spelling, grammatical structures and fixed expressions, in the language the pupils encounter.

- Searching for simple information from a limited range of written sources of various kinds for use in the pupils' own production and interactions.

Speaking, listening and conversation

- Conversations and discussions on topics that are familiar to the pupil, such as different types of events, their own experiences, and the experiences of others.

- Oral presentations and oral narration, adapting the language to different listeners.

- Strategies for identifying meaning-carrying words and contexts in spoken Finnish, for example using prior knowledge.

- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.

- Searching for simple information from a limited range of oral sources of various kinds for use in one's own production and interactions.

Texts

- Stories and other fiction for adolescents. Songs and poems.

- Instructional and descriptive texts. The purpose, content and some typical language features of texts.

- Texts that highlight people's living conditions and issues of identity and life. Texts related to Swedish-Finnish and Finnish traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.

- Words and concepts related to Swedish-Finnish and Finnish culture.

- How different wording is used to start and end conversations and different types of oral and written language output.

- Similarities and differences between spoken and written Finnish.

Swedish-Finnish culture

- The origin, development and future of Finnish in Sweden. The conditions of Swedish-Finnish culture in relation to the majority society at different times. Organisations working to promote Finnish and Swedish-Finnish culture.

- Traditional and modern Swedish-Finnish and Finnish music and other forms of aesthetic expression.

- Some Swedish-Finnish and Finnish authors and the works they are known for.

- Some current societal issues affecting Swedish Finns, including in comparison with similar issues among other national minorities in Sweden.

Grading criteria
Within the framework of Finnish as a first language
Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with a **generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener.

The pupil writes different types of texts with **comprehensible** content, a **generally functional** structure and **some** linguistic variation. The pupil

follows basic rules of spelling, sentence structure and inflection with **some** confidence.

The pupil reads different texts with **some fluency** and demonstrates **basic** reading comprehension. The pupil makes **simple** inferences about prominent messages in different texts.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Swedish Finns.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener.

The pupil writes different types of texts with **relatively clear** content, a **functional** structure and **relatively good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **relatively good** confidence.

The pupil reads different texts with **relatively good fluency** and demonstrates **good** reading comprehension. The pupil makes **developed** inferences about prominent messages in different texts.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Swedish Finns.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well**-**functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener.

The pupil writes different types of texts with **clear** content, a **well-functioning** structure and **good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **very good** reading comprehension. The pupil makes **well-developed** inferences about prominent messages in different texts.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Swedish Finns.

Grading criteria for grade E at the end of year 9

The pupil converses about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil also prepares and delivers oral language output with a **generally functional** structure, content and **some** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **some** linguistic variation, a **generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also interprets and makes **simple** inferences about messages in different texts.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting Swedish Finns.

The pupil demonstrates **basic** knowledge of the origin, development and status of Finnish in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil also prepares and delivers oral language output with a **functional** structure, content and **relatively good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also interprets and makes **developed** inferences about messages in different texts.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting Swedish Finns.

The pupil demonstrates **good** knowledge of the origin, development and status of Finnish in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil also prepares and delivers oral language output with a **well-functioning** structure, content and **good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **good** linguistic variation, **well-functioning** structure and content, and **good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also interprets and makes **well-developed** inferences about messages in different texts.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting Swedish Finns.

The pupil demonstrates **very good** knowledge of the origin, development and status of Finnish in Sweden.

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

The pupil listens to and understands **common words and simple phrases** about everyday and familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **common words and simple phrases** in short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Swedish Finns.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil listens to and understands the **main content and clear details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and clear details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Swedish Finns.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to and understands the **main content and essential details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and essential details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil uses strategies that facilitate and improve the interaction.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Swedish Finns.

Grading criteria for grade E at the end of year 9

The pupil listens to, understands and interprets the **most essential** content of language with a simple structure which is spoken clearly

and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **most essential** content of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting Swedish Finns.

The pupil demonstrates **basic** knowledge of the origin, development and status of Finnish in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to, understands and interprets the **main content and clear details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **main content and clear details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting Swedish Finns.

The pupil demonstrates **good** knowledge of the origin, development and status of Finnish in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to, understands and interprets the **whole and essential details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **whole and essential details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**. In written language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**.

In interactions, the pupil expresses themself **relatively clearly using words, phrases and sentences** and **in a manner somewhat adapted to the purpose, listener or reader, and situation**. The pupil uses strategies that facilitate and improve the interaction.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting Swedish Finns.

The pupil demonstrates **very good** knowledge of the origin, development and status of Finnish in Sweden.

Mother tongue – Meänkieli as a national minority language

Language is the primary tool human beings use for thinking, communicating and learning. Through language, people develop their identity, express feelings and thoughts, and understand how others feel and think. Rich and varied language is important for understanding and working in a society where cultures, beliefs, generations and languages come together.

The Tornedalians are a national minority with centuries of history in Sweden. Meänkieli is an official national minority language. The status of national minority languages in Sweden is in great need of strengthening. To safeguard the future of the languages in the country, more people need to develop language skills. Languages are important bearers of culture that express common experiences, values and knowledge that unite the national minorities in Sweden with people who speak the same language in other parts of the world. Having knowledge of the language and of the culture of a minority can provide new perspectives on one's own identity and strengthen opportunities for participation in social life in Sweden and other countries.

Aim

Mother tongue teaching in Meänkieli as a national minority language shall aim to ensure that pupils develop knowledge in and about the language and the minority's culture. Through the teaching, pupils shall be given the opportunity to develop their plurilingualism, their understanding of the world around them and their identity.

The teaching shall stimulate the pupils' interest in speaking, reading and writing in the national minority language. Through the teaching, pupils shall be given the opportunity to encounter and develop knowledge of texts in the language in different genres. The teaching shall also give pupils the conditions for developing an all-round communicative ability, linguistic confidence in speech and writing, and confidence in their ability to express themselves in different contexts and for different purposes. This means that the teaching shall enable pupils to develop knowledge of how to express themselves and interact with others in speech and writing, as well as an awareness of how language use varies depending on the situation and social context.

The teaching shall give pupils the opportunity to develop knowledge of the history, cultural expressions and traditions of the national minority. Pupils shall also be given the opportunity to develop knowledge of the national minority's music, literature and other forms of aesthetic

expression. Furthermore, pupils shall be given the opportunity to develop knowledge of the origin, development and current status of the national minority language.

Mother tongue teaching in Meänkieli as a national minority language shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech and writing, recognise language structures and follow language norms,
- the ability to adapt the language to different purposes, listeners or readers, and contexts,
- understanding of spoken and written Meänkieli,
- knowledge of social, historical and cultural phenomena in environments in which the language is used, and
- knowledge of the origin, development and contemporary status of the language.

Core content
Years 1–3, within the framework of Meänkieli as a first language
Reading and writing
- Reading comprehension strategies for understanding and interpreting texts from different media and for adapting reading to the form and content of the text.
- Strategies for writing different types of texts on topics that are familiar to the pupil.
- Spelling rules for commonly used words in texts relevant to the pupil.
- The Meänkieli alphabet and the relationship between sounds and letters.

Speaking, listening and conversation
- Conversations about everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners. Images and other aids to support the presentation.

Texts
- Narrative and poetic texts for children in the form of picture books, chapter books, poems, fairy tales and songs.
- Factual texts for children.
- Texts related to the culture of Tornedalians and other Meänkieli speakers.

Language use

- Words and concepts that express feelings, knowledge and opinions.

- Words and concepts related to the culture of Tornedalians and other Meänkieli speakers.

The culture of Tornedalians and other Meänkieli speakers

- The life of Tornedalians and other Meänkieli speakers today, based on history and cultural heritage, such as traditions and holidays.

- The cultural heritage of Tornedalians and other Meänkieli speakers in various forms, such as games, music and other forms of aesthetic expression.

Years 4–6, within the framework of Meänkieli as a first language

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for identifying the message of texts, both directly and indirectly expressed.

- Strategies for writing narrative texts and factual texts, adapting to their structure and language features.

- The basic structure of Meänkieli with spelling rules, inflection patterns and sentence structure.

- Dictionaries and other spelling and vocabulary aids.

Speaking, listening and conversation

- Conversations about one's own experiences, the experiences of others, and everyday phenomena and events.

- Oral presentations and oral narration, adapting the language to different listeners. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation.

Texts

- Narrative, poetic and factual texts for children and adolescents from areas in which Meänkieli is used.

- Texts that highlight the human condition and issues of identity and life. Texts related to the culture of Tornedalians and other Meänkieli speakers.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.

- Words and concepts related to the culture of Tornedalians and other Meänkieli speakers.
- Similarities and differences between spoken and written Meänkieli.

The culture of Tornedalians and other Meänkieli speakers

- The life of Tornedalians and other Meänkieli speakers today, based on history and cultural heritage. People and events that have influenced the culture and history of Tornedalians and other Meänkieli speakers.
- The cultural heritage of Tornedalians and other Meänkieli speakers in various forms, such as food culture, handicrafts and other forms of aesthetic expression.
- Some societal issues affecting Tornedalians and other Meänkieli speakers today.

Years 7–9, within the framework of Meänkieli as a first language

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.
- Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.
- The structure of Meänkieli, with word formation, inflection patterns, parts of speech and clause elements.
- Resources for information searches and vocabulary comprehension.

Speaking, listening and conversation

- Conversations and discussions on topics familiar to the pupil and on thoughts, feelings, opinions and current events.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Different varieties of spoken Meänkieli.

Texts

- Fiction for adolescents. Texts that highlight the human condition and issues of identity and life.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and job descriptions. The purpose, content and typical language features of texts.
- Narrative and poetic texts related to the culture of Tornedalians and other Meänkieli speakers.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts. Imagery and idiomatic expressions.

- Words and concepts related to the culture of Tornedalians and other Meänkieli speakers.

- Differences in language use depending on purpose, listener or reader, and context. The importance of language in exercising influence.

- Similarities and differences between different varieties of Meänkieli.

The culture of Tornedalians and other Meänkieli speakers

- The life of Tornedalians and other Meänkieli speakers today, based on history and cultural heritage. Traditional and contemporary industries, such as agriculture, forestry and tourism.

- The origin, development and future of Meänkieli in Sweden. The conditions of Tornedalian culture and the culture of other Meänkieli speakers in relation to the majority society at different times. Organisations working to promote Meänkieli and the culture of Tornedalians and other Meänkieli speakers.

- Traditional and modern music and other forms of aesthetic expression of the Tornedalian and other Meänkieli speakers.

- Some Tornedalian and other Meänkieli-speaking authors and their works.

- Some current societal issues affecting Tornedalians and other Meänkieli speakers, including in comparison with similar issues among other national minorities in Sweden.

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

Reading and writing

- Reading comprehension 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 conversation

- Conversation about topics that are familiar to the pupil, such as interests, people and places.

- Strategies for identifying meaning-carrying words and making inferences about content in spoken Meänkieli, for example using prior knowledge.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts
- Narrative and poetic texts for children in the form of picture books, poems, fairy tales and songs.
- Simple instructional and descriptive texts.
- Simple texts related to the culture of Tornedalians and other Meänkieli speakers.

Language use
- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts related to the culture of Tornedalians and other Meänkieli speakers.

The culture of Tornedalians and other Meänkieli speakers
- The life of Tornedalians and other Meänkieli speakers today, based on history and cultural heritage, such as traditions and holidays.
- The cultural heritage of Tornedalians and other Meänkieli speakers in various forms, such as games, music and other forms of aesthetic expression.

Years 4–6, within the framework of Meänkieli as a second language
Reading and writing
- Reading comprehension strategies for understanding and interpreting simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions.
- Linguistic phenomena, including spelling rules and grammatical structures, in the language that the pupils encounter.
- Different approaches to navigating assigned written sources of various kinds to find simple information and use it in the pupils' own production and interactions.

Speaking, listening and conversation
- Conversation about topics that are familiar to the pupil, such as every-day situations, events and activities.

- Strategies for identifying meaning-carrying words and contexts in spoken Meänkieli, for example using prior knowledge.
- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.
- Different approaches to navigating assigned oral sources of various kinds to find simple information and use it in the pupils' own production and interactions.

Texts
- Narrative and poetic texts for children in the form of picture books, poems, fairy tales and songs.
- Simple instructional and descriptive texts.
- Simple texts related to the culture of Tornedalians and other Meänkieli speakers.

Language use
- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts related to the culture of Tornedalians and other Meänkieli speakers.
- How words and fixed expressions, such as polite phrases and forms of address, are used in texts and spoken language in different situations.

The culture of Tornedalians and other Meänkieli speakers
- The life of Tornedalians and other Meänkieli speakers today, based on history and cultural heritage. People and events that have influenced the culture and history of Tornedalians and other Meänkieli speakers.
- The cultural heritage of Tornedalians and other Meänkieli speakers in various forms, such as food culture, handicrafts and other forms of aesthetic expression.
- Some societal issues affecting Tornedalians and other Meänkieli speakers today.

Years 7–9, within the framework of Meänkieli as a second language
Reading and writing
- Reading comprehension strategies for understanding and interpreting texts from different media.
- Stories and descriptions in the form of cohesive text.
- Linguistic phenomena, including spelling, grammatical structures and fixed expressions, in the language the pupils encounter.

- Searching for simple information from a limited range of written sources of various kinds for use in the pupils' own production and interactions.

Speaking, listening and conversation

- Conversations and discussions on topics that are familiar to the pupil, such as different types of events, their own experiences, and the experiences of others.

- Oral presentations and oral narration, adapting the language to different listeners.

- Strategies for identifying meaning-carrying words and contexts in spoken Meänkieli, for example using prior knowledge.

- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.

- Searching for simple information from a limited range of oral sources of various kinds for use in one's own production and interactions.

Texts

- Stories and other fiction for adolescents. Songs and poems.

- Instructional and descriptive texts. The purpose, content and some typical language features of texts.

- Texts that highlight people's living conditions and issues of identity and life. Texts related to the culture of Tornedalians and other Meänkieli speakers.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.

- Words and concepts related to the culture of Tornedalians and other Meänkieli speakers.

- How different wording is used to start and end a conversation and different types of oral and written language output.

- Similarities and differences between spoken and written Meänkieli.

The culture of Tornedalians and other Meänkieli speakers

- The life of Tornedalians and other Meänkieli speakers today, based on history and cultural heritage. Traditional and contemporary industries, such as agriculture, forestry and tourism.

- The origin, development and future of Meänkieli in Sweden. The conditions of Tornedalian culture and the culture of other Meänkieli

speakers in relation to the majority society at different times. Organisations working to promote Meänkieli and the culture of Tornedalians and other Meänkieli speakers.

- Traditional and modern music and other forms of aesthetic expression of the Tornedalian and other Meänkieli speakers.

- Some Tornedalian and other Meänkieli-speaking authors and the works they are known for.

- Some current societal issues affecting Tornedalians and other Meänkieli speakers, including in comparison with similar issues among other national minorities in Sweden.

Grading criteria

Within the framework of Meänkieli as a first language
Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with a **generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener.

The pupil writes different types of texts with **comprehensible** content, a **generally functional** structure and **some** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **some** confidence.

The pupil reads different texts with **some fluency** and demonstrates **basic** reading comprehension. The pupil makes **simple** inferences about prominent messages in different texts.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Tornedalians and other Meänkieli speakers.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener.

The pupil writes different types of texts with **relatively clear** content, a **functional** structure and **relatively good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **relatively good** confidence.

The pupil reads different texts with **relatively good fluency** and demonstrates **good** reading comprehension. The pupil makes **developed** inferences about prominent messages in different texts.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Tornedalians and other Meänkieli speakers.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well-functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener.

The pupil writes different types of texts with **clear** content, a **well-functioning** structure and **good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **very good** reading comprehension. The pupil makes **well-developed** inferences about prominent messages in different texts.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Tornedalians and other Meänkieli speakers.

Within the framework of Meänkieli as a first language
Grading criteria for grade E at the end of year 9

The pupil converses about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil also prepares and delivers oral language output with a **generally functional** structure, content and **some** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **some** linguistic variation, a **generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also interprets and makes **simple** inferences about messages in different texts.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting Tornedalians and other Meänkieli speakers.

The pupil demonstrates **basic** knowledge of the origin, development and status of Meänkieli in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil also prepares and delivers oral language output with a **functional** structure, content and **relatively good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also interprets and makes **developed** inferences about messages in different texts.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting Tornedalians and other Meänkieli speakers.

The pupil demonstrates **good** knowledge of the origin, development and status of Meänkieli in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil also prepares and delivers oral language output with a **well-functioning** structure, content and **good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **good** linguistic variation, **well-functioning** structure and content, and **good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also interprets and makes **well-developed** inferences about messages in different texts.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting Tornedalians and other Meänkieli speakers.

The pupil demonstrates **very good** knowledge of the origin, development and status of Meänkieli in Sweden.

Within the framework of Meänkieli as a second language
Grading criteria for grade E at the end of year 6

The pupil listens to and understands **common words and simple phrases** about everyday and familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **common words and simple phrases** in short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases.** The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Tornedalians and other Meänkieli speakers.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil listens to and understands the **main content and clear details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and clear details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Tornedalians and other Meänkieli speakers.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to and understands the **main content and essential details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and essential details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple**, **relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil uses strategies that facilitate and improve the interaction.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Tornedalians and other Meänkieli speakers.

Within the framework of Meänkieli as a second language
Grading criteria for grade E at the end of year 9

The pupil listens to, understands and interprets the **most essential** content of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **most essential** content of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting Tornedalians and other Meänkieli speakers.

The pupil demonstrates **basic** knowledge of the origin, development and status of Meänkieli in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to, understands and interprets the **main content and clear details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **main content and clear details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting Tornedalians and other Meänkieli speakers.

The pupil demonstrates **good** knowledge of the origin, development and status of Meänkieli in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to, understands and interprets the **whole and essential details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **whole and essential details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**. In written language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**.

In interactions, the pupil expresses themself **relatively clearly using words, phrases and sentences** and **in a manner somewhat adapted to the purpose, listener or reader, and situation**. The pupil uses strategies that facilitate and improve the interaction.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting Tornedalians and other Meänkieli speakers.

The pupil demonstrates **very good** knowledge of the origin, development and status of Meänkieli in Sweden.

Mother tongue – Romani Chib as a national minority language

Language is the primary tool human beings use for thinking, communicating and learning. Through language, people develop their identity, express feelings and thoughts, and understand how others feel and think. Rich and varied language is important for understanding and working in a society where cultures, beliefs, generations and languages come together.

The Roma are a national minority with centuries of history in Sweden. Romani Chib is an official national minority language. The status of national minority languages in Sweden is in great need of strengthening. To safeguard the future of the languages in the country, more people need to develop language skills. Languages are important bearers of culture that express common experiences, values and knowledge that unite the national minorities in Sweden with people who speak the same language in other parts of the world. Having knowledge of the language and of the culture of a minority can provide new perspectives on one's own identity and strengthen opportunities for participation in social life in Sweden and other countries.

Aim

Mother tongue teaching in Romani Chib as a national minority language shall aim to ensure that pupils develop knowledge in and about the language and the minority's culture. Through the teaching, pupils shall be given the opportunity to develop their plurilingualism, their under-standing of the world around them and their identity.

The teaching shall stimulate the pupils' interest in speaking, reading and writing in the national minority language. Through the teaching, pupils shall be given the opportunity to encounter and develop knowledge of texts in the language in different genres. The teaching shall also give pupils the conditions for developing an all-round communicative ability, linguistic confidence in speech and writing, and confidence in their ability to express themselves in different contexts and for different purposes. This means that the teaching shall enable pupils to develop knowledge of how to express themselves and interact with others in speech and writing, as well as an awareness of how language use varies depending on the situation and social context.

The teaching shall give pupils the opportunity to develop knowledge of the history, cultural expressions and traditions of the national minority. Pupils shall also be given the opportunity to develop knowledge of the national minority's music, literature and other forms of aesthetic

expression. Furthermore, pupils shall be given the opportunity to develop knowledge of the origin, development and current status of the national minority language.

Mother tongue teaching in Romani Chib as a national minority language shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech and writing, recognise language structures and follow language norms,
- the ability to adapt the language to different purposes, listeners or readers, and contexts,
- understanding of spoken and written Romani Chib,
- knowledge of social, historical and cultural phenomena in environments in which the language is used, and
- knowledge of the origin, development and contemporary status of the language.

Core content
Years 1–3, within the framework of Romani Chib as a first language
Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for adapting reading to the form and content of the text.
- Strategies for writing different types of texts on topics that are familiar to the pupil.
- Spelling rules for commonly used words in texts relevant to the pupil.
- The Romani Chib alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Conversations about everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners.
- Images and other aids to support the presentation.

Texts

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

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts related to Roma culture.

Roma culture

- The life of Roma today, based on history and cultural heritage, such as the traditions and holidays of different Roma groups.
- Roma cultural heritage in various forms, such as handicraft traditions, games, music and other forms of aesthetic expression.
- Language areas in which the pupils' varieties of Romani Chib are spoken.

Years 4–6, within the framework of Romani Chib as a first language

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for identifying the message of texts, both directly and indirectly expressed.
- Strategies for writing narrative texts and factual texts, adapting to their structure and language features.
- The basic structure of Romani Chib with spelling rules, inflection patterns and sentence structure.
- Dictionaries and other spelling and vocabulary aids.

Speaking, listening and conversation

- Conversations about one's own experiences, the experiences of others, and everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation.

Texts

- Narrative, poetic and factual texts for children and adolescents from areas in which Romani Chib is used.
- Texts that highlight the human condition and issues of identity and life. Texts related to Roma traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.
- Words and concepts related to Roma culture.
- Similarities and differences between spoken and written Romani Chib.

Roma culture

- The living conditions of Roma today and throughout history in Sweden and other parts of the world.

- Roma cultural heritage in various forms, such as traditional and modern Roma food culture, music and dance.

- Some societal issues affecting Roma today.

Years 7–9, within the framework of Romani Chib as a first language

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.

- Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.

- The structure of Romani Chib, with word formation, inflection patterns, parts of speech and clause elements.

- Resources for information searches and vocabulary comprehension.

Speaking, listening and conversation

- Conversations and discussions on topics familiar to the pupil and on thoughts, feelings, opinions and current events.

- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.

- Different varieties of spoken Romani Chib.

Texts

- Fiction for adolescents. Texts that highlight the human condition and issues of identity and life.

- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and job descriptions. The purpose, content and typical language features of texts.

- Narrative and poetic texts related to Roma traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts. Imagery and idiomatic expressions.

- Words and concepts related to Roma culture.

- Differences in language use depending on purpose, listener or reader, and context. The importance of language in exercising influence.
- Similarities and differences between different varieties of Romani Chib.

Roma culture

- The origins, development and future of Romani Chib. The conditions of Roma culture in relation to different majority societies at different times. Organisations working to promote Romani Chib and Roma culture.
- Roma cultural heritage in various forms, such as music and other forms of aesthetic expression.
- Some Roma authors and their works.
- Some current societal issues affecting Roma, including in comparison with similar issues among other national minorities in Sweden.

Years 1–3, within the framework of Romani Chib as a second language

Reading and writing

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

Speaking, listening and conversation

- Conversations about topics that are familiar to the pupil, such as interests, people and places.
- Strategies for identifying meaning-carrying words and making inferences about content in spoken Romani Chib, for example using prior knowledge.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, fairy tales and songs.
- Simple instructional and descriptive texts.
- Simple texts related to Roma traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts related to Roma culture.

Roma culture

- The life of Roma today, based on history and cultural heritage, such as the traditions and holidays of different Roma groups.
- Roma cultural heritage in various forms, such as handicraft traditions, games, music and other forms of aesthetic expression.
- Language areas in which the pupils' varieties of Romani Chib are spoken.

Years 4–6, within the framework of Romani Chib as a second language

Reading and writing

- Reading comprehension strategies for understanding and interpreting simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions.
- Linguistic phenomena, including spelling rules and grammatical structures, in the language that the pupils encounter.
- Different approaches to navigating assigned written sources of various kinds to find simple information and use it in the pupils' own production and interactions.

Speaking, listening and conversation

- Conversations about topics that are familiar to the pupil, such as every-day situations, events and activities.
- Strategies for identifying meaning-carrying words and contexts in spoken Romani Chib, for example using prior knowledge.
- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.
- Different approaches to navigating assigned oral sources of various kinds to find simple information and use it in the pupils' own production and interactions.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, fairy tales and songs.
- Simple instructional and descriptive texts.
- Simple texts related to Roma traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions.

- Words and concepts related to Roma culture.

- How words and fixed expressions, such as polite phrases and forms of address, are used in texts and spoken language in different situations.

Roma culture

- The living conditions of Roma today and throughout history in Sweden and other parts of the world.

- Roma cultural heritage in various forms, such as traditional and modern Roma food culture, music and dance.

- Some societal issues affecting Roma today.

Years 7–9, within the framework of Romani Chib as a second language

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.

- Stories and descriptions in the form of cohesive text.

- Linguistic phenomena, including spelling, grammatical structures and fixed expressions, in the language the pupils encounter.

- Searching for simple information from a limited range of written sources of various kinds for use in the pupils' own production and interactions.

Speaking, listening and conversation

- Conversations and discussions on topics that are familiar to the pupil, such as different types of events, their own experiences, and the experiences of others.

- Oral presentations and oral narration, adapting the language to different listeners.

- Strategies for identifying meaning-carrying words and contexts in spoken Romani Chib, for example using prior knowledge.

- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.

- Searching for simple information from a limited range of oral sources of various kinds for use in one's own production and interactions.

Texts

- Stories and other fiction for adolescents. Songs and poems.

- Instructional and descriptive texts. The purpose, content and some typical language features of texts.

- Texts that highlight people's living conditions and issues of identity and life. Texts related to Roma traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.

- Words and concepts related to Roma culture.

- How different wording is used to start and end conversations and different types of oral and written language output.

- Similarities and differences between spoken and written Romani Chib.

Roma culture

- The origins, development and future of Romani Chib. The conditions of Roma culture in relation to different majority societies at different times. Organisations working to promote Romani Chib and Roma culture.

- Roma cultural heritage in various forms, such as music and other forms of aesthetic expression.

- Some Roma authors and the works they are known for.

- Some current societal issues affecting Roma, including in comparison with similar issues among other national minorities in Sweden.

Grading criteria
Within the framework of Romani Chib as a first language
Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with a **generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener.

The pupil writes different types of texts with **comprehensible** content, a **generally functional** structure and **some** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **some** confidence.

The pupil reads different texts with **some fluency** and demonstrates **basic** reading comprehension. The pupil makes **simple** inferences about prominent messages in different texts.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Roma.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener.

The pupil writes different types of texts with **relatively clear** content, a **functional** structure and **relatively good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **relatively good** confidence.

The pupil reads different texts with **relatively good fluency** and demonstrates **good** reading comprehension. The pupil makes **developed** inferences about prominent messages in different texts.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Roma.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well-functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener.

The pupil writes different types of texts with **clear** content, a **well-functioning** structure and **good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **very good** reading comprehension. The pupil makes **well-developed** inferences about prominent messages in different texts.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Roma.

Within the framework of Romani Chib as a first language
Grading criteria for grade E at the end of year 9

The pupil converses about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil also prepares and delivers oral language output with a **generally functional** structure, content and **some** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **some** linguistic variation, a **generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also interprets and makes **simple** inferences about messages in different texts.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting Roma.

The pupil demonstrates **basic** knowledge of the origin, development and status of Romani Chib in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil also prepares and delivers oral language output with a **functional** structure, content and **relatively good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also interprets and makes **developed** inferences about messages in different texts.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting Roma.

The pupil demonstrates **good** knowledge of the origin, development and status of Romani Chib in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil also prepares and delivers oral language output with a **well-functioning** structure, content and **good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **good** linguistic variation, **well-functioning** structure and content, and **good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also interprets and makes **well-developed** inferences about messages in different texts.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting Roma.

The pupil demonstrates **very good** knowledge of the origin, development and status of Romani Chib in Sweden.

Within the framework of Romani Chib as a second language
Grading criteria for grade E at the end of year 6

The pupil listens to and understands **common words and simple phrases** about everyday and familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **common words and simple phrases** in short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Roma.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil listens to and understands the **main content and clear details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and clear details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Roma.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to and understands the **main content and essential details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and essential details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil uses strategies that facilitate and improve the interaction.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Roma.

Within the framework of Romani Chib as a second language
Grading criteria for grade E at the end of year 9

The pupil listens to, understands and interprets the **most essential** content of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **most essential** content of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting Roma.

The pupil demonstrates **basic** knowledge of the origin, development and status of Romani Chib in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to, understands and interprets the **main content and clear details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **main content and clear details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting Roma.

The pupil demonstrates **good** knowledge of the origin, development and status of Romani Chib in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to, understands and interprets the **whole and essential details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **whole and essential details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**. In written language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**.

In interactions, the pupil expresses themself **relatively clearly using words, phrases and sentences** and **in a manner somewhat adapted to the purpose, listener or reader, and situation**. The pupil uses strategies that facilitate and improve the interaction.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting Roma.

The pupil demonstrates **very good** knowledge of the origin, development and status of Romani Chib in Sweden.

Mother tongue – Yiddish as a national minority language

Language is the primary tool human beings use for thinking, communicating and learning. Through language, people develop their identity, express feelings and thoughts, and understand how others feel and think. Rich and varied language is important for understanding and working in a society where cultures, beliefs, generations and languages come together.

Jews are a national minority with centuries of history in Sweden. Yiddish is an official national minority language. The status of national minority languages in Sweden is in great need of strengthening. To safeguard the future of the languages in the country, more people need to develop language skills. Languages are important bearers of culture that express common experiences, values and knowledge that unite the national minorities in Sweden with people who speak the same language in other parts of the world. Having knowledge of the language and of the culture of a minority can provide new perspectives on one's own identity and strengthen opportunities for participation in social life in Sweden and other countries.

Aim

Mother tongue teaching in Yiddish as a national minority language shall aim to ensure that pupils develop knowledge in and about the language and the minority's culture. Through the teaching, pupils shall be given the opportunity to develop their plurilingualism, their understanding of the world around them and their identity.

The teaching shall stimulate the pupils' interest in speaking, reading and writing in the national minority language. Through the teaching, pupils shall be given the opportunity to encounter and develop knowledge of texts in the language in different genres. The teaching shall also give pupils the conditions for developing an all-round communicative ability, linguistic confidence in speech and writing, and confidence in their ability to express themselves in different contexts and for different purposes. This means that the teaching shall enable pupils to develop knowledge of how to express themselves and interact with others in speech and writing, as well as an awareness of how language use varies depending on the situation and social context.

The teaching shall give pupils the opportunity to develop knowledge of the history, cultural expressions and traditions of the national minority. Pupils shall also be given the opportunity to develop knowledge of the national minority's music, literature and other forms of aesthetic

expression. Furthermore, pupils shall be given the opportunity to develop knowledge of the origin, development and current status of the national minority language.

Mother tongue teaching in Yiddish as a national minority language shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech and writing, recognise language structures and follow language norms,
- the ability to adapt the language to different purposes, listeners or readers, and contexts,
- understanding of spoken and written Yiddish,
- knowledge of social, historical and cultural phenomena in environments in which the language is used, and
- knowledge of the origin, development and contemporary status of the language.

Core content
Years 1–3, within the framework of Yiddish as a first language
Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for adapting reading to the form and content of the text.
- Strategies for writing different types of texts, by hand and on a computer, on topics that are familiar to the pupil.
- The printed alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Conversations about everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners.
- Images and other aids to support the presentation.

Texts

- Narrative and poetic texts for children in the form of picture books, chapter books, rhyming words, nursery rhymes, fairy tales and songs.
- Factual texts for children.
- Texts related to Jewish traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts related to Jewish holidays and traditions.

Yiddish culture

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

Years 4–6, within the framework of Yiddish as a first language

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for identifying the message of texts, both directly and indirectly expressed.
- Strategies for writing narrative texts and factual texts, adapting to their structure and language features.
- The basic structure of Yiddish with inflection patterns and sentence structure.
- Dictionaries and other spelling and vocabulary aids.
- The alphabet in cursive.

Speaking, listening and conversation

- Conversations about one's own experiences, the experiences of others, and everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners.
- Key words, images, digital media, tools and other aids for planning and delivering an oral presentation.

Texts

- Narrative, poetic and factual texts for children and adolescents from areas in which Yiddish is used.
- Texts that highlight the human condition and issues of identity and life. Texts related to Jewish traditions and phenomena in Yiddish culture.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.
- Words and concepts specific to Jewish environments and traditions. Idiomatic expressions and sayings.
- Similarities and differences between spoken and written Yiddish.

Yiddish culture

- Songs and other forms of aesthetic expression in Yiddish culture.
- Historical way of life in Yiddish-speaking communities and the history of the Jewish population in Sweden.
- Some societal issues affecting Jews today.

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

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.
- Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.
- The structure of Yiddish, with word formation, inflection patterns, parts of speech and clause elements.
- Resources for information searches and vocabulary comprehension.

Speaking, listening and conversation

- Conversations and discussions on topics familiar to the pupil and on thoughts, feelings, opinions and current events.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Different varieties of spoken Yiddish.

Texts

- Fiction for adolescents. Texts that highlight the human condition and issues of identity and life.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and job descriptions. The purpose, content and typical language features of texts.
- Narrative and poetic texts related to Yiddish culture.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts. Idiomatic expressions and sayings.
- Words and concepts related to Yiddish culture.
- Differences in language use depending on purpose, listener or reader, and context. The importance of language in exercising influence.

Yiddish culture

- The origin and development of Yiddish through contacts with different languages and majority communities, and the future of Yiddish in Sweden and other parts of the world. Organisations working to promote Yiddish and Yiddish culture.

- Some Yiddish authors and their works.

- Social, political and cultural trends in the Yiddish world from the end of the 19th century, such as the *Bund*, song and theatre in the Yiddish world and the golden age of Yiddish literature.

- The impact of the Holocaust on Yiddish and Yiddish culture.

- Some current societal issues affecting Jews, including in comparison with similar issues among other national minorities in Sweden.

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

Reading and writing

- Reading comprehension strategies for understanding and interpreting words and phrases in simple texts.

- Strategies for writing simple presentations, descriptions and messages.

- The shape of printed characters and the relationship between sounds and letters.

Speaking, listening and conversation

- Conversations about topics that are familiar to the pupil, such as interests, people and places.

- Strategies for identifying meaning-carrying words and making inferences about content in spoken Yiddish, for example using prior knowledge.

- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, fairy tales and Yiddish songs.

- Simple instructional and descriptive texts.

- Simple texts related to Yiddish culture.

Language use

- Words and concepts that express feelings, knowledge and opinions.

- Words and concepts related to Jewish holidays and traditions.

Yiddish culture

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

Years 4–6, within the framework of Yiddish as a second language

Reading and writing

- Reading comprehension strategies for understanding and interpreting simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions.
- Linguistic phenomena, including grammatical structures, in the language that the pupils encounter.
- Different approaches to navigating assigned written sources of various kinds to find simple information and use it in the pupils' own production and interactions.
- Writing texts, by hand and on a computer, on topics familiar to the pupil.
- The printed alphabet.

Speaking, listening and conversation

- Conversation about topics that are familiar to the pupil, such as every-day situations, events and activities.
- Strategies for identifying meaning-carrying words and contexts in spoken Yiddish, for example using prior knowledge.
- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.
- Different approaches to navigating assigned oral sources of various kinds to find simple information and use it in the pupils' own production and interactions.

Texts

- Narrative and poetic texts for children in the form of picture books, poems, fairy tales, sayings and Yiddish songs.
- Simple instructional and descriptive texts.
- Simple texts related to Yiddish culture.

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts specific to Jewish environments and traditions. Idiomatic expressions and sayings.

- How words and fixed expressions, such as polite phrases and forms of address, are used in texts and spoken language in different situations.

Yiddish culture

- Songs and other forms of aesthetic expression in Yiddish culture.

- Historical way of life in Yiddish-speaking communities and the history of the Jewish population in Sweden.

- Some societal issues affecting Jews today.

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

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.

- Stories and descriptions in the form of cohesive text.

- Linguistic phenomena, including grammatical structures and fixed expressions, in the language the pupils encounter.

- Searching for simple information from a limited range of written sources of various kinds for use in the pupils' own production and interactions.

- Identification of letters in cursive.

Speaking, listening and conversation

- Conversations and discussions on topics that are familiar to the pupil, such as different types of events, their own experiences, and the experiences of others.

- Oral presentations and oral narration, adapting the language to different listeners.

- Strategies for identifying meaning-carrying words and contexts in spoken Yiddish, for example using prior knowledge.

- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.

- Searching for simple information from a limited range of oral sources of various kinds for use in one's own production and interactions.

Texts

- Stories and other fiction for adolescents. Songs, poems and sayings.

- Instructional and descriptive texts. The purpose, content and some typical language features of texts.

- Texts that highlight people's living conditions and issues of identity and life. Texts related to Yiddish culture.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts. Idiomatic expressions and sayings.

- Words and concepts related to Yiddish culture.

- How different wording is used to start and end conversations and different types of oral and written language output.

- Similarities and differences between spoken and written Yiddish.

Yiddish culture

- The origin and development of Yiddish through contacts with different languages and majority communities, and the future of Yiddish in Sweden and other parts of the world. Organisations working to promote Yiddish and Yiddish culture.

- Some Yiddish authors and the works they are known for.

- Social, political and cultural trends in the Yiddish world from the end of the 19th century, such as the *Bund*, song and theatre in the Yiddish world and the golden age of Yiddish literature.

- The impact of the Holocaust on Yiddish and Yiddish culture.

- Some current societal issues affecting Jews, including in comparison with similar issues among other national minorities in Sweden.

Grading criteria
Within the framework of Yiddish as a first language
Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with a **generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener.

The pupil writes different types of texts with **comprehensible** content, a **generally functional** structure and **some** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **some** confidence.

The pupil reads different texts with **some fluency** and demonstrates **basic** reading comprehension. The pupil makes **simple** inferences about prominent messages in different texts.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Jews.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener.

The pupil writes different types of texts with **relatively clear** content, a **functional** structure and **relatively good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **relatively good** confidence.

The pupil reads different texts with **relatively good fluency** and demonstrates **good** reading comprehension. The pupil makes **developed** inferences about prominent messages in different texts.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Jews.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well-functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener.

The pupil writes different types of texts with **clear** content, a **well-functioning** structure and **good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **very good** reading comprehension. The pupil makes **well-developed** inferences about prominent messages in different texts.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Jews.

Within the framework of Yiddish as a first language
Grading criteria for grade E at the end of year 9

The pupil converses about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil also prepares and delivers oral language output with a **generally functional** structure, content and **some** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **some** linguistic variation, a **generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also interprets and makes **simple** inferences about messages in different texts.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting Jews.

The pupil demonstrates **basic** knowledge of the origin, development and status of Yiddish in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil also prepares and delivers oral language output with a **functional** structure, content and **relatively good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also interprets and makes **developed** inferences about messages in different texts.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting Jews.

The pupil demonstrates **good** knowledge of the origin, development and status of Yiddish in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil also prepares and delivers oral language output with a **well-functioning** structure, content and **good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **good** linguistic variation, **well-functioning** structure and content, and **good** adaptation to text type,

purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also interprets and makes **well-developed** inferences about messages in different texts.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting Jews.

The pupil demonstrates **very good** knowledge of the origin, development and status of Yiddish in Sweden.

Within the framework of Yiddish as a second language
Grading criteria for grade E at the end of year 6

The pupil listens to and understands **common words and simple phrases** about everyday and familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **common words and simple phrases** in short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Jews.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil listens to and understands the **main content and clear details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and clear details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Jews.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to and understands the **main content and essential details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands **the main content and essential details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple**, **relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil uses strategies that facilitate and improve the interaction.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Jews.

Within the framework of Yiddish as a second language
Grading criteria for grade E at the end of year 9

The pupil listens to, understands and interprets the **most essential** content of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **most essential** content of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themselves in a **simple and comprehensible manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themselves in a **simple and comprehensible manner using phrases and sentences**.

In interactions, the pupil expresses themselves in a **simple and comprehensible manner using words, phrases and sentences.** The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting Jews.

The pupil demonstrates **basic** knowledge of the origin, development and status of Yiddish in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to, understands and interprets the **main content and clear details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **main content and clear details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themselves in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themselves in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themselves in a **simple and relatively clear manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting Jews.

The pupil demonstrates **good** knowledge of the origin, development and status of Yiddish in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to, understands and interprets the **whole and essential details** of language with a simple structure which is spoken clearly and

at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **whole and essential details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**. In written language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**.

In interactions, the pupil expresses themself **relatively clearly using words, phrases and sentences** and **in a manner somewhat adapted to the purpose, listener or reader, and situation**. The pupil uses strategies that facilitate and improve the interaction.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting Jews.

The pupil demonstrates **very good** knowledge of the origin, development and status of Yiddish in Sweden.

5.8 Music

Music exists in all cultures and touches people physically, mentally and emotionally. As a form of aesthetic expression, music is used in a variety of contexts, has different functions and means different things to each of us. It is also an important part of people's social community and plays a role in the development of an individual's identity. In our time, music from different cultures and time periods is combined with other art forms in new expressions. Proficiency in and knowledge of music increases opportunities to participate in the cultural life of society.

Aim

Music teaching shall aim to ensure that pupils develop knowledge that enables them to participate in musical contexts, both by making music themselves and by listening to music.

The teaching shall give pupils the prerequisites to embrace music as a meaningful form of expression and means of communication. Through the teaching, pupils shall be given the opportunity to develop skills in using their voices, musical instruments, digital tools, and musical concepts and symbols in different musical forms and contexts.

The teaching shall give pupils the prerequisites to develop a musical sensitivity that makes it possible to create, process and perform music in various forms, both in their own music-making and together with others. The teaching shall give pupils both the opportunity to develop confidence in their ability to sing and play, and an interest in developing their own musical creativity.

Through the teaching, pupils shall be given the opportunity to develop the ability to experience and reflect on music from different contexts. Pupils' experiences of music shall be challenged and deepened as they encounter the musical experiences of others. In this way, the teaching shall help pupils to develop an understanding of different musical cultures, both their own and those of others.

Music teaching shall provide pupils with the prerequisites for developing

- the ability to sing and play in different musical forms and genres,

- the ability to create music and to express and communicate thoughts and ideas in musical form, and

- the ability to experience and reflect on the content, function and significance of music in different social, cultural and historical contexts.

Core content

Years 1–3

Making and creating music

- Singing and playing in different forms. Unison performing, canon, call and response and ensemble performing.

- Imitation and improvisation with voice, movement and instruments.

- Composition based on sources of inspiration such as images, movement and music.

- Expression of songs and stories through sound, rhythms and movements.

Tools of music

- The voice and how it can be used for musical expression through variation of sound, rhythm and dynamics.

- Percussion instruments, string instruments, keyboard instruments and digital tools for making and creating music.

- Protection of one's voice and hearing when singing, playing and listening.

- The building blocks of music: beat, rhythm, tempo, tone, pitch and dynamics.

- Musical symbols, images and basic note reading.

Context and functions of music

- Music related to pupils' everyday contexts and festive occasions, including the national anthem and some of the most common hymns, as well as insights into Swedish and Nordic nursery rhyme tradition.

- Different musical instruments. How they sound, what they are called, and what they look like.

- Associations in the form of thoughts, feelings and mental images that arise through musical experiences.

Years 4–6

Making and creating music

- Singing, melody playing and accompaniment in different genres, in unison and in voices.
- Imitation and improvisation with voice, movement and instruments based on the building blocks of music.
- Composition based on the building blocks of music.
- Expression of ideas through music-making and by combining music with other forms of expression.

Tools of music

- The voice and how it can be varied and used musically in different forms of vocal expression, such as singing, rap and Sami yoik.
- Chord, melody, bass and percussion instruments and digital tools for making and creating music.
- Protection of one's voice and hearing during musical activities in different environments.
- The building blocks of music: beat, rhythm, tempo, time signatures, tone, pitch, dynamics, phrases, periods, musical form and chords.
- Musical symbols, graphic notation, chord symbols and basic note reading.

Context and functions of music

- The impact and importance of music for people and society. How music can be perceived and used in everyday contexts and festive occasions.
- Music in combination with visual art, text and dance. How different forms of expression can intertwine.
- The functions of musical instruments in different types of ensembles and orchestras.
- Musical characteristics of art, folk and popular music from different cultures.

Years 7–9

Making and creating music

- Singing, melody playing and accompaniment with genre-typical musical expressions, in unison and in voices.
- Rhythmic and melodic improvisation with voice, movement and instruments based on the building blocks of music.

- Composition in different genres, such as rhyming tunes, sound compositions and songs.
- Expressing and communicating musical thoughts and ideas in combination with other forms of expression.

Tools of music

- The voice and how it can be varied and used for vocal expression in different genres and ensemble types.
- Chord, melody, bass and percussion instruments and digital tools for making and creating music.
- Protection of one's voice and hearing. Reasons why speaking, singing, listening to music and music-making can contribute to injuries and how these injuries can be prevented.
- The building blocks of music: beat, rhythm, tempo, time signatures, tone, pitch, dynamics, phrases, periods, musical form, chords, accompaniment models and bass lines.
- Musical symbols, graphic notation, chord symbols and basic note reading.

Context and functions of music

- The impact and importance of music for people and society. The role of music in expressing identity, norms and group affiliation in different cultures and social contexts.
- How music is used as a form of meaningful expression in different media, such as film and games.
- Rights and obligations when using music in different contexts.
- The functions and expressions of musical instruments in different genres and contexts.
- Musical characteristics of art, folk and popular music from different time periods. The development of different genres and some key composers, songwriters and musical works.

Grading criteria
Grading criteria for grade E at the end of year 6

The pupil makes music and performs their vocal and instrumental parts with **some** confidence. In addition, the pupil **generally** adapts their music-making to the musical context.

Through musical creation, the pupil expresses ideas and thoughts in a **generally functional** manner. The pupil composes musical expressions that have a **generally functional** form.

The pupil recognises and gives examples of instruments and musical characteristics in different types of music with **some** confidence. The pupil also expresses **some** understanding of the content, function and significance of music in some context.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil makes music and performs their vocal and instrumental parts with **relatively good** confidence. In addition, the pupil adapts their music-making **well** to the musical context.

Through musical creation, the pupil expresses ideas and thoughts in a **functional** manner. The pupil composes musical expressions that have a **functional** form.

The pupil recognises and gives examples of instruments and musical characteristics in different types of music with **relatively good** confidence. The pupil also expresses **relatively good** understanding of the content, function and significance of music in some context.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil makes music and performs their vocal and instrumental parts with **good** confidence. In addition, the pupil adapts their music-making **very well** to the musical context.

Through musical creation, the pupil expresses ideas and thoughts in a **well-functioning** manner. The pupil composes musical expressions that have a **well-functioning** form.

The pupil recognises and gives examples of instruments and musical characteristics in different types of music with **good** confidence. The pupil also expresses **good** understanding of the content, function and significance of music in some context.

Grading criteria for grade E at the end of year 9

The pupil makes music and performs their vocal and instrumental parts with **some** confidence. In addition, the pupil **generally** adapts their music-making to the musical context and the nature of the music.

Through musical creation, the pupil expresses ideas and thoughts in a **generally functional** manner. The pupil composes music that has a **generally functional** form and characteristic style.

The pupil distinguishes and compares musical characteristics in music from different periods and genres with **some** confidence. The pupil also expresses **some** understanding of the content, function and significance of music in different contexts.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil makes music and performs their vocal and instrumental parts with **relatively good** confidence. In addition, the pupil adapts their music-making **well** to the musical context and the nature of the music.

Through musical creation, the pupil expresses ideas and thoughts in a **functional** manner. The pupil composes music that has a **functional** form and characteristic style.

The pupil distinguishes and compares musical characteristics from different periods and genres with **relatively good** confidence. The pupil expresses **relatively good** understanding of the content, function and significance of music in different contexts.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil makes music and performs their vocal and instrumental parts with **good** confidence. In addition, the pupil adapts their music-making **very well** to the musical context and the nature of the music.

Through musical creation, the pupil expresses ideas and thoughts in a **well-functioning** manner. The pupil composes music that has a **well-functioning** form and characteristic style.

The pupil distinguishes and compares musical characteristics from different periods and genres with **good** confidence. The pupil also expresses **good** understanding of the content, function and significance of music in different contexts.

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NATURAL SCIENCES

5.9 Biology

The natural sciences evolved from people's curiosity and need to know more about themselves and the world around them. Knowledge of biology is of great importance for the development of society in areas as diverse as the use of natural resources, the environment, and health. Knowledge of nature and humans gives people the tools to not only shape their own well-being, but also promote sustainable development.

Aim

Teaching in biology shall aim to ensure that pupils develop curiosity and interest in learning more about themselves and the world around them. Pupils shall therefore be given opportunities to ask questions about nature and humans based on their own experiences and current events. The teaching shall help pupils to develop knowledge of nature and the human body and give them the prerequisites to use biology concepts and explanatory models to describe and explain biological relationships. Pupils shall gain insight into the world view of natural science based on the theory of evolution and thus develop their ability to distinguish between scientific and other ways of describing and explaining the world around them.

Through the teaching, pupils shall be given the opportunity to use knowledge of biology to formulate their own arguments and scrutinise those of others. This shall enable pupils to develop their ability to communicate and handle practical and ethical choice situations in matters related to the environment and health. Pupils shall also be given the prerequisites for seeking answers to subject-specific questions using different types of sources. In this way, the teaching shall help pupils to develop critical thinking and confidence in their ability to deal with science-related matters of importance to themselves and society.

The teaching shall also provide pupils with the prerequisites for seeking answers to questions about nature and humans through their own systematic investigations. In this way, pupils shall be given the opportunity to develop an understanding of the fact that claims can be tested and that knowledge in biology is developed with the help of scientific working methods. In practical work, pupils shall also be given opportunities to develop skills in handling materials, equipment and digital tools.

Biology teaching shall provide pupils with the prerequisites for developing

- knowledge of biology concepts and explanatory models for describing and explaining relationships in nature and the human body,

- the ability to use biology to scrutinise information, communicate and take a position on issues related to the environment and health, and

- the ability to conduct systematic investigations in biology.

Core content
Natural science teaching shall cover the following core content
Years 1–3

Nature through the year

- Seasonal changes in nature. The life cycles of some animals and plants, and how they adapt to different habitats and seasons.

- Animals, plants and fungi in the local environment, how they can be grouped, and the names of some common species.

- Simple food chains that describe relationships between organisms in ecosystems.

Body and health

- Some of the human organs, including their names and general function.

- Human experiences of light, sound, heat, taste and smell using different senses.

- The importance of diet, sleep, hygiene, exercise and social relationships for good health.

Force and motion

- Gravity, centre of gravity, equilibrium, balance and friction that can be experienced and observed in play and movement.

- The celestial bodies of the solar system and their movements. Humans in space.

Materials and substances

- How materials can be sorted by some properties, such as appearance, whether they are magnetic, and whether they float or sink in water. How materials can be recycled.

- Some mixtures and how they can be separated into their different components, for example by evaporation and filtration.

- The different forms of water: solid, liquid and gas. Evaporation, boiling, condensation, melting and solidification.

Systematic investigations

- Simple field studies, observations and experiments. Performing and documenting the investigations with words, images and digital tools.

- Some stories about how scientific knowledge has developed.

Biology teaching shall cover the following core content
Years 4–6

Nature and environment

- What life is and how the development of life can be explained by the theory of evolution. Biodiversity and how organisms adapt to the environment.

- Food chains and cycles in the local environment. The interplay between animals, plants and fungi, and how some environmental factors affect them. Photosynthesis and cellular respiration.

- How animals, plants and fungi can be identified and grouped in a systematic way, and the names of some common species.

- Human dependence on and impact on nature, with links to the use of natural resources, sustainable development and ecosystem services. Nature as a resource and our responsibilities when using it.

Body and health

- Human organ systems. The names, appearance, location, function and interaction of some organs.

- Some common diseases and how they can be prevented and treated. How mental and physical health is affected by living conditions, diet, sleep, hygiene, exercise and addictive substances.

- Human puberty, reproduction, sexuality and identity, and issues related to relationships, love and responsibility.

Systematic investigations and evaluation of information

- Field studies and experiments using both analogue and digital tools. Planning, performance, evaluation of results and documentation with words, images and tables.

- Some discoveries in the field of biology and their impact on human living conditions and view of nature.

- Critical evaluation and use of information related to biology.

Biology teaching shall cover the following core content
Years 7–9

Nature and environment

- The origin, development and diversity of life and the mechanisms of evolution. The properties of genetic material and the relationship between heredity and the environment.

- Some genetic engineering methods, and the opportunities, risks and ethical issues associated with genetic engineering.

- Local and global ecosystems. The relationships between populations and available resources. Photosynthesis, cellular respiration, material cycles and energy flows.

- Human impact on nature locally and globally, and how to promote sustainable development at the individual and societal level. The importance of biodiversity and ecosystem services.

Body and health

- The cells of the body as well as the structure, function and interaction of some organs and organ systems.

- Viruses, bacteria, infections, disease transmission and resistance to antibiotics. How infectious diseases can be prevented and treated.

- How mental and physical health is affected by living conditions, diet, sleep, exercise, stress and addictive substances, and how health problems can be minimised at the individual and societal level.

- Human reproduction, sexuality and identity, and issues related to relationships, love, responsibility, consent and reciprocity. Sexually transmitted diseases and contraception.

Systematic investigations and evaluation of information

- Field studies and experiments using both analogue and digital tools. Formulation of research questions, planning, performance, evaluation of results and documentation with images, tables, diagrams and reports.

- The relationship between biological investigations and the development of concepts and explanatory models. The historical development, applicability and changeability of biology explanatory models.

- Searches, critical evaluation and use of information related to biology. Argumentation and position-taking on current environmental and health issues.

Proficiency assessment criteria and grading criteria
Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates basic knowledge of nature, body and health, force and motion, and materials and substances. Based on personal experiences and exploration of the local environment, the pupil describes simple scientific relationships in nature and the human body. Following clear instructions, the pupil performs simple field studies, observations and experiments.

Grading criteria for grade E at the end of year 6

The pupil demonstrates **basic** knowledge of the concepts and explanatory models of biology. The pupil describes simple biological relationships in nature and the human body with **some** use of the concepts and explanatory models.

The pupil uses information related to biology to make inferences about issues related to the environment and health with **some** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **generally functional** manner. The pupil evaluates the results and describes the investigations in a **simple** manner.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil demonstrates **good** knowledge of the concepts and explanatory models of biology. The pupil describes simple biological relationships in nature and the human body with **relatively good** use of the concepts and explanatory models.

The pupil uses information related to biology to make inferences about issues related to the environment and health with **relatively good** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **functional** manner. The pupil evaluates the results and describes the investigations in a **developed** manner.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil demonstrates **very good** knowledge of the concepts and explanatory models of biology. The pupil describes simple biological relationships in nature and the human body with **good** use of the concepts and explanatory models.

The pupil uses information related to biology to make inferences about issues related to the environment and health with **good** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **well-functioning** manner. The pupil evaluates the results and describes the investigations in a **well-developed** manner.

Grading criteria for grade E at the end of year 9

The pupil demonstrates **basic** knowledge of the concepts and explanatory models of biology. The pupil describes and explains biological relationships in nature and the human body with **some** use of the concepts and explanatory models.

In matters relating to the environment and health, the pupil makes inferences and presents and responds to arguments with **some** scientific support. The pupil searches for information related to biology, at which time they use different sources and make **simple** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **generally functional** manner. The pupil evaluates the investigations by making **simple** inferences based on the questions.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil demonstrates **good** knowledge of the concepts and explanatory models of biology. The pupil describes and explains biological relationships in nature and the human body with **relatively good** use of the concepts and explanatory models.

In matters relating to the environment and health, the pupil makes inferences and presents and responds to arguments with **relatively good** scientific support. The pupil searches for information related to biology, at which time they use different sources and make **developed** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **functional** manner. The pupil evaluates the investigations by making **developed** inferences based on the questions.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil demonstrates **very good** knowledge of the concepts and explanatory models of biology. The pupil describes and explains biological relationships in nature and the human body with **good** use of the concepts and explanatory models.

In matters relating to the environment and health, the pupil makes inferences and presents and responds to arguments with **good** scientific support. The pupil searches for information related to biology, at which time they use different sources and make **well-developed** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **well-functioning** manner. The pupil evaluates the investigations by making **well-developed** inferences based on the questions.

5.10 Chemistry

The natural sciences evolved from people's curiosity and need to know more about themselves and the world around them. Knowledge of chemistry is of great importance for the development of society in areas as diverse as health, material development, environmental technology and resource management. Knowledge of the structure and indestructibility of matter gives people the tools to promote sustainable development.

Aim

Teaching in chemistry shall aim to ensure that pupils develop curiosity and interest in learning more about the world around them. Pupils shall therefore be given opportunities to ask questions about chemical processes and the properties and structure of matter based on their own experiences and current events. The teaching shall help pupils to develop knowledge of chemistry in nature, society and the human body, and give them the prerequisites to use chemistry concepts and explanatory models to describe and explain chemical relationships. This enables pupils to develop their ability to distinguish between scientific and other ways of describing and explaining the world around them.

Through the teaching, pupils shall be given the opportunity to use knowledge of chemistry to formulate their own arguments and scrutinise those of others. This shall enable pupils to develop their ability to communicate and handle practical and ethical choice situations in matters related to the environment and health. Pupils shall also be given the prerequisites for seeking answers to subject-specific questions using different types of sources. In this way, the teaching shall help pupils to develop critical thinking and confidence in their ability to deal with science-related matters of importance to themselves and society.

The teaching shall also provide pupils with the prerequisites for seeking answers to questions about chemical processes and matter through their own systematic investigations. In this way, pupils shall be given the opportunity to develop an understanding of the fact that claims can be tested and that knowledge in chemistry is developed with the help of scientific working methods. In practical work, pupils shall also be given opportunities to develop skills in handling materials, equipment and digital tools.

Chemistry teaching shall provide pupils with the prerequisites for developing

- knowledge of chemistry concepts and explanatory models for describing and explaining relationships in nature, society and the human body,

- the ability to use chemistry to scrutinise information, communicate and form opinions on issues related to the environment and health, and

- the ability to conduct systematic investigations in chemistry.

Core content
Natural science teaching shall cover the following core content
Years 1–3
Nature through the year

- Seasonal changes in nature. The life cycles of some animals and plants, and how they adapt to different habitats and seasons.

- Animals, plants and fungi in the local environment, how they can be grouped, and the names of some common species.

- Simple food chains that describe relationships between organisms in ecosystems.

Body and health

- Some of the human organs, including their names and general function.

- Human experiences of light, sound, heat, taste and smell using different senses.

- The importance of diet, sleep, hygiene, exercise and social relationships for good health.

Force and motion

- Gravity, centre of gravity, equilibrium, balance and friction that can be experienced and observed in play and movement.

- The celestial bodies of the solar system and their movements. Humans in space.

Materials and substances

- How materials can be sorted by some properties, such as appearance, whether they are magnetic, and whether they float or sink in water. How materials can be recycled.

- Some mixtures and how they can be separated into their different components, for example by evaporation and filtration.

- The different forms of water: solid, liquid and gas. Evaporation, boiling, condensation, melting and solidification.

Systematic investigations

- Simple field studies, observations and experiments. Performing and documenting the investigations with words, images and digital tools.

- Some stories about how scientific knowledge has developed.

Chemistry teaching shall cover the following core content
Years 4–6

Chemistry in nature, society and the human body

- The structure of matter visualised using simple particle models.

- Classification of substances and materials according to their solubility, conductivity, acidity or alkalinity.

- The properties of water and the water cycle.

- The properties and composition of air.

- Photosynthesis and combustion as examples of chemical reactions in nature.

- Fossil and renewable fuels and their impact on the climate.

- Food content and the role of nutrients in health.

- Common household chemicals. Their use and impact on the environment and humans, and how they are labelled and should be handled.

- The processing of raw materials into products, such as metals, paper and plastics. How products can be reused or recycled.

Systematic investigations and evaluation of information

- Observations and experiments using both analogue and digital tools. Planning, performance, evaluation of results and documentation with words, images and tables.

- Some discoveries in the field of chemistry and their impact on human living conditions and view of nature.

- Critical evaluation and use of information related to chemistry.

Chemistry teaching shall cover the following core content
Years 7–9

Chemistry in nature, society and the human body

- The structure, cycle and indestructibility of matter visualised using particle models. Elements, molecular and ionic compounds and how substances are transformed through chemical reactions. Atoms, electrons and nuclear particles.

- Separation and analysis methods, such as filtration, precipitation, pH measurement and identification of substances.

- Water as a solvent and transporter of substances, for example in soil, plants and the human body.

- Some chemical processes in soil, air and water and their connection to environmental and health issues, such as the greenhouse effect, water purification and the spread of environmental toxins.

- The properties and cycles of the carbon atom in nature, society and the human body.

- Carbohydrates, proteins and fats and their functions in the human body.

- Development of products and materials, such as medicines, sportswear and batteries.

- Life cycles of some products and their impact on the environment.

Systematic investigations and evaluation of information

- Observations and experiments using both analogue and digital tools. Formulation of research questions, planning, performance, evaluation of results and documentation with images, tables, diagrams and reports.

- The relationship between chemical investigations and the development of concepts and explanatory models. The historical development, applicability and changeability of chemistry explanatory models.

- Searches, critical evaluation and use of information related to chemistry. Argumentation and position-taking on current environmental and health issues.

Proficiency assessment criteria and grading criteria
Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates basic knowledge of nature, body and health, force and motion, and materials and substances. Based on personal experiences and exploration of the local environment, the pupil describes simple scientific relationships in nature and the human body. Following clear instructions, the pupil performs simple field studies, observations and experiments.

Grading criteria for grade E at the end of year 6

The pupil demonstrates **basic** knowledge of the concepts and explanatory models of chemistry. The pupil describes simple chemical relationships in nature, society and the human body with **some** use of the concepts and explanatory models.

The pupil uses information related to chemistry to make inferences about issues related to the environment and health with **some** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **generally functional** manner. The pupil evaluates the results and describes the investigations in a **simple** manner.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil demonstrates **good** knowledge of the concepts and explanatory models of chemistry. The pupil describes simple chemical relationships in nature, society and the human body with **relatively good** use of the concepts and explanatory models.

The pupil uses information related to chemistry to make inferences about issues related to the environment and health with **relatively good** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **functional** manner. The pupil evaluates the results and describes the investigations in a **developed** manner.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil demonstrates **very good** knowledge of the concepts and explanatory models of chemistry. The pupil describes simple chemical relationships in nature, society and the human body with **good** use of the concepts and explanatory models.

The pupil uses information related to chemistry to make inferences about issues related to the environment and health with **good** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **well-functioning** manner. The pupil evaluates the results and describes the investigations in a **well-developed** manner.

Grading criteria for grade E at the end of year 9

The pupil demonstrates **basic** knowledge of the concepts and explanatory models of chemistry. The pupil describes and explains chemical relationships in nature, society and the human body with **some** use of the concepts and explanatory models.

In matters relating to the environment and health, the pupil makes inferences and presents and responds to arguments with **some** scientific support. The pupil searches for information related to chemistry, at which time they use different sources and make **simple** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **generally functional** manner. The pupil evaluates the investigations by making **simple** inferences based on the questions.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil demonstrates **good** knowledge of the concepts and explanatory models of chemistry. The pupil describes and explains chemical relationships in nature, society and the human body with **relatively good** use of the concepts and explanatory models.

In matters relating to the environment and health, the pupil makes inferences and presents and responds to arguments with **relatively good** scientific support. The pupil searches for information related to chemistry, at which time they use different sources and make **developed** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **functional** manner. The pupil evaluates the investigations by making **developed** inferences based on the questions.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil demonstrates **very good** knowledge of the concepts and explanatory models of chemistry. The pupil describes and explains chemical relationships in nature, society and the human body with **good** use of the concepts and explanatory models.

In matters relating to the environment and health, the pupil makes inferences and presents and responds to arguments with **good** scientific support. The pupil searches for information related to chemistry, at which time they use different sources and make **well-developed** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **well-functioning** manner. The pupil evaluates the investigations by making **well-developed** inferences based on the questions.

5.11 Physics

The natural sciences evolved from people's curiosity and need to know more about themselves and the world around them. Knowledge of physics is of great importance for the development of society in areas as diverse as energy supply, medical treatment and meteorology. Knowledge of energy and matter gives people the tools to promote sustainable development.

Aim

Teaching in physics shall aim to ensure that pupils develop curiosity and interest in learning more about the world around them. Pupils shall therefore be given opportunities to ask questions about physical phenomena based on their own experiences and current events. The teaching shall help pupils to develop knowledge of physics in nature and society, and give them the prerequisites to use physics concepts and explanatory models to describe and explain physical phenomena. This enables pupils to develop their ability to distinguish between scientific and other ways of describing and explaining the world around them.

Through the teaching, pupils shall be given the opportunity to use knowledge of physics to formulate their own arguments and scrutinise those of others. This shall enable pupils to develop their ability to communicate and handle practical and ethical choice situations in matters related to energy, technology and the environment. Pupils shall also be given the prerequisites for seeking answers to subject-specific questions using different types of sources. In this way, the teaching shall help pupils to develop critical thinking and confidence in their ability to deal with science-related matters of importance to themselves and society.

The teaching shall also provide pupils with the prerequisites for seeking answers to questions about physical phenomena through their own systematic investigations. In this way, pupils shall be given the opportunity to develop an understanding of the fact that claims can be tested and that knowledge in physics is developed with the help of scientific working methods. In practical work, pupils shall also be given opportunities to develop skills in handling materials, equipment and digital tools.

Physics teaching shall provide pupils with the prerequisites for developing

- knowledge of physics concepts and explanatory models for describing and explaining relationships in nature and society,

- the ability to use physics to scrutinise information, communicate and take a position on issues related to energy, technology and the environment, and

- the ability to conduct systematic investigations in physics.

Core content
Natural science teaching shall cover the following core content
Years 1–3

Nature through the year

- Seasonal changes in nature. The life cycles of some animals and plants, and how they adapt to different habitats and seasons.

- Animals, plants and fungi in the local environment, how they can be grouped, and the names of some common species.

- Simple food chains that describe relationships between organisms in ecosystems.

Body and health

- Some of the human organs, including their names and general function.

- Human experiences of light, sound, heat, taste and smell using different senses.

- The importance of diet, sleep, hygiene, exercise and social relationships for good health.

Force and motion

- Gravity, centre of gravity, equilibrium, balance and friction that can be experienced and observed in play and movement.

- The celestial bodies of the solar system and their movements. Humans in space.

Materials and substances

- How materials can be sorted by some properties, such as appearance, whether they are magnetic, and whether they float or sink in water. How materials can be recycled.

- Some mixtures and how they can be separated into their different components, for example by evaporation and filtration.

- The different forms of water: solid, liquid and gas. Evaporation, boiling, condensation, melting and solidification.

Systematic investigations

- Simple field studies, observations and experiments. Performing and documenting the investigations with words, images and digital tools.

- Some stories about how scientific knowledge has developed.

Physics teaching shall cover the following core content
Years 4–6

Physics in nature and society

- How day, night, seasons and years can be explained by the movements of the celestial bodies in the solar system.

- Common weather phenomena and their causes, such as how winds and precipitation occur.

- Forms of energy, as well as different types of energy sources and their impact on the environment.

- Energy flows between objects that have different temperatures. How energy flows can be influenced by using different heat-conducting and insulating materials.

- How light and sound propagate and can be reflected.

- Electrical circuits with batteries. How they can be connected and how they can be used in everyday electrical equipment.

- Forces and motion that can be observed and measured in everyday situations.

- Some instruments and how they are used to measure physical quantities, such as temperature and force.

Systematic investigations and evaluation of information

- Observations and experiments using both analogue and digital tools. Planning, performance, evaluation of results and documentation with words, images and tables.

- Some discoveries in the field of physics and their impact on human living conditions and view of nature.

- Critical evaluation and use of information related to physics.

Physics teaching shall cover the following core content
Years 7–9

Physics in nature and society

- The origin, structure and evolution of the universe and the conditions for finding planets and life in other solar systems.

- Particle model of the properties of matter as well as phase transitions, pressure, volume, density and temperature.

- Physics explanatory models of the Earth's radiation balance, the greenhouse effect and climate change.

- The flow and indestructibility of energy and the quality of different types of energy. Different types of energy sources and their advantages and disadvantages for society and the environment.

- Particle radiation and electromagnetic radiation, along with their uses and risks.

- How light is propagated, reflected and refracted.

- How sound originates, propagates and can be detected in different ways.

- The relationship between electricity and magnetism and between current and voltage in electrical circuits. How these circuits can be used in electrical equipment.

- Forces, motion and changes in motion as well as how this knowledge can be used, for example in road safety issues.

- Some instruments for measuring physical quantities, such as force and current. Use of measurement values in simple calculations, such as density and velocity calculations.

Systematic investigations and evaluation of information

- Observations and experiments using both analogue and digital tools. Formulation of research questions, planning, performance, evaluation of results and documentation with images, tables, diagrams and reports.

- The relationship between investigations of physical phenomena and the development of concepts and explanatory models. The historical development, applicability and changeability of physics explanatory models.

- Searches, critical evaluation and use of information related to physics. Argumentation and position-taking on current issues related to energy, technology and the environment.

Proficiency assessment criteria and grading criteria
Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates basic knowledge of nature, body and health, force and motion, and materials and substances. Based on personal experiences and exploration of the local environment, the pupil describes simple scientific relationships in nature and the human body. Following clear instructions, the pupil performs simple field studies, observations and experiments.

Grading criteria for grade E at the end of year 6

The pupil demonstrates **basic** knowledge of the concepts and explanatory models of physics. The pupil describes simple physical phenomena in nature and society with **some** use of the concepts and explanatory models.

The pupil uses information related to physics to make inferences about issues related to energy, technology and the environment with **some** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **generally functional** manner. The pupil evaluates the results and describes the investigations in a **simple** manner.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil demonstrates **good** knowledge of the concepts and explanatory models of physics. The pupil describes simple physical phenomena in nature and society with **relatively good** use of the concepts and explanatory models.

The pupil uses information related to physics to make inferences about issues related to energy, technology and the environment with **relatively good** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **functional** manner. The pupil evaluates the results and describes the investigations in a **developed** manner.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil demonstrates **very good** knowledge of the concepts and explanatory models of physics. The pupil describes simple physical phenomena in nature and society with **good** use of the concepts and explanatory models.

The pupil uses information related to physics to make inferences about issues related to energy, technology and the environment with **good** scientific support.

The pupil seeks answers to questions by performing systematic investigations in a safe and **well-functioning** manner. The pupil evaluates the results and describes the investigations in a **well-developed** manner.

Grading criteria for grade E at the end of year 9

The pupil demonstrates **basic** knowledge of the concepts and explanatory models of physics. The pupil describes and explains physical phenomena in nature and society with **some** use of the concepts and explanatory models.

In matters relating to energy, technology and the environment, the pupil makes inferences and presents and responds to arguments with **some** scientific support. The pupil searches for information related to physics, at which time they use different sources and make **simple** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **generally functional** manner. The pupil evaluates the investigations by making **simple** inferences based on the questions.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil demonstrates **good** knowledge of the concepts and explanatory models of physics. The pupil describes and explains physical phenomena in nature and society with **relatively good** use of the concepts and explanatory models.

In matters relating to energy, technology and the environment, the pupil makes inferences and presents and responds to arguments with **relatively good** scientific support. The pupil searches for information related to physics, at which time they use different sources and make **developed** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **functional** manner. The pupil evaluates the investigations by making **developed** inferences based on the questions.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil demonstrates **very good** knowledge of the concepts and explanatory models of physics. The pupil describes and explains physical phenomena in nature and society with **good** use of the concepts and explanatory models.

In matters relating to energy, technology and the environment, the pupil makes inferences and presents and responds to arguments with **good** scientific support. The pupil searches for information related to physics, at which time they use different sources and make **well-developed** inferences about the credibility and relevance of the information and sources.

The pupil seeks answers to questions by planning and performing systematic investigations in a safe and **well-functioning** manner. The pupil evaluates the investigations by making **well-developed** inferences based on the questions.

5.12 Physical education and health

Physical activity and a healthy lifestyle are fundamental to human well-being. Positive experiences of sport, physical activity and outdoor life during childhood and adolescence have a significant impact on whether we remain physically active throughout our lives. Through physical activity and a healthy lifestyle, people gain the tools to influence and take responsibility for their health.

Aim

Teaching in physical education and health shall aim to ensure that pupils develop all-round movement skills using all or parts of their body, and an interest in being physically active and spending time in nature. Through the teaching, pupils shall be given the prerequisites for developing good lifestyle habits in order to be able to influence their health throughout their lives.

The teaching shall be designed so that all pupils can continuously participate in class activities and shall give pupils the prerequisites for participating in other physical activities in school. It shall also help pupils to develop a good body image and confidence in their own physical ability. Through the teaching, pupils shall encounter different types of activities in varying environments and contexts, and be given the opportunity to develop their interpersonal skills and respect for others.

The teaching shall give pupils the opportunity to develop their ability to spend time outdoors and in nature during different seasons, and to develop an understanding of the value of an active outdoor life.

The teaching shall give pupils the prerequisites for developing knowledge about what affects physical ability and knowledge about how movement and physical activity relate to physical, mental and social health. Moreover, pupils shall be given opportunities to plan and perform various activities. Pupils shall also be given opportunities to develop knowledge about subject-specific concepts, enabling them to reflect on their participation in activities and form opinions on issues related to sport, health and outdoor life.

The teaching shall also help pupils to develop knowledge about safety and the ability to act in emergencies and manage risks in connection with various activities.

Teaching in physical education and health shall provide pupils with the prerequisites for developing

- the ability to use all or parts of their body in different physical contexts,
- the ability to perform and adapt activities in outdoor life and other outdoor activities to different conditions and environments,
- the ability to plan, perform and evaluate different activities based on how they affect physical ability and health, and
- the ability to act safely and prevent risks in connection with physical activity, outdoor life and other outdoor activities, and to swim and handle emergencies on land and in water.

Core content

Years 1–3

Movement

- Gross motor skills, with and without different tools. Their combinations.
- Games and other simple physical activities, indoors and outdoors.
- Tempo and rhythm in simple dances and movements to music.
- Movements in water and water confidence. Balancing, floating and swimming in the prone and supine position.

Outdoor life and other outdoor activities

- Orientation in the local environment and the structure of simple maps. Concepts that describe location, distance and direction.
- Exploration of possibilities for and realisation of games, physical activities and spending time in nature and other outdoor environments.
- The basics of the right of public access.

Health and lifestyle habits

- Discussion about experiences of different activities.
- Exploration of opportunities for daily physical activity in the local environment.
- Safety and being considerate to others in connection with activities.

Years 4–6

Movement

- Combinations of gross motor skills, with and without different tools.
- Forms of play, games, sports and other physical activities, indoors and outdoors.

- Tempo and rhythm in dances and movements to music.
- Basic exercise science: pulse-raising movements as well as coordination, strength and mobility exercises.
- Swimming in the prone and supine position.

Outdoor life and other outdoor activities

- Orientation in the local nature and outdoor environment using maps, both with and without the support of digital tools. The structure and symbols of maps.
- Exploration of possibilities for and realisation of outdoor activities, games and physical activities in various nature and outdoor environments during different seasons.
- Rights and obligations in nature according to the right of public access and its application in practice.
- Safe practices and water safety in different seasons. Handling water emergencies using rescue equipment.

Health and lifestyle habits

- Discussion about experiences of different activities and evaluation of how they affect physical ability and health.
- Norms related to different types of activities. How norms affect individuals' participation, such as gender and functionality norms related to different physical activities.
- Exploration of opportunities for daily physical activity in the local environment.
- Different ways to prevent injuries, including warming up.
- Safety and being considerate to others in connection with activities.
- First aid.

Years 7–9

Movement

- Complex movements in forms of play, games, sports and other physical activities, indoors and outdoors.
- Different forms of dance, and the creation of physical activity and exercise programmes done to music, tempo and rhythms.
- Exercise science: endurance training, coordination training, strength training and mobility training based on different purposes and individual needs.

- Various tools, including digital ones, for planning, performing and evaluating physical activities.
- Different swimming techniques in the prone and supine position.

Outdoor life and other outdoor activities

- Orientation in unknown environments using maps and other aids, both with and without the support of digital tools.
- Planning and performing outdoor activities in different environments during different seasons.
- Rights and obligations in nature according to the right of public access and its application in practice.
- Cultural traditions in outdoor life and other outdoor activities.
- Safe practices and water safety in different seasons. Handling emergencies in and around water using rescue equipment.

Health and lifestyle habits

- Planning and performing various activities based on how they affect different aspects of physical ability and different aspects of health.
- Body ideals and norms within different physical activity cultures. How they affect individuals' opportunities to participate in different activities.
- Exploration of opportunities for daily physical activity in the local environment.
- Doping and the laws and regulations governing the prohibition of doping.
- Discussion about experiences of different activities and evaluation of how they affect different aspects of physical ability and different aspects of health.
- Prevention of injuries through adequate warm-up activities and versatile physical exercise, adaptation of loads, and techniques for performing movements.
- Safety and being considerate to others in connection with various activities.
- First aid and cardiopulmonary resuscitation (CPR).

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil performs physical activities that include combinations of gross motor skills in different physical contexts and adapts their movements **to some extent** to the purpose of the activities.

The pupil performs activities in nature and outdoor environments in a **generally functional** manner based on the purpose of the activities and based on different conditions.

The pupil evaluates, in a **simple** manner, how the activities affect their own physical ability and health.

The pupil prevents risks in connection with different activities in a **generally functional** manner. The pupil handles emergency situations on land and in water, and swims 200 metres in one go, of which 50 metres is in the supine position.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil performs physical activities that include combinations of gross motor skills in different physical contexts and adapts their movements **relatively well** to the purpose of the activities.

The pupil performs activities in nature and outdoor environments in a **functional** manner based on the purpose of the activities and based on different conditions.

The pupil evaluates, in a **developed** manner, how the activities affect their own physical ability and health.

The pupil prevents risks in connection with different activities in a **functional** manner. The pupil handles emergency situations on land and in water, and swims 200 metres in one go, of which 50 metres is in the supine position.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil performs physical activities that include combinations of gross motor skills in different physical contexts and adapts their movements **well** to the purpose of the activities.

The pupil performs activities in nature and outdoor environments in a **well-functioning** manner based on the purpose of the activities and based on different conditions.

The pupil evaluates, in a **well-developed** manner, how the activities affect their own physical ability and health.

The pupil prevents risks in connection with different activities in a **well-functioning** manner. The pupil handles emergency situations on land and in water, and swims 200 metres in one go, of which 50 metres is in the supine position.

Grading criteria for grade E at the end of year 9

The pupil performs physical activities that include complex movements in different physical contexts and adapts their movements **to some extent** to the purpose of the activities.

The pupil performs outdoor activities in different seasons in a **generally functional** manner based on the purpose of the activities and based on different conditions and environments.

The pupil plans and performs physical and outdoor activities in a **generally functional** manner based on how they affect different aspects of physical ability and different aspects of health. The pupil evaluates, in a **simple** manner, how different activities and other factors affect their own physical ability and health as well as that of others.

The pupil prevents risks in connection with different activities in a **generally functional** manner. The pupil handles emergency situations on land and in water, and swims 200 metres in one go, of which 50 metres is in the supine position.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil performs physical activities that include complex movements in different physical contexts and adapts their movements **relatively well** to the purpose of the activities.

The pupil performs outdoor activities in different seasons in a **functional** manner based on the purpose of the activities and based on different conditions and environments.

The pupil plans and performs physical and outdoor activities in a **functional** manner based on how they affect different aspects of physical ability and different aspects of health. The pupil evaluates, in a **developed** manner, how different activities and other factors affect their own physical ability and health as well as that of others.

The pupil prevents risks in connection with different activities in a **functional** manner. The pupil handles emergency situations on land and in water, and swims 200 metres in one go, of which 50 metres is in the supine position.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil performs physical activities that include complex movements in different physical contexts and adapts their movements **well** to the purpose of the activities.

The pupil performs outdoor activities in different seasons in a **well-functioning** manner based on the purpose of the activities and based on different conditions and environments.

The pupil plans and performs physical and outdoor activities in a **well-functioning** manner based on how the affect different aspects of physical ability and different aspects of health. The pupil evaluates, in a **well-developed** manner, how different activities and other factors affect their own physical ability and health as well as that of others.

The pupil prevents risks in connection with different activities in a **well-functioning** manner. The pupil handles emergency situations on land and in water, and swims 200 metres in one go, of which 50 metres is in the supine position.

5.13 Sami

Language is the primary tool human beings use for thinking, communicating and learning. Through language, people develop their identity, express feelings and thoughts, and understand how others feel and think. Rich and varied language is important for understanding and working in a society where cultures, beliefs, generations and languages come together.

The Sami are an indigenous people, and Sami is an official language in Sweden, Norway and Finland. Sami is an important bearer of culture that expresses common experiences, values and knowledge and unites the Sami across the borders of Sápmi/Sábme/Sámieniädname/Saepmie. Knowledge of the Sami language and of the Sami culture strengthens personal identity and enables participation in both Sami and Swedish society.

Aim

Teaching in Sami shall aim to ensure that pupils develop knowledge in and about Sami as a language and as a culture. Through the teaching, pupils shall be given the opportunity to develop their spoken and written language, their multilingualism, their understanding of the world around them and their identity.

The teaching shall stimulate the pupils' interest in speaking, reading and writing in Sami. The teaching shall give pupils the opportunity to read, analyse and discuss works of fiction in different genres. Moreover, the pupils shall be given the opportunity to develop knowledge of fiction and of images, films and music related to Sami traditions and forms of expression. The teaching shall also help pupils interact with and familiarise themselves with North, Lule, Pite, Ume and South Sami in spoken form.

The teaching shall give pupils the conditions for developing linguistic confidence in speech and writing, and confidence in their ability to express themselves in different contexts and for different purposes. This means that the teaching shall enable pupils to develop knowledge of how to express their own opinions and thoughts in speech and writing, as well as an awareness of how language use varies depending on the social contexts and media. Pupils shall also be given the opportunity to develop knowledge to be able to make comparisons between Sami and other languages.

Through teaching in the subject, pupils shall be given the opportunity to develop knowledge of Sami and its norms, structure, history and development. The teaching shall also help pupils to develop knowledge of Sami history, Sami industries and traditions, and Sami social structures, which will provide pupils with the conditions to develop their cultural identity.

Sami teaching shall provide pupils with the prerequisites for developing
- the ability to express themselves and communicate in speech and writing, recognise language structures and follow language norms,
- the ability to adapt the language to different purposes, listeners or readers, and contexts,
- the ability to read and analyse fiction and other texts for different purposes, and
- knowledge of social, historical and cultural phenomena in Sami society.

Core content
Years 1–3, within the framework of Sami as a first language
Reading and writing
- Reading comprehension strategies for understanding and interpreting texts from different media and for adapting reading to the form and content of the text.
- Strategies for writing different types of texts on topics that are familiar to the pupil.
- Creating texts with interplay between words, images and sounds.
- Spelling rules for commonly used words in texts relevant to pupils.
- The Sami alphabet and the relationship between sounds and letters.

Speaking, listening and conversation
- Conversation about everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners. Images, digital media and tools and other aids to support presentation.
- Oral storytelling.

Texts
- Narrative and poetic texts for children in the form of picture books, chapter books, fairy tales and legends.
- Narrative and poetic texts for children from different times in the form of rhyming words, nursery rhymes, sayings and the traditional song form joik.
- Factual texts for children.
- Texts related to Sami traditions, phenomena and cultural forms of expression.
- How text content can be organised.

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts specific to Sami environments.
- Similarities and differences between spoken and written Sami.

Sami culture

- The different ways of life of the Sami people today based on history and cultural heritage. The Sami approach to nature, the changing seasons and traditional use of land and water.
- Sami cultural heritage in various forms, such as games, music, handicraft and other forms of aesthetic expression.
- Environments in which one's own variety is spoken.

Years 4–6, within the framework of Sami as a first language

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media and for identifying the message of texts, both directly and indirectly expressed.
- Strategies for writing narrative texts and factual texts, adapting to their structure and language features.
- Creating texts with interplay between words, images and sounds.
- The structure of Sami, with sentence structure, spelling rules, inflection patterns and parts of speech.
- Dictionaries and other spelling and vocabulary aids.

Speaking, listening and conversation

- Conversations about their own experiences and the experiences of others and about everyday phenomena and events.
- Oral presentations and oral narration, adapting the language to different listeners. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation.
- Oral storytelling.

Texts

- Narrative and poetic texts for children and adolescents in the form of fiction, fairy tales and legends.
- Narrative and poetic texts highlighting Sami conditions, traditions and Sami forms of cultural expression.
- Factual texts for children and adolescents.

- Instructional texts, such as game instructions and job descriptions.
- How text content is organised.

Language use
- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.
- Words and concepts specific to Sami environments.
- Similarities and differences between spoken and written Sami.

Sami culture
- The different ways of life of the Sami people today based on history and cultural heritage. The Sami approach to nature, the changing seasons and traditional use of land and water.
- Sami cultural heritage in various forms, such as music, handicrafts and kolts [Sami folk costume] from the area in which the pupils' varieties are spoken.
- North, Lule, Pite, Ume and South Sami language areas in Sápmi/ Sábme/ Sámieniädname/Saepmie.

Years 7–9, within the framework of Sami as a first language
Reading and writing
- Reading comprehension strategies for understanding, interpreting and analysing different types of texts from different media. Identifying the purpose, sender and context of texts. Recognising content that may be explicitly or implicitly expressed in the text.
- Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.
- The structure of Sami, with word formation, inflection patterns, parts of speech and clause elements.
- Resources for information searches and vocabulary comprehension.

Speaking, listening and conversation
- Conversations and discussions on topics familiar to the pupil and on thoughts, feelings, opinions and current events.
- Different forms of oral narrative, descriptive and reflective.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Oral storytelling.
- Spoken North, Lule, Pite, Ume and South Sami.

Texts

- Fiction for adolescents. Texts that highlight the human condition and issues of identity and life.
- Language features, words and concepts in young adult fiction.
- Narrative and poetic texts related to Sami traditions and cultural phenomena.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and job descriptions. The purpose, content and typical language features of texts.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts. Imagery and idiomatic expressions.
- Words and concepts for Sami traditions, industries and social structures and Sami cultural heritage.
- Differences in language use depending on the purpose, listener or reader, and context. The importance of language in exercising influence.
- Similarities and differences between spoken and written Sami.

Sami culture

- The different ways of life of the Sami people today based on history and cultural heritage. Historical and contemporary ways of life.
- Traditional industries and Sami institutions and organisations. The Sami Parliament, its activities and function
- Some Sami authors and their works.
- Traditional and modern joik and other Sami music.
- The development and future of the Sami language.
- Some current Sami societal issues, including in comparison with similar phenomena among other indigenous peoples.

Years 1–3, within the framework of Sami as a second language

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.
- Strategies for writing different types of simple texts with visual support.
- Spelling rules for commonly used words in texts relevant to pupils.
- The Sami alphabet and the relationship between sounds and letters.

Speaking, listening and conversation
- Conversation about topics that are familiar to the pupil, such as interests, people and places.
- Questions and answers, greetings and introducing oneself.
- Pronunciation, syllables and sentence intonation.
- Oral storytelling.

Texts
- Narrative and poetic texts for children in the form of picture books, chapter books, fairy tales and legends.
- Narrative and poetic texts for children from different times in the form of rhyming words, nursery rhymes, sayings and the traditional song form joik.
- Factual texts for children.
- Texts related to Sami traditions, phenomena and cultural forms of expression.

Language use
- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts specific to Sami environments.

Sami culture
- The different ways of life of the Sami people today based on history and cultural heritage. The Sami approach to nature, the changing seasons and traditional use of land and water.
- Sami cultural heritage in various forms, such as games, music, handicraft and other forms of aesthetic expression.
- Environments in which one's own variety is spoken.

Years 4–6, within the framework of Sami as a second language
Reading and writing
- Reading comprehension strategies for understanding and interpreting texts from different media and for adapting reading to the form and content of the text.
- Strategies for writing narrative and factual texts.
- Creating texts with interplay between words, images and sounds.
- The structure of Sami, with sentence structure, spelling rules, inflection patterns and parts of speech.
- Dictionaries and other spelling and vocabulary aids.

Speaking, listening and conversation

- Conversation about topics that are familiar to the pupil, such as everyday situations, events and activities.
- Oral presentations and oral narration, adapting the language to different listeners. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation.
- Pronunciation, syllables and sentence intonation.
- Oral storytelling.

Texts

- Narrative and poetic texts for children and adolescents in the form of fiction, fairy tales and legends.
- Narrative and poetic texts highlighting Sami conditions, traditions and Sami forms of cultural expression.
- Factual texts for children and adolescents.
- Instructional texts, such as game instructions and job descriptions.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.
- Words and concepts specific to Sami environments.

Sami culture

- The different ways of life of the Sami people today based on history and cultural heritage. The Sami approach to nature, the changing seasons and traditional use of land and water.
- Sami cultural heritage in various forms, such as music, handicrafts and kolts from the area in which the pupils' language varieties are spoken.
- North, Lule, Pite, Ume and South Sami language areas in Sápmi/Sábme/ Sámieniädname/Saepmie.

Years 7–9, within the framework of Sami as a second language

Reading and writing

- Reading comprehension strategies for understanding and interpreting different types of texts from different media. Identifying the purpose, sender and context of texts. Recognising content that may be explicitly or implicitly expressed in the text.
- Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.

- The structure of Sami, with word formation, inflection patterns, parts of speech and clause elements.
- Resources for information searches and vocabulary comprehension.

Speaking, listening and conversation

- Conversations and discussions on topics familiar to the pupil and on thoughts, feelings, opinions and current events.
- Different forms of oral narrative, descriptive and reflective.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Oral storytelling.
- Spoken North, Lule, Pite, Ume and South Sami.

Texts

- Fiction for adolescents. Texts that highlight the human condition and issues of identity and life.
- Language features, words and concepts in young adult fiction.
- Narrative and poetic texts related to Sami traditions and cultural phenomena.
- Descriptive, explanatory, instructional and argumentative texts, such as newspaper articles and job descriptions. The purpose, content and typical language features of texts.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.
- Words and concepts specific to Sami environments.
- Similarities and differences between spoken and written Sami.

Sami culture

- The different ways of life of the Sami people today based on history and cultural heritage. Historical and contemporary ways of life.
- Traditional industries and Sami institutions and organisations. The Sami Parliament, its activities and function.
- Some Sami authors and their works.
- Traditional and modern joik and other Sami music.
- The development and future of the Sami language.
- Some current Sami societal issues, including in comparison with similar phenomena among other indigenous peoples.

Years 1–3, within the framework of Sami as a second language, beginner

Reading and writing

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

Speaking, listening and conversation

- Conversations about topics that are familiar to the pupil, such as interests, people and places.
- Strategies for identifying meaning-carrying words and making inferences about content in spoken Sami, for example using prior knowledge.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children in the form of picture books, fairy tales and songs.
- Simple instructional and descriptive texts.
- Simple texts related to Sami traditions and cultural forms of expression.

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Word and concepts related to Sami culture.

Sami culture

- The life of the Sami people today based on history and cultural heritage, such as traditions and holidays.
- Sami cultural heritage in various forms, such as games, music, handicraft and other forms of aesthetic expression.
- Environments in which one's own variety is spoken.

Years 4–6, within the framework of Sami as a second language, beginner

Reading and writing

- Reading comprehension strategies for understanding and interpreting simple texts from different media.
- Strategies for writing simple narrative texts, descriptions and instructions.

- Linguistic phenomena, including spelling rules and grammatical structures, of the language that the pupils encounter.
- Different approaches to navigating assigned written sources of various kinds to find simple information and use it in the pupils' own production and interactions.

Speaking, listening and conversation

- Conversations on topics familiar to the pupil, such as everyday situations, events and activities.
- Strategies for identifying meaning-carrying words and contexts in spoken Sami, for example using prior knowledge.
- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.
- Different approaches to navigating assigned oral sources of various kinds to find simple information and use it in the pupils' own production and interactions.
- Oral storytelling.

Texts

- Narrative and poetic texts for children and adolescents in the form of picture books, fairy tales and songs.
- Simple instructional and descriptive texts.
- Simple texts related to Sami traditions and forms of cultural expression.

Language use

- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts related to Sami culture.
- How words and fixed expressions, such as polite phrases and forms of address, are used in texts and spoken language in different situations.

Sami culture

- The different ways of life of the Sami people today based on history and cultural heritage, such as traditions and holidays. The Sami approach to nature, the changing seasons and traditional use of land and water.
- Sami cultural heritage in various forms, such as music, handicrafts and kolts [Sami folk costume] from the area in which the pupils' varieties are spoken.
- North, Lule, Pite, Ume and South Sami language areas in Sápmi/ Sábme/ Sámieniädname/Saepmie.

**In Years 7–9, within the framework of Sami
as a second language, beginner**

Reading and writing

- Reading comprehension strategies for understanding and interpreting texts from different media.

- Stories and descriptions in the form of cohesive text.

- Linguistic phenomena, including spelling, grammatical structures and fixed expressions, in the language the pupils encounter.

- Searching for simple information from a limited range of written sources of various kinds for use in the pupils' own production and interactions.

Speaking, listening and conversation

- Conversations and discussions on topics that are familiar to the pupil, such as different types of events, their own experiences, and the experiences of others.

- Oral presentations and oral narration, adapting the language to different listeners.

- Strategies for identifying meaning-carrying words and contexts in spoken Sami, for example using prior knowledge.

- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.

- Searching for simple information from a limited range of oral sources of various kinds for use in the pupils' own production and interactions.

- Oral storytelling.

- Spoken North, Lule, Pite, Ume and South Sami.

Texts

- Narrative and poetic texts for adolescents.

- Instructional and descriptive texts. The purpose, content and some typical language features of texts.

- Texts that highlight people's living conditions and issues of identity and life. Texts related to Sami traditions and forms of cultural expression.

Language use

- Words and concepts that express feelings, knowledge and opinions. The nuances and value connotations of words and concepts.

- Words and concepts related to Sami culture.

- How different wording is used to start and end conversations and different types of oral and written language output.
- Similarities and differences between spoken and written Sami.

Sami culture

- Historical and contemporary ways of life of the Sami people. Traditional industries.
- The origin, development and future of the Sami language in Sweden. The Sami Parliament and other Sami institutions and organisations.
- Some Sami authors and the works they are known for.
- Traditional and modern yoik and other Sami music.
- Some current Sami societal issues.

Grading criteria for Sami
Within the framework of Sami as a first language
Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with a **generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener.

The pupil writes different types of texts with **comprehensible** content, a **generally functional** structure and **some** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also summarises different texts with **some** confidence. The pupil also makes **simple** inferences about prominent messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **simple** manner. The pupil provides **simple** examples of the causes and consequences of changes in Sami society. The pupil also describes different language areas in Sápmi/Sábme/Sámieniädname/Saepmie in a **simple** manner.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral

language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener.

The pupil writes different types of texts with **relatively clear** content, a **functional** structure and **relatively good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also summarises different texts with **relatively good** confidence. The pupil also makes **developed** inferences about prominent messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **developed** manner. The pupil provides **developed** examples of the causes and consequences of changes in Sami society. The pupil also describes different language areas in Sápmi/Sábme/Sámieniädname/Saepmie in a **relatively detailed** manner.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well-functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener.

The pupil writes different types of texts with **clear** content, a **well-functioning** structure and **good** linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also summarises different texts with **good** confidence. The pupil also makes **well-developed** inferences about prominent messages in different texts.
The pupil describes elements of the Sami cultural heritage in a **well-developed** manner. The pupil provides **well-developed** examples of the causes and consequences of changes in Sami society. The pupil also describes different language areas in Sápmi/Sábme/Sámieniädname/Saepmie in a **detailed** manner.

Grading criteria for grade E at the end of year 9

The pupil converses about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil expresses opinions with **somewhat** substantiated arguments. The pupil also prepares

and delivers oral language output with a **generally functional** structure and content, and **some** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **some** linguistic variation, a **generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also summarises different texts with **some** confidence and makes **simple** inferences about messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **simple** manner and gives **simple** examples of traditional and modern Sami music and literary works. The pupil makes **simple** inferences about the causes and possible consequences of current Sami societal issues. The pupil also describes, in a **simple** manner, the development of the Sami language and the differences in its spoken varieties.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil expresses opinions with **relatively well-substantiated** arguments. The pupil also prepares and delivers oral language output with a **functional** structure and content, and **relatively good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also summarises different texts with **good** confidence and makes **developed** inferences about messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **developed** manner and gives **developed** examples of traditional and modern Sami music and literary works. The pupil makes **developed** inferences about the causes and possible consequences of current Sami societal issues. The pupil also describes, in a **relatively detailed** manner, the development of the Sami language and the differences in its spoken varieties.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil expresses opinions with **well-substantiated** arguments. The pupil also prepares and delivers oral language output with a **well-functioning** structure and content, and **good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **good** linguistic variation, a **well-functioning** structure and content, and **good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also summarises different texts with **very good** confidence and makes **well-developed** inferences about messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **well-developed** manner and gives **well-developed** examples of traditional and modern Sami music and literary works. The pupil makes **well-developed** inferences about the causes and possible consequences of current Sami societal issues. The pupil also describes, in a **detailed** manner, the development of the Sami language and the differences in its spoken varieties.

Within the framework of Sami as a second language
Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with a **generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener.

The pupil writes different types of simple texts with **comprehensible** content, a **generally functional** structure and some linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also summarises different texts with **some** confidence. The pupil also makes **simple** inferences about prominent messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **simple** manner. The pupil provides **simple** examples of the causes and consequences of changes in Sami society. The pupil also describes different language areas in Sápmi/Sábme/Sámieniädname/Saepmie in a **simple** manner.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener.

The pupil writes different types of simple texts with **relatively clear** content, a **functional** structure and some linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also summarises different texts with **relatively good** confidence. The pupil also makes **developed** inferences about prominent messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **developed** manner. The pupil provides **developed** examples of the causes and consequences of changes in Sami society. The pupil also describes different language areas in Sápmi/Sábme/Sámieniädname/Saepmie in a **relatively detailed** manner.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well-functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener.

The pupil writes different types of simple texts with **clear** content, a **well-functioning** structure and some linguistic variation. The pupil follows basic rules of spelling, sentence structure and inflection with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also summarises different texts with **good** confidence. The pupil also makes **well-developed** inferences about prominent messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **well-developed** manner. The pupil provides **well-developed** examples of the causes and consequences of changes in Sami society. The pupil also describes different language areas in Sápmi/Sábme/Sámieniädname/Saepmie in a **detailed** manner.

Grading criteria for grade E at the end of year 9

The pupil converses about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil expresses opinions with **somewhat** substantiated arguments. The pupil also prepares and delivers oral language output with a **generally functional** structure and content, and **some** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **some** linguistic variation, a **generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads different texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also summarises different texts with **some** confidence and makes **simple** inferences about messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **simple** manner and gives **simple** examples of traditional and modern Sami music and literary works. The pupil makes **simple** inferences about the causes and possible consequences of current Sami societal issues. The pupil also describes, in a **simple** manner, the development of the Sami language and the differences in its spoken varieties.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil expresses opinions with **relatively well-substantiated** arguments. The pupil also prepares and delivers oral language output with a **functional** structure and content, and **relatively good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads different texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also summarises different texts with **good** confidence and makes **developed** inferences about messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **developed** manner and gives **developed** examples of traditional and modern Sami

music and literary works. The pupil makes **developed** inferences about the causes and possible consequences of current Sami societal issues. The pupil also describes, in a **relatively detailed** manner, the development of the Sami language and the differences in its spoken varieties.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil expresses opinions with **well-substantiated** arguments. The pupil also prepares and delivers oral language output with a **well-functioning** structure and content, and **good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **good** linguistic variation, a **well-functioning** structure and content, and **good** adaptation to text type, purpose, reader and context. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads different texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also summarises different texts with **very good** confidence and makes **well-developed** inferences about messages in different texts.

The pupil describes elements of the Sami cultural heritage in a **well-developed** manner and gives **well-developed** examples of traditional and modern Sami music and literary works. The pupil makes **well-developed** inferences about the causes and possible consequences of current Sami societal issues. The pupil also describes, in a **detailed** manner, the development of the Sami language and the differences in its spoken varieties.

Within the framework of Sami as a second language, beginner Grading criteria for grade E at the end of year 6

The pupil listens to and understands **common words and simple phrases** about everyday and familiar topics which are spoken clearly, in a simple language and at a slow pace. The pupil reads and understands **common words and simple phrases** in short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.
In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using a few words and phrases**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil gives **simple** examples of social, historical and cultural phenomena affecting Sami people.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil listens to and understands the **main content and clear details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands the **main content and clear details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and relatively clear manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil gives **developed** examples of social, historical and cultural phenomena affecting Sami people.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil listens to and understands the **main content and essential details** of language with a simple structure which is spoken clearly and slowly and deals with everyday and familiar topics. The pupil reads and understands the **main content and essential details** of short, simple texts about everyday and familiar topics. The pupil finds simple information in assigned oral and written sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In written

language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction.

The pupil gives **well-developed** examples of social, historical and cultural phenomena affecting Sami people.

Grading criteria for grade E at the end of year 9

The pupil listens to, understands and interprets the **most essential** content of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil listens to, understands and interprets the **most essential** content of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**. In written language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using phrases and sentences**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil makes **simple** inferences about phenomena, living conditions and societal issues affecting the Sami people.
The pupil demonstrates **basic** knowledge of the origin, development and status of the language in Sweden.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil listens to, understands and interprets the **main content and clear details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **main content and clear details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written

sources and uses the selected material **in a relevant manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**. In written language output of various kinds, the pupil expresses themself in a **simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using words, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil makes **developed** inferences about phenomena, living conditions and societal issues affecting the Sami people.

The pupil demonstrates **good** knowledge of the origin, development and status of the language in Sweden.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil listens to, understands and interprets the **whole and essential details** of language with a simple structure which is spoken clearly and at a relaxed pace and deals with everyday and familiar topics. The pupil reads, understands and interprets the **whole and essential details** of simple texts about everyday and familiar topics. The pupil selects simple information from a limited range of oral and written sources and uses the selected material in **a relevant and effective manner** in their own production and interactions.

In oral language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**. In written language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**. In interactions, the pupil expresses themself **relatively clearly using words, phrases and sentences** and **in a manner somewhat adapted to the purpose, listener or reader, and situation**. The pupil also uses strategies that facilitate and improve the interaction.

The pupil makes **well-developed** inferences about phenomena, living conditions and societal issues affecting the Sami people.

The pupil demonstrates **very good** knowledge of the origin, development and status of the language in Sweden.

5.14 Sign language for the hearing

Language is the primary tool human beings use for thinking, communicating and learning. Knowing more than one language can provide new perspectives on the world, greater opportunities for interaction, and a better understanding of different ways of life. Plurilingualism also increases an individual's ability to be part of different social and cultural contexts. Proficiency in sign language is a prerequisite for working naturally among deaf people and other signers.

Aim

Teaching in sign language for the hearing shall aim to help pupils develop knowledge of Swedish Sign Language and of the contexts in which sign language is used. The teaching shall give pupils the opportunity to develop plurilingualism and confidence in their ability to use Swedish Sign Language in different situations and for a variety of purposes.

Through the teaching, pupils shall be given the opportunity to develop an all-round communicative ability. This ability involves understanding Swedish Sign Language both in interactions with people and in sign language texts, being able to express oneself and interact with others in Swedish Sign Language, and being able to adapt one's language to different situations, purposes and receivers. Communicative ability also includes linguistic confidence and the ability to use different strategies to aid communication when language skills on their own are not sufficient.

When engaging with Swedish Sign Language, pupils shall be given the opportunity to develop the ability to relate the content to their own experiences, life circumstances and interests. The teaching shall also give pupils opportunities to develop an understanding of different living, cultural and social conditions in different contexts in which sign language is used.

The teaching shall help pupils to develop skills in searching for, evaluating, choosing and understanding the content of Swedish Sign Language from different sources. They shall also be given the ability to use different aids for learning, understanding, creation and communication. The teaching shall stimulate pupils' interest in languages and cultures, and convey the benefits of language skills.

Teaching in sign language for the hearing shall provide pupils with the prerequisites for developing

- an understanding of Swedish Sign Language,

- the ability to express themselves and communicate in Swedish Sign Language,

- the ability to adapt the language to different purposes, receivers and contexts, and

- an understanding of the cultural and social conditions of the deaf and other sign language users in different contexts and situations, nationally and internationally.

Core content
Years 4–9, within the framework of the school's choice system
Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people and places.

- Opinions and feelings.

- Everyday life and ways of living in different contexts in which sign language is used.

Signed communication – reception

- Clear sign language and simple sign language texts that are instructional, descriptive and stimulate interaction, from a variety of media, also in combination with illustrations.

- Dialogues and conversations.

- Stories and other fiction in sign language, including in dramatised form.

- Messages and information in sign language, such as directions.

- Strategies for identifying meaning-carrying elements and making inferences about content, for example using prior knowledge and images.

- Different approaches to navigating assigned sign language sources of various kinds to find simple information to use in one's own production and interactions.

- Basic principles of the gestural-visual structure of sign language.

- Linguistic phenomena, including signs, mouth movements and non-manual markers, in the language that the pupils encounter.

- How words are fingerspelled and used in sign language in different situations.

Signing and conversation – production and interaction

- Conversations for contact and communication.

- Presentations, instructions, messages, stories and descriptions.

- Strategies to facilitate conversation, including rephrasing, questions and visualisation.

- Linguistic phenomena, including fingerspelling, signs and non-manual markers for clear communication.

- Adjustment of one's own language output for clearer communication.

Years 4–6, within the framework of the language choice system

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people and places.

- Everyday life and ways of living in different contexts in which sign language is used.

Signed communication – reception

- Clear sign language and simple sign language texts that are instructional, descriptive and stimulate interaction, from a variety of media, also in combination with illustrations.

- Simple dialogues and conversations.

- Simple messages and simple information.

- Strategies for recognising meaning-carrying elements, for example by guessing and making inferences from the context.

- Searching for very simple, clear information in assigned sign language sources of various kinds, for example to identify numbers, places and names.

- Linguistic phenomena of the language that the pupils encounter, emphasising non-manual markers and spatial and simultaneous characteristics.

- How signs and everyday phrases are used in different situations.

Signing and conversation – production and interaction

- Simple presentations, messages, descriptions and dialogues.

- Strategies to facilitate conversation, such as gestures and questions.

- Linguistic phenomena to clarify communication, with an emphasis on signs and fingerspelling.

Years 7–9, within the framework of the language choice system

Communication content

- Subject areas that are familiar to the pupils.

- Everyday situations, interests, people, places, activities and events.

- Opinions, feelings and experiences.

- Everyday life, ways of living and social relationships in different contexts in which sign language is used, also in comparison with personal experience and knowledge.

Signed communication – reception

- Clear sign language and simple sign language texts that are instructional, descriptive and stimulate interaction, from a variety of media.

- Dialogues, conversations and interviews.

- Stories and other fiction in sign language, including in dramatised form.

- Messages and information in sign language.

- Strategies for recognising meaning-carrying elements and understanding contexts and for adapting sign language reception and interpretation to the form and content of the language output.

- Seeking simple information from a limited range of sign language sources of various kinds for use in one's own production and interactions.

- Linguistic phenomena, including signs, fingerspelling, sentence structure, mouth movements and non-manual markers, in the language that the pupils encounter.

- How different markers are used to start and end different types of conversations and sign language texts.

Signing and conversation – production and interaction

- Conversations for contact and communication.

- Presentations, instructions, messages, stories and descriptions in cohesive sign language.

- Strategies, including paraphrasing and questions, to contribute to and facilitate conversation and digital interaction.

- Linguistic phenomena, including signs, fingerspelling, mouth movements, non-manual markers and sentence structure, in one's own production and interactions.
- Adjustment of one's own language output for better clarity and to adapt the communication to the purpose and receiver..

Grading criteria

Within the framework of the school's choice system
Grading criteria for grade E at the end of year 6

The pupil understands **common, simple signs and phrases** in clear and simple sign language which is signed slowly and deals with familiar topics.

In language output of various kinds, the pupil expresses themself **in a very simple and generally comprehensible manner using a few common signs and phrases**.

In interactions, the pupil expresses themself **in a very simple and generally comprehensible manner using a few common signs and phrases**. The pupil also uses strategies that facilitate the interaction **to a limited extent**.

The pupil comments in sign language, **in a very simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil understands **simple signs and phrases** in clear and simple sign language which is signed slowly and deals with familiar topics.

In language output of various kinds, the pupil expresses themself **in a very simple and comprehensible manner using common signs and phrases**.

In interactions, the pupil expresses themself **in a very simple and comprehensible manner using common signs and phrases**. The pupil also uses strategies that facilitate the interaction **to some extent**.

The pupil comments in sign language, **in a very simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil understands the **main content and clear details** of clear and simple sign language which is signed slowly and deals with familiar topics.

In language output of various kinds, the pupil expresses themself **in a simple and relatively clear manner using common signs and phrases**.

In interactions, the pupil expresses themself in a **simple and relatively clear manner using common signs and phrases**. The pupil uses strategies that facilitate the interaction.

The pupil comments in sign language, in a **very simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade E at the end of year 9

The pupil understands **simple fingerspelling, common signs and simple phrases** in clear and simple sign language which is signed slowly and deals with everyday and familiar topics. The pupil finds simple information in assigned sign language sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In language output of various kinds, the pupil expresses themself in a **simple and comprehensible manner using fingerspelling, a few signs and phrases**.

In interactions, the pupil expresses themself in a **simple and comprehensible manner using fingerspelling, a few signs and phrases**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil comments in sign language, **in a very simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil understands the **main content and clear details** of clear and simple sign language which is signed slowly and deals with everyday and familiar topics. The pupil finds simple information in assigned sign language sources and uses the selected material **in a relevant manner** in their own production and interactions.

In language output of various kinds, the pupil expresses themself **in a simple and relatively clear manner using fingerspelling, phrases and sentences**.

In interactions, the pupil expresses themself **in a simple and comprehensible manner using fingerspelling, signs, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil comments in sign language**, in a very simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil understands the **main content and essential details** of clear and simple sign language which is signed slowly and deals with everyday and familiar topics. The pupil finds simple information in assigned sign language sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In language output of various kinds, the pupil expresses themself **in a simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself **in a simple and relatively clear manner using signs, phrases and sentences**. The pupil uses strategies that facilitate and improve the interaction.

The pupil comments in sign language, **in a simple manner**, on conditions in different contexts in which sign language is used.

Within the framework of the language choice system
Grading criteria for grade E at the end of year 6

The pupil understands **common, simple signs and phrases** in clear and simple sign language which is signed slowly and deals with familiar topics.

In language output of various kinds, the pupil expresses themself **in a very simple and generally comprehensible manner using a few common signs and phrases**.

In interactions, the pupil expresses themself **in a very simple and generally comprehensible manner using a few common signs and phrases**. The pupil also uses strategies that facilitate the interaction **to a limited extent**.

The pupil comments in sign language, **in a very simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil understands **simple signs and phrases** in clear and simple sign language which is signed slowly and deals with familiar topics.

In language output of various kinds, the pupil expresses themself **in a very simple and comprehensible manner using common signs and phrases**.

In interactions, the pupil expresses themself **in a very simple and comprehensible manner using common signs and phrases**. The pupil also uses strategies that facilitate the interaction **to some extent**.

The pupil comments in sign language, **in a very simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil understands the **main content and clear details** of clear and simple sign language which is signed slowly and deals with familiar topics.

In language output of various kinds, the pupil expresses themself **in a simple and relatively clear manner using common signs and phrases**.

In interactions, the pupil expresses themself **in a simple and relatively clear manner using common signs and phrases**. The pupil also uses strategies that facilitate the interaction.

The pupil comments in sign language, **in a very simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade E at the end of year 9

The pupil understands and interprets the **most essential** content of clear and simple sign language which is signed at a relaxed pace and deals with everyday and familiar topics. The pupil selects simple information from a limited range of sign language sources and uses the selected material **in a somewhat relevant manner** in their own production and interactions.

In language output of various kinds, the pupil expresses themself **in a simple and comprehensible manner using phrases and sentences**.

In interactions, the pupil expresses themself **in a simple and comprehensible manner using signs, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to a limited extent**.

The pupil comments in sign language, **in a simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil understands and interprets the **main content and clear details** of clear and simple sign language which is signed at a relaxed pace and deals with everyday and familiar topics. The pupil selects simple information from a limited range of sign language sources and uses the selected material **in a relevant manner** in their own production and interactions.

In language output of various kinds, the pupil expresses themself **in a simple, relatively clear and somewhat cohesive manner**.

In interactions, the pupil expresses themself **in a simple and relatively clear manner using signs, phrases and sentences**. The pupil also uses strategies that facilitate and improve the interaction **to some extent**.

The pupil comments in sign language, **in a simple manner**, on conditions in different contexts in which sign language is used.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil understands and interprets the **whole and essential details** of clear and simple sign language which is signed at a relaxed pace and deals with everyday and familiar topics. The pupil selects simple information from a limited range of sign language sources and uses the selected material **in a relevant and effective manner** in their own production and interactions.

In language output of various kinds, the pupil expresses themself **in a somewhat varied, relatively clear and relatively cohesive manner**.

In interactions, the pupil expresses themself **relatively clearly using signs, phrases and sentences** and **in a manner somewhat adapted** to the purpose, receiver and situation. The pupil also uses strategies that facilitate and improve the interaction.

The pupil comments in sign language, **on a surface level**, on conditions in different contexts in which sign language is used.

SOCIAL STUDIES

5.15 Civics

People have always relied on cooperation when building and developing societies. Today, people in different parts of the world are facing both opportunities and challenges related to globalisation, intercultural relations and digitalisation. Knowledge of society gives us tools to orientate ourselves in a complex world, take responsibility for our actions and promote sustainable development.

Aim

Teaching in civics shall aim to help pupils to become familiar with democracy and human rights. It shall help pupils to acquire knowledge of the values and principles that characterise a democratic society, and of democratic processes and working methods. The teaching shall thereby give pupils an understanding of what it means to be an active and responsible citizen.

The teaching shall help pupils to develop an understanding of how the individual and society affect each other. Pupils shall therefore be given the prerequisites for developing knowledge of social, economic, political, legal and media conditions and structures in society. The teaching shall also provide pupils with the prerequisites for developing an understanding of the living conditions of themselves and others, and how they can be affected by factors such as gender and socioeconomic background.

The teaching shall provide pupils with the prerequisites to analyse social issues from different perspectives and the opportunity to develop an understanding of how different interests and opinions arise and are expressed. Pupils shall also be given the tools to critically examine how different actors try to influence societal development through information, opinions and arguments in different contexts and sources. Through the teaching, pupils shall also be given the opportunity to express and test their opinions in encounters with other viewpoints. This shall motivate pupils to get involved and participate in an open exchange of views on social issues.

Civics teaching shall provide pupils with the prerequisites for developing

- knowledge of democratic values and decision-making processes and of human rights,

- knowledge of social, economic, political, legal and media conditions and structures in society, and

- the ability to analyse social issues from different perspectives and critically examine how they are presented in different sources.

Core content
Social studies teaching shall cover the following core content
Years 1–3
Life together

- Migration within a country and between countries. The possible causes and consequences of this.

- Depictions of people's living conditions in the past, for example in children's literature, songs and films. Memories shared by people who are alive today.

- Discussion and reflection on moral and life issues relevant to the pupil, such as friendship, gender roles and death.

- Discussion and reflection on norms and rules in the pupil's living environments, including at school and in digital environments.

- Traffic rules and how to behave safely in traffic.

Life in the local area

- Some characteristics of the natural and cultural landscape in the local area. Traces of the last ice age.

- The history of the local community and what the local sites, buildings and everyday objects can tell us about life there at different times.

- The role of Christianity at school and in the local community in the past.

- Key societal functions, such as healthcare, emergency services and schools.

- Occupations as well as businesses and organisation in the local area.

Life in the world

- Environmental issues based on the pupil's everyday life, such as traffic, energy and food.

- Spatial conditions in nature and the environment for population and settlement, such as land, water and climate.

- Names and locations of the continents and oceans as well as countries and places that are important to the pupil.

- The origins, migrations, hunting and gathering, and changes in living conditions of humans in connection with the transition to agriculture.

- How the Nordic region was populated. People's living conditions during the Nordic Stone Age, Bronze Age and Iron Age.

- Stories from Greek, Roman and Norse mythology and from the Sami religion.

- Some holidays, symbols and stories in Christianity, Islam and Judaism. Some stories from the Bible and their meanings.

- Human rights, including the equal value of all people and the rights of the child in accordance with the UN Convention on the Rights of the Child (CRC).

- Basic democratic principles. What freedom of opinion and expression and the majority principle can mean in schools and in society.

- The use and value of money. Different examples of forms of payment and what some common goods and services may cost.

- Current social issues in different media.

Exploring reality

- Methods for seeking information, such as reading texts, interviews and observations. Discussion of the usefulness and reliability of different sources.

- The globe, analogue and digital maps, size relationships and cardinal points.

- Mental maps, for example of the local area, routes to school or other places that are important to the pupil.

- Timelines and the concepts of past, present and future.

Civics teaching shall cover the following core content
Years 4–6

Individuals and communities

- Social roles and norms in different contexts, such as within the family and in friendships. Gender roles, gender equality and sexuality.

- Social safety nets for children in different life situations, at school and in the community.

Societal resources and distribution

- Personal finances and the relationship between work, income and consumption.

- The economy of the public sector. What taxes are and what municipalities, regions and the state use tax money for.

- Examples of different economic and social conditions for children in Sweden and in different parts of the world.

Decision-making and political ideas

- What democracy is and how democratic decisions are made. How individuals and groups can influence decisions, by voting in general elections and, for example, through pupil councils at school or through opinion shaping on social media.

- The Swedish Parliament (Riksdag) and Government and their different roles. Political elections and parties in Sweden. Dividing lines in some current political issues.

Rights and the administration of justice

- Society's need for legislation and some different laws and penalties. Crime and possible consequences for the individual and society.

- Human rights and their importance, including the rights of the child under the Convention on the Rights of the Child. The principle of equal treatment, including protection against discrimination.

- The culture, history and rights of the national minorities, namely Jews, Roma, indigenous Sami, Swedish Finns and Tornedalians.

Information and communication

- The role of the media in disseminating information, shaping opinion and scrutinising those in power in society, and its role as entertainer.

- How digital and other media can be used responsibly from a social, ethical and legal perspective.

Examination of social issues

- Current social issues and different perspectives on them.

- How messages, originators and purposes can be discerned and scrutinised with a source-critical approach in digital media as well as in other types of sources related to social issues.

Civics teaching shall cover the following core content
Years 7–9

Individuals and communities

- People's identities, financial resources and opportunities in society and how these can be affected by factors such as socioeconomic background, sex, age and ethnicity. The concepts of power, justice, social equality and gender equality.

- Swedish welfare structures and how they work, such as the healthcare system and unemployment insurance.

- Migration to Sweden, and integration and segregation in Sweden today.

Societal resources and distribution

- How the economies of households, businesses, banks and the public sector are interrelated. Causes of changes in the social economy and the effects they may have.

- The interdependence of countries and regions in a globalised economy. Different conditions for different countries and regions.

- Causes and consequences of an unequal distribution of income and wealth between people in Sweden and in different parts of the world.

- Changes and conditions in the labour market and working life, for example with regard to wage setting, working environment and labour law.

Decision-making and political ideas

- The meaning of the terms democracy and dictatorship, monarchy and republic, parliamentarism and presidential rule. Examples of how these different forms of government can work.

- Political ideologies and distinctions between political parties in Sweden.

- Sweden's political system with the European Union, Parliament (Riksdag), Government, Sami Parliament, regions and municipalities. The Constitution of Sweden.

- Where different decisions are made and examples of how these decisions affect individuals, groups and society as a whole. The opportunities that individuals and groups have to influence the democratic process.

- The purpose, main tasks and activities of the UN and the background and content of Nordic co-operation.

Rights and the administration of justice

- Violations of human rights in different parts of the world, and international efforts to promote human rights.

- The situation of the national minorities in Sweden, and Swedish minority policy and its development. The status of the Sami as an indigenous people.

- Freedoms, rights and obligations in democratic societies. Dilemmas related to democratic rights and obligations, such as the line between freedom of expression and abusive treatment in social media.

- The legal system in Sweden and principles of rule of law. Possible causes and consequences of different types of crime, such as corruption, violent crime, sexual offences and honour-based violence and oppression. The role of the Swedish Prison and Probation Service.

Information and communication

- How media is produced, distributed and consumed, and the opportunities and difficulties this may present for the role of the media in a democratic society.

- The principles of newsworthiness and how they can affect people's images of the world around them. How individuals and groups are portrayed in the media, for example based on gender and ethnicity, and how this can affect norm formation and values.

Examination of social issues

- Local, national and global social issues and different perspectives on them.

- Critical examination of information, positions and arguments related to social issues in digital media as well as in other types of sources.

Proficiency assessment criteria and grading criteria
Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates basic knowledge of geographical and historical conditions, social conditions and religious traditions. The pupil describes similarities and differences as well as causes and consequences in contexts relevant to the subjects. The pupil discusses human life issues and living conditions as well as environmental and other social issues from different perspectives.

The pupil uses social studies concepts, methods and tools.

Grading criteria for grade E at the end of year 6

The pupil demonstrates **basic** knowledge of democracy and human rights.

The pupil demonstrates **basic** knowledge of the conditions and structures in society. The pupil describes **simple** relationships within different societal structures. The pupil makes **simple** inferences about how people can influence and be influenced by conditions and structures in society.

The pupil makes **simple** inferences about social issues based on knowledge of the conditions and structures in society. The pupil examines information and opinions concerning social issues in different sources with **simple** arguments based on critical source evaluation.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil demonstrates **good** knowledge of democracy and human rights.

The pupil demonstrates **good** knowledge of the conditions and structures in society. The pupil describes **relatively complex** relationships within different societal structures. The pupil makes **developed** inferences about how people can influence and be influenced by conditions and structures in society.

The pupil makes **developed** inferences about social issues based on knowledge of the conditions and structures in society. The pupil examines information and opinions concerning social issues in different sources with **relatively well-founded** arguments based on critical source evaluation.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil demonstrates **very good** knowledge of democracy and human rights.

The pupil demonstrates **very good** knowledge of the conditions and structures in society. The pupil describes **complex** relationships within different societal structures. The pupil makes **well-developed** inferences about how people can influence and be influenced by conditions and structures in society.

The pupil makes **well-developed** inferences about social issues based on knowledge of the conditions and structures in society. The pupil examines information and opinions concerning social issues in different sources with **well-founded** arguments based on critical source evaluation.

Grading criteria for grade E at the end of year 9

The pupil demonstrates **basic** knowledge of democratic values and decision-making processes and of human rights. The pupil makes **simple** inferences about different issues related to the opportunities and challenges of democracy.

The pupil demonstrates **basic** knowledge of the conditions and structures in society. The pupil describes **simple** relationships within and between

different societal structures. The pupil makes **simple** inferences about how individuals and groups can influence and be influenced by conditions and structures in society.

The pupil makes **simple** inferences about social issues based on knowledge of the conditions and structures in society. The pupil examines information and opinions concerning social issues in different sources with **simple** arguments based on critical source evaluation.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil demonstrates **good** knowledge of democratic values and decision-making processes and of human rights. The pupil makes **developed** inferences about different issues related to the opportunities and challenges of democracy.

The pupil demonstrates **good** knowledge of the conditions and structures in society. The pupil describes **relatively complex** relationships within and between different societal structures. The pupil makes **developed** inferences about how individuals and groups can influence and be influenced by conditions and structures in society.

The pupil makes **developed** inferences about social issues based on knowledge of the conditions and structures in society. The pupil examines information and opinions concerning social issues in different sources with **relatively well-founded** arguments based on critical source evaluation.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil demonstrates **very good** knowledge of democratic values and decision-making processes and of human rights. The pupil makes **well-developed** inferences about different issues related to the opportunities and challenges of democracy.

The pupil demonstrates **very good** knowledge of the conditions and structures in society. The pupil describes **complex** relationships within and between different societal structures. The pupil makes **well-developed** inferences about how individuals and groups can influence and be influenced by conditions and structures in society.

The pupil makes **well-developed** inferences about social issues based on knowledge of the conditions and structures in society. The pupil examines information and opinions concerning social issues in different sources with **well-founded** arguments based on critical source evaluation.

5.16 Geography

The Earth's surface consists of a mosaic of living environments that are unique, changing and vulnerable. Geography provides us with knowledge of these varied living environments and contributes to an understanding of human living conditions and the interplay between people, society and nature. Knowledge of geography provides increased opportunities to understand the world around us and the capacity to promote sustainable development.

Aim

Teaching in geography shall aim to help pupils to develop knowledge of geographical conditions and patterns in different places and regions. The teaching shall broaden and deepen pupils' knowledge of natural processes and human activities in different parts of the world, and how these affect landscapes and living environments. The teaching shall enable pupils to switch between different spatial perspectives, i.e. local, regional and global, as well as between different time perspectives.

The teaching shall give pupils the prerequisites for developing knowledge of environmental and development issues linked to climate change, human access to and use of natural resources, and population issues and living conditions in different parts of the world. This shall enable pupils to analyse and reflect on different solutions to current and future global challenges based on ecological, social and economic perspectives on sustainable development.

The teaching shall provide pupils with knowledge of how a map works and familiarity with names, locations and size relationships. The teaching shall also provide pupils with the prerequisites for developing knowledge in asking geographical questions, analysing and drawing conclusions about natural and cultural landscapes and about people's living conditions with the help of various geographical sources, methods, tools and concepts.

Geography teaching shall provide pupils with the prerequisites for developing

- knowledge of geographical conditions and patterns and how natural processes and human activities shape and change landscapes and living environments in different parts of the world,

- knowledge of environmental and development issues based on ecological, social and economic perspectives on sustainable development, and

- the ability to describe and analyse the world around them based on geographical issues using geographical methods and tools.

Core content
Social studies teaching shall cover the following core content
Years 1–3

Life together

- Migration within a country and between countries. The possible causes and consequences of this.

- Depictions of people's living conditions in the past, for example in children's literature, songs and films. Memories shared by people who are alive today.

- Discussion and reflection on moral and life issues relevant to the pupil, such as friendship, gender roles and death.

- Discussion and reflection on norms and rules in the pupil's living environments, including at school and in digital environments.

- Traffic rules and how to behave safely in traffic.

Life in the local area

- Some characteristics of the natural and cultural landscape in the local area. Traces of the last ice age.

- The history of the local community and what the local sites, buildings and everyday objects can tell us about life there at different times.

- The role of Christianity at school and in the local community in the past.

- Key societal functions, such as healthcare, emergency services and schools.

- Occupations as well as businesses and organisations in the local area.

Life in the world

- Environmental issues based on the pupil's everyday life, such as traffic, energy and food.

- Spatial conditions in nature and the environment for population and settlement, such as land, water and climate.

- Names and locations of the continents and oceans as well as countries and places that are important to the pupil.

- The origins migrations, hunting and gathering, and changes in living conditions of humans in connection with the transition to agriculture.

- How the Nordic region was populated. People's living conditions during the Nordic Stone Age, Bronze Age and Iron Age.

- Stories from Greek, Roman and Norse mythology and from the Sami religion.

- Some holidays, symbols and stories in Christianity, Islam and Judaism. Some stories from the Bible and their meanings.

- Human rights, including the equal value of all people and the rights of the child in accordance with the UN Convention on the Rights of the Child (CRC).

- Basic democratic principles. What freedom of opinion and expression and the majority principle can mean in schools and in society.

- The use and value of money. Different examples of forms of payment and what some common goods and services may cost.

- Current social issues in different media.

Exploring reality

- Methods for seeking information, such as reading texts, interviews and observations. Discussion of the usefulness and reliability of different sources.

- The globe, analogue and digital maps, size relationships and cardinal points.

- Mental maps, for example of the local area, routes to school or other places that are important to the pupil.

- Timelines and the concepts of past, present and future.

Geography teaching shall cover the following core content
Years 4–6

Geographical conditions, patterns and processes

- Introduction to the Earth's endogenous and exogenous processes, and how they shape and change the landscape.

- Earth's natural resources, such as water, arable land, forests and minerals. Where various natural resources are located on Earth and how human use of these resources affects the landscape and human living environments.

- Climate zones and vegetation zones, and how climate affects human living environments.

- Distinctive characteristics of some natural and cultural landscapes in Sweden, Europe and the world.

- Names and locations of geographical objects in Sweden, Europe and the world. A selection of seas, lakes, rivers, mountains, deserts, regions, countries and cities.

Sustainable development

- How individual and societal choices and priorities can affect the environment and promote sustainable development.

- Some root causes and consequences of poverty and ill health, such as lack of access to education, healthcare and water. Work to improve people's living conditions, for example through the United Nations (UN).

Methods and tools of geography

- Digital and analogue maps and their structure with grids, colours, symbols and scale. Topographical and thematic maps.

- Field studies to investigate natural and cultural landscapes.

- Descriptions and simple analyses of places and regions using maps and other geographical sources, methods, tools and concepts.

Geography teaching shall cover the following core content
Years 7–9

Geographical conditions, patterns and processes

- The Earth's endogenous and exogenous processes, and how they shape and change the landscape.

- The spatial distribution of vulnerable places on Earth, such as areas at risk of recurring floods, droughts or earthquakes. How urban planning and human activities affect vulnerability and how risks can be prevented.

- Global production and consumption patterns and flows of goods and services.

- Causes and consequences of demographic patterns and changes: population distribution, population trends, migration patterns and urbanisation.

- Names and locations of places and regions relevant to the study of geographical conditions, patterns, processes and sustainability issues.

Sustainable development

- What climate is and factors that affect climate. Human impact on climate and the consequences of climate change for people, society and nature in different parts of the world.

- People's access to and use of renewable and non-renewable natural resources and how this affects people's living environments. Conflicts of interest regarding natural resources.
- Links between economic and social living standards and factors such as demography, gender equality, education and natural resources.
- Local, regional and global efforts to promote sustainable development.

Methods and tools of geography

- The structure of digital and analogue maps, as well as different map projections and their characteristics. Geographic information systems (GIS) and examples of their use in society.
- Descriptions and analyses of places and regions using maps, simple forms of GIS, field studies and other geographical sources, methods, tools and concepts.

Proficiency assessment criteria and grading criteria
Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates basic knowledge of geographical and historical conditions, social conditions and religious traditions. The pupil describes similarities and differences as well as causes and consequences in contexts relevant to the subjects. The pupil discusses human life issues and living conditions as well as environmental and other social issues from different perspectives.

The pupil uses social studies concepts, methods and tools.

Grading criteria for grade E at the end of year 6

The pupil demonstrates **basic** knowledge of geographical conditions, patterns and processes. The pupil makes **simple** inferences about how natural processes and human activities shape and change landscapes and living environments in different parts of the world. The pupil also demonstrates **basic** knowledge of the names and locations of places and regions in Sweden, Europe and the world.

The pupil demonstrates **basic** knowledge of environmental and development issues. The pupil also makes **simple** inferences about actions on issues related to sustainable development.

The pupil uses the methods and tools of geography in a **generally functional** manner to describe and explain conditions in different places and regions based on geographical questions.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil demonstrates **good** knowledge of geographical conditions, patterns and processes. The pupil makes **developed** inferences about how natural processes and human activities shape and change landscapes and living environments in different parts of the world. The pupil also demonstrates **good** knowledge of the names and locations of places and regions in Sweden, Europe and the world.

The pupil demonstrates **good** knowledge of environmental and development issues. The pupil also makes **developed** inferences about actions on issues related to sustainable development.

The pupil uses the methods and tools of geography in a **functional** manner to describe and explain conditions in different places and regions based on geographical questions.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil demonstrates **very good** knowledge of geographical conditions, patterns and processes. The pupil makes **well-developed** inferences about how natural processes and human activities shape and change landscapes and living environments in different parts of the world. The pupil also demonstrates **very good** knowledge of the names and locations of places and regions in Sweden, Europe and the world.

The pupil demonstrates **very good** knowledge of environmental and development issues. The pupil also makes **well-developed** inferences about actions on issues related to sustainable development.

The pupil uses the methods and tools of geography in a **well-functioning** manner to describe and explain conditions in different places and regions based on geographical questions.

Grading criteria for grade E at the end of year 9

The pupil demonstrates **basic** knowledge of geographical conditions, patterns and processes. The pupil makes **simple** inferences about the causes of geographical patterns and processes and their consequences for people, society and nature. The pupil also demonstrates **basic** knowledge of the names and locations of relevant places and regions in different parts of the world.

The pupil demonstrates **basic** knowledge of environmental and development issues. The pupil also makes **basic** inferences about measures to promote sustainable development based on ecological, social and economic perspectives.

The pupil uses the methods and tools of geography in a **generally functional** manner to describe and analyse conditions in different places and regions based on geographical questions.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil demonstrates **good** knowledge of geographical conditions, patterns and processes. The pupil makes **developed** inferences about the causes of geographical patterns and processes and their consequences for people, society and nature. The pupil also demonstrates **good** knowledge of the names and locations of relevant places and regions in different parts of the world.

The pupil demonstrates **good** knowledge of environmental and development issues. The pupil also makes **developed** inferences about measures to promote sustainable development based on ecological, social and economic perspectives.

The pupil uses the methods and tools of geography in a **functional** manner to describe and analyse conditions in different places and regions based on geographical questions.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil demonstrates **very good** knowledge of geographical conditions, patterns and processes. The pupil makes **well-developed** inferences about the causes of geographical patterns and processes and their consequences for people, society and nature. The pupil also demonstrates **very good** knowledge of the names and locations of relevant places and regions in different parts of the world.

The pupil demonstrates **very good** knowledge of environmental and development issues. The pupil also makes **well-developed** inferences about measures to promote sustainable development based on ecological, social and economic perspectives.

The pupil uses the methods and tools of geography in a **well-functioning** manner to describe and analyse conditions in different places and regions based on geographical questions.

5.17 History

People's understanding of the past is embedded in their beliefs about the present and perspectives on the future. In this way, the past influences both our lives today and our choices for the future. Women and men have always created historical narratives to interpret reality and influence their environment. A historical perspective gives us tools to understand and change our own time.

Aim

Teaching in history shall aim to ensure that pupils to develop their historical consciousness and their historical knowledge. This is made possible by the pupils developing knowledge of historical conditions and historical concepts, gaining insights into how history is created through interpretations of sources, and developing an understanding of how history can be used in different contexts. In this way, the pupils gain an understanding of how the past has shaped the present and thus shapes our expectations of the future.

The teaching shall provide pupils with the prerequisites for acquiring a historical frame of reference and a chronological overview of how women and men have created and changed societies and cultures through the ages. In this way, pupils shall gain an understanding of different cultural contexts and ways of life throughout history and of historical events that have shaped the present. The teaching shall also help pupils to understand that the people of each era must be judged in relation to the conditions and values of their time. By providing perspectives on long historical lines of relevance to the present, such as living conditions, migration and power, the teaching shall give pupils a deeper understanding of how historical development is characterised by both continuity and change.

The teaching shall help pupils to develop knowledge of how we can know something about the past through historical source material. Pupils shall also be given the opportunity to develop their ability to formulate questions to investigate and to evaluate sources that form the basis of historical knowledge. Moreover, the work with sources shall give pupils the means to immerse themselves in the past.

The teaching shall help pupils to develop an understanding of how history is used in society and in everyday life. In this way, pupils shall gain different perspectives on how the use of historical narratives and references can affect people's identities, values and beliefs.

History teaching shall provide pupils with the prerequisites for developing

- knowledge of events, actors and processes of change in different time periods and of historical concepts and long historical lines,

- the ability to formulate questions to investigate, interpret, critically analyse and evaluate historical sources, and

- the ability to reflect on how history can be used in different contexts and for different purposes.

Core content
Social studies teaching shall cover the following core content
Years 1–3
Life together

- Migration within a country and between countries. The possible causes and consequences of this.

- Depictions of people's living conditions in the past, for example in children's literature, songs and films. Memories shared by people who are alive today.

- Discussion and reflection on moral and life issues relevant to the pupil, such as friendship, gender roles and death.

- Discussion and reflection on norms and rules in the pupil's living environments, including at school and in digital environments.

- Traffic rules and how to behave safely in traffic.

Life in the local area

- Some characteristics of the natural and cultural landscape in the local area. Traces of the last ice age.

- The history of the local community and what the local sites, buildings and everyday objects can tell us about life there at different times.

- The role of Christianity at school and in the local community in the past.

- Key societal functions, such as healthcare, emergency services and schools.

- Occupations as well as businesses and organisations in the local area.

Life in the world

- Environmental issues based on the pupil's everyday life, such as traffic, energy and food.
- Spatial conditions in nature and the environment for population and settlement, such as land, water and climate.
- Names and locations of the continents and oceans as well as countries and places that are important to the pupil.
- The origins, migrations, hunting and gathering, and changes in living conditions of humans in connection with the transition to agriculture.
- How the Nordic region was populated. People's living conditions during the Nordic Stone Age, Bronze Age and Iron Age.
- Stories from Greek, Roman and Norse mythology and from the Sami religion.
- Some holidays, symbols and stories in Christianity, Islam and Judaism. Some stories from the Bible and their meanings.
- Human rights, including the equal value of all people and the rights of the child in accordance with the UN Convention on the Rights of the Child (CRC).
- Basic democratic principles. What freedom of opinion and expression and the majority principle can mean in schools and in society.
- The use and value of money. Different examples of forms of payment and what some common goods and services may cost.
- Current social issues in different media.

Exploring reality

- Methods for seeking information, such as reading texts, interviews and observations. Discussion of the usefulness and reliability of different sources.
- The globe, analogue and digital maps, size relationships and cardinal points.
- Mental maps, for example of the local area, routes to school or other places that are important to the pupil.
- Timelines and the concepts of past, present and future.

History teaching shall cover the following core content
Years 4–6

Cultural encounters and state formation in the
Nordic region, approximately 800–1500

- Nordic cultural encounters with other parts of the world through Viking exploration and medieval trade systems.

- State formation and the establishment of Christianity in the Nordic region and the consequences of these changes.

- Similarities and differences in the living conditions of children, women and men during the time period.

- What historical sources are, such as archaeological findings, texts, oral histories and digital material, and how they can be used to provide knowledge about the past.

- The use of history associated with the time period, such as how Vikings are portrayed in popular culture.

Power relations and living conditions in the Nordic
region, approximately 1500–1800

- The struggle for political power in the Nordic region. The Reformation and the emergence of a strong royal power in Sweden. Rebellion and resistance to royal power.

- Sweden's "Era of Great Power" and control over the Baltic region. The reasons for its emergence and dissolution and the consequences for people around the Baltic Sea.

- Similarities and differences in living conditions between different groups in the social hierarchy, known as estates of the realm.

- What historical sources from the time period, such as letters, diaries and maps, can tell us about the past.

- The use of history associated with the time period, such as in street names, memorials and advertising.

Population growth, changing power relations and
emigration, approximately 1800–1900

- New power relations in Sweden and between Nordic countries.

- The transformation of agriculture and the large increase in population, and an overview of early industrialisation in Sweden. Different consequences of this for the living conditions of children, women and men.

- Different causes and consequences of emigration from Sweden.

- What historical sources from the time period, such as church records, photographs and court records, can tell us about the past.

- The use of history associated with the period, such as how historical events and actors are portrayed in books and museums.

History teaching shall cover the following core content
Years 7–9

Societal transformations: the emergence of civilisations and industrial societies

- The emergence of high cultures in different parts of the world, such as Africa, the Americas and Asia. Antiquity, its characteristics as an era and its relevance to our own time.

- European colonisation and the slave trade. Consequences of this for people and cultures and for the increased global trade between Europe, Asia, Africa and the Americas.

- Industrialisation in Europe and Sweden. Different causes of industrialisation and its consequences for people and the environment.

- Revolutions and the emergence of new ideas, social classes and political ideologies.

- Interpretation of historical sources from a given time period and examination based on source-critical criteria. Evaluation of the relevance of the sources in terms of historical questions.

- Analysis of the use of history associated with a given time period, for example how different actors use history to create or reinforce national identities.

Imperialism and world wars, approximately 1850–1950

- European nationalism, imperialism and the emergence of different forms of democracy and dictatorship.

- The two world wars, along with their causes and consequences. Oppression, displacement of folk groups and genocide. The Holocaust and the Gulag. Human resistance to oppression.

- Interpretation of historical sources from the time period and examination based on source-critical criteria. Evaluation of the relevance of the sources in terms of historical questions.

- Analysis of the use of history associated with a given time period, such as how different actors use history to create opinion or legitimise power.

**Democratisation and increased globalisation,
approximately 1900 to present day**

- Democratisation in Sweden and the emergence of the welfare society. The formation of political parties, new popular movements, such as the women's movement, and the fight for universal suffrage for women and men. Continuity and change in views on gender, gender equality and sexuality.

- Cold War conflicts and new power relations and challenges in the post-Cold War world.

- Continuity and change based on long historical lines regarding living conditions, migration and power.

- Interpretation of historical sources from the time period and examination based on source-critical criteria. Evaluation of the relevance of the sources in terms of historical questions.

- Analysis of the use of history associated with a given time period, such as how individuals and groups use history to criticise contemporary phenomena and influence our perceptions of the future.

Proficiency assessment criteria and grading criteria
Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates basic knowledge of geographical and historical conditions, social conditions and religious traditions. The pupil describes similarities and differences as well as causes and consequences in contexts relevant to the subjects. The pupil discusses human life issues and living conditions as well as environmental and other social issues from different perspectives.

The pupil uses social studies concepts, methods and tools.

Grading criteria for grade E at the end of year 6

The pupil demonstrates **basic** knowledge of events, actors and processes of change in different time periods as well as of historical concepts. The pupil makes **simple** inferences about the causes and consequences of changes in society and of people's actions in the past. The pupil also makes **simple** inferences about similarities and differences in people's living conditions in different time periods.

The pupil formulates questions to investigate in historical sources, describes what can be a historical source and gives **an** example of what the sources can tell us about the past.

The pupil gives examples of how history can be used in **some** context.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil demonstrates **good** knowledge of events, actors and processes of change in different time periods as well as of historical concepts. The pupil makes **developed** inferences about the causes and consequences of changes in society and of people's actions in the past. The pupil also makes **developed** inferences about similarities and differences in people's living conditions in different time periods.

The pupil formulates questions to investigate in historical sources, describes what can be a historical source and gives **some** examples of what the sources can tell us about the past.

The pupil gives examples of how history can be used in **different** contexts.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil demonstrates **very good** knowledge of events, actors and processes of change in different time periods as well as of historical concepts. The pupil makes **well-developed** inferences about the causes and consequences of changes in society and of people's actions in the past. The pupil also makes **well-developed** inferences about similarities and differences in people's living conditions in different time periods.

The pupil formulates questions to investigate in historical sources, describes what can be a historical source and gives **some well-founded** examples of what the sources can tell us about the past.

The pupil gives examples of how **and for what purpose** history can be used in **different** contexts.

Grading criteria for grade E at the end of year 9

The pupil demonstrates **basic** knowledge of events, actors and processes of change in different time periods as well as of historical concepts. This includes demonstrating knowledge of particularly significant historical events, including the Holocaust. The pupil makes **simple** inferences about the causes and consequences of changes in society and of people's living conditions and actions in the past. The pupil makes **simple** inferences about continuity and change based on some long historical lines.

The pupil asks questions about historical sources and makes **simple** inferences about what the sources can tell us about the past and about the relevance and credibility of the sources.

The pupil makes **simple** inferences about how history can be used in different contexts and for different purposes.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil demonstrates **good** knowledge of events, actors and processes of change in different time periods as well as of historical concepts. This includes demonstrating knowledge of particularly significant historical events, including the Holocaust. The pupil makes **developed** inferences about the causes and consequences of changes in society and of people's living conditions and actions in the past. The pupil also makes **developed** inferences about continuity and change based on some long historical lines.

The pupil asks questions about historical sources and makes **developed** inferences about what the sources can tell us about the past and about the relevance and credibility of the sources.

The pupil makes **developed** inferences about how history can be used in different contexts and for different purposes.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil demonstrates **very good** knowledge of events, actors and processes of change in different time periods as well as of historical concepts. This includes demonstrating knowledge of particularly significant historical events, including the Holocaust. The pupil makes **well-developed** inferences about the causes and consequences of changes in society and of people's living conditions and actions in the past. The pupil also makes **well-developed** inferences about continuity and change based on some long historical lines.

The pupil asks questions about historical sources and makes **well-developed** inferences about what the sources can tell us about the past and about the relevance and credibility of the sources.

The pupil makes **well-developed** inferences about how history can be used in different contexts and for different purposes.

5.18 Religion

Throughout the ages and in all societies, people have tried to understand and explain their living conditions and the social contexts in which they live. Religions and other worldviews are thus a central part of human culture. In today's diverse society, knowledge of religions and other worldviews is important for creating mutual understanding between people.

Aim

Teaching in religion shall aim to help pupils to develop knowledge about religions and other worldviews in Swedish society and other parts of the world. Through the teaching, pupils shall gain understanding of how people in different religious traditions live with and express their religion in different ways. Pupils shall also be given the opportunity to reflect on how religion and other worldviews can play a role in how people view their identity, and how their own perspectives affect their understanding of religion and other worldviews.

The teaching shall comprehensively highlight the role that religion can play in society and how societal conditions affect the development of religions and other worldviews. Through the teaching, pupils shall gain knowledge of how Christian traditions have influenced Swedish society and how the role of Christianity in society has changed over time.

The teaching shall motivate pupils to reflect on various questions of life and ethical approaches, and give pupils the tools to be able to analyse and form an opinion on ethical and moral issues. In this way, the teaching shall help to give pupils opportunities to develop a personal attitude towards life and the capacity to act responsibly in relation to themselves and their environment.

Teaching in religion shall provide pupils with the prerequisites for developing

- knowledge of religions and other worldviews and of different interpretations and varied practices within them,

- the ability to critically analyse issues concerning the relationship between religion and society, and

- the ability to reflect upon and discuss ethics, moral issues and questions of life from different perspectives.

Core content
Social studies teaching shall cover the following core content
Years 1–3

Life together

- Migration within a country and between countries. The possible causes and consequences of this.

- Depictions of people's living conditions in the past, for example in children's literature, songs and films. Memories shared by people who are alive today.

- Discussion and reflection on moral issues and questions of life relevant to the pupil, such as friendship, gender roles and death.

- Discussion and reflection on norms and rules in the pupil's living environments, including at school and in digital environments.

- Traffic rules and how to behave safely in traffic.

Life in the local area

- Some characteristics of the natural and cultural landscape in the local area. Traces of the last ice age.

- The history of the local community and what the local sites, buildings and everyday objects can tell us about life there at different times.

- The role of Christianity at school and in the local community in the past.

- Key societal functions, such as healthcare, emergency services and schools.

- Occupations as well as businesses and organisations in the local area.

Life in the world

- Environmental issues based on the pupil's everyday life, such as traffic, energy and food.

- Spatial conditions in nature and the environment for population and settlement, such as land, water and climate.

- Names and locations of the continents and oceans as well as countries and places that are important to the pupil.

- The origins, migrations, hunting and gathering, and changes in living conditions of humans in connection with the transition to agriculture.

- How the Nordic region was populated. People's living conditions during the Nordic Stone Age, Bronze Age and Iron Age.

- Stories from Greek, Roman and Norse mythology and from the Sami religion.
- Some holidays, symbols and stories in Christianity, Islam and Judaism. Some stories from the Bible and their meanings.
- Human rights, including the equal value of all people and the rights of the child in accordance with the UN Convention on the Rights of the Child (CRC).
- Basic democratic principles. What freedom of opinion and expression and the majority principle can mean in schools and in society.
- The use and value of money. Different examples of forms of payment and what some common goods and services may cost.
- Current social issues in different media.

Exploring reality
- Methods for seeking information, such as reading texts, interviews and observations. Discussion of the usefulness and reliability of different sources.
- The globe, analogue and digital maps, size relationships and cardinal points.
- Mental maps, for example of the local area, routes to school or other places that are important to the pupil.
- Timelines and the concepts of past, present and future.

Teaching in religion shall cover the following core content
Years 4–6
Religions and other worldviews
- The importance of religion in people's lives and the different ways people express their religiosity.
- Rituals and religion-based precepts, as well as holy places and spaces in Christianity, Islam and Judaism.
- Central ideas related to rituals, precepts and holy places in Christianity, Islam and Judaism, for example as expressed in stories in the Bible and other religious texts.
- Some key elements of Hinduism and Buddhism.
- Similarities and differences between and within some religions.
- The concepts of religion and other worldviews.

Religion and society

- How religions are portrayed and represented in different ways in the media and other contexts, and how this can affect people's images of themselves and others.

- The significance of Christianity to the values and culture of Swedish society, past and present.

- People's religious and philosophical affiliations in Sweden today, and how this has changed over time.

Ethics and questions of life

- Discussion and reflection on everyday moral issues based on pupils' own arguments and different religious interpretations. Examples of such issues include responsibility, exclusion, victimisation, gender equality and sexuality.

- Discussion and reflection on questions of life based on pupils' own thoughts and different religious interpretations. Examples of such issues include what is important in life and different ideas about what happens after death.

Teaching in religion shall cover the following core content
Years 7–9

Religions and other worldviews

- What significance religion and worldviews can have for people's need for meaning, community, identity and understanding of the world around them.

- Central ideas in Christianity, Islam, Judaism, Hinduism and Buddhism.

- Similarities and differences in religious interpretations and practices between and within religions. Main denominations of Christianity and other religions.

- Interpretation and discussion of religious and philosophical symbolism and meaning in the Bible and other religious texts, as well as in rituals and aesthetic expressions.

- The origins, diffusion and geographical distribution of religions today.

- Introduction to secular worldviews and attitudes, such as humanism and atheism.

Religion and society

- Critical examination of how religion and religiosity are portrayed and represented in different ways in the media and other contexts, and how this can affect individuals and society at large.

- From unified church to religious diversity and secularisation in Swedish society. The significance of religion in society in Sweden compared to some other parts of the world.

- Conflicts and consensus between different religious and secular approaches, for example on issues of freedom of religion, sexuality and the perception of the roles of women and men.

Ethics and questions of life

- Basic principles of some ethical models, such as consequentialism and duty ethics.

- Analysis and reflection on ethical issues based on pupils' own arguments as well as on the interpretations of religions and other worldviews and on ethical models. Examples of such issues include freedom, justice and solidarity.

- Discussion and reflection on questions of life based on pupils' own thoughts and on interpretations within religions and other worldviews. Examples of such issues include identity, love, sexuality and the meaning of life.

Proficiency assessment criteria and grading criteria

Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates basic knowledge of geographical and historical conditions, social conditions and religious traditions. The pupil describes similarities and differences as well as causes and consequences in contexts relevant to the subjects. The pupil discusses human questions of life and living conditions as well as environmental and other social issues from different perspectives.

The pupil uses social studies concepts, methods and tools.

Grading criteria for grade E at the end of year 6

The pupil demonstrates **basic** knowledge of religions. The pupil makes **simple** inferences about similarities and differences between and within some religions and about what religion can mean to people.

The pupil demonstrates **basic** knowledge of issues related to the relationship between religion and society.

The pupil makes **simple** inferences about moral issues and questions of life.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil demonstrates **good** knowledge of religions. The pupil makes **developed** inferences about similarities and differences between and within some religions and about what religion can mean to people.

The pupil demonstrates **good** knowledge of issues related to the relationship between religion and society.

The pupil makes **developed** inferences about moral issues and questions of life.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil demonstrates **very good** knowledge of religions. The pupil makes **well-developed** inferences about similarities and differences between and within some religions and about what religion can mean to people.

The pupil demonstrates **very good** knowledge of issues related to the relationship between religion and society.

The pupil makes **well-developed** inferences about moral issues and questions of life.

Grading criteria for grade E at the end of year 9

The pupil demonstrates **basic** knowledge of religions and other worldviews. The pupil makes **simple** inferences about similarities and differences in central ideas and religious practices between and within different religions, and about what religion and worldviews can mean to people.

The pupil makes **simple** inferences about issues related to the relationship between religion and society.

The pupil makes **simple** inferences about ethics and moral issues and questions of life.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil demonstrates **good** knowledge of religions and other worldviews. The pupil makes **developed** inferences about similarities and differences in central ideas and religious practices between and within different religions, and about what religion and worldviews can mean to people.

The pupil makes **developed** inferences about issues related to the relationship between religion and society.

The pupil makes **developed** inferences about ethics and moral issues and questions of life.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil demonstrates **very good** knowledge of religions and other worldviews. The pupil makes **well-developed** inferences about similarities and differences in central ideas and religious practices between and within different religions, and about what religion and worldviews can mean to people.

The pupil makes **well-developed** inferences about issues related to the relationship between religion and society.

The pupil makes **well-developed** inferences about ethics and moral issues and questions.

5.19 Swedish

Language is the primary tool human beings use for thinking, communicating and learning. Through language, people develop their identity, express feelings and thoughts, and understand how others feel and think. Rich and varied language is important for understanding and working in a society where cultures, beliefs, generations and languages come together.

Aim

Swedish teaching shall aim to develop pupils' knowledge in and about the Swedish language. Through the teaching, pupils shall be given the conditions to develop their spoken and written language skills so that they gain confidence in their language ability and can express themselves in different contexts and for different purposes. In this way, pupils shall be given the opportunity to develop their language skills in order to think, communicate and learn.

The teaching shall stimulate the pupils' interest in reading and writing. Through the teaching, pupils shall be given the opportunity to develop knowledge of how to express their own opinions and thoughts in different types of texts and using different media. The teaching shall also aim to ensure that pupils develop the ability to create and refine texts, individually and together with others. Pupils shall be given the opportunity to communicate in digital environments with interactive and changing texts. Pupils shall also be motivated to express themselves through different forms of aesthetic expression. Moreover, the teaching shall also help pupils to develop knowledge of how to search for and critically evaluate information from different sources.

In the teaching, pupils shall encounter and develop knowledge about fiction from different times and different parts of the world. Pupils shall be given the opportunity to read, analyse and discuss works of fiction in different genres. The teaching shall also help pupils to develop knowledge of different forms of non-fiction. When encountering different types of texts, performing arts and other aesthetic storytelling, pupils shall be given the prerequisites to develop their language skills, their own identity and their understanding of the world around them.

Through the teaching, pupils shall be given the opportunity to develop knowledge of the Swedish language, its norms, structure, history and development, and how language use varies depending on social contexts and media. In this way, the teaching shall contribute to enhancing pupils' awareness of and confidence in their own linguistic and communicative abilities. The teaching shall also help pupils to understand that the way they communicate can have consequences for themselves and for other

people, thereby laying the groundwork for them to take responsibility for their own language use in different contexts and media.

The teaching shall also help pupils to engage with and familiarise themselves with both the neighbouring Nordic languages and the national minority languages.

Swedish teaching shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech and writing, identify language structures and follow language norms,

- the ability to adapt the language to different purposes, listeners or readers, and contexts,

- the ability to read and analyse fiction and other texts for different purposes,

- the ability to search for and evaluate information from different sources, and

- knowledge of language and language use in Sweden and the Nordic region.

Core content

Years 1–3

Reading and writing

- Reading individually and in a group. The relationship between sounds and letters. Strategies for decoding, understanding and interpreting words, concepts and texts.

- Retelling parts of the content in different texts, make inferences about the message of texts and compare with one's own experiences.

- Writing individually and in a group. Strategies for writing words, sentences and different types of texts, adapting to their structure and language features. Creating texts with interplay between words and images, both with and without digital tools.

- Basic text revision.

- Writing by hand and using digital tools.

- Linguistic structures and norms. Basic writing rules, including lower and upper case, the most common punctuation marks and spelling of common words in texts relevant to the pupils.

- The alphabet and alphabetical order.

Speaking, listening and conversation

- Structured conversations. Talking about everyday events and expressing feelings, knowledge and opinions. Listening, asking questions and making comments.

- Active listening and retelling important parts of the content.

- Giving and receiving oral instructions.

- Oral presentations and oral narration. Objects, images, digital media and tools and other aids to support presentations.

Texts

- Fiction for children from different times and different parts of the world. Songs, oral narration, picture books, chapter books, lyrical poetry, drama, fairy tales and myths. Texts that illustrate people's experiences.

- Message, structure and content of narrative texts. How a narrative text can be organised, with an introduction, sequence of events, conclusion and character descriptions.

- Some important authors and illustrators of children's literature.

- Non-fiction texts for children. Descriptive, explanatory and instructional texts and how their content can be organised.

- Texts that combine words and pictures as well as texts in digital environments for children.

Language use

- Language strategies for remembering and learning, such as graphic models.

- Words and concepts that express feelings, knowledge and opinions in a varied manner.

- How words and statements are perceived by others depending on body language, tone of voice and nuances of words. Language use and the opportunities and risks of personal communication in digital media.

- Differences between spoken and written language.

Information searches and critical evaluation of sources

- Information searches in books and magazines and on websites for children and online search engines.

- How the sender of a text affects its content.

Years 4–6

Reading and writing

- Reading individually and in a group. Strategies for understanding and interpreting words, concepts and texts from different media. Recognising the message of texts, both directly and indirectly expressed.

- Summary of texts.

- Making inferences about texts in relation to contexts within and outside the text and to one's own reading experience.

- Writing individually and in a group. Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds, both with and without digital tools.

- Revising the content and form of texts written individually and in a group. Giving and receiving feedback on texts.

- Writing by hand and using digital tools.

- Linguistic structures and norms. Sentence structure, with main clauses, subordinate clauses and punctuation, and text cohesion using linking words. Spelling, inflection and parts of speech.

- Dictionaries and digital tools for spelling and vocabulary comprehension.

Speaking, listening and conversation

- Different forms of dialogue. Active listening, asking questions, expressing thoughts and feelings, making inferences and arguing in different dialogue situations and in connection with democratic decision-making processes.

- Oral presentations and oral narration for different listeners. Organisation, with introduction, content and conclusion. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation. How gestures and body language can affect a presentation.

Texts

- Fiction for children and adolescents from different times, from Sweden, the Nordic region and other parts of the world. Lyrical poetry, drama, fairy tales and myths. Texts that highlight the human condition and issues of identity and life.

- The message, language features and structure of narrative texts. Flashbacks, environment and character descriptions, and dialogue.

- Some important children's and young adult fiction writers and their works.

- Non-fiction texts for children and adolescents. Descriptive, explanatory, instructional and argumentative texts. Content, structure and typical language features of texts.

- Texts that combine words, pictures and audio as well as texts in digital environments. Content, structure and typical language features of texts.

Language use

- Language strategies for remembering and learning, such as graphic models and key words.

- Words and concepts that express feelings, knowledge and opinions in a varied manner. The nuances and value connotations of words and concepts.

- Formal and informal language. Differences in language use depending on the listener or reader, purpose and context. Responsible behaviour when communicating in digital and other media.

- Language use in Sweden and the Nordic region. Some Swedish dialects. The neighbouring Nordic languages. The national minority languages in Sweden.

Information searches and critical evaluation of sources

- Information searches in some different media and sources, such as in encyclopaedias, through interviews and in online search engines.

- How to compare sources and assess their reliability with a source-critical approach.

Years 7–9

Reading and writing

- Reading individually and in a group. Strategies for understanding, interpreting and analysing texts from different media. Recognising messages, themes and motifs in texts, as well as their purpose, sender and context. Recognising content that may be directly or indirectly expressed in the text.

- Summary of texts.

- Analysing texts in relation to the originator, time and other texts, as well as in relation to personal experience, different life issues and world issues.

- Writing individually and in a group. Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.

- Organisation and editing of texts using digital tools. Revising the content and form of texts written individually and in a group. Giving and receiving feedback on texts.

- Linguistic structures and norms. Spelling, sentence structure, paragraphing and different types of text cohesion. Parts of speech and clause elements.

- Language manuals and digital tools for vocabulary, accuracy and variety.

Speaking, listening and conversation

- Different forms of dialogue. Active participation; expressing feelings, thoughts and knowledge; listening; asking questions; making inferences; and expressing and responding to arguments.

- Leading a discussion and summarising the main points of what was said.

- Oral presentations and oral narration for different listeners. Adapting language, content and organisation to the purpose, listener and context. Speech scripts and various tools for planning and delivering oral presentations, both with and without digital technology.

Texts

- Fiction for adolescents and adults from different times, from Sweden, the Nordic region and other parts of the world. Epic poetry, lyrical poetry and drama. Texts that highlight the human condition and issues of identity and life.

- Language features, structure and narrative perspective in narrative and poetic texts. Imagery, representations, parallel action, flashbacks, environment and character descriptions, and dialogue.

- Some genres of fiction and how they differ in style and content.

- Some important fiction writers and their works and the historical and cultural contexts in which they were written.

- Non-fiction texts for adolescents and adults. Descriptive, explanatory, investigative, instructional and argumentative texts. The purpose, content, structure and language features of texts. Combinations of different text types.

- Texts in digital environments and other texts that combine words, images and sounds. Linguistic and dramaturgical components and how the expressions can interact with each other, for example in cinematic storytelling, theatre performances and web texts.

Language use

- Language strategies for remembering and learning by identifying key words and taking notes.

- Words and concepts that express feelings, knowledge and opinions in a varied manner. The nuances and value connotations of words and concepts.

- Differences in language use depending on the purpose, listener or reader, and context. The importance of language in exercising influence.

- Language use, freedom of expression and privacy in both digital and other media, and in different contexts.

- Language use in Sweden and the Nordic region. Some Swedish dialects and sociolects. Prominent differences and similarities between the Nordic languages. The national minority languages in Sweden and their position in society.

- Language use and language change over time, such as which languages have influenced Swedish historically and in the present.

Information searches and critical evaluation of sources

- Searching for information in libraries and online, in books and mass media and through interviews.

- How to reference, quote and cite sources, including references to digital media.

- How to sift through a large amount of information and assess the reliability of sources with a source-critical approach.

Proficiency assessment criteria and grading criteria
Criteria for assessing acceptable reading comprehension proficiency at the end of year 1

The pupil reads sentences in simple, familiar texts that are relevant to the pupil by sounding out words and reading whole words in a somewhat functional manner. The pupil retells and comments on some of the content and demonstrates emerging reading comprehension. Using images or questions, the pupil recognises when there are problems with reading

words or with understanding the context, and tries to reread and self-correct. When discussing texts that the pupil has listened to, the pupil makes simple inferences about prominent content of the texts and compare this to their own experiences.

Criteria for assessing acceptable proficiency at the end of year 3

The pupil discusses issues and topics relevant to the pupil and asks questions, makes comments and expresses their own opinions. When talking about everyday events, the pupil describes them in a manner that presents the content clearly. The pupil also gives and takes simple oral instructions.

The pupil writes simple texts in legible handwriting and with digital tools. In texts, the pupil uses upper-case letters, full stops and question marks and can spell words that the pupil often uses and that are commonly used in texts relevant to the pupil. The narrative texts the pupil writes have a clear introduction, action and conclusion.

The pupil reads familiar and relevant texts with fluency by using reading strategies in a generally functional manner. The pupil comments on and retells parts of the content and demonstrates basic reading comprehension. The pupil also makes simple inferences about prominent messages in the texts.

The pupil searches for information from an assigned source and retells basic parts of the information in simple factual texts. The texts contain the pupil's own wording and basic subject-specific words and concepts that are used in a manner that presents the content clearly.

Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with a **generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener.

The pupil writes different types of texts with **comprehensible** content, a **generally functional** structure and **some** linguistic variation. The pupil follows basic rules for linguistic accuracy with **some** confidence.

The pupil reads fiction and non-fiction texts for children and adolescents with **fluency** and demonstrates **basic** reading comprehension. The pupil also summarises different texts with **some** confidence. The pupil also makes **simple** inferences about prominent messages in different texts.

The pupil searches for and selects information from a limited range of sources with **some confidence** and presents the information using their own wording and subject-specific words and concepts. The pupil makes **simple** inferences about the usefulness of the information.

The pupil uses given examples to make **simple** inferences about some aspects of language and language use in Sweden and the Nordic region.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener.

The pupil writes different types of texts with **relatively clear** content, a **functional** structure and **relatively good** linguistic variation. The pupil follows basic rules for linguistic accuracy with **relatively good** confidence.

The pupil reads fiction and non-fiction texts for children and adolescents with **good fluency** and demonstrates **good** reading comprehension. The pupil also summarises different texts with **relatively good** confidence. The pupil also makes **developed** inferences about prominent messages in different texts.

The pupil searches for and selects information from a limited range of sources with **relatively good confidence** and presents the information using their own wording and subject-specific words and concepts. The pupil makes **developed** inferences about the usefulness of the information.

The pupil uses given examples to make **simple** inferences about some aspects of language and language use in Sweden and the Nordic region.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well-functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener.

The pupil writes different types of texts with **clear** content, a **well-functioning** structure and **good** linguistic variation. The pupil follows basic rules for linguistic accuracy with **good** confidence.

The pupil reads fiction and non-fiction texts for children and adolescents with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also summarises different texts with **good** confidence. The pupil also makes **well-developed** inferences about prominent messages in different texts.

The pupil searches for and selects information from a limited range of sources with **good** confidence and presents the information using their own wording and subject-specific words and concepts. The pupil makes **well-developed** inferences about the usefulness of the information.

The pupil uses given examples to make **simple** inferences about some aspects of language and language use in Sweden and the Nordic region.

Grading criteria for grade E at the end of year 9

The pupil converses about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil expresses opinions with **somewhat** substantiated arguments. The pupil also prepares and delivers oral language output with a **generally functional** structure and content, and **some** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **some** linguistic variation, a **generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows language norms in a **generally functional** manner.

The pupil reads fiction and non-fiction texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also summarises different texts with **some** confidence. The pupil makes **simple** inferences about the content of different texts. The pupil also demonstrates **basic** knowledge of fiction and the contexts in which different works have been produced.

The pupil searches for and selects information from different sources with **some** confidence and presents the information in a **generally functional** manner, using their own wording, subject-related language, quotations and references to sources. The pupil makes **somewhat** substantiated inferences about the credibility and relevance of information and sources.

The pupil uses given examples to make **simple** inferences about some aspects of language and language use in Sweden and the Nordic region.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil expresses opinions with **relatively well-substantiated** arguments. The pupil also prepares and delivers oral language output with a **functional** structure and content, and **relatively good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows language norms in a **functional** manner.

The pupil reads fiction and non-fiction texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also summarises different texts with **good** confidence. The pupil makes **developed** inferences about the content of different texts. The pupil also demonstrates **good** knowledge of fiction and the contexts in which different works have been produced.

The pupil searches for and selects information from different sources with **relatively good** confidence and presents the information in a **functional** manner, using their own wording, subject-related language, quotations and references to sources. The pupil makes **relatively well-substantiated** inferences about the credibility and relevance of information and sources.

The pupil uses given examples to make **developed** inferences about some aspects of language and language use in Sweden and the Nordic region.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil expresses opinions with **well-substantiated** arguments. The pupil also prepares and delivers oral language output with a **well-functioning** structure and content, and **good** adaptation to the purpose, listener and context.

The pupil writes different types of texts with **good** linguistic variation, a **well-functioning** structure and content, and **good** adaptation to text type, purpose, reader and context. The pupil follows language norms in **well**-**functioning** manner.

The pupil reads fiction and non-fiction texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also summarises different texts with **very good** confidence. The pupil makes **well-developed** inferences about the content of different texts. The pupil also demonstrates **very good** knowledge of fiction and the contexts in which different works have been produced.

The pupil searches for and selects information from different sources with **good** confidence and presents the information in **a well**-**functioning** manner, using their own wording, subject-related language, quotations

and references to sources. The pupil makes **well-substantiated** infer-
ences about the credibility and relevance of information and sources.

The pupil uses given examples to make **well-developed** inferences
about some aspects of language and language use in Sweden and the
Nordic region.

5.20 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 feelings and thoughts, and understand how others feel and think. Rich and varied language is important for understanding and working in a society where cultures, beliefs, generations and languages come together.

Aim

Swedish as a second language teaching shall aim to develop pupils' knowledge in and about the Swedish language. Through teaching based on a second language perspective, pupils shall be given the conditions to develop their spoken and written Swedish language skills so that they gain confidence in their language ability and feel more comfortable expressing themselves in different contexts and for different purposes. In this way, pupils shall be given the opportunity to develop their Swedish language skills in order to think, communicate and learn. The pupils shall also be given the opportunity to develop different language learning strategies and strategies to support their own communication. The teaching shall stimulate pupils to develop and express complex thoughts based on their knowledge level and language resources. Requirements for language accuracy shall be related to different stages of second language development and to the complexity of content and thought. This implies that the teaching shall provide pupils with ample opportunities to communicate in Swedish in speech and writing, without making premature demands on language accuracy.

The teaching shall stimulate the pupils' interest in reading and writing in Swedish. Through the teaching, pupils shall be given the opportunity to develop knowledge of how to express their own opinions and thoughts in different types of texts and using different media. The teaching shall also aim to ensure that pupils develop the ability to create and revise texts, individually and together with others. Pupils shall be given the opportunity to communicate in digital environments with interactive and changing texts. Pupils shall also be motivated to express themselves through different forms of aesthetic expression. Moreover, the teaching shall also help pupils to develop knowledge of how to search for and critically evaluate information from different sources.

In the teaching, pupils shall encounter and develop knowledge about fiction from different times and different parts of the world. Pupils shall be given the opportunity to read, analyse and discuss works of fiction in different genres. The teaching shall also help pupils to develop knowledge

of different forms of non-fiction. When encountering different types of texts, performing arts and other aesthetic storytelling, pupils shall be given the prerequisites to develop their Swedish language skills, their own identity and their understanding of the world around them.

Through the teaching, pupils shall be given the opportunity to develop knowledge of the Swedish language, its norms, structure, pronunciation, words and concepts, and how language use varies depending on social contexts and media. In this way, the teaching shall contribute to enhancing pupils' awareness of and confidence in their own linguistic and communicative abilities. The teaching shall also help pupils to understand that the way they communicate can have consequences for themselves and for other people, thereby laying the groundwork for them to take responsibility for their own language use in different contexts and media.

Swedish as a second language teaching shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech and writing, recognise language structures and follow language norms,

- the ability to adapt the language to different purposes, listeners or readers, and contexts,

- the ability to read and analyse fiction and other texts for different purposes, and

- the ability to search for and evaluate information from different sources.

Core content
Years 1–3
Reading and writing

- Reading individually and in a group. Reading-related activities and strategies for understanding, decoding and interpreting words, concepts and texts.

- Reading direction and the relationship between sounds and letters in comparison with other languages the pupil knows.

- Retelling parts of the content in different texts, making inferences about the message of texts and comparing with one's own experiences.

- Writing individually and in a group. Strategies for writing words, sentences and different types of texts, adapting to their structure and language features. Creating texts with interplay between words and images, both with and without digital tools.

- Basic text revision.

- Writing by hand and using digital tools.

- Linguistic structures and norms. Word inflection and sentence structure with linking words, in comparison with other languages the pupil knows. Basic writing rules, including lower and upper case, the most common punctuation marks and spelling of common words in texts relevant and familiar to the pupils.

- The alphabet and alphabetical order.

Speaking, listening and conversation

- Strategies for listening, understanding and making oneself understood in situations in which one's own Swedish language is not sufficient, such as asking for clarification, explaining and using different languages as a resource.

- Structured conversations. Talking about everyday events and expressing feelings, knowledge and opinions. Listening, asking questions and making comments. Phrases, expressions and value connotations of words.

- Active listening and retelling important parts of the content.

- Giving and receiving oral instructions.

- Oral presentations and oral narration. Objects, images, digital media and tools and other aids to support presentations.

- Pronunciation, emphasis and sentence intonation and the importance of pronunciation in making oneself understood. Swedish pronunciation in comparison with other languages the pupil knows.

Texts

- Fiction for children from different times and different parts of the world. Songs, oral narration, picture books, chapter books, lyrical poetry, drama, fairy tales and myths. Texts that illustrate people's experiences.

- Message, structure and content of narrative texts. How a narrative text can be organised, with an introduction, sequence of events and conclusion, and expanded with simple environment and character descriptions. The words and expressions in the texts.

- Some important authors and illustrators of children's literature.

- Non-fiction texts for children. Descriptive, explanatory and instructional texts and how their content can be organised.

- Oral texts, such as children's radio programmes and recorded texts.

- Texts that combine words and images as well as texts in digital environments for children.

Language use

- Language strategies for remembering and learning, such as graphic models.

- Words and concepts that express feelings, knowledge and opinions in a varied manner.

- How words and statements are perceived by others depending on tone of voice, body language and the nuances of words. Language use and the opportunities and risks of personal communication in digital media.

- Words and concepts to name events relevant to pupils and objects in pupils' everyday life. The range of meanings and categorisation of everyday words in comparison with other languages the pupil knows, such as several words in one language corresponding to a single word in another language.

- Sayings and idioms in comparison with other languages the pupil knows.

- Differences between spoken and written language.

Information searches and critical evaluation of sources

- Information searches in books and magazines and on websites for children and online search engines.

- How the sender of a text affects its content.

Years 4–6

Reading and writing

- Reading individually and in a group. Reading-related activities and strategies for understanding, decoding and interpreting words, concepts and texts from different media. Recognising the message of texts, both directly and indirectly expressed.

- Summary of texts.

- Making inferences about texts in relation to contexts within and outside the text and to one's own reading experience.

- Writing individually and in a group. Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds, both with and without digital tools.

- Revising the content and form of texts written individually and in a group. Giving and receiving feedback on texts.

- Writing by hand and using digital tools.

- Linguistic structures and norms. Word inflection, sentence structure with main clauses and subordinate clauses, and Swedish word order in comparison with other languages the pupil knows. Text cohesion using linking words. Spelling, punctuation and parts of speech.

- Swedish and multilingual dictionaries and digital tools for expanding vocabulary and for word comprehension and spelling.

Speaking, listening and conversation

- Strategies for understanding and making oneself understood when one's own Swedish language is not sufficient, such as asking for clarification, paraphrasing and using different languages as a resource.

- Characteristics of spoken language that can impede comprehension: reductions, assimilations and rate of speech.

- Different forms of structured conversations, such as dialogues and interviews.

- Active listening, asking questions, expressing thoughts and feelings, making inferences and arguing in different dialogue situations and in connection with democratic decision-making processes. Use of linking words to compare, explain and exemplify.

- Oral presentations and oral narration for different listeners. Organisation, with introduction, content and conclusion. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation. How gestures and body language can affect a presentation.

- Pronunciation, sentence intonation and the relationship between emphasis and meaning. Swedish pronunciation in comparison with other languages the pupil knows.

- Fiction for children and adolescents from different times, from Sweden and other parts of the world. Lyrical poetry, drama, fairy tales and myths. Texts that highlight the human condition and issues of identity and life.

- The message, language features and structure of narrative texts. Flashbacks, environment and character descriptions, and dialogue. The words and expressions in the texts.

- Some important children's and young adult fiction writers and their works.

- Non-fiction texts for children and adolescents. Descriptive, explanatory, instructional and argumentative texts. The content, structure, typical language features of the texts, and their words and concepts.
- Oral texts, such as radio programmes for children and adolescents, and recorded texts.
- Texts that combine words, images and sounds as well as texts in digital environments. Content, structure and typical language features of texts.

Language use
- Language strategies for remembering and learning, such as graphic models and key words.
- Words and concepts that express feelings, knowledge and opinions in a varied manner. The nuances and value connotations of words and concepts.
- Words and concepts in both everyday and school language. Ambiguous words, the interrelationship of words, the classification of words into superior and inferior order and the range of meanings of words in comparison with other languages the pupil knows.
- Sayings and idioms in comparison with other languages the pupil knows. Fixed phrases and similes.
- Formal and informal language. Differences in language use depending on the listener or reader, purpose and context. Responsible behaviour when communicating in digital and other media.

Information searches and critical evaluation of sources
- Information searches in some different media and sources, such as in encyclopaedias, through interviews and in online search engines.
- How to compare sources and assess their reliability with a source-critical approach.

Years 7–9
Reading and writing
- Reading individually and in a group. Reading-related activities and strategies for understanding, interpreting and analysing texts from different media. Recognising messages, themes and motifs in texts, as well as their purpose, sender and context. Recognising content that may be directly or indirectly expressed in the text.
- Summary of texts.

- Analysing texts in relation to the originator, time and other texts, as well as in relation to personal experience, frames of references, different life issues and world issues.

- Writing individually and in a group. Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.

- Organisation and editing of texts using digital tools. Revising the content and form of texts written individually and in a group. Giving and receiving feedback on texts.

- Linguistic structures and norms. Sentence structure and word order in Swedish in comparison with other languages the pupil knows. How cause, effect and conditional relationships can be expressed through different types of subordinate clauses. Paragraphing and text cohesion with relationship markers, repetition of the same or related concepts, and alternating between known and new information in the text. Punctuation, parts of speech, concord, tense, gender and clause elements, and spelling.

- Swedish and multilingual dictionaries and digital tools for expanding vocabulary and for word comprehension, variation and spelling.

Speaking, listening and conversation

- Strategies for understanding and making oneself understood when one's own Swedish language is not sufficient, such as paraphrasing, using synonyms and using different languages as a resource.

- Different forms of dialogue. Active participation; expressing feelings, thoughts and knowledge; listening; asking questions; making inferences; and expressing and responding to arguments. Use of connectives to compare, justify, exemplify and problematise.

- Leading a discussion and summarising the main points of what was said.

- Oral presentations and oral narration for different listeners. Adapting language, content and organisation to the purpose, listener or reader, and context. Speech scripts and various tools for planning and delivering oral presentations, both with and without digital technology.

- The prosody of the Swedish language and the importance of pronunciation in making oneself understood. Different varieties of spoken Swedish: dialects and sociolects.

Texts

- Fiction for adolescents and adults from different times, from Sweden and other parts of the world. Epic poems, lyrical poetry and drama. Texts that highlight the human condition and issues of identity and life.

- Language features, structure and narrative perspective in narrative and poetic texts. Imagery, representations, parallel action, flashbacks, environment and character descriptions, and dialogue.

- Some genres of fiction and how they differ in style and content.

- Some important fiction writers and their works and the historical and cultural contexts in which they were written.

- Non-fiction texts for adolescents and adults. Descriptive, explanatory, investigative, instructional and argumentative texts. The purpose, content, structure and language features of texts and their words and expressions. Combinations of different text types.

- Oral texts, such as radio programmes for adolescents and adults, and recorded texts.

- Texts in digital environments and other texts that combine words, images and sounds. Linguistic and dramaturgical components and how the expressions can interact with each other, for example in cinematic storytelling, theatre performances and web texts.

Language use

- Language strategies for remembering and learning by identifying key words, taking notes and using graphic models.

- Words and concepts that express feelings, knowledge and opinions in a varied manner. The nuances and value connotations of words and concepts.

- Words and concepts in both everyday and school language. Ambiguous words, synonyms, the classification of words into superior and inferior order and the range of meanings of words in comparison with other languages the pupil knows.

- Word formation, such as compound words and derivations with suffixes and prefixes. Figurative language, nominalisations, fixed phrases and idiomatic expressions in comparison with other languages the pupil knows.

- Differences in language use depending on the purpose, listener or reader, and context. The importance of language in exercising influence.

- Language use, freedom of expression and privacy in both digital and other media, and in different contexts.

Information searches and critical evaluation of sources

- Searching for information in libraries and online, in books and mass media and through interviews.

- How to reference, quote and cite sources, including references to digital media.

- How to sift through a large amount of information and assess the reliability of sources with a source-critical approach.

Proficiency assessment criteria and grading criteria

Criteria for assessing acceptable reading comprehension proficiency at the end of year 1

The pupil reads sentences in simple, familiar texts that are relevant to the pupil by sounding out words and reading whole words in a somewhat functional manner. The pupil retells and comments on some of the content and demonstrates emerging reading comprehension. Using images or questions, the pupil recognises when there are problems with reading words or with understanding the context, and tries to reread and self-correct. When discussing texts that the pupil has listened to, the pupil makes simple inferences about prominent content of the texts and compares this to their own experiences.

Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates a basic vocabulary in conversations about issues and topics relevant to the pupil. In conversations, the pupil asks questions, makes comments and expresses their own opinions. When talking about everyday events, the pupil describes them in a manner that generally presents the content. The pupil also gives and takes simple oral instructions. The pupil recognises when language misunderstandings occur and asks for clarification.

The pupil writes simple texts in legible handwriting and with digital tools. In texts, the pupil uses upper-case letters, full stops and question marks and can spell words that the pupil often uses and that are commonly used in texts relevant to the pupil. The narrative texts the student writes have a simple common thread and a generally functional plot.

The pupil reads familiar and relevant texts with fluency by using reading strategies in a generally functional manner. The pupil comments on and retells parts of the content and demonstrates basic reading comprehension. The pupil also makes simple inferences about prominent messages in the texts.

The pupil searches for information from an assigned source and retells basic parts of the information in simple factual texts. The texts contain

the pupil's own wording and basic subject-specific words and concepts that are used in a manner that makes the content comprehensible.

Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics in a manner that **to some extent** maintains the conversation. The pupil also prepares and delivers oral language output with a **generally functional** introduction, content and conclusion, and **some** adaptation to the purpose and listener. The pupil's oral communication may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil writes different types of texts with **comprehensible** content, a **generally functional** structure and some linguistic variation. The pupil follows basic rules of linguistic accuracy in a **generally functional** manner. The pupil's texts may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil reads fiction and non-fiction texts for children and adolescents with **fluency** and demonstrates **basic** reading comprehension. The pupil also summarises different texts with **some** confidence. The pupil also makes **simple** inferences about prominent messages in different texts.

The pupil searches for and selects information from a limited range of sources with **some confidence** and presents the information using their own wording and subject-specific words and concepts. The pupil makes **simple** inferences about the usefulness of the information.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **relatively well**. The pupil also prepares and delivers oral language output with a **functional** introduction, content and conclusion, and **relatively good** adaptation to the purpose and listener. The pupil's oral communication may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil writes different types of texts with **relatively clear** content, a **functional** structure and **some** linguistic variation. The pupil follows basic rules of linguistic accuracy in a **functional** manner. The pupil's texts may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil reads fiction and non-fiction texts for children and adolescents with **good fluency** and demonstrates **good** reading comprehension. The pupil also summarises different texts with **relatively good** confidence. The pupil also makes **developed** inferences about prominent messages in different texts.

The pupil searches for and selects information from a limited range of sources with **relatively good** confidence and presents the information using their own wording and subject-specific words and concepts. The pupil makes **developed** inferences about the usefulness of the information.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil converses about familiar topics in a manner that maintains the conversation **well**. The pupil also prepares and delivers oral language output with a **well-functioning** introduction, content and conclusion, and **good** adaptation to the purpose and listener. The pupil's oral communication may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil writes different types of texts with **clear** content, a **well-functioning** structure and some linguistic variation. The pupil follows basic rules of linguistic accuracy in a **well-functioning** manner. The pupil's texts may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil reads fiction and non-fiction texts for children and adolescents with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also summarises different texts with **good** confidence. The pupil also makes **well-developed** inferences about prominent messages in different texts.

The pupil searches for and selects information from a limited range of sources with **good confidence** and presents the information using their own wording and subject-specific words and concepts. The pupil makes **well-developed** inferences about the usefulness of the information.

Grading criteria for grade E at the end of year 9

The pupil converses about and discusses various topics in a manner that **to some extent** develops the conversation and discussion. The pupil expresses opinions with **somewhat** substantiated arguments. The pupil also prepares and delivers oral language output with a **generally functional** structure and content, and **some** adaptation to the purpose, listener and context. The pupil's oral communication may contain second

language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil writes different types of texts with **some** linguistic variation, a **generally functional** structure and content, and **some** adaptation to text type, purpose, reader and context. The pupil follows language norms in a **generally functional** manner. The pupil's texts may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil reads fiction and non-fiction texts with **fluency** and demonstrates **basic** reading comprehension. The pupil also summarises different texts with **some** confidence. The pupil makes **simple** inferences about the content of different texts. The pupil also demonstrates **basic** knowledge of fiction and the contexts in which different works have been produced.

The pupil searches for and selects information from different sources with **some** confidence and presents the information in a **generally functional** manner, using their own wording, subject-related language, quotations and references to sources. The pupil makes **somewhat** substantiated inferences about the credibility and relevance of information and sources.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **relatively well**. The pupil expresses opinions with **relatively well-substantiated** arguments. The pupil also prepares and delivers oral language output with a **functional** structure and content, and **relatively good** adaptation to the purpose, listener and context. The pupil's oral communication may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil writes different types of texts with **relatively good** linguistic variation, a **functional** structure and content, and **relatively good** adaptation to text type, purpose, reader and context. The pupil follows language norms in **functional** manner. The pupil's texts may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil reads fiction and non-fiction texts with **good fluency** and demonstrates **good** reading comprehension. The pupil also summarises different texts with **good** confidence. The pupil makes **developed** inferences about the content of different texts. The pupil also demonstrates

good knowledge of fiction and the contexts in which different works have been produced.

The pupil searches for and selects information from different sources with **relatively good** confidence and presents the information in a **functional** manner, using their own wording, subject-related language, quotations and references to sources. The pupil makes **relatively well-substantiated** inferences about the credibility and relevance of information and sources.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil converses about and discusses various topics in a manner that develops the conversation and discussion **well**. The pupil expresses opinions with **well-substantiated** arguments. The pupil also prepares and delivers oral language output with a **well-functioning** structure and content, and **good** adaptation to the purpose, listener and context. The pupil's oral communication may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil writes different types of texts with **good** linguistic variation, a **well-functioning** structure and content, and **good** adaptation to text type, purpose, reader and context. The pupil follows language norms in **well-functioning** manner. The pupil's texts may contain second language characteristics to varying degrees, depending on the complexity of content and thought.

The pupil reads fiction and non-fiction texts with **very good fluency** and demonstrates **very good** reading comprehension. The pupil also summarises different texts with **very good** confidence. The pupil makes **well-developed** inferences about the content of different texts. The pupil also demonstrates **very good** knowledge of fiction and the contexts in which different works have been produced.

The pupil searches for and selects information from different sources with **good** confidence and presents the information in **a well-functioning** manner, using their own wording, subject-related language, quotations and references to sources. The pupil makes **well-substantiated** inferences about the credibility and relevance of information and sources.

5.21 Technology

Technological solutions have always been important for humans and for societal development. The driving forces behind technological development have often been curiosity and a desire to meet needs or solve problems that have arisen. Knowledge of the technology that surrounds us and how it is shaped and changed can contribute to the development of new creative solutions and a responsible approach to technology. Such knowledge is important in our time, when exacting demands are placed on technological knowledge in everyday life and work, while many of today's social issues have elements of technology.

Aim

Teaching in technology shall aim to ensure that pupils develop interest in and knowledge of the technology all around us. Pupils shall be given opportunities to develop an understanding of the significance and impact that technology has on people, society and the environment. In this way, pupils can develop technological awareness and an ability to relate technological solutions and their own use of technology to issues related to sustainable development. The teaching shall give pupils opportunities to reflect on the historical development of technology. This gives them better conditions for understanding contemporary technological phenomena, how technology and societal development impact each other, and how technology can be used responsibly.

In the teaching, pupils shall be given opportunities to use the concepts of the subject and to develop knowledge of how technological solutions are used and function. Making technological solutions visible and understandable in the teaching makes it possible for pupils to orientate themselves and act in a technology-intense world.

The teaching shall give pupils the prerequisites to perform technology development and design work. When pupils are allowed to work hands-on to develop their own technological ideas and solutions to problems and to use technology's forms of expression, it helps pupils to develop the ability to take on technological challenges in a conscious and innovative manner. They are thus also given opportunities to develop knowledge of the working methods of technology.

Technology teaching shall provide pupils with the prerequisites for developing

- the ability to reflect on different choices of technological solutions, their consequences for the individual, society and the environment, and how technology has changed over time,

- knowledge of technological solutions and how constituent components work together to achieve suitability and function, and

- the ability to perform technology development and design work.

Core content
Years 1–3
Technology, people, society and the environment

- Some objects and a given technological system in pupils' everyday lives, how they are adapted to human needs, and how they have changed over time.

- Safety in pupils' use of technology, such as electricity and various online services.

Technological solutions

- How some objects in pupils' everyday lives are used and function. Simple mechanisms, for example in various types of tools and toys. Concepts used in this context.

- What computers are used for and their components for inputting, outputting and storing information. Objects in pupils' everyday lives that are controlled by programming, such as household appliances and smartphones.

- Materials for design work. Properties of materials and how they are named and can be joined together.

Working methods for developing technological solutions

- Exploration of the design of some objects in pupils' everyday lives and how their function can be improved.

- The pupils' own constructions using simple mechanisms.

- Control of objects with programming.

- Documentation of technological solutions: sketches, images, words and simple physical and digital models.

Years 4–6

Technology, people, society and the environment

- Some technological systems and how they affect people and the environment, such as water, sewage and recycling systems. How the systems have changed over time and some reasons for this.

- Opportunities, risks and safety in the use of technology in everyday life, such as the use of electricity and the transmission of information in digital environments.

- Consequences of technology choices: the advantages and disadvantages of different technological solutions for people and the environment.

Technological solutions

- How some components of common technological systems are named and work together, for example in a bicycle or in a simple production or transport system.

- Objects containing moving parts and how the moving parts are joined together using different mechanisms to transmit and amplify forces.

- Some of the components of a computer and their functions, such as the processor and working memory. How computers are controlled by programs and can be networked.

- Technological solutions that use electrical components and simple electronics to produce sound, light or movement, such as alarms and lighting. Concepts used in this context.

- How strong and stable structures are constructed, such as shells, reinforcement and trusses. Materials used in strong and stable structures.

Working methods for developing technological solutions

- Different phases of technology development work: identification of needs, investigation, proposal of solutions, design and testing.

- The pupils' own constructions using mechanisms, electrical connections and strong and stable structures.

- Control of the pupils' own constructions or other objects with programming.

- Documentation of technological solutions: sketches with views and measurements, words, and physical and digital models.

Years 7–9

Technology, people, society and the environment

- The internet and some other global technological systems, along with their benefits, risks and limitations.

- Possibilities, risks and security of technology use in society, including data storage.

- Consequences of technology choices in terms of ecological, economic and social aspects of sustainable development.

- How technology has enabled scientific discoveries and how science has enabled technological innovations.

- How perceptions of technology influence individuals' use of technological solutions and career choices.

Technological solutions

- How components and subsystems are named and work together in technological systems, such as information and communication technologies and transport systems.

- Technological solutions for control and regulation using electronics and different types of sensors. How technological solutions utilising electronics can be programmed. Concepts used in this context.

- Technological solutions for strong and stable structures and the importance of material properties such as tensile and compressive strength, hardness and elasticity.

- Processing of raw material to finished product and waste management in any industrial process, for example in the manufacture of food and packaging.

Working methods for developing technological solutions

- Different phases of technology development work: identification of needs, investigation, proposal of solutions, design and testing. How the phases of the work process interact in the pupils' own work and in technology development work in society, for example in architecture and public transport.

- How digital tools can be used in technology development work, for example to make drawings and simulations.

- The pupils' own designs using control or regulation through programming.

- Documentation of technological solutions: sketches, drawings, physical and digital models, and reports describing technology development and design work.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil gives examples of technological solutions and describes, in a **simple** manner, some of their advantages and disadvantages for the individual and the environment and how they have changed over time.

The pupil examines technological solutions and describes, in a **simple** manner, how some components work together to achieve purpose and function.

The pupil performs simple technology development and design work in a **somewhat organised** manner. In the work, the pupil **contributes to** formulating and choosing alternative courses of action. The pupil creates documentation that sets out the intention of the solution **to some extent**.

Grading criteria for grade D at the end of year 6

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 6

The pupil gives examples of technological solutions and describes, in a **developed** manner, some of their advantages and disadvantages for the individual and the environment and how they have changed over time.

The pupil examines technological solutions and describes, in a **developed** manner, how some components work together to achieve purpose and function.

The pupil performs simple technology development and design work in an **organised** manner. In the work, the pupil formulates and chooses alternative courses of action that, **with some reworking, lead to progress**. The pupil creates documentation that sets out the intention of the solution **relatively well**.

Grading criteria for grade B at the end of year 6

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 6

The pupil gives examples of technological solutions and describes, in a **well-developed** manner, some of their advantages and disadvantages for the individual and the environment and how they have changed over time.

The pupil examines technological solutions and describes, in a **well-developed** manner, how some components work together to achieve purpose and function.

The pupil performs simple technology development and design work in a **well-organised** manner. In the work, the pupil formulates and chooses alternative courses of action that **lead to progress**. The pupil creates documentation that sets out the intention of the solution **well**.

Grading criteria for grade E at the end of year 9

The pupil makes **simple** inferences about choice of technological solutions and their consequences for the individual, society and the environment. The pupil describes, in a **simple** manner, how some technological solutions have changed over time, and the reasons for the changes.

The pupil examines different technological solutions and explains, in a **simple** manner, how the constituent components work together to achieve purpose and function.

The pupil performs technology development and design work in a **somewhat organised** manner. In the work, the pupil **tests out** ideas for solutions and **contributes to** formulating and choosing alternative courses of action. The pupil creates documentation that sets out the intention of the solution **to some extent**.

Grading criteria for grade D at the end of year 9

The pupil's overall proficiency level is assessed as being between C and E.

Grading criteria for grade C at the end of year 9

The pupil makes **developed** inferences about choice of technological solutions and their consequences for the individual, society and the environment. The pupil describes, in a **developed** manner, how some technological solutions have changed over time, and the reasons for the changes.

The pupil examines different technological solutions and explains, in a **developed** manner, how the constituent components work together to achieve purpose and function.

The pupil performs technology development and design work in an **organised** manner. In the work, the pupil **tests and retests** ideas for solutions and formulates and chooses alternative courses of action **that, with some reworking, lead to progress**. The pupil creates documentation that sets out the intention of the solution **relatively well**.

Grading criteria for grade B at the end of year 9

The pupil's overall proficiency level is assessed as being between A and C.

Grading criteria for grade A at the end of year 9

The pupil makes **well-developed** inferences about choice of technological solutions and their consequences for the individual, society and the environment. The pupil describes, in a **well-developed** manner, how some technological solutions have changed over time, and the reasons for the changes.

The pupil examines different technological solutions and explains, in a **well-developed** manner, how the constituent components work together to achieve purpose and function, and then **points to other similar solutions**.

The pupil performs technology development and design work in a **well-organised** manner. In the work, the pupil **systematically tests and retests** ideas for solutions and formulates and chooses alternative courses of action **that lead to progress**. The pupil creates documentation that sets out the intention of the solution **well**.

The curriculum for the compulsory school, preschool class and school-age educare consists of five sections and has been adopted by the government. The first section, *Fundamental values and mission of the school*, applies to the compulsory school, preschool class and school-age educare. The second section, *Overall objectives 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 *proficiency assessment criteria and grading criteria* have been adopted by the Swedish National Agency for Education and may be found in this book after each syllabus.

Skolverket