



COMPULSORY SCHOOL
FOR PUPILS WITH
INTELLECTUAL DISABILITIES

Curriculum for Compulsory School for Pupils with Intellectual Disabilities

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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 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 for pupils with intellectual disabilities. 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.

Objectives

Schools are responsible for ensuring that every pupil who studies the subjects is able to do the following after completing compulsory school for pupils with intellectual disabilities

- can use the Swedish language in speech and writing in a nuanced way,
- can communicate in English,
- 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,
- 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.

Schools are responsible for ensuring that every pupil who studies the subject areas is able to do the following after completing compulsory school for pupils with intellectual disabilities

- can use the Swedish language to communicate in a nuanced way,
- can use mathematical thinking 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 formulate their own opinions,
- can learn, explore and work both independently and with others and have confidence in their own abilities,
- can interact in encounters with other people based on knowledge of similarities and differences,
- has acquired knowledge of society's laws and norms, human rights and democratic values in school and in society,
- 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, and
- can use and engage in different forms of expression, such as language, art, music, drama and dance, and has developed knowledge of society's cultural offerings.

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. Syllabuses

3.1 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 artwork using different techniques, tools and materials. The teaching shall help pupils to develop their creativity and their interest in creating and communicating visually.

The teaching shall give pupils the prerequisites for developing ideas and for considering different solutions and approaches in their artistic work. It shall also encourage pupils to take initiative and strengthen their confidence in their ability to work in an exploratory and problem-solving manner. Moreover, the teaching shall give pupils opportunities to use art-related words and concepts to communicate about work processes, techniques, tools and materials.

Through the teaching, pupils shall encounter and interpret both contemporary and historical art from different cultures. They shall also be given opportunities to develop an understanding of how visual messages are designed in different media. This will enable pupils to critically examine different types of art and express opinions and thoughts using art-related words and concepts. An additional aim of giving pupils opportunities to come into contact with different examples of art is to inspire them in their own creativity.

Art teaching shall provide pupils with the prerequisites for developing

- the ability to create art using different techniques, tools and materials and communicate messages through art,
- the ability to develop ideas and choose approaches based on the purpose of the art activity, and
- the ability to reflect on 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

- Some tools and materials for drawing, painting, modelling and construction, and for photography. What different tools and materials are called.

Art analysis

- Contemporary and historical art and what the pieces tell us. Words and concepts for being able to communicate about art.
- Art that deals with norms and stereotypes. How the art pieces are designed.

Years 4–6

Art production

- Production of narrative art, such as comic art and illustrations for stories.
- Drawing, painting, printing and three-dimensional work.
- Reuse and processing of artwork, for example in collages and montages.
- Photography and other digital image creation as well as digital processing of 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, colour, foreground and background.
- Tools and materials for drawing, painting, printing techniques, three-dimensional work, photography, film and digital image processing. What different tools and materials are called.

Art analysis

- Fine art pieces, documentary art and architecture from different times and cultures. What the images and works convey and the words and concepts used in art analysis.
- Art in media, such as advertising and news images, and the messages they convey.
- Art that deals with identity, group affiliation and norms. How art pieces are designed and convey messages.

Years 7–9**Art production**

- Production of narrative and informative art.
- Two- and three-dimensional art.
- Photography, film and other digital image creation, as well as digital processing of images and films.
- 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

- Different elements that build up two- and three-dimensional art, such as lines, colour, foreground and background.
- Tools and materials for two- and three-dimensional art, photography, film and digital processing of images and films. What different tools and materials are called.

Art analysis

- Fine art pieces, documentary art and architecture from different times and cultures. How the images and works are designed and what messages they convey, as well as words and concepts used in art analysis.
- Art in media, such as advertising and news images. How art pieces can be interpreted and critically examined.

- Art that deals with identity and power relations, such as sexuality, ethnicity and gender. How art influences and conveys messages.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil **participates** in creating art using different techniques, tools and materials.

Based on the purpose of the art activity, the pupil **contributes** to choosing alternative courses of action in the work process.

The pupil **contributes** to communication about art and what the art pieces convey.

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 creates art using different techniques, tools and materials in a **somewhat developed** manner.

Based on the purpose of the art activity, the pupil chooses alternative courses of action **that, after several rounds of reworking, lead to progress.**

The pupil communicates about art and what the pieces convey in a **simple** 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 creates art using different techniques, tools and materials in a **developed** manner.

Based on the purpose of the art activity, the pupil chooses alternative courses of action **that, after some reworking, lead to progress.**

The pupil communicates about art and what the pieces convey in a **developed** manner.

Grading criteria for grade E at the end of year 9

The pupil **participates** in creating art using different techniques, tools and materials.

Based on the purpose of the art activity and an idea, the pupil **contributes** to choosing alternative courses of action in the work process.

The pupil **contributes** to communication about art as well as what the pieces convey and what impact they can have.

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 creates art using different techniques, tools and materials in a **somewhat developed** manner.

Based on the purpose of the art activity and an idea, the pupil chooses alternative courses of action **that, after several rounds of reworking, lead to progress.**

The pupil communicates about art, what the pieces convey and what impact they can have in a **simple** manner.

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 creates art using different techniques, tools and materials in a **developed** manner.

Based on the purpose of the art activity and an idea, the pupil chooses alternative courses of action **that, after some reworking, lead to progress.**

The pupil communicates about art, what the pieces convey and what impact they can have in a **developed** manner.

3.2 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 various 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. The teaching shall also spark pupils' curiosity and desire to explore and experiment with different materials, handicraft techniques and expressions. This will give pupils opportunities to develop confidence in their own ability to approach tasks in a creative and problem-solving manner. As part of the teaching, pupils shall also 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 words and concepts to communicate about 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 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, and how to follow them.

Work processes in crafts

- The different elements of the handicraft process: idea development, consideration, production, and communication of 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 of some craft materials.
- 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. Properties and uses of materials.
- 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.
- Simple sketches, patterns and work instructions, and how to follow them.

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.

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 and environmental impact of some craft materials.
- 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.
- Some forms of handicraft techniques, and concepts used in connection with them.
- Sketches, 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 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

- Design, crafts and craft traditions 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.

- The origin of some craft materials, along with how they are produced and their impact on the environment.
- Economical and sustainable use of resources through reuse and care of materials and objects.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil **participates** in designing and producing simple objects in different materials and using simple handicraft techniques. During handicraft work, the pupil **participates** in using tools in a safe and appropriate manner.

Based on the purpose of the handicraft work, the pupil **contributes** to choosing alternative courses of action in the work process.

The pupil **contributes** to communication about 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 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 **somewhat appropriate** manner.

Based on the purpose of the handicraft work, the pupil chooses alternative courses of action **that, after several rounds of reworking, lead to progress**.

The pupil communicates, in a **simple** manner, about 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 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, the pupil chooses alternative courses of action **that, after some reworking, lead to progress**.

The pupil communicates, in a **developed** manner, about 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 **participates** in designing and producing objects in different materials and using some different handcraft techniques. During handcraft work, the pupil **participates** in using tools in a safe and appropriate manner.

Based on the purpose of the handcraft work and an idea, the pupil **contributes** to choosing alternative courses of action in the work process.

The pupil **contributes** to communication about the work process and result in terms of quality, expression and environmental impact.

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 objects in different materials and using some different handcraft techniques in a **somewhat developed** manner. During handcraft work, the pupil uses tools in a safe and **somewhat appropriate** manner.

Based on the purpose of the handcraft work and an idea, the pupil chooses alternative courses of action **that, after several rounds of reworking, lead to progress.**

The pupil communicates, in a **simple** manner, about the work process and result in terms of quality, expression and environmental impact.

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 objects in different materials and using some different handcraft techniques in a **developed** manner. During handcraft work, the pupil uses tools in a safe and **appropriate** manner.

Based on the purpose of the handcraft work and an idea, the pupil chooses alternative courses of action **that, after some reworking, lead to progress.**

The pupil communicates, in a **developed** manner, about the work process and result in terms of quality, expression and environmental impact.

3.3 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 and being able to express themselves and interact with others in speech and writing.

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 English is used.

The pupils shall be given the ability to use different tools for learning, understanding, creating and communicating. 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, and
- an understanding of conditions in different contexts and areas in which English is used.

Core content

Years 1–3

Communication content

- Content areas that are familiar to the pupils.
- Everyday situations, situations relevant to pupils, people and places.
- Everyday life in an area in which English is used.

Listening and reading – reception

- Clearly spoken English and simple texts that stimulate interaction, from a variety of media, also in combination with illustrations.
- Simple oral dialogues and conversations.
- Films and dramatised stories for children.
- Songs and rhymes.
- Words in the local environment, such as on signs and in advertisements.

Speaking and conversation – oral production and interaction

- Simple conversations for contact. Questions and answers.
- Short phrases, including phrases used in greetings, goodbyes and when being polite.
- Songs and rhymes.

Writing – written production and interaction

- Simple words.

Years 4–6

Communication content

- Content areas that are familiar to the pupils.
- Everyday situations, situations relevant to pupils, interests, people and places.
- Everyday life and lifestyles in some contexts and areas in which English is used.

Listening and reading – reception

- Clearly spoken English and simple texts that instruct, describe and stimulate interaction, from a variety of media, also in combination with illustrations.
- Dialogues and conversations.

- Stories for children and adolescents, including in spoken or dramatised form.
- Songs and rhymes.
- Words in the local environment, such as on signs and in advertisements.

Speaking and conversation – oral production and interaction

- Conversation for contact and communication. Questions and answers.
- Descriptions and presentations.
- Songs, rhymes and dramatisations.

Writing – written production and interaction

- Words and simple phrases.

Years 7–9

Communication content

- Content areas that are current and familiar to the pupils.
- Everyday situations, as well as interests, people and places.
- Opinions, feelings and experiences.
- Everyday life and lifestyles in different contexts and areas in which English is used.

Listening and reading – reception

- Clearly spoken English and simple texts that instruct, inform, describe and stimulate interaction, from a variety of media.
- Different types of conversations.
- Stories, including in spoken and dramatised form, as well as songs.
- Oral and written messages.

Speaking and conversation – oral production and interaction

- Conversation for contact and communication.
- Language output that explains, describes and informs.
- Dramatisations and role-playing.

Writing – written production and interaction

- Words and phrases in messages and descriptions.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil listens and **participates** in demonstrating understanding of common, simple words and phrases about familiar topics which are spoken slowly. The pupil **participates** in reading some very common, simple words and phrases in short, simple texts about familiar topics.

In oral language output, the pupil **participates** in expressing themselves using simple words and phrases. The pupil also **participates** in writing familiar words.

In interactions, the pupil **participates** in expressing themselves using simple words and phrases.

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

In oral language output, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes familiar words in a **somewhat functional manner**.

In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

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 **very common**, simple words and phrases in short, simple texts about familiar topics.

In oral language output, the pupil expresses themselves in a simple and **comprehensible** manner using words and phrases. The pupil also writes familiar words in a **functional** manner.

In interactions, the pupil expresses themselves in a simple and **comprehensible manner** using words and phrases.

Grading criteria for grade E at the end of year 9

The pupil listens and **participates** in demonstrating understanding of common words and simple phrases about familiar topics which are spoken at a slow pace. The pupil **participates** in reading some common words and very simple phrases in short, simple texts about familiar topics.

In oral language output of various kinds, the pupil **participates** in expressing themselves using simple words and phrases. The pupil also **participates** in writing simple words and phrases.

In interactions, the pupil **participates** in expressing themselves using simple words and phrases.

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

In oral language output of various kinds, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes words and phrases in a **somewhat functional** manner.

In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

The pupil comments in English, 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 language with a simple structure which is spoken clearly and slowly and deals with familiar topics. The pupil reads and understands common words and **simple** phrases in short, simple texts about familiar topics.

In oral language output of various kinds, the pupil expresses themselves in a simple and **comprehensible** manner using words, phrases and **sentences**. The pupil also writes words and phrases in a **functional** manner.

In interactions, the pupil expresses themselves in a simple and **comprehensible** manner using words and phrases.

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

3.4 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 for making informed choices as consumers. This also enables them to promote sustainable development.

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, meals and practical tasks in a home. Thus, the teaching shall help pupils to develop their creativity and ability to take initiative in cooking, creating meals and working with other tasks in the home.

The teaching shall help pupils to develop knowledge about the conditions of consumption and about income, payment, savings, credit and loans. In this way, pupils are given the prerequisites to develop confidence in their ability to make reasoned choices about personal finances and to be able to deal with different problems and situations that a young consumer may face.

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 norms, gender equality and the division of labour in the home, as well as the opportunity to reflect on these. It shall also give pupils prerequisites for developing knowledge about cultural variations and traditions in different households. In the teaching, pupils shall be given opportunities to use subject-specific language to communicate about lifestyle habits as well as work, finances and consumption in the home.

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 situations 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 reflect on 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. Simple planning, organisation and reflection on the work.
- Simple instructions and recipes. How to read and follow them, and common cooking terms.
- Taste, smell, consistency and texture in relation to cooking.
- Tools and technical equipment, and how to use them in a safe and functional manner when cooking.
- 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 income, savings and consumption. Different ways of paying and saving.
- Planning, implementation and procedures for purchases.
- The difference between factual consumer information and other influences on consumption choices. Advertising in different forms, including hidden advertising messages.
- Comparison of the price and quality of some common goods.

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 what they mean.
- Cleaning routines and methods.

Years 7–9**Food and cooking**

- Cooking for different needs and contexts.
- Characteristics and uses of foods.
- Methods of food preparation, including baking. Planning, organising and reflecting on the work.
- Creating simple meals, for example using seasonal ingredients and leftovers.
- Instructions and recipes. How to read and follow them, and cooking terms.
- Taste, smell, consistency and texture in relation to cooking.
- Tools and technical equipment, and how to use them in a safe and functional way when cooking.
- 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 income, savings and consumption. How you can plan your finances.
- Planning, implementation and procedures for purchases.
- Making purchases on credit, subscriptions, and borrowing and saving money.
- The difference between factual 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.
- Comparison of the price and quality of various products. Assessing the reasonableness of price and quantity.

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 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 **participates** in preparing simple meals and in managing other practical tasks that occur in a home.

The pupil **participates** in describing how to deal with some issues related to personal finances and consumption.

The pupil **contributes** to communication about how choices and actions that occur in a home can 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 in a **somewhat functional** manner.

The pupil describes, in a **simple** manner, how to deal with some issues related to personal finances and consumption.

The pupil communicates, in a **simple** manner, about how choices and actions that occur in a home can 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 in a **functional** manner.

The pupil describes, in a **developed** manner, how to deal with some issues related to personal finances and consumption.

The pupil communicates, in a **developed** manner, about how choices and actions that occur in a home can affect health, finances and the environment.

Grading criteria for grade E at the end of year 9

The pupil **participates** in planning and preparing meals and in managing other practical tasks that occur in a home.

The pupil **participates** in describing how to deal with some issues related to personal finances and consumption.

The pupil **contributes** to communication about how choices and actions that occur in a home can 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 in a **somewhat functional** manner.

The pupil describes, in a **simple** manner, how to deal with some issues related to personal finances and consumption.

The pupil communicates, in a **simple** manner, about how choices and actions that occur in a home can 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 in a **functional** manner.

The pupil describes, in a **developed** manner, how to deal with issues related to personal finances and consumption.

The pupil communicates, in a **developed** manner, about how choices and actions that occur in a home can affect health, finances and the environment.

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

Through the teaching, pupils shall be given the prerequisites for developing knowledge of basic mathematical concepts and methods. They shall also be given opportunities to become familiar with how these can be used to perform calculations and solve routine tasks. In this way, pupils are given the prerequisites for greater independence in everyday life. Pupils shall also be given the opportunity 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 the ability to solve problems and make mathematical inferences about the plausibility of solutions. 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 also give pupils opportunities to become familiar with mathematical expressions and how these can be used to communicate in both everyday and mathematical contexts.

Mathematics teaching shall provide pupils with the prerequisites for developing

- the ability to use mathematical concepts and relationships between concepts,
- the ability to use appropriate mathematical methods to perform calculations and solve routine tasks,
- the ability to solve problems using mathematics and to reflect on the plausibility of solutions, and
- the ability to use mathematical expressions to communicate and perform calculations.

Core content

Years 1-3

Understanding and using numbers

- Natural numbers and their properties. How numbers are expressed in words, concrete materials, symbols and images, and how they are represented on a number line. How numbers are divided and used to indicate quantity and order.
- How natural numbers are used in situations relevant to pupils.
- Simple fractions as part of a whole and how they are named.
- Different arithmetic operations and how they are expressed and shown using words, concrete materials, symbols and images.
- Methods for calculating with natural numbers, in mental arithmetic, and written calculations. Use of digital tools in calculations.

Algebra

- Mathematical equality and the importance of the equals sign.
- Simple patterns and how they are constructed.
- Unambiguous, step-by-step instructions and how they are expressed and followed. 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 how they are named.
- Measurement of length, mass, volume and time using some common measurement units.
- Planning of sequential events and estimation of time required.

Statistics

- Simple tables and diagrams and how they are used in investigations relevant to pupils.

Problem solving

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

Years 4–6

Understanding and using numbers

- Natural numbers and their properties. How numbers are expressed in words, concrete materials, symbols and images, and how they are represented on a number line. How numbers can be divided.
- How natural numbers are used in situations relevant to pupils.
- Fractions as part of a whole and part of a quantity.
- The positional system and how it is used to describe natural numbers.
- Different arithmetic operations and how they are expressed and shown using words, concrete materials, symbols and images.
- Methods for calculating with natural numbers, in mental arithmetic, written calculations and rough estimates. 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.
- Patterns and how they are constructed and described.
- Unambiguous step-by-step instructions and how they are expressed and followed as a basis for programming. How symbols are used in step-by-step instructions.

Geometry

- Basic geometric two- and three-dimensional objects, along with their properties and how they are named.
- Comparisons and estimates of magnitudes. Measurement of length, mass, volume and time using standardised measurement units.
- Planning of sequential events and estimation of time required.

Probability and statistics

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

Relationships and change

- Proportional relationships, including half and double.

Problem solving

- Strategies for solving mathematical problems in situations relevant to pupils.
- The value of money.

Years 7–9

Understanding and using numbers

- Rational numbers and their properties. How numbers are expressed in words, concrete materials, symbols and images, and how they are represented on a number line.
- How simple rational numbers are used in everyday situations.
- The positional system and how it is used to describe numbers.
- The four arithmetic operations and how they are expressed using words, concrete materials, symbols and images.
- Methods for calculating with natural numbers, in mental arithmetic, written calculations and rough estimates. Use of digital tools in calculations.
- Percentages and how they are used in situations relevant to pupils.
- Assessment of plausibility in estimations and calculations.

Algebra

- Mathematical equality and how the equals sign is used to represent simple equations.
- Methods for solving simple equations.
- Geometric patterns and patterns in sequences of numbers, as well as how they are constructed and described.
- Simple programming in visual programming environments.

Geometry

- Geometric objects, their properties and how they are named.
Construction of simple geometric objects, both with and without digital tools.
- Comparisons and estimates of magnitudes. Measurement of length, area, mass, volume and time using standardised measurement units. Methods of measurement and related unit changes.
- Planning of sequential events and estimation of time, both with and without digital tools.
- Scale in simple enlargement and reduction.

Probability and statistics

- Random events, chance and risk in concrete situations, such as observations and simulations.
- Tables, diagrams and graphs and how they are used to describe the results of investigations, both with and without digital tools. Interpretation of data in tables and graphs.

Relationships and change

- Proportional relationships and how they are expressed in percentage form and with simple graphs.

Problem solving

- Strategies for solving mathematical problems in different situations.
- Formulation of mathematical questions based on situations relevant to pupils.
- The value of money and estimation in connection with payment.

Proficiency assessment criteria and grading criteria

Criteria for assessing acceptable proficiency at the end of year 3

The pupil uses natural numbers, arranges them by size, and participates in using basic mathematical concepts.

The pupil participates in performing calculations and solving routine tasks.

The pupil participates in using mathematics to solve simple problems in situations relevant to pupils.

The pupil participates in using symbols and other mathematical expressions.

Grading criteria for grade E at the end of year 6

The pupil **participates** in using basic mathematical concepts and relationships between concepts.

The pupil **participates** in using mathematical methods to perform calculations and solve routine tasks.

The pupil **participates** in using mathematics to solve problems in situations relevant to pupils.

The pupil **participates** in 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 uses basic mathematical concepts and relationships between concepts in a **somewhat functional** manner.

The pupil uses **somewhat functional** mathematical methods to perform calculations and solve routine tasks.

The pupil uses mathematics to solve **simple** problems in situations relevant to pupils.

The pupil uses symbols and other mathematical expressions in a **somewhat functional** 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 uses basic mathematical concepts and relationships between concepts in a **functional** manner.

The pupil uses **functional** mathematical methods to perform calculations and solve routine tasks.

The pupil uses mathematics to solve **relatively complex** problems in situations relevant to pupils.

The pupil uses symbols and other mathematical expressions in a **functional** manner.

Grading criteria for grade E at the end of year 9

The pupil **participates** in using and describing mathematical concepts and relationships between concepts.

The pupil **participates** in choosing and using mathematical methods to perform calculations and solve routine tasks.

The pupil **participates** in using mathematics to solve problems. The pupil also **contributes** to communication about the plausibility of different solutions.

The pupil **participates** in 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 uses and describes mathematical concepts and relationships between concepts in a **somewhat functional** manner.

The pupil chooses and uses **somewhat functional** mathematical methods to perform calculations and solve routine tasks.

The pupil uses mathematics to solve **simple** problems. The pupil also communicates in a **simple** manner about the plausibility of different solutions.

The pupil uses symbols and other mathematical expressions in a **somewhat functional** manner.

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 uses and describes mathematical concepts and relationships between concepts in a **functional** manner.

The pupil chooses and uses **functional** mathematical methods to perform calculations and solve routine tasks.

The pupil uses mathematics to solve **relatively complex** problems. The pupil also communicates in a **developed** manner about the plausibility of different solutions.

The pupil uses symbols and other mathematical expressions in a **functional** manner.

3.6 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. Through the teaching, pupils shall be given the opportunity to read and reflect on fiction and other types of texts. 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 knowledge and confidence in their ability 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 in different contexts,
- the ability to read and reflect on different types of texts, and
- knowledge of traditions, cultural phenomena and societal issues in areas in which the mother tongue is spoken.

Core content

Years 1–3

Reading and writing

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing words, phrases and sentences.
- Reading direction and the shape and sound of characters in comparison with Swedish.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children in the form of picture books, rhyming words, rhymes and songs 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.
- Films and dramatised stories for children.

Culture and society

- Traditions and holidays that the pupil encounters in different contexts.
- Games and music from areas in which the mother tongue is spoken.

Years 4–6**Reading and writing**

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing different types of simple texts on topics that are familiar to the pupil.
- The basic structure of the mother tongue.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration. Images, digital media, tools and other aids for planning and delivering an oral presentation.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children and adolescents from areas in which the mother tongue is spoken.
- Descriptive and explanatory texts for children and adolescents related to traditions and phenomena in areas in which the mother tongue is spoken.
- Films and dramatised stories for children and adolescents.

Culture and society

- Traditions and holidays that the pupil encounters in different contexts.
- Games and music from areas in which the mother tongue is spoken.

Years 7–9**Reading and writing**

- Reading strategies for decoding and understanding texts. Identifying the purpose, sender and context of texts.
- Strategies for writing different types of texts. How to adapt the content of texts to different readers. Creating texts with interplay between words, images and sounds.
- The basic structure of the mother tongue. Word formation and sentence structure in the mother tongue in comparison with Swedish.

Speaking, listening and conversation

- Communication in different contexts and for different purposes. Expressing interest and engagement as well as opinions and arguments.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation in comparison with Swedish and different spoken language varieties of the mother tongue.

Texts

- Narrative and poetic texts for adolescents from areas in which the mother tongue is spoken. Message, structure and content of narrative texts.
- Descriptive and explanatory texts, such as instructions and newspaper articles, related to traditions and phenomena in areas in which the mother tongue is spoken.
- Films and dramatised stories for adolescents.
- Language features, words and concepts in different types of texts.

Culture and society

- Traditions, cultural expressions and other phenomena in areas in which the mother tongue is spoken.
- Some current societal issues in areas in which the mother tongue is spoken. The everyday life of children and adolescents there in comparison with the everyday life of children and adolescents in Sweden.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics and **participates** in maintaining the conversation. The pupil also **participates** in preparing and delivering simple oral language output. Based on the language features of the mother tongue, the pupil writes **words and simple sentences** and **participates** in writing and structuring texts.

The pupil reads **simple** texts with familiar content and **known words** in the mother tongue and **participates** in demonstrating understanding of the content. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in providing examples of some traditions and holidays in 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 converses about familiar topics and maintains the conversation in a **somewhat functional** manner. The pupil also prepares and delivers simple oral language output in a **somewhat functional** manner. Based on the language features of the mother tongue, the pupil writes **multi-sentence** texts and structures the texts in a **somewhat functional** manner.

The pupil reads texts with familiar content in the mother tongue with **some fluency** and demonstrates **basic** understanding of the content. The pupil also makes **simple** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays in areas in which the mother tongue is spoken with **some degree of confidence**.

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 and maintains the conversation in a **functional** manner. The pupil also prepares and delivers simple oral language output in a **functional** manner. Based on the language features of the mother tongue, the pupil writes **multi-sentence texts with clear content** and structures the texts in a **functional** manner.

The pupil reads texts with familiar content in the mother tongue with **fluency** and demonstrates **good** understanding of the content. The pupil also makes **developed** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays in areas in which the mother tongue is spoken with **confidence**.

Grading criteria for grade E at the end of year 9

The pupil converses about a variety of topics, **participates** in maintaining the conversation, and puts forth opinions and arguments. The pupil also **participates** in preparing and delivering oral language output. Based on the language features of the mother tongue, the pupil writes **simple** multi-sentence texts with clear content, and **contributes** to adapting the texts to different contexts. The pupil also **participates** in structuring the texts.

The pupil reads **simple** texts in the mother tongue and **participates** in demonstrating understanding of the content. The pupil **contributes** to making inferences about the content of different texts and **participates** in retelling parts of the content.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues in areas in which the mother tongue is spoken.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **somewhat functional** manner. The pupil also prepares and delivers oral language output in a **somewhat functional** manner. Based on the language features of the mother tongue, the pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts to **some extent** to different contexts. The pupil also structures texts in a **somewhat functional** manner.

The pupil reads different types of texts in the mother tongue with **some fluency** and demonstrates **basic** understanding of the content. The pupil makes **simple** inferences about the content of different texts and retells parts of the content in a **somewhat relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues in areas in which the mother tongue is spoken with **some degree of confidence**.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **functional** manner. The pupil also prepares and delivers oral language output in a **functional** manner. Based on the language features of the mother tongue, the pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts to different contexts. The pupil also structures texts in a **functional** manner.

The pupil reads different types of texts in the mother tongue with **fluency** and demonstrates **good** understanding of the content. The pupil makes **developed** inferences about the content of different texts and retells parts of the content in a **relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues in areas in which the mother tongue is spoken with **confidence**.

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 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 the language and become aware of the importance of their mother tongue for their own learning in various school subjects.

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 read and reflect on fiction and other types of texts. This gives pupils the opportunity to develop their plurilingualism, their understanding of the world around them and their identity. The teaching shall also help pupils to develop knowledge and confidence in their ability 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. The teaching shall give pupils

the opportunity to develop knowledge of the history, cultural expressions and traditions of the national minority. 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 in different contexts,
- the ability to read and reflect on different types of texts, and
- knowledge of traditions, cultural phenomena and social issues in areas in which Finnish is spoken.

Core content

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

Reading and writing

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing words, phrases and sentences.
- The Finnish alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children in the form of picture books, rhyming words, nursery rhymes and songs.
- Descriptive and explanatory texts for children related to Swedish-Finnish and Finnish traditions and cultural forms of expression.
- Films and dramatised stories for children.

Swedish-Finnish culture

- Traditions, holidays and other cultural expressions that the pupil encounters in different contexts.
- Games and music related to Swedish-Finnish culture.

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

Reading and writing

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing different types of simple texts on topics that are familiar to the pupil.
- The basic structure of Finnish with spelling rules, inflection patterns and sentence structure.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration. Images, digital media, tools and other aids for planning and delivering an oral presentation.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children and adolescents.
- Descriptive and explanatory texts for children and adolescents related to Swedish-Finnish and Finnish traditions and cultural forms of expression.
- Films and dramatised stories for children and adolescents.

Swedish-Finnish culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to Swedish-Finnish culture.

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

Reading and writing

- Reading strategies for decoding and understanding texts. Identifying the purpose, sender and context of texts.
- Strategies for writing different types of texts. How to adapt the content of texts to different readers. Creating texts with interplay between words, images and sounds.
- The basic structure of Finnish, with word formation, inflection patterns, parts of speech and clause elements.

Speaking, listening and conversation

- Communication in different contexts and for different purposes. Expressing interest and engagement as well as opinions and arguments.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Different varieties of spoken Finnish.

Texts

- Narrative and poetic texts for adolescents. Message, structure and content of narrative texts.
- Descriptive and explanatory texts, such as instructions and newspaper articles, related to Swedish-Finnish and Finnish traditions and cultural forms of expression.
- Films and dramatised stories for adolescents.
- Language features, words and concepts in different texts.

Swedish-Finnish culture

- Traditions, cultural expressions and other phenomena related to Swedish-Finnish culture.
- Some current societal issues and the everyday life of children and adolescents in environments in which the language is used.

Years 1–3, within the framework of Finnish as a second language**Reading and writing**

- Reading strategies for decoding and understanding words, phrases and sentences in simple texts.
- Strategies for writing simple words and short phrases and sentences.
- Simple messages, instructions and descriptions.
- The Finnish alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Simple conversations for contact. Questions and answers.
- Short phrases, including phrases used in greetings, goodbyes and when being polite.
- Strategies for solving language problems in conversation, such as gestures and questions.

- Presentations of oneself and everyday life.
- 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, rhyming words, nursery rhymes and songs.
- Simple descriptive and explanatory texts for children related to Swedish-Finnish and Finnish traditions and cultural phenomena.
- Films and dramatised stories for children.

Swedish-Finnish culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to Swedish-Finnish culture.

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

Reading and writing

- Reading strategies for decoding and understanding words, phrases and sentences in simple texts.
- Strategies for writing simple words, short phrases and sentences, and simple descriptions and instructions.

Speaking, listening and conversation

- Simple dialogues.
- Conversations for contact and communication. Questions and answers.
- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.
- Presentations of oneself, everyday life and the local environment.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children and adolescents.
- Simple descriptive and explanatory texts for children and adolescents related to Swedish-Finnish and Finnish traditions and cultural phenomena.
- Films and dramatised stories for children and adolescents.

Swedish-Finnish culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to Swedish-Finnish culture.

Years 7–9, within the framework of Finnish as a second language**Reading and writing**

- Reading strategies for decoding and understanding simple texts. Identifying the purpose, sender and context of texts.
- Writing simple narrative texts and simple descriptions and instructions.
- Creating texts with interplay between words, images and sounds.

Speaking, listening and conversation

- Conversations about content that is familiar to pupils, such as different types of events and their own experiences and the experiences of others.
- Dramatisations and role-playing with a focus on dialogue.
- Presentations that are explanatory, descriptive and informative.
- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for adolescents.
- Simple descriptive and explanatory texts, such as instructions and newspaper articles, related to Swedish-Finnish and Finnish traditions and cultural phenomena.
- Films and dramatised stories for adolescents.

Swedish-Finnish culture

- Traditions, cultural expressions and other phenomena related to Swedish-Finnish culture.
- Some current societal issues and the everyday life of children and adolescents in environments in which the language is used.

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 and **participates** in maintaining the conversation. The pupil also **participates** in preparing and delivering simple oral language output. The pupil writes **words and simple sentences** and **participates** in writing and structuring texts.

The pupil reads **simple** texts with familiar content and **known words** and **participates** in demonstrating understanding of the content. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in providing examples of some traditions and holidays related to Swedish-Finnish culture.

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 and maintains the conversation in a **somewhat functional** manner. The pupil also prepares and delivers simple oral language output in a **somewhat functional** manner. The pupil writes **multi-sentence** texts and structures the texts in a **somewhat functional** manner.

The pupil reads texts with familiar content with **some fluency** and demonstrates **basic** understanding of the content. The pupil also makes **simple** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays related to Swedish-Finnish culture with **some degree of confidence**.

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 and maintains the conversation in a **functional** manner. The pupil also prepares and delivers simple oral language output in a **functional** manner. The pupil writes **multi-sentence texts with clear content** and structures the texts in a **functional** manner.

The pupil reads texts with familiar content with **fluency** and demonstrates **good** understanding of the content. The pupil also makes **developed** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays related to Swedish-Finnish culture with **confidence**.

Grading criteria for grade E at the end of year 9

The pupil converses about a variety of topics, **participates** in maintaining the conversation, and puts forth opinions and arguments. The pupil also **participates** in preparing and delivering oral language output. The pupil writes **simple** multi-sentence texts with clear content, and **contributes** to adapting the texts to different contexts. The pupil also **participates** in structuring the texts.

The pupil reads **simple** texts and **participates** in demonstrating understanding of the content. The pupil **contributes** to making inferences about the content of different texts and **participates** in retelling parts of the content.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues related to Swedish-Finnish culture.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **somewhat functional** manner. The pupil also prepares and delivers oral language output in a **somewhat functional** manner. The pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts **to some extent** to different contexts. The pupil also structures texts in a **somewhat functional** manner.

The pupil reads different types of texts with **some fluency** and demonstrates **basic** understanding of the content. The pupil makes **simple** inferences about the content of different texts and retells parts of the content in a **somewhat relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Swedish-Finnish culture with **some degree of confidence**.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **functional** manner.

The pupil also prepares and delivers oral language output in a **functional** manner. The pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts to some extent to different contexts. The pupil also structures texts in a **functional** manner.

The pupil reads different types of texts with **fluency** and demonstrates **good** understanding of the content. The pupil makes **developed** inferences about the content of different texts and retells parts of the content in a **relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Swedish-Finnish culture with **confidence**.

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

The pupil listens and **participates** in demonstrating understanding of common, simple words and phrases about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil **participates** in expressing themselves using simple words and phrases. The pupil also **participates** in writing familiar words. In interactions, the pupil **participates** in expressing themselves using simple words and phrases.

The pupil **participates** in reading some very common, simple words and phrases in short, simple texts about familiar topics.

The pupil **participates** in providing examples of some traditions or holidays related to Swedish-Finnish culture.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes familiar words in a **somewhat functional** manner. In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

The pupil reads and understands **some very common**, simple words and phrases in short, simple texts about familiar topics.

The pupil provides examples of some traditions or holidays related to Swedish-Finnish culture with **some degree of confidence**.

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** about familiar topics which are spoken clearly, in a simple language and

at a slow pace. In oral language output, the pupil expresses themselves in a simple and **comprehensible** manner using words and phrases. The pupil also writes familiar words in a **functional** manner. In interactions, the pupil expresses themselves in a simple and **comprehensible manner** using words and phrases.

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

The pupil provides examples of some traditions or holidays related to Swedish-Finnish culture with **confidence**.

Grading criteria for grade E at the end of year 9

The pupil listens and **participates** in demonstrating understanding of common words and very simple phrases about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil **participates** in expressing themselves using simple words and phrases. The pupil also **participates** in writing words, phrases and sentences. In interactions, the pupil **participates** in expressing themselves using simple words and phrases.

The pupil **participates** in reading some common words and very simple phrases in short, simple texts about familiar topics.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues related to Swedish-Finnish culture.

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 **common words and simple phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes words and phrases in a **somewhat functional** manner. In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

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

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Swedish-Finnish culture with **some degree of confidence**.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil expresses themselves in a simple and **comprehensible** manner using words, phrases and **sentences**. The pupil also writes words and phrases in a **functional** manner. In interactions, the pupil expresses themselves in a simple and **comprehensible manner** using words and phrases.

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

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Swedish-Finnish culture with **confidence**.

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. Their language – 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 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 the language and become aware of the importance of their mother tongue for their own learning in various school subjects.

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 read and reflect on fiction and other types of texts. This gives pupils the opportunity to develop their plurilingualism, their understanding of the world around them and their identity. The teaching shall also help pupils to develop knowledge and confidence in their ability 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. The teaching shall give pupils

the opportunity to develop knowledge of the history, cultural expressions and traditions of the national minority. 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 in different contexts,
- the ability to read and reflect on different types of texts, and
- knowledge of traditions, cultural phenomena and societal issues in areas in which Meänkieli is spoken.

Core content

Years 1–3, within the framework of Meänkieli as a first language

Reading and writing

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing words, phrases and sentences.
- The Meänkieli alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children in the form of picture books, rhyming words, nursery rhymes and songs.
- Descriptive and explanatory texts for children related to the traditions and cultural forms of expression of Tornedalians and other Meänkieli speakers.
- Films and dramatised stories for children.

The culture of Tornedalians and other Meänkieli speakers

- Traditions, holidays and other cultural expressions that the pupil encounters in different contexts.
- Games and music related to the culture of Tornedalians and other Meänkieli speakers.

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

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing different types of simple texts on topics that are familiar to the pupil.
- The basic structure of Meänkieli with spelling rules, inflection patterns and sentence structure.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration. Images, digital media, tools and other aids for planning and delivering an oral presentation.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children and adolescents.
- Descriptive and explanatory texts for children and adolescents related to the traditions and cultural forms of expression of Tornedalians and other Meänkieli speakers.
- Films and dramatised stories for children and adolescents.

The culture of Tornedalians and other Meänkieli speakers

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to the culture of Tornedalians and other Meänkieli speakers.

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

Reading and writing

- Reading strategies for decoding and understanding texts. Identifying the purpose, sender and context of texts.
- Strategies for writing different types of texts. How to adapt the content of texts to different readers. Creating texts with interplay between words, images and sounds.
- The basic structure of Meänkieli, with word formation, inflection patterns, parts of speech and clause elements.

Speaking, listening and conversation

- Communication in different contexts and for different purposes. Expressing interest and engagement as well as opinions and arguments.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Different varieties of spoken Meänkieli.

Texts

- Narrative and poetic texts for adolescents. Message, structure and content of narrative texts.
- Descriptive and explanatory texts, such as instructions and newspaper articles, related to the traditions and cultural forms of expression of Tornedalians and other Meänkieli speakers.
- Films and dramatised stories for adolescents.
- Language features, words and concepts in different texts.

The culture of Tornedalians and other Meänkieli speakers

- Traditions, cultural expressions and other phenomena related to the culture of Tornedalians and other Meänkieli speakers.
- Some current societal issues and the everyday life of children and adolescents in environments in which the language is used.

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

Reading and writing

- Reading strategies for decoding and understanding words, phrases and sentences in simple texts.
- Strategies for writing simple words and short phrases and sentences.

- Simple messages, instructions and descriptions.
- The Meänkieli alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Simple conversations for contact. Questions and answers.
- Short phrases, including phrases used in greetings, goodbyes and when being polite.
- Strategies for solving language problems in conversation, such as gestures and questions.
- Presentations of oneself and everyday life.
- 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, rhyming words, nursery rhymes and songs.
- Simple descriptive and explanatory texts for children related to the traditions and cultural phenomena of Tornedalians and other Meänkieli speakers.
- Films and dramatised stories for children.

The culture of Tornedalians and other Meänkieli speakers

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to the culture of Tornedalians and other Meänkieli speakers.

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

Reading and writing

- Reading strategies for decoding and understanding words, phrases and sentences in simple texts.
- Strategies for writing simple words, short phrases and sentences, and simple descriptions and instructions.

Speaking, listening and conversation

- Simple dialogues.
- Conversations for contact and communication. Questions and answers.

- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.
- Presentations of oneself, everyday life and the local environment.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children and adolescents.
- Simple descriptive and explanatory texts for children and adolescents related to the traditions and cultural phenomena of Tornedalians and other Meänkieli speakers.
- Films and dramatised stories for children and adolescents.

The culture of Tornedalians and other Meänkieli speakers

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to the culture of Tornedalians and other Meänkieli speakers.

Years 7–9, within the framework of Meänkieli as a second language

Reading and writing

- Reading strategies for decoding and understanding simple texts. Identifying the purpose, sender and context of texts.
- Writing simple narrative texts and simple descriptions and instructions.
- Creating texts with interplay between words, images and sounds.

Speaking, listening and conversation

- Conversations about content that is familiar to pupils, such as different types of events and their own experiences and the experiences of others.
- Dramatisations and role-playing with a focus on dialogue.
- Presentations that are explanatory, descriptive and informative.
- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for adolescents.

- Simple descriptive and explanatory texts, such as instructions and newspaper articles, related to the traditions and cultural phenomena of Tornedalians and other Meänkieli speakers.
- Films and dramatised stories for adolescents.

The culture of Tornedalians and other Meänkieli speakers

- Traditions, cultural expressions and other phenomena related to the culture of Tornedalians and other Meänkieli speakers.
- Some current societal issues and the everyday life of children and adolescents in environments in which the language is used.

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 and **participates** in maintaining the conversation. The pupil also **participates** in preparing and delivering simple oral language output. The pupil writes **words and simple sentences** and **participates** in writing and structuring texts.

The pupil reads **simple** texts with familiar content and **known words** and **participates** in demonstrating understanding of the content. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in providing examples of some traditions and holidays related to the culture of 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 and maintains the conversation in a **somewhat functional** manner. The pupil also prepares and delivers simple oral language output in a **somewhat functional** manner. The pupil writes **multi-sentence** texts and structures the texts in a **somewhat functional** manner.

The pupil reads texts with familiar content with **some fluency** and demonstrates **basic** understanding of the content. The pupil also makes **simple** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays related to the culture of Tornedalians and other Meänkieli speakers with **some degree of confidence**.

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 and maintains the conversation in a **functional** manner. The pupil also prepares and delivers simple oral language output in a **functional** manner. The pupil writes **multi-sentence texts with clear content** and structures the texts in a **functional** manner.

The pupil reads texts with familiar content with **fluency** and demonstrates **good** understanding of the content. The pupil also makes **developed** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays related to the culture of Tornedalians and other Meänkieli speakers with **confidence**.

Within the framework of Meänkieli as a first language

Grading criteria for grade E at the end of year 9

The pupil converses about a variety of topics, **participates** in maintaining the conversation, and puts forth opinions and arguments. The pupil also **participates** in preparing and delivering oral language output. The pupil writes **simple** multi-sentence texts with clear content, and **contributes** to adapting the texts to different contexts. The pupil also **participates** in structuring the texts.

The pupil reads **simple** texts and **participates** in demonstrating understanding of the content. The pupil **contributes** to making inferences about the content of different texts and **participates** in retelling parts of the content.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues related to the culture of Tornedalians and other Meänkieli speakers.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **somewhat functional** manner. The pupil also prepares and delivers oral language output in a **somewhat functional** manner. The pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts **to some extent** to different contexts. The pupil also structures texts in a **somewhat functional** manner.

The pupil reads different types of texts with **some fluency** and demonstrates **basic** understanding of the content. The pupil makes **simple** inferences about the content of different texts and retells parts of the content in a **somewhat relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues related to the culture of Tornedalians and other Meänkieli speakers with **some degree of confidence**.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **functional** manner. The pupil also prepares and delivers oral language output in a **functional** manner. The pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts to some extent to different contexts. The pupil also structures texts in a **functional** manner.

The pupil reads different types of texts with **fluency** and demonstrates **good** understanding of the content. The pupil makes **developed** inferences about the content of different texts and retells parts of the content in a **relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues related to the culture of Tornedalians and other Meänkieli speakers with **confidence**.

Within the framework of Meänkieli as a second language

Grading criteria for grade E at the end of year 6

The pupil listens and **participates** in demonstrating understanding of common, simple words and phrases about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil **participates** in expressing themselves using simple words and phrases. The pupil also **participates** in writing familiar words. In interactions, the pupil **participates** in expressing themselves using simple words and phrases.

The pupil **participates** in reading some very common, simple words and phrases in short, simple texts about familiar topics.

The pupil **participates** in providing examples of some traditions or holidays related to the culture of 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 **common, simple words and phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes familiar words in a **somewhat functional** manner. In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

The pupil reads and understands **some very common**, simple words and phrases in short, simple texts about familiar topics.

The pupil provides examples of some traditions or holidays related to the culture of Tornedalians and other Meänkieli speakers with **some degree of confidence**.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil expresses themselves in a simple and **comprehensible** manner using words and phrases. The pupil also writes familiar words in a **functional** manner. In interactions, the pupil expresses themselves in a simple and **comprehensible manner** using words and phrases.

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

The pupil provides examples of some traditions or holidays related to the culture of Tornedalians and other Meänkieli speakers with **confidence**.

Within the framework of Meänkieli as a second language

Grading criteria for grade E at the end of year 9

The pupil listens and **participates** in demonstrating understanding of common words and very simple phrases about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil **participates** in expressing themselves using simple words and phrases. The pupil also **participates** in writing words, phrases and sentences. In interactions, the pupil **participates** in expressing themselves using simple words and phrases.

The pupil **participates** in reading some common words and very simple phrases in short, simple texts about familiar topics.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues related to the culture of Tornedalians and other Meänkieli speakers.

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 **common words and simple phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes words and phrases in a **somewhat functional** manner. In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

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

The pupil provides examples of some traditions, cultural phenomena and societal issues related to the culture of Tornedalians and other Meänkieli speakers with **some degree of confidence**.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil expresses themselves in a simple and **comprehensible** manner using words, phrases and **sentences**. The pupil also writes words and phrases in a **functional** manner. In interactions, the pupil expresses themselves in a simple and **comprehensible manner** using words and phrases.

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

The pupil provides examples of some traditions, cultural phenomena and societal issues related to the culture of Tornedalians and other Meänkieli speakers with **confidence**.

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. Their language – 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 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 the language and become aware of the importance of their mother tongue for their own learning in various school subjects.

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 read and reflect on fiction and other types of texts. This gives pupils the opportunity to develop their plurilingualism, their understanding of the world around them and their identity. The teaching shall also help pupils to develop knowledge and confidence in their ability 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. The teaching shall give pupils

the opportunity to develop knowledge of the history, cultural expressions and traditions of the national minority. 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 in different contexts,
- the ability to read and reflect on different types of texts, and
- knowledge of traditions, cultural phenomena and societal issues in areas in which Romani Chib is spoken.

Core content

Years 1–3, within the framework of Romani Chib as a first language

Reading and writing

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing words, phrases and sentences.
- The Romani Chib alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children in the form of picture books, rhyming words, nursery rhymes and songs.
- Descriptive and explanatory texts for children related to Roma traditions and cultural forms of expression.
- Films and dramatised stories for children.

Roma culture

- Traditions, holidays and other cultural expressions that the pupil encounters in different contexts.
- Games and music related to Roma culture.

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

Reading and writing

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing different types of simple texts on topics that are familiar to the pupil.
- The basic structure of Romani Chib with spelling rules, inflection patterns and sentence structure.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration. Images, digital media, tools and other aids for planning and delivering an oral presentation.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children and adolescents.
- Descriptive and explanatory texts for children and adolescents related to Roma traditions and cultural forms of expression.
- Films and dramatised stories for children and adolescents.

Roma culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to Roma culture.

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

Reading and writing

- Reading strategies for decoding and understanding texts. Identifying the purpose, sender and context of texts.
- Strategies for writing different types of texts. How to adapt the content of texts to different readers.
- Creating texts with interplay between words, images and sounds.
- The basic structure of Romani Chib, with word formation, inflection patterns, parts of speech and clause elements.

Speaking, listening and conversation

- Communication in different contexts and for different purposes. Expressing interest and engagement as well as opinions and arguments.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Different varieties of spoken Romani Chib.

Texts

- Narrative and poetic texts for adolescents. Message, structure and content of narrative texts.
- Descriptive and explanatory texts, such as instructions and newspaper articles, related to Roma traditions and cultural forms of expression.
- Films and dramatised stories for adolescents.
- Language features, words and concepts in different texts.

Roma culture

- Traditions, cultural expressions and other phenomena related to Roma culture.
- Some current societal issues and the everyday life of children and adolescents in environments in which the language is used.

Years 1–3, within the framework of Romani Chib as a second language**Reading and writing**

- Reading strategies for decoding and understanding words, phrases and sentences in simple texts.
- Strategies for writing simple words and short phrases and sentences.
- Simple messages, instructions and descriptions.
- The Romani Chib alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Simple conversations for contact. Questions and answers.
- Short phrases, including phrases used in greetings, goodbyes and when being polite.

- Strategies for solving language problems in conversation, such as gestures and questions.
- Presentations of oneself and everyday life.
- 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, rhyming words, nursery rhymes and songs.
- Simple descriptive and explanatory texts for children related to Roma traditions and cultural phenomena.
- Films and dramatised stories for children.

Roma culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to Roma culture.

Years 4–6, within the framework of Romani Chib as a second language

Reading and writing

- Reading strategies for decoding and understanding words, phrases and sentences in simple texts.
- Strategies for writing simple words, short phrases and sentences, and simple descriptions and instructions.

Speaking, listening and conversation

- Simple dialogues.
- Conversations for contact and communication. Questions and answers.
- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.
- Presentations of oneself, everyday life and the local environment.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children and adolescents.
- Simple descriptive and explanatory texts for children and adolescents related to Roma traditions and cultural phenomena.

- Films and dramatised stories for children and adolescents.

Roma culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Games and music related to Roma culture.

Years 7–9, within the framework of Romani Chib as a second language

Reading and writing

- Reading strategies for decoding and understanding simple texts. Identifying the purpose, sender and context of texts.
- Writing simple narrative texts and simple descriptions and instructions.
- Creating texts with interplay between words, images and sounds.

Speaking, listening and conversation

- Conversations about content that is familiar to pupils, such as different types of events and their own experiences and the experiences of others.
- Dramatisations and role-playing with a focus on dialogue.
- Presentations that are explanatory, descriptive and informative.
- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for adolescents.
- Simple descriptive and explanatory texts, such as instructions and newspaper articles, related to Roma traditions and cultural phenomena.
- Films and dramatised stories for adolescents.

Roma culture

- Traditions, cultural expressions and other phenomena related to Roma culture.
- Some current societal issues and the everyday life of children and adolescents in environments in which the language is used.

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 and **participates** in maintaining the conversation. The pupil also **participates** in preparing and delivering simple oral language output. The pupil writes **words and simple sentences** and **participates** in writing and structuring texts.

The pupil reads **simple** texts with familiar content and **known words** and **participates** in demonstrating understanding of the content. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in providing examples of some traditions and holidays related to Roma culture.

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 and maintains the conversation in a **somewhat functional** manner. The pupil also prepares and delivers simple oral language output in a **somewhat functional** manner. The pupil writes **multi-sentence** texts and structures the texts in a **somewhat functional** manner.

The pupil reads texts with familiar content with **some fluency** and demonstrates **basic** understanding of the content. The pupil also makes **simple** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays related to Roma culture with **some degree of confidence**.

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 and maintains the conversation in a **functional** manner. The pupil also prepares and delivers simple oral language output in a **functional** manner. The pupil writes **multi-sentence texts with clear content** and structures the texts in a **functional** manner.

The pupil reads texts with familiar content with **fluency** and demonstrates **good** understanding of the content. The pupil also makes **developed** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays related to Roma culture with **confidence**.

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 a variety of topics, **participates** in maintaining the conversation and putting forth opinions and arguments. The pupil also **participates** in preparing and delivering oral language output. The pupil writes **simple** multi-sentence texts with clear content, and **contributes** to adapting the texts to different contexts. The pupil also **participates** in structuring the texts.

The pupil reads **simple** texts and **participates** in demonstrating understanding of the content. The pupil **contributes** to making inferences about the content of different texts and **participates** in retelling parts of the content.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues related to Roma culture.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **somewhat functional** manner. The pupil also prepares and delivers oral language output in a **somewhat functional** manner. The pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts **to some extent** to different contexts. The pupil also structures texts in a **somewhat functional** manner.

The pupil reads different types of texts with **some fluency** and demonstrates **basic** understanding of the content. The pupil makes **simple** inferences about the content of different texts and retells parts of the content in a **somewhat relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Roma culture with **some degree of confidence**.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **functional** manner. The pupil also prepares and delivers oral language output in a **functional** manner. The pupil writes different types of multi-sentence texts with

varied word choice and clear content, and **adapts** texts to some extent to different contexts. The pupil also structures texts in a **functional** manner.

The pupil reads different types of texts with **fluency** and demonstrates **good** understanding of the content. The pupil makes **developed** inferences about the content of different texts and retells parts of the content in a **relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Roma culture with **confidence**.

Within the framework of Romani Chib as a second language

Grading criteria for grade E at the end of year 6

The pupil listens and **participates** in demonstrating understanding of common, simple words and phrases about familiar topics which are spoken about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil **participates** in expressing himself using simple words and phrases. The pupil also **participates** in writing familiar words. In interactions, the pupil **participates** in expressing himself using simple words and phrases.

The pupil **participates** in reading some very common, simple words and phrases in short, simple texts about familiar topics.

The pupil **participates** in providing examples of some traditions or holidays related to Roma culture.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil expresses himself in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes familiar words in a **somewhat functional** manner. In interactions, the pupil expresses himself in a simple and **generally comprehensible** manner using words and phrases.

The pupil reads and understands **some very common**, simple words and phrases in short, simple texts about familiar topics.

The pupil provides examples of some traditions or holidays related to Roma culture with **some degree of confidence**.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil expresses themselves in a simple and **comprehensible** manner using words and phrases. The pupil also writes familiar words in a **functional** manner. In interactions, the pupil expresses themselves in a simple and **comprehensible** manner using words and phrases.

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

The pupil provides examples of some traditions and holidays related to Roma culture with **confidence**.

Within the framework of Romani Chib as a second language

Grading criteria for grade E at the end of year 9

The pupil listens and **participates** in demonstrating understanding of common words and very simple phrases about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil **participates** in expressing themselves using simple words and phrases. The pupil also **participates** in writing words, phrases and sentences. In interactions, the pupil **participates** in expressing themselves using simple words and phrases.

The pupil **participates** in reading some common words and very simple phrases in short, simple texts about familiar topics.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues related to Roma culture.

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 **common words and simple phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes words and phrases in a **somewhat functional** manner. In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

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

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Roma culture with **some degree of confidence**.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil expresses themselves in a simple and **comprehensible** manner using words, phrases and **sentences**. The pupil also writes words and phrases in a **functional** manner. In interactions, the pupil expresses themselves in a simple and **comprehensible manner** using words and phrases.

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

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Roma culture with **confidence**.

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. Their language – 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 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 the language and become aware of the importance of their mother tongue for their own learning in various school subjects.

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 read and reflect on fiction and other types of texts. This gives pupils the opportunity to develop their plurilingualism, their understanding of the world around them and their identity. The teaching shall also help pupils to develop knowledge and confidence in their ability 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 . The teaching shall give pupils the opportunity to develop knowledge of the history, cultural expressions and traditions of the national minority. 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 in different contexts,
- the ability to read and reflect on different types of texts, and
- knowledge of traditions, cultural phenomena and societal issues in areas in which Yiddish is spoken.

Core content

Years 1-3, within the framework of Yiddish as a first language

Reading and writing

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing words, phrases and sentences.
- The printed alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children in the form of picture books, rhyming words, nursery rhymes and songs.
- Descriptive and explanatory texts for children related to Jewish traditions and cultural forms of expression.
- Films and dramatised stories for children.

Yiddish culture

- Traditions, holidays and other cultural expressions that the pupil encounters in different contexts.
- Games and songs related to Yiddish culture.

Years 4–6, within the framework of Yiddish as a first language**Reading and writing**

- Reading strategies for decoding and understanding simple texts.
- Strategies for writing different types of simple texts on topics that are familiar to the pupil.
- The alphabet in cursive.
- The basic structure of Yiddish with inflection patterns and sentence structure.

Speaking, listening and conversation

- Communication in different contexts. Listening, asking and answering questions, explaining and expressing feelings, knowledge and opinions.
- Oral presentations and oral narration. Images, digital media, tools and other aids for planning and delivering an oral presentation.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Pronunciation, emphasis and sentence intonation.

Texts

- Narrative and poetic texts for children and adolescents.
- Descriptive and explanatory texts for children and adolescents related to Jewish traditions and cultural forms of expression.
- Films and dramatised stories for children and adolescents.

Yiddish culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Songs and other forms of aesthetic expression in Yiddish culture.

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

Reading and writing

- Reading strategies for decoding and understanding texts. Identifying the purpose, sender and context of texts.
- Strategies for writing different types of texts. How to adapt the content of texts to different readers. Creating texts with interplay between words, images and sounds.
- The basic structure of Yiddish, with word formation, inflection patterns, parts of speech and clause elements.

Speaking, listening and conversation

- Communication in different contexts and for different purposes. Expressing interest and engagement as well as opinions and arguments.
- Oral presentations and oral narration, adapting language, content and layout to the purpose and listener.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.
- Different varieties of spoken Yiddish.

Texts

- Narrative and poetic texts for adolescents. Message, structure and content of narrative texts.
- Descriptive and explanatory texts, such as instructions and newspaper articles, related to Jewish traditions and cultural forms of expression.
- Films and dramatised stories for adolescents.
- Language features, words and concepts in different texts.

Yiddish culture

- Traditions, cultural expressions and other phenomena related to Yiddish culture.
- Some current societal issues and the everyday life of children and adolescents in environments in which the language is used.

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

Reading and writing

- Reading strategies for decoding and understanding words, phrases and sentences in simple texts.
- Strategies for writing simple words and short phrases and sentences.

- Simple messages, instructions and descriptions.
- The printed alphabet and the relationship between sounds and letters.

Speaking, listening and conversation

- Simple conversations for contact. Questions and answers.
- Short phrases, including phrases used in greetings, goodbyes and when being polite.
- Strategies for solving language problems in conversation, such as gestures and questions.
- Presentations of oneself and everyday life.
- 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, rhyming words, nursery rhymes and songs.
- Simple descriptive and explanatory texts for children related to Jewish traditions and cultural forms of expression.
- Films and dramatised stories for children.

Yiddish culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Songs and other forms of aesthetic expression in Yiddish culture.

Years 4–6, within the framework of Yiddish as a second language

Reading and writing

- Reading strategies for decoding and understanding words, phrases and sentences in simple texts.
- Strategies for writing simple words, short phrases and sentences, and simple descriptions and instructions.
- The printed alphabet.

Speaking, listening and conversation

- Simple dialogues.
- Conversations for contact and communication. Questions and answers.
- Strategies for solving language problems in conversation, such as gestures, questions and rephrasing.

- Presentations of oneself, everyday life and the local environment.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for children and adolescents.
- Simple descriptive and explanatory texts for children and adolescents related to Jewish traditions and cultural forms of expression.
- Films and dramatised stories for children and adolescents.

Yiddish culture

- Traditions, holidays and other cultural expressions that pupils encounter in different contexts.
- Songs and other aesthetic forms in Yiddish culture.

Years 7-9, within the framework of Yiddish as a second language

Reading and writing

- Reading strategies for decoding and understanding simple texts. Identifying the purpose, sender and context of texts.
- Writing simple narrative texts and simple descriptions and instructions.
- Creating texts with interplay between words, images and sounds.
- Identification of letters in cursive.

Speaking, listening and conversation

- Conversations about content that is familiar to pupils, such as different types of events and their own experiences and the experiences of others.
- Dramatisations and role-playing with a focus on dialogue.
- Presentations that are explanatory, descriptive and informative.
- Strategies for participating in and contributing to conversations, such as questions and phrases and expressions to confirm understanding.
- Linguistic phenomena, including pronunciation and intonation, in the language that the pupils encounter.

Texts

- Narrative and poetic texts for adolescents.
- Simple descriptive and explanatory texts, such as instructions and newspaper articles, related to Jewish traditions and cultural forms of expression.
- Films and dramatised stories for adolescents.

Yiddish culture

- Traditions, cultural expressions and other phenomena related to Yiddish culture.
- Some current societal issues and the everyday life of children and adolescents in environments in which the language is used.

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 and **participates** in maintaining the conversation. The pupil also **participates** in preparing and delivering simple oral language output. The pupil writes **words and simple sentences** and **participates** in writing and structuring texts.

The pupil reads **simple** texts with familiar content and **known words** and **participates** in demonstrating understanding of the content. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in providing examples of some traditions and holidays related to Yiddish culture.

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 and maintains the conversation in a **somewhat functional** manner. The pupil also prepares and delivers simple oral language output in a **somewhat functional** manner. The pupil writes **multi-sentence** texts and structures the texts in a **somewhat functional** manner.

The pupil reads texts with familiar content with **some fluency** and demonstrates **basic** understanding of the content. The pupil also makes **simple** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays related to Yiddish culture with **some degree of confidence**.

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 and maintains the conversation in a **functional** manner. The pupil also prepares and delivers simple oral language output in a **functional** manner. The pupil writes **multi-sentence texts with clear content** and structures the texts in a **functional** manner.

The pupil reads texts with familiar content with **fluency** and demonstrates **good** understanding of the content. The pupil also makes **developed** inferences about the content of different texts.

The pupil provides examples of some traditions and holidays related to Yiddish culture with **confidence**.

Within the framework of Yiddish as a first language

Grading criteria for grade E at the end of year 9

The pupil converses about a variety of topics, **participates** in maintaining the conversation, and puts forth opinions and arguments. The pupil also **participates** in preparing and delivering oral language output. The pupil writes **simple** multi-sentence texts with clear content, and **contributes** to adapting the texts to different contexts. The pupil also **participates** in structuring the texts.

The pupil reads **simple** texts and **participates** in demonstrating understanding of the content. The pupil **contributes** to making inferences about the content of different texts and **participates** in retelling parts of the content.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues related to Yiddish culture.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **somewhat functional** manner. The pupil also prepares and delivers oral language output in a **somewhat functional** manner. The pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts **to some extent** to different contexts. The pupil also structures texts in a **somewhat functional** manner.

The pupil reads different types of texts with **some fluency** and demonstrates **basic** understanding of the content. The pupil makes **simple** inferences about the content of different texts and retells parts of the content in a **somewhat relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Yiddish culture with **some degree of confidence**.

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 a variety of topics and maintains the conversation and presents opinions and arguments in a **functional** manner.

The pupil also prepares and delivers oral language output in a **functional** manner. The pupil writes different types of multi-sentence texts with varied word choice and clear content, and **adapts** texts to some extent to different contexts. The pupil also structures texts in a **functional** manner.

The pupil reads different types of texts with **fluency** and demonstrates **good** understanding of the content. The pupil makes **developed** inferences about the content of different texts and retells parts of the content in a **relevant** manner.

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Yiddish culture with **confidence**.

Within the framework of Yiddish as a second language

Grading criteria for grade E at the end of year 6

The pupil listens and **participates** in demonstrating understanding of common, simple words and phrases about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil **participates** in expressing himself using simple words and phrases. The pupil also **participates** in writing familiar words. In interactions, the pupil **participates** in expressing himself using simple words and phrases.

The pupil **participates** in reading some very common, simple words and phrases in short, simple texts about familiar topics.

The pupil **participates** in providing examples of some traditions or holidays related to Yiddish culture.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil expresses himself in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes familiar words in a **somewhat functional** manner.

In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

The pupil reads and understands **some very common**, simple words and phrases in short, simple texts about familiar topics.

The pupil provides examples of some traditions or holidays related to Yiddish culture with **some degree of confidence**.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output, the pupil expresses themselves in a simple and **comprehensible** manner using words and phrases. The pupil also writes familiar words in a **functional** manner. In interactions, the pupil expresses themselves in a simple and **comprehensible manner** using words and phrases.

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

The pupil provides examples of some traditions or holidays related to Yiddish culture with **confidence**.

Within the framework of Yiddish as a second language

Grading criteria for grade E at the end of year 9

The pupil listens and **participates** in demonstrating understanding of common words and very simple phrases about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil **participates** in expressing themselves using simple words and phrases. The pupil also **participates** in writing words, phrases and sentences. In interactions, the pupil **participates** in expressing themselves using simple words and phrases.

The pupil **participates** in reading some common words and very simple phrases in short, simple texts about familiar topics.

The pupil **participates** in providing examples of some traditions, cultural phenomena and societal issues related to Yiddish culture.

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 **common words and simple phrases** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases. The pupil also writes words and phrases in a **somewhat functional** manner. In interactions, the pupil expresses themselves in a simple and **generally comprehensible** manner using words and phrases.

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

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Yiddish culture with **some degree of confidence**.

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** about familiar topics which are spoken clearly, in a simple language and at a slow pace. In oral language output of various kinds, the pupil expresses themselves in a simple and **comprehensible** manner using words, phrases and **sentences**. The pupil also writes words and phrases in a **functional** manner. In interactions, the pupil expresses themselves in a simple and **comprehensible manner** using words and phrases.

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

The pupil provides examples of some traditions, cultural phenomena and societal issues related to Yiddish culture with **confidence**.

3.7 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 form of expression and means of communication. Through the teaching, pupils shall be given opportunities 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 on their own 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, communicate about 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.

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 contexts.

Core content

Years 1–3

Making and creating music

- Singing and playing in different forms.
- Imitation and improvisation with voice, movement and instruments.
- Expression of songs and stories through sound, rhythms and movements.

Tools of music

- The voice and how it can be varied and used for musical expression.
- Percussion instruments, string instruments, keyboard instruments and digital tools for making and creating music.
- The building blocks of music, such as beat, tempo and dynamics.

Context and functions of music

- Music related to pupils' everyday contexts and festive occasions, including insights into Swedish and Nordic song and dance traditions.
- 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 and playing in different forms.
- Imitation and improvisation with voice, movement and instruments based on the building blocks of music.
- 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 varied and used for musical and 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, such as rhythm, tone and pitch.
- Musical symbols with pictorial, colour, numerical or letter support, such as notes and chords.

Context and functions of music

- The impact and importance of music for people. Music related to pupils' everyday contexts and festive occasions, including the national anthem and some of the most common hymns.
- Musical instruments. Their names and functions in different types of ensembles and orchestras.
- Musical characteristics of art, folk and popular music and musical expressions from different cultures.

Years 7–9

Making and creating music

- Singing, melody playing and accompaniment in different forms and genres.
- Rhythmic and melodic improvisation with voice, movement and instruments based on the building blocks of music.
- Composition in different genres.
- 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 for musical and 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, such as time signatures, musical form and chords.
- Musical symbols with pictorial, colour, numerical or letter support, such as notes and chords.

Context and functions of music

- The function of music in society and the importance of music in expressing identity and group affiliation in different contexts.
- How music can be used as a form of meaningful expression in different media, such as film and games.
- Rights and obligations when using music in different contexts.
- Musical instruments. Their names and functions in different musical genres.
- Musical characteristics of art, folk and popular music and musical expressions from different cultures. Some key composers, songwriters and musical works.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil **participates** in making music by singing and playing instruments. The pupil also **contributes** to adapting their music-making to the musical context.

The pupil **participates** in expressing thoughts and ideas through musical creation.

The pupil **participates** in expressing understanding of the content of music, and in giving examples of instruments and musical characteristics.

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 in a **somewhat functional** manner by singing and playing instruments. The pupil also **adapts** their music-making **somewhat** to the musical context.

The pupil expresses thoughts and ideas in a **somewhat developed** manner through musical creation.

The pupil expresses **some** understanding of the content of music and gives examples of instruments and musical characteristics with **some confidence**.

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 in a **functional** manner by singing and playing instruments. The pupil **adapts** their music-making to the musical context.

The pupil expresses thoughts and ideas in a **developed** manner through musical creation.

The pupil expresses **good** understanding of the content of music and gives examples of instruments and musical characteristics with **confidence**.

Grading criteria for grade E at the end of year 9

The pupil **participates** in making music by singing and playing instruments. The pupil also **contributes** to adapting their music-making to the musical context and the nature of the music.

The pupil **participates** in expressing thoughts and ideas through musical creation. The pupil also **participates** in composing musical expressions that have a functional form.

The pupil **participates** in expressing understanding of the content and function of music, and in giving examples of instruments and musical characteristics in different music genres.

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 in a **somewhat functional** manner by singing and playing instruments. The pupil also **adapts** their music-making **somewhat** to the musical context and the nature of the music.

The pupil expresses thoughts and ideas in a **somewhat developed** manner through musical creation. The pupil also composes musical expressions that have a **somewhat functional** form.

The pupil expresses **some** understanding of the content and function of music and gives examples of instruments and musical characteristics in different music genres with **some confidence**.

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 in a **functional** manner by singing and playing instruments. In addition, the pupil **adapts** their music-making to the musical context and the nature of the music.

The pupil expresses thoughts and ideas in a **developed** manner through musical creation. The pupil also composes musical expressions that have a **functional** form.

The pupil expresses **good** understanding of the content and function of music and gives examples of instruments and musical characteristics in different music genres with **confidence**.

3.8 Natural sciences

Biology, chemistry and physics

The natural sciences evolved from people's curiosity and need to know more about themselves and the world around them. Knowledge of natural sciences is of great importance for the development of society in areas as diverse as the use of natural resources, health, energy supply and resource management. Knowledge of nature and humans, energy, and the properties and structure of matter gives people the tools to not only shape their own well-being, but also promote sustainable development.

Aim

Natural science teaching 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, physical phenomena, and the properties of matter based on their own experiences and current events. They shall also be given opportunities to use natural science terminology, concepts and other forms of expression to communicate about human beings and the world around them.

The teaching shall help the pupils develop knowledge in biology, chemistry and physics. They shall also be given opportunities to use natural science concepts and explanatory models to describe and explain relationships in nature, society and the human body. The teaching shall also give pupils the prerequisites to recognise differences between scientific and other ways of describing and explaining the world around them.

Through the teaching, pupils shall be given the opportunity to develop their ability to handle practical and ethical choice situations, and to communicate about issues 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 a critical approach 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, physical phenomena and the properties of matter through systematic investigations. In practical work, pupils shall also be given opportunities to develop skills in handling materials, equipment and digital tools.

Natural science teaching shall provide pupils with the prerequisites for developing

- knowledge of natural science concepts and explanatory models for describing and explaining relationships in nature, society and the human body,
- the ability to use natural science to evaluate information, communicate and form opinions on issues related to the environment and health, and
- the ability to conduct systematic investigations.

Core content

Years 1–3

Nature through the year

- Seasonal changes in nature and the characteristics of the different seasons.
- Animals, plants and fungi in the local environment, how they can be grouped, and the names of some common species.

Body and health

- The names and general function of some of the human organs.
- 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

- Forces that can be experienced and observed during play and movement, such as gravity and friction.
- 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.
- The different forms of water: solid, liquid and gas.

Systematic investigations

- Simple field studies, observations and experiments. Performing and documenting the investigations with words, pictures and digital tools.
- Some stories about how scientific knowledge has developed.

Years 4–6**Nature, environment and society**

- Simple food chains in the local environment. Interactions between some animals and plants and their adaptations to the environment.
- How animals, plants and fungi can be identified and grouped in a systematic manner, and the names of some common species.
- Human dependence on and impact on nature and our responsibilities when using it.
- Some energy sources and their impact on the environment.
- Electrical circuits with batteries. How they can be connected and how they can be used in everyday electrical equipment.
- How day, night and seasons can be explained by the movements of the celestial bodies in the solar system.
- Common weather phenomena and how they can be observed and measured.
- Classification of substances and materials based on some properties, such as solubility, conductivity, acidity or alkalinity.
- The different forms of water: solid, liquid and gas. The water cycle.
- Common household chemicals and their use.

Body and health

- The names, appearance, location and function of some of the human organs.
- How mental and physical health is affected by 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, observations and experiments using both analogue and digital tools. Performance, evaluation of results and documentation with words, images and other forms of expression.
- Some natural science discoveries and their impact on human living conditions.
- Critical evaluation and use of information related to the natural sciences.

Years 7–9**Nature, environment and society**

- What life is and how the development of life can be explained by the theory of evolution. Biodiversity.
- Food chains and cycles in the local environment. The interplay between animals, plants and fungi, and how some environmental factors affect them.
- Human dependence on and impact on nature. Our responsibility when using nature in relation to sustainable development.
- Fossil and renewable fuels and their impact on the climate.
- The origin and structure of the universe.
- How light and sound propagate and can be reflected.
- The processing of raw materials into products, such as metals, paper and plastics. How products can be reused or recycled.
- The properties of water and the water cycle. Evaporation, boiling, condensation, melting and solidification.
- Common household chemicals. Their use, how they are labelled, and how they shall be handled.

Body and health

- The appearance, location and function of some of the human organs and organ systems.
- Some common diseases and how they can be prevented and treated.
- How mental and physical health is affected by diet, sleep, hygiene, exercise, stress and addictive substances. How health problems can be limited.
- Food content and the role of nutrients in health.
- 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, observations and experiments using both analogue and digital tools. Planning and performance of investigations and evaluation of results. Documentation with words, images and other forms of expression.

- Some discoveries in the natural sciences and their significance for humans.
- Searches, critical evaluation and use of information related to the natural sciences.

Proficiency assessment criteria and grading criteria

Criteria for assessing acceptable proficiency at the end of year 3

Based on personal experiences and exploration of the local environment, the pupil participates in describing simple scientific relationships in nature and the human body. Following clear instructions, the pupil participates in performing simple field studies, observations and experiments.

Grading criteria for grade E at the end of year 6

The pupil **participates** in describing relationships in nature, society and the human body using some natural science concepts and explanatory models.

The pupil uses natural science-related information to **contribute** to communication about issues related to the environment and health.

The pupil seeks answers to natural science questions by **participating** in performing simple systematic investigations in a safe 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 describes relationships in nature, society and the human body in a **simple** manner using some natural science concepts and explanatory models.

The pupil uses natural science-related information to communicate on issues related to the environment and health in a **simple** manner.

The pupil seeks answers to natural science questions by performing simple systematic investigations in a safe and **somewhat functional** 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 describes relationships in nature, society and the human body in a **developed** manner using some natural science concepts and explanatory models.

The pupil uses natural science-related information to communicate about issues related to the environment and health in a **developed** manner.

The pupil seeks answers to natural science questions by performing simple systematic investigations in a safe and **functional** manner.

Grading criteria for grade E at the end of year 9

The pupil **participates** in describing relationships in nature, society and the human body using natural science concepts and explanatory models.

The pupil seeks and uses natural science-related information to **contribute** to communication about issues related to the environment and health.

The pupil seeks answers to natural science questions by **participating** in performing systematic investigations in a safe manner. The pupil **contributes** to making inferences about the investigations.

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 describes relationships in nature, society and the human body in a **simple** manner using natural science concepts and explanatory models.

The pupil seeks and uses natural science-related information to communicate about issues related to the environment and health in a **simple** manner.

The pupil seeks answers to natural science questions by performing systematic investigations in a safe and **somewhat functional** manner. The pupil makes **simple** inferences about the investigations.

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 describes relationships in nature, society and the human body in a **developed** manner using natural science concepts and explanatory models.

The pupil seeks and uses natural science-related information to communicate about issues related to the environment and health in a **developed** manner.

The pupil seeks answers to natural science questions by performing systematic investigations in a safe and **functional** manner. The pupil makes **developed** inferences about the investigations.

3.9 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. It shall also help pupils to develop a good body image and confidence in their own physical ability. The teaching shall be designed so that pupils can continuously participate in the activities and shall give them the prerequisites for participating in other physical activities in school. Pupils shall encounter different types of activities in varying environments and contexts, and be given opportunities to develop their interpersonal skills and their respect for others.

Through the teaching, pupils shall be given opportunities to develop their ability to perform outdoor life activities and other outdoor activities in different environments. They shall be given prerequisites to spend time outdoors and in nature during different seasons, and to develop an understanding of the value of outdoor life.

The teaching shall give pupils opportunities to develop knowledge about how physical activity affects physical ability as well as physical, mental and social health. In this way, pupils are given the prerequisites for developing good lifestyle habits in order to be able to influence their health throughout their lives. They shall also be given opportunities to use the words and concepts of the subject to communicate about activities, health and lifestyle habits. The teaching shall also help pupils to develop knowledge about risks and safety during different activities, and knowledge about actions to take in emergency situations.

Teaching in physical education and health shall provide pupils with the prerequisites for developing

- the ability use all or parts of their body in different physical contexts, and the ability to swim,
- the ability to perform outdoor life activities and other outdoor activities under different conditions and in different environments, and

- the ability to reflect on the relationship between physical activity, physical ability and health, and to prevent and handle risks and emergency situations.

Core content

Years 1–3

Movement

- Gross motor skills and their combinations, with and without tools.
- 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

- Exploring and orientating oneself in the local environment. Exploration of opportunities for daily physical activity in the local environment.
- Following directions. Concepts that describe location, distance and direction.
- Nature and outdoor activities in different seasons.
- Behaviour in nature based on the principles of the right of public access.

Health and lifestyle habits

- Communication about experiences of different activities.
- Safety and being considerate to others in connection with activities.

Years 4–6

Movement

- Gross motor skills and their combinations, with and without 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.
- Movements in water. Balancing, floating and swimming in a prone and supine position.

Outdoor life and other outdoor activities

- Exploring and orientating oneself in the local nature and outdoor environment. Exploration of opportunities for daily physical activity in the local environment.
- Giving and following directions. The structure of simple maps, including digital maps.
- Nature and outdoor activities in different environments in different seasons.
- Behaviour in nature based on the principles of the right of public access.
- Water safety in different seasons. Handling water emergencies using rescue equipment.

Health and lifestyle habits

- Communication about experiences of different activities and how they affect physical ability and health.
- Different ways to prevent injuries, including warming up.
- Safety and being considerate to others in connection with activities.
- First aid.

Years 7–9**Movement**

- Combinations of gross motor skills and complex movements in forms of play, games, sports and other physical activities, indoors and outdoors.
- Different forms of dance, and movement and exercise programmes done to music.
- Basic exercise science: endurance training, coordination training, strength training and mobility training.
- Various tools, including digital ones, for reflecting on physical activities.
- Swimming in the prone and supine position.

Outdoor life and other outdoor activities

- Exploring and orientating oneself in known environments using simple maps and digital tools. Exploration of opportunities for daily physical activity in the local environment.
- Giving and following directions.
- Outdoor activities in different environments and in different seasons.

- Behaviour in nature based on the principles of the right of public access.
- Water safety in different seasons. Handling emergencies in and around water using rescue equipment.

Health and lifestyle habits

- Communication about experiences of different activities and how they affect physical ability and different aspects of health.
- Body ideals and norms in different fields of physical activity. How this affects the individual's ability to participate in different activities.
- The risks of doping.
- 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.

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 **contributes** to adapting their movements to the purpose of the activities. The pupil **displays water confidence or swims**.

The pupil **participates** in performing activities in nature and outdoor environments under different conditions.

The pupil **contributes** to communication about the relationship between physical activity and health. The pupil **participates** in preventing risks during different activities and in handling emergency situations on land and in water.

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 **somewhat** to the purpose of the activities. The pupil **swims**.

The pupil performs activities in nature and outdoor environments in a **somewhat functional** manner under different conditions.

The pupil communicates, in a **simple** manner, about the relationship between physical activity and health. The pupil prevents risks during different activities and handles emergency situations on land and in water in a **somewhat functional** 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 performs activities that include combinations of gross motor skills in different physical contexts and **adapts** their movements to the purpose of the activities. The pupil **swims**.

The pupil performs activities in nature and outdoor environments in a **functional** manner under different conditions.

The pupil communicates, in a **developed** manner, about the relationship between physical activity and health. The pupil prevents risks during different activities and handles emergency situations on land and in water in a **functional** manner.

Grading criteria for grade E at the end of year 9

The pupil performs physical activities that include movement combinations in different physical contexts and **contributes** to adapting their movements to the purpose of the activities. The pupil swims 200 metres **in one go**.

The pupil **participates** in performing outdoor life activities and other outdoor activities under different conditions and in different environments.

The pupil **contributes** to communication about the relationship between physical activity, physical ability and health. The pupil **participates** in preventing risks during different activities and in handling emergency situations on land and in water.

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 movement combinations in different physical contexts and **adapts their movements somewhat** to the purpose of the activities. The pupil swims 200 metres **in one go**.

The pupil performs outdoor life activities and other outdoor activities in a **somewhat functional** manner under different conditions and in different environments.

The pupil communicates, in a **simple** manner, about the relationship between physical activity, physical ability and health. The pupil prevents risks during different activities and handles emergency situations on land and in water in a **somewhat functional** manner.

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 movement combinations in different physical contexts and **adapts** their movements to the purpose of the activities. The pupil swims 200 metres **in one go, of which 50 metres is in the supine position**.

The pupil performs outdoor life activities and other outdoor activities in a **functional** manner under different conditions and in different environments.

The pupil communicates, in a **developed** manner, about the relationship between physical activity, physical ability and health. The pupil prevents risks during different activities and handles emergency situations on land and in water in a **functional** manner.

3.10 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 Sámme/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 themselves in a **simple and comprehensible manner using a few words and phrases**. In written language output of various kinds, the pupil expresses themselves in a **simple and comprehensible manner using a few words and phrases**.

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

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

3.11 Social studies

Civics, geography, history and 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. Learning about societies, human questions of life, history and geography gives us tools that enable us to navigate in a complex world, take responsibility for our actions and promote sustainable development.

Aim

Social studies teaching shall aim to help pupils to develop curiosity and interest in people, society and the world around them, both today and in the past. Pupils shall be given opportunities to ask questions about the individual and society, ethics and morals, and living conditions at different times and in different places, based on their own experiences and current events. When communicating about this, pupils shall also be given opportunities to use terminology, concepts and other forms of expression from the field of social studies.

Pupils shall be given opportunities to develop knowledge about different societal conditions, democracy and human rights, religion and other worldviews, and geographical and historical conditions. In this way, pupils shall be given the prerequisites for developing confidence in their ability to be active and responsible citizens in a society characterised by diversity.

The teaching shall give pupils the opportunity to compare and reflect on human questions of life and conditions in society at different times and in different places. Through the teaching, pupils shall also be given opportunities to express and test thoughts and opinions on social issues and the global challenges of both today and tomorrow. In this way, the teaching shall give the pupils the prerequisites for developing a personal attitude towards life and an understanding of the world around them.

The teaching shall help pupils to develop knowledge of how to use methods and tools from the field of social studies to search for and evaluate information about society and the world around them. In this way, the teaching shall give pupils the prerequisites for lifelong learning based on a critical approach.

Social studies teaching shall provide pupils with the prerequisites for developing

- knowledge of societal conditions, democracy and human rights, religion and other worldviews, and geographical and historical conditions,
- the ability to compare and reflect on human questions of life and conditions in society at different times and in different places, and
- the ability to use the methods and tools from the field of social studies.

Core content

Years 1–3

Life together

- Migration within a country and between countries.
- Depictions of people’s living conditions in the past, for example in children’s literature, songs and films.
- Moral issues and questions of life relevant to the pupil, such as friendship, gender roles and death.
- 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

- The natural and cultural landscape in the local area.
- The history of the local community and what the local sites, buildings and everyday objects can tell us about life there at different times.
- 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.
- Names and locations of places in the local environment and other places that are important to the pupil.
- People’s living conditions during the Stone Age, Bronze Age and Iron Age.
- Mythological stories, including stories in 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 and how democratic decisions are made in schools.
- Current social issues in different media.

Exploring reality

- Methods for seeking information, such as reading texts, conducting interviews and making observations. The usefulness and reliability of some different sources.
- The globe and analogue and digital maps.
- Timelines and the concepts of past, present and future.

Years 4–6

Life together

- Everyday moral issues and questions of life, such as exclusion, victimisation, gender equality, sexuality and what is important in life.
- Social safety nets for children at school and in the community.
- How digital and other media can be used responsibly.
- Traffic rules and how to behave safely in traffic.

Life in Sweden

- People's living conditions and important events in Swedish history from around 800 to around 1900, including the development of the state and living conditions in the social hierarchy, known as estates of the realm.
- Societal functions, such as healthcare and recreational and cultural activities.
- Occupations and activities in society.
- The Swedish Parliament (Riksdag) and Government and their different roles. Political elections and parties in Sweden.
- Some different laws and penalties. Crime and possible consequences for the individual and society.
- The national minorities, namely Jews, Roma, indigenous Sami, Sweden Finns and Tornedalians.

Life in the world

- Characteristics of some natural and cultural landscapes, such as climate, vegetation and human use of natural resources.
- Names and locations of geographical objects in Sweden, Europe and the world. A selection of seas, lakes, rivers, mountains, deserts, regions, countries and cities.
- How individual choices and priorities can affect the environment and promote sustainable development.
- Rituals and religion-based precepts, as well as stories, such as from the Bible and other religious texts, in Christianity, Islam and Judaism.
- Introduction to Hinduism and Buddhism.
- 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.
- 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.
- The role of the media in society.
- Current social issues.

Methods and tools

- Methods for seeking and using information, such as reading texts, conducting interviews and making observations. The usefulness and reliability of different sources.
- Field studies in society and nature.
- Digital and analogue maps and their structure.

Years 7–9**Life together**

- Moral issues and questions of life based on pupils' thoughts and based on interpretations within religions and other worldviews. Examples of such issues include justice, solidarity, identity, love and sexuality.
- 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.

Life in Sweden

- People's living conditions and important events in Swedish history from around 1900 to the present, including democratisation and the emergence of the welfare society.
- The significance of Christianity to the values and culture of Swedish society, past and present.
- Migration to Sweden, and integration and segregation in Sweden today.
- Changes and conditions in the labour market and working life, for example the working environment and labour law. Educational paths and work tasks in different professions and businesses.
- How the economies of households, businesses and the public sector are interrelated.
- Sweden's political system with the European Union, Parliament (Riksdag), Government, Sami Parliament, regions and municipalities. Where different decisions are made and the opportunities for individuals and groups to influence decisions and societal development.
- The situation of the national minorities in Sweden historically and today. The status of the Sami as an indigenous people.
- The legal system in Sweden. Possible causes and consequences of different types of crime, such as violent crime, sexual offences and honour-based violence and oppression.

Life in the world

- Some natural and cultural landscapes and processes that have shaped them, such as endogenous and exogenous processes and population development.
- Names and locations of geographical objects in Sweden, Europe and the world. A selection of seas, lakes, rivers, mountains, deserts, regions, countries and cities.
- What climate is and factors that affect climate. Human impact on the climate and the consequences of climate change for people, society and nature in different parts of the world.
- How choices and priorities at the individual and societal level can affect the environment and promote sustainable development.
- People's living conditions and important events in world history, including industrialisation, democratisation and the Holocaust.
- What religion and other worldviews can mean to people.

- Stories, such as from the Bible and other religious texts, as well as key ideas and religious practices of Christianity, Islam, Judaism, Hinduism and Buddhism.
- Violations of human rights in different parts of the world, and international efforts to promote human rights.
- Freedoms, rights and obligations in democratic societies.
- The role of the media in society.
- Current social issues.

Methods and tools

- Methods for seeking information, such as reading texts, conducting interviews and making observations. Critical examination of information and opinions in digital media as well as in other types of sources.
- Field studies in society and nature.
- Digital and analogue maps and their structure.

Proficiency assessment criteria and grading criteria

Criteria for assessing acceptable proficiency at the end of year 3

The pupil participates in demonstrating knowledge of societal conditions, democracy and the rights of the child, religion and other worldviews, and geographical and historical conditions.

The pupil contributes to communication about questions of life relevant to pupils and conditions in society at different times and in different places.

The pupil participates in the use of simple methods and tools from the field of social studies.

Grading criteria for grade E at the end of year 6

The pupil **participates** in demonstrating knowledge of societal conditions, democracy and human rights, religion and other worldviews, and geographical and historical conditions.

The pupil **contributes** to communication about everyday questions of life and **contributes** to comparisons of conditions in society at different times and in different places.

The pupil **participates** in the use of methods and tools from the field of social studies.

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 **basic** knowledge of societal conditions, democracy and human rights, religion and other worldviews, and geographical and historical conditions.

The pupil communicates about everyday questions of life in a **simple** manner and makes **simple** comparisons of conditions in society at different times and in different places.

The pupil uses methods and tools from the field of social studies in a **somewhat functional** 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 **good** knowledge of societal conditions, democracy and human rights, religion and other worldviews, and geographical and historical conditions.

The pupil communicates about everyday questions of life in a **developed** manner and makes **developed** comparisons of conditions in society at different times and in different places.

The pupil uses methods and tools from the field of social studies in a **functional** manner.

Grading criteria for grade E at the end of year 9

The pupil **participates** in demonstrating knowledge of societal conditions, democracy and human rights, religion and other worldviews, and geographical and historical conditions.

The pupil **contributes** to making comparisons and inferences about human questions of life and about conditions in society at different times and in different places.

The pupil **participates** in the use of methods and tools from the field of social studies. The pupil **contributes** to evaluating information and opinions in different sources concerning society and the world around them, using 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 **basic** knowledge of societal conditions, democracy and human rights, religion and other worldviews, and geographical and historical conditions.

The pupil makes **simple** comparisons and **simple** inferences about human questions of life and about conditions in society at different times and in different places.

The pupil uses methods and tools from the field of social studies in a **somewhat functional** manner. The pupil evaluates information and opinions in different sources concerning society and the world around them, using **simple** 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 **good** knowledge of societal conditions, democracy and human rights, religion and other worldviews, and geographical and historical conditions.

The pupil makes **developed** comparisons and **developed** inferences about human questions of life and about conditions in society at different times and in different places.

The pupil uses methods and tools from the field of social studies in a **functional** manner. The pupil evaluates information and opinions in different sources concerning society and the world around them, using **relatively well-founded** arguments based on critical source evaluation.

3.12 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 as well as skills in other forms of communication, 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 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 of fiction. Pupils shall be given the opportunity to read and reflect on 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 structure of the Swedish language 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 express themselves 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 teaching shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech, writing and other forms of communication,
- the ability to read and reflect on fiction and other texts, 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. The relationship between sounds and letters. Strategies for decoding and understanding words, concepts and simple texts.
- Making inferences about the content of different texts.
- Writing individually and in a group. Strategies for writing words, sentences and simple texts. Creating texts with interplay between words and images, both with and without digital tools.
- Writing by hand and using digital tools.
- Linguistic structures and norms. Basic writing rules with lower and upper-case letters and the most common punctuation marks.
- The alphabet.

Speaking, listening and conversation

- Structured conversations. Talking about everyday events and expressing feelings, knowledge and opinions. Listening, asking questions and making comments.
- Giving and receiving oral instructions.
- Oral presentations and oral narration. Objects, images, digital media and tools and other aids to support presentations.
- Strategies for understanding and making oneself understood, for example through body language, images and signs.

Texts

- Fiction for children. Songs, oral narration, picture books and fairy tales. Texts that illustrate people's experiences.
- Non-fiction texts for children. Descriptive, explanatory and instructional texts.
- Texts that combine words and pictures as well as texts for children in digital environments.

Language use

- Language strategies for remembering and learning, such as rhymes and songs.
- Words and concepts that express feelings, knowledge and opinions.
- How words and statements are perceived by others depending on body language and tone of voice. Language use and the opportunities and risks of personal communication in digital media.

Information searches and critical evaluation of sources

- Information searches in sources for children.
- How the sender of a text affects its content.

Years 4–6**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 and making inferences about the message and action in the texts.
- Writing individually and in a group. Strategies for writing simple texts. Creating texts with interplay between words, images and sounds.
- Basic text revision.
- Writing by hand and using digital tools.
- Linguistic structures and norms. Sentence structure with lower and upper case, punctuation and linking words. Inflection forms of words.
- Digital tools for spelling and vocabulary comprehension.
- The alphabet and alphabetical order.

Speaking, listening and conversation

- Different forms of dialogue. Active listening, asking questions, and expressing feelings, knowledge and opinions in different dialogue situations and in connection with democratic decision-making processes.
- Oral presentations and oral narration. Organisation, with introduction, content and conclusion. Images, digital media and tools and other aids to support presentations. How gestures and body language can affect a presentation.
- Strategies for understanding and making oneself understood, for example through paraphrasing, images and signs.

Texts

- Fiction for children and adolescents. Picture books, chapter books, 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. How a narrative text can be organised, with an introduction, sequence of events and conclusion.
- Some important children's and young adult fiction writers and their works.
- Non-fiction texts for children and adolescents. Descriptive, explanatory and instructional texts and how their content can be organised.
- Texts that combine words, pictures and audio as well as texts in digital environments.

Language use

- Language strategies for remembering and learning, such as images and graphic models.
- Words and concepts that express feelings, knowledge and opinions.
- Formal and informal language. Differences in language use depending on the listener or reader, purpose and context. Language use and the opportunities and risks of personal communication in digital media.

Information searches and critical evaluation of sources

- Information searches in some different media and sources, such as in books, on websites and in online search engines.
- How the sender of a text affects its content.

Years 7–9

Reading and writing

- Reading individually and in a group. Strategies for decoding and understanding different texts. Identifying the message and purpose of texts. Recognising content that may be directly or indirectly expressed in the text.
- Retelling parts of the content of different texts. Making inferences about texts based on the originator, other texts and personal experience.
- Writing individually and in a group. Strategies for writing different types of texts adapted to different readers. Creating texts with interplay between words, images and sounds.
- Revising the content and form of texts written individually and in a group.
- Writing by hand and using digital tools.
- Linguistic structures and norms. Spelling, sentence structure and text cohesion. The most common parts of speech.
- Digital tools for vocabulary comprehension and linguistic accuracy.
- Alphabetical order. How to navigate tables of contents and dictionaries.

Speaking, listening and conversation

- Different forms of dialogue. Expressing feelings, thoughts and knowledge; listening; asking questions; making inferences; and expressing opinions and arguments.
- Oral presentations and oral narration. Adapting to the purpose, listener and context. Key words and various tools for planning and delivering oral presentations, both with and without digital technology.
- Strategies for understanding and making oneself understood, for example through paraphrasing, images and signs.

Texts

- Fiction for adolescents. Epic poetry, lyrical poetry and drama. Texts that highlight the human condition and issues of identity and life.
- The language features and structure of narrative texts. Environment and character descriptions, and dialogue.
- Some important fiction writers and their works.
- Non-fiction texts for adolescents. Descriptive, explanatory, instructional and argumentative texts. The purpose, content, structure and typical language features of texts.

- Texts in digital environments and other texts that combine words, images and sounds. 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.
- Differences in language use depending on the purpose, listener or reader, and context. The importance of language in exercising influence. Responsible behaviour when communicating in digital and other media, and in different contexts.
- The neighbouring Nordic languages. The national minority languages in Sweden.

Information searches and critical evaluation of sources

- Searching for information in libraries and online, in books and mass media and through interviews.
- How to compare sources and assess their reliability with a source-critical approach.

Proficiency assessment criteria and grading criteria

Criteria for assessing acceptable proficiency at the end of year 3

The pupil converses about topics relevant to the pupil and participates in asking questions, making comments and expressing opinions. The pupil participates in describing everyday events.

The pupil writes known words and participates in writing simple sentences.

The pupil reads simple sentences with known words in texts that are familiar and relevant to the pupil. The pupil answers questions about the content and demonstrates emerging reading comprehension. The pupil contributes to communication about the content of texts they have listened to.

The pupil participates in searching for information from given sources.

Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics and **participates** in maintaining the conversation. The pupil also **participates** in preparing and delivering simple oral language output.

The pupil writes **words and simple sentences** and **participates** in writing and structuring texts.

The pupil reads texts with familiar content and **known words** and **participates** in demonstrating understanding of the texts. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in searching for information from given sources and **contributes** to making 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 and maintains the conversation in a **somewhat functional** manner. The pupil also prepares and delivers simple oral language output in a **somewhat functional** manner.

The pupil writes **multi-sentence** texts and structures the texts in a **somewhat functional** manner.

The pupil reads texts with familiar content with **some fluency** and demonstrates **basic** understanding of the texts. The pupil also makes **simple** inferences about the content of different texts.

The pupil searches for information from given sources in a **somewhat functional** manner and makes **simple** 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 and maintains the conversation in a **functional** manner. The pupil also prepares and delivers simple oral language output in a **functional** manner.

The pupil writes **multi-sentence texts with clear content** and structures the texts in a **functional** manner.

The pupil reads texts with familiar content with **fluency** and demonstrates **good** understanding of the texts. The pupil also makes **developed** inferences about the content of different texts.

The pupil searches for information from given sources in a **functional** manner and makes **developed** inferences about the usefulness of the information.

Grading criteria for grade E at the end of year 9

The pupil converses about a variety of topics and **participates** in maintaining the conversation. The pupil **participates** in presenting opinions and arguments. The pupil also **participates** in preparing and delivering oral language output.

The pupil writes **simple** multi-sentence texts with clear content, and **contributes** to adapting the texts to different readers and purposes. The pupil also **participates** in structuring the texts.

The pupil reads **simple** texts and **participates** in demonstrating understanding of the texts. The pupil **participates** in retelling parts of the content of different texts. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in searching for and selecting information from different sources and **contributes** to making inferences about the credibility and relevance of the information.

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 a variety of topics and maintains the conversation in a **somewhat functional** manner. The pupil presents opinions and arguments in a **somewhat functional** manner. The pupil also prepares and delivers oral language output in a **somewhat functional** manner.

The pupil writes different types of multi-sentence texts with varied work choice, clear content and **some** adaptation to the reader and purpose. The pupil also structures texts in a **somewhat functional** manner.

The pupil reads different types of texts with **some fluency** and demonstrates **basic** understanding of the texts. The pupil retells parts of the content of different texts in a **somewhat relevant** manner. The pupil also makes **simple** inferences about the content of different texts.

The pupil searches for and selects information from different sources in a **somewhat functional** manner and makes **simple** inferences about the credibility and relevance of the information.

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 a variety of topics and maintains the conversation in a **functional** manner. The pupil presents opinions and arguments in a **functional** manner. The pupil also prepares and delivers oral language output in a **functional** manner.

The pupil writes different types of multi-sentence texts with varied work choice, clear content and **good** adaptation to the reader and purpose. The pupil also structures texts in a **functional** manner. The pupil reads different types of texts with **fluency** and demonstrates **good** understanding of the texts. The pupil retells parts of the content of different texts in a **relevant** manner. The pupil also makes **developed** inferences about the content of different texts.

The pupil searches for and selects information from different sources in a **functional** manner and makes **developed** inferences about the credibility and relevance of the information.

3.13 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 as well as skills in other forms of communication, 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 thoughts based on their knowledge level and language resources. Requirements for language accuracy shall be related to different stages of second language development. 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 of fiction. Pupils shall be given the opportunity to read and reflect on 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 structure of the Swedish language, its 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 express themselves 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, writing and other forms of communication,
- the ability to read and reflect on fiction and other texts, 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 and decoding words, concepts and simple texts.
- Reading direction and the relationship between sounds and letters in comparison with other languages the pupil knows.
- Making inferences about the content of different texts.
- Writing individually and in a group. Strategies for writing words, sentences and simple texts. Creating texts with interplay between words and images, both with and without digital tools.
- 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 with lower and upper-case letters and the most common punctuation marks.
- The alphabet.

Speaking, listening and conversation

- Strategies for listening, understanding and making oneself understood, through body language, images and signs and by 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.
- 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. Songs, oral narration, picture books and fairy tales. Texts that illustrate people's experiences.
- Non-fiction texts for children. Descriptive, explanatory and instructional texts.
- Oral texts, such as children's radio programmes and recorded texts.
- Texts that combine words and images as well as texts for children in digital environments.

Language use

- Language strategies for remembering and learning, such as graphic models, rhymes and songs.
- Words and concepts that express feelings, knowledge and opinions.
- How words and statements are perceived by others depending on body language and tone of voice. Language use and the opportunities and risks of personal communication in digital media.
- Words and concepts to name events and objects in the pupil's everyday life, in comparison with other languages the pupil knows.

Information searches and critical evaluation of sources

- Information searches in sources for children.
- How the sender of a text affects its content.

Years 4–6

Reading and writing

- Reading individually and in a group. The relationship between sounds and letters in comparison with other languages the pupil knows. Reading-related activities and strategies for understanding, decoding and interpreting words, concepts and texts.
- Retelling parts of the content in different texts and making inferences about the message and plot in the texts.
- Writing individually and in a group. Strategies for writing simple texts. Creating texts with interplay between words, images and sounds.
- 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. Upper-case and lower-case letters and punctuation.
- Digital tools for spelling and vocabulary comprehension.
- The alphabet and alphabetical order.

Speaking, listening and conversation

- Strategies for understanding and making oneself understood through paraphrasing, images and signs and by 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. Active listening, asking questions, and expressing feelings, knowledge and opinions in different dialogue situations and in connection with democratic decision-making processes.
- Oral presentations and oral narration. Organisation, with introduction, content and conclusion. Images, digital media and tools and other aids to support presentations. 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.

Texts

- Fiction for children and adolescents. Picture books, chapter books, 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. How a narrative text can be organised, with an introduction, sequence of events and conclusion. 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 and instructional texts. How their content can be organised 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.

Language use

- Language strategies for remembering and learning, such as images and graphic models.
- Words and concepts that express feelings, knowledge and opinions.
- Words and concepts in both everyday and school language.
- Formal and informal language. Differences in language use depending on the listener or reader, purpose and context. Language use and the opportunities and risks of personal communication in digital media.

Information searches and critical evaluation of sources

- Information searches in some different media and sources, such as in books, on websites and in online search engines.
- How the sender of a text affects its content.

Years 7–9

Reading and writing

- Reading individually and in a group. Reading-related activities and strategies for understanding, decoding and interpreting different texts. Identifying the message and purpose of texts. Recognising content that may be directly or indirectly expressed in the text.
- Retelling parts of the content of different texts. Making inferences about texts based on the originator, other texts and personal experience.

- Writing individually and in a group. Strategies for writing different types of texts adapted to different readers. Creating texts with interplay between words, images and sounds.
- Revising the content and form of texts written individually and in a group.
- Writing by hand and using digital tools.
- Linguistic structures and norms. Spelling, sentence structure text cohesion. Parts of speech, concord, tense and gender.
- Digital tools for vocabulary comprehension and linguistic accuracy.
- Alphabetical order. How to navigate tables of contents and Swedish and multilingual dictionaries.

Speaking, listening and conversation

- Strategies for understanding and making oneself understood through paraphrasing, images and signs and by using different languages as a resource.
- Different forms of conversations. Expressing feelings, thoughts and knowledge; listening; asking questions; making inferences; and expressing opinions and arguments.
- Oral presentations and oral narration. Adapting to the purpose, listener and context. Key words 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.

Texts

- Fiction for adolescents. Epic poetry, lyrical poetry and drama. Texts that highlight the human condition and issues of identity and life.
- The language features and structure of narrative texts. Environment and character descriptions, and dialogue.
- Some important fiction writers and their works.
- Non-fiction texts for adolescents. Descriptive, explanatory, instructional and argumentative texts. The purpose, content, structure and typical language features of texts and their words and expressions.
- Oral texts, such as radio programmes for adolescents, and recorded texts.
- Texts in digital environments and other texts that combine words, images and sounds. 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 way. The nuances and value connotations of words and concepts.
- Words and concepts in both everyday and school language. Ambiguous words, synonyms and the range of word meanings in comparison with other languages the pupil knows. Word formation, such as compound words.
- Differences in language use depending on purpose, the listener or reader, and context. The importance of language in exercising influence.
- Responsible behaviour when communicating in 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 compare sources and assess their reliability with a source-critical approach.

Proficiency assessment criteria and grading criteria

Criteria for assessing acceptable proficiency at the end of year 3

The pupil demonstrates a basic vocabulary in conversations on topics relevant to the pupil and participates in asking questions, making comments and expressing opinions. The pupil participates in describing everyday events.

The pupil writes known words and participates in writing simple sentences.

The pupil reads simple sentences with known words in texts that are familiar and relevant to the pupil. The pupil answers questions about the content and demonstrates emerging reading comprehension. The pupil contributes to communication about the content of texts they have listened to.

The pupil participates in searching for information from given sources.

Grading criteria for grade E at the end of year 6

The pupil converses about familiar topics and **participates** in maintaining the conversation. The pupil also **participates** in preparing and delivering

simple oral language output. The pupil's oral communication may contain second language characteristics.

The pupil writes **words and simple sentences** and **participates** in writing and structuring texts. The pupil's texts may contain second language characteristics.

The pupil reads texts with familiar content and **known words** and **participates** in demonstrating understanding of the texts. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in searching for information from given sources and **contributes** to making 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 and maintains the conversation in a **somewhat functional** manner. The pupil also prepares and delivers simple oral language output in a **somewhat functional** manner. The pupil's oral communication may contain second language characteristics.

The pupil writes **multi-sentence** texts and structures the texts in a **somewhat functional** manner. The pupil's texts may contain second language characteristics.

The pupil reads texts with familiar content with **some fluency** and demonstrates **basic** understanding of the texts. The pupil also makes **simple** inferences about the content of different texts.

The pupil searches for information from given sources in a **somewhat functional** manner and makes **simple** 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 and maintains the conversation in a **functional** manner. The pupil also prepares and delivers simple oral language output in a **functional** manner. The pupil's oral communication may contain second language characteristics.

The pupil writes **multi-sentence texts with clear content** and structures the texts in a **functional** manner. The pupil's texts may contain second language characteristics.

The pupil reads texts with familiar content with **fluency** and demonstrates **good** understanding of the texts. The pupil also makes **developed** inferences about the content of different texts.

The pupil searches for information from given sources in a **functional** manner and makes **developed** inferences about the usefulness of the information.

Grading criteria for grade E at the end of year 9

The pupil converses about a variety of topics and **participates** in maintaining the conversation. The pupil **participates** in presenting opinions and arguments. The pupil also **participates** in preparing and delivering oral language output. The pupil's oral communication may contain second language characteristics.

The pupil writes **simple** multi-sentence texts with clear content, and **contributes** to adapting the texts to different readers and purposes. The pupil also **participates** in structuring the texts. The pupil's texts may contain second language characteristics.

The pupil reads **simple** texts and **participates** in demonstrating understanding of the texts. The pupil **participates** in retelling parts of the content of different texts. The pupil also **contributes** to making inferences about the content of different texts.

The pupil **participates** in searching for and selecting information from different sources and **contributes** to making inferences about the credibility and relevance of the information.

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 a variety of topics and maintains the conversation in a **somewhat functional** manner. The pupil presents opinions and arguments in a **somewhat functional** manner. The pupil also prepares and delivers oral language output in a **somewhat functional** manner. The pupil's oral communication may contain second language characteristics.

The pupil writes different types of multi-sentence texts with varied word choice, clear content and **some** adaptation to the reader and purpose. The pupil also structures texts in a **somewhat functional** manner. The pupil's texts may contain second language characteristics.

The pupil reads different types of texts with **some fluency** and demonstrates **basic** understanding of the texts. The pupil retells parts of the content of different texts in a **somewhat relevant** manner. The pupil also makes **simple** inferences about the content of different texts.

The pupil searches for and selects information from different sources in a **somewhat functional** manner and makes **simple** inferences about the credibility and relevance of the information.

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 a variety of topics and maintains the conversation in a **functional** manner. The pupil presents opinions and arguments in a **functional** manner. The pupil also prepares and delivers oral language output in a **functional** manner. The pupil's oral communication may contain second language characteristics.

The pupil writes different types of multi-sentence texts with varied word choice, clear content and **good** adaptation to the reader and purpose. The pupil also structures texts in a **functional** manner. The pupil's texts may contain second language characteristics.

The pupil reads different types of texts with **fluency** and demonstrates **good** understanding of the texts. The pupil retells parts of the content of different texts in a **relevant** manner. The pupil also makes **developed** inferences about the content of different texts.

The pupil searches for and selects information from different sources in a **functional** manner and makes **developed** inferences about the credibility and relevance of the information.

3.14 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 the ability to relate technological solutions and their own use of technology to issues related to sustainable development. The teaching shall also give pupils opportunities to reflect on how technology has changed over time.

In the teaching, pupils shall be given the prerequisites 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 handle technological equipment. This also strengthens their confidence in their own ability to orientate themselves and act in a technology-intense world. The pupils shall also be given opportunities to use technology terminology and concepts to communicate about technological solutions.

The teaching shall give pupils the prerequisites to perform technology development and design work. When pupils are allowed to work hands-on to develop technological ideas and solutions to problems, it helps pupils to develop the ability to take on technological challenges and use technological forms of expression.

Technology teaching shall provide pupils with the prerequisites for developing

- the ability to reflect on different choices of technological solutions and their consequences for the individual, society and the environment,
- knowledge of technological solutions and how they are used 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, and how they are adapted to human needs.
- Safety in pupils' use of technology, including electricity and various online services.

Technological solutions

- How some objects in pupils' everyday lives are used and function, such as computers, tools and toys. Concepts used in this context.
- 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 and function of some objects in pupils' everyday lives.
- Control of objects with simple programming.
- The pupils' own designs and how they can be documented, for example with sketches and simple physical and digital models.

Years 4–6

Technology, people, society and the environment

- Some objects and a given technological system, such as water, sewage and recycling systems. How they are adapted to human needs, and how they have changed over time.
- Opportunities, risks and safety in the use of technology in pupils' everyday lives, including the use of electricity and the transmission of information in digital environments.
- Consequences of technology choices: the advantages and disadvantages of some 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 transport system.
- Objects in pupils' everyday lives that are controlled by programming, such as household appliances and smartphones. How the objects are used.
- How strong and stable structures are constructed. Materials used in strong and stable structures.

Working methods for developing technological solutions

- Exploration of the design of some objects in pupils' everyday lives and how their function can be improved.
- Control of objects with programming.
- The pupils' own strong and stable designs, and how they can be documented, for example with sketches, words, and physical and digital models.

Years 7–9**Technology, people, society and the environment**

- Some technological systems and how they affect people and the environment, such as internet and public transport. How the systems have changed over time.
- Opportunities, risks and safety in the use of technology, including 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, society and the environment.

Technological solutions

- How components and subsystems are named and work together in technological systems, such as information and transport systems.
- Digital tools for communication, information searches and various types of societal services, and how they are named and used.
- Technological solutions that use electrical components and simple electronics to, for example, produce sound, light or movement.

Working methods for developing technological solutions

- Different phases of technology development work: identification of needs, investigation, proposal of solutions, design and testing.
- Control of the pupils' own constructions or other objects with programming.
- The pupils' own designs using electrical connections and how they can be documented, for example with sketches, words, and physical and digital models.

Grading criteria

Grading criteria for grade E at the end of year 6

The pupil gives examples of technological solutions and **contributes** to communication about some of their advantages and disadvantages for the individual and the environment.

The pupil examines technological solutions and **participates** in describing how some easily identifiable components work together to achieve purpose and function.

The pupil **participates** in performing and documenting simple design work.

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 communicates, in a **simple** manner, some of their advantages and disadvantages for the individual and the environment.

The pupil examines technological solutions and describes, in a **simple** manner, how some easily identifiable components work together to achieve purpose and function.

The pupil performs and documents simple design work in a **somewhat organised** 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 gives examples of technological solutions and communicates, in a **developed** manner, some of their advantages and disadvantages for the individual and the environment.

The pupil examines technological solutions and describes, in a **developed** manner, how some easily identifiable components work together to achieve purpose and function.

The pupil performs and documents simple design work in an **organised** manner.

Grading criteria for grade E at the end of year 9

The pupil gives examples of technological solutions and **contributes** to communication about some of their advantages and disadvantages for the individual, society and the environment.

The pupil examines technological solutions and **participates** in describing how some constituent components work together to achieve purpose and function.

The pupil **participates** in performing technological development and design work. The pupil **participates** in creating documentation.

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 gives examples of technological solutions and communicates, in a **simple** manner, some of their advantages and disadvantages for the individual, society and the environment.

The pupil examines technological solutions and describes, in a **simple** manner, how some constituent components work together to achieve purpose and function.

The pupil performs technology development and design work in a **somewhat organised** manner. The pupil creates documentation that **sets out** the intention of the solution **to some extent**.

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 gives examples of technological solutions and communicates, in a **developed** manner, some of their advantages and disadvantages for the individual, society and the environment.

The pupil examines technological solutions and describes, in a **developed** manner, how some constituent components work together to achieve purpose and function.

The pupil performs technology development and design work in an **organised** manner. The pupil creates documentation that **sets out** the intention of the solution.

SUBJECT AREAS

3.15 Aesthetics

The subject area aesthetics includes art, music and crafts. These aesthetic forms of expression play an important role in the way people think, learn and perceive themselves and the world around them. By creating and experiencing art, music and crafts, people can process impressions and develop their creativity, curiosity and identity. Learning about and being able to work practically with different aesthetic forms of expression increases one's opportunities to participate in the cultural life of society. It also strengthens confidence in one's own creative and problem-solving abilities.

Aim

Teaching in aesthetics shall aim to ensure that pupils develop creativity and an interest in creating and expressing themselves through art, music and crafts. In a process in which sensory experience, thought and action are intertwined, pupils shall be given the prerequisites for developing independence and confidence in their own creative ability. The teaching shall strengthen pupils' ability to experience, reflect on and communicate about different forms of aesthetic expression, and to use the words and concepts of the subject area. Pupils shall also encounter and be inspired by aesthetic expressions from different cultures and time periods, and be given opportunities to take part in the cultural offerings of society.

The teaching shall give pupils the prerequisites to develop the ability to create art using different methods, materials and forms of expression. Pupils shall also be given opportunities to express messages through art and reflect on art they encounter.

The teaching shall give pupils the prerequisites to develop the ability to use voice, movement, musical instruments and digital tools. Pupils shall also be given opportunities to make music, and to create and experience music, so that they can participate in musical contexts and express ideas in musical form.

The teaching shall give pupils the prerequisites for developing the ability to design and produce objects by working with the various materials, tools and techniques used in craft activities. The pupils shall also be given opportunities to examine, experiment and develop ideas and to communicate about the work process and results.

Teaching in aesthetics shall provide pupils with the prerequisites for developing

- the ability to create and reflect on art,
- the ability to make and create music, and
- the ability to design and produce craft objects in different materials.

Core content

Years 1–3

Art production and analysis

- Production of narrative art.
- Drawing, painting, modelling and reuse of artwork.
- Photography and transfer of artwork using digital tools.
- Some tools and materials for art production, what they are called, and how they are used.
- Ethical issues that may arise in the creation and use of artwork in different contexts.
- Contemporary and historical art and what the pieces tell us.

Making and creating music

- Singing and playing in different forms.
- Imitation and improvisation with voice, movement and instruments.
- Expression of songs and stories, for example through sound, movement and drama.
- Some musical building blocks, such as beat, tempo and dynamics.
- Associations in the form of thoughts, feelings and mental images that arise through musical experiences.

Materials, techniques and work processes used in craft activities

- Metal, textiles and wood. Exploration of the properties of different materials.
- Some 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.

- Introduction to the different elements of the handicraft process: idea development, consideration, production, and communication of the work process.
- Images, objects and other sources of inspiration for one's own creation.

Years 4-6

Art production and analysis

- Production of narrative art.
- Drawing, painting, printing, three-dimensional work and reuse of artwork.
- Photography, film and other digital image creation.
- Tools and materials for art production, what they are called, and how they are used.
- Rights and obligations when using artwork.
- Contemporary and historical art and what the pieces tell us.
- Art in media, such as advertising and news images. How art conveys messages.
- Art that deals with identity and group affiliation.

Making and creating music

- Singing and playing in different forms and genres.
- Imitation and improvisation with voice, movement and instruments.
- Expression of thoughts and ideas, for example through sound, movement and drama.
- Musical building blocks, such as rhythm, tone and pitch.
- Different musical instruments. How they sound, what they are called, and what they look like.
- Music related to pupils' everyday contexts and festive occasions, as well as music from different genres and cultures.
- Associations in the form of thoughts, feelings and mental images that arise through musical experiences.

Materials, techniques and work processes used in craft activities

- Metal, textiles, wood and other materials. Exploration of the properties of different materials.
- Tools and equipment, their names, and how to use them safely and appropriately.

- Simple forms of handicraft techniques, and concepts used in connection with them.
- Simple sketches and work instructions and how to follow them.
- The different elements of the handicraft process: idea development, consideration, production, and reflection on the work process.
- Art and crafts from different cultures as sources of inspiration in one's own creation.

Years 7–9

Art production and analysis

- Production of narrative and informative art.
- Drawing, painting, printing and three-dimensional work.
- Photography, film and other digital image creation as well as editing.
- Tools and materials for art production, what they are called, and how they are used.
- Rights and obligations when using and disseminating artwork in different contexts.
- Contemporary and historical art and what the pieces tell us.
- Art in media, such as advertising and news images. How art pieces can be critically examined.
- Art that deals with identity, group affiliation and norms.

Making and creating music

- Singing and playing in different forms and genres.
- Improvisation, expression and composition through voice, movement, instruments and digital tools.
- Music in combination with other forms of expression, such as dance, film and drama.
- Protection of one's voice and hearing during musical activities in different environments.
- Musical building blocks, such as time signatures, musical form and chords.
- Musical characteristics of art, folk and popular music and musical expressions from different cultures.
- The function of music in society and the importance of music in expressing identity and group affiliation in different contexts.

Materials, techniques and work processes used in craft activities

- Metal, textiles, wood and other materials. Exploration of the properties of different materials and how they can be used in one's own handicraft.
- Tools and equipment, their names, and how to use them safely and appropriately.
- Some forms of handicraft techniques, and concepts used in connection with them.
- Simple sketches, patterns and work instructions and how to follow them.
- The different elements of the handicraft process: idea development, consideration, production, and reflection on the work process and result.
- Design, crafts and craft traditions from different cultures and times as sources of inspiration in one's own creation.

Proficiency assessment criteria

Criteria for assessing basic proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **participates in creating** art using different techniques, tools and materials. The pupil also **participates in communication** about what messages art pieces convey.

The pupil **participates in making music** through singing and playing in different forms. In addition, the **pupil participates in expressing** thoughts and ideas through musical creation.

The pupil **participates in designing** and **producing** craft objects in different materials and using different tools and handicraft techniques. The pupil also **participates in communication** about considerations in the work process.

Criteria for assessing more advanced proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **creates** art using different techniques, tools and materials. The pupil also **communicates** about what messages art pieces convey.

The pupil **makes music** through singing and playing in different forms. The pupil also **expresses** thoughts and ideas through musical creation.

The pupil **designs** and **produces** objects in different materials and using different tools and handicraft techniques. The pupil also **communicates** about considerations in the work process.

3.16 Communication

The subject area Communication includes Swedish, mother tongue tuition and English. 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. Being able to communicate in different ways increases a person's ability to participate in everyday life and in society.

Aim

Communication teaching aims to enable pupils to develop their ability to communicate with others. Through the teaching, pupils shall be given the opportunity to develop speech and other forms of communication so that they gain confidence in their ability to communicate and express themselves in different contexts and for different purposes. Thus, the teaching shall contribute to pupils' development of their language skills and self-determination.

The teaching shall stimulate pupils' interest in participating in, receiving and interpreting different forms of communication. The pupils shall be given the opportunity to develop knowledge of how different tools for communication can be used. Through the teaching, the pupils shall be given the opportunity to develop their understanding of words and concepts, and the ability to read, write and participate in written language activities. In the teaching, the pupils shall encounter and experience different types of texts, performing arts and other aesthetic storytelling. This gives pupils the opportunity to develop their language skills, their own identity, and their understanding of the world around them.

The teaching shall also help pupils to develop knowledge of how to search for information from different sources. This gives pupils the pre-conditions for greater independence.

Through the teaching, pupils shall be given the opportunity to develop their ability to communicate in Swedish. Pupils with a mother tongue other than Swedish shall also be given the opportunity to develop their ability to communicate in their mother tongue. In this way, the teaching shall help pupils to develop their identity and their plurilingualism. All pupils shall also encounter the English language in various contexts.

Communication teaching shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in different contexts,
- the ability to interpret different texts and other forms of communication, and
- the ability to seek information from different sources.

Core content

Years 1–3

Interacting, speaking and conversation

- Communication in different contexts. Body language, signs, speech and other forms of communication. Expressing feelings and intentions and interpreting the expressions of others.
- Basic structures of communication. Taking turns and initiating and ending interactions or conversations.
- Communication tools. How they can be used to enhance the pupil's communication.

Decoding, reading and writing

- Letter forms and the relationship between sounds and letters based on the pupil's experience and interest. Strategies for decoding and understanding simple words.
- Communication about the content of different texts.
- Strategies for writing simple words.
- Language structure, such as lower and upper-case letters.

Texts

- Fiction for children. Rhyming words, nursery rhymes, songs, picture books and fairy tales.
- Non-fiction texts for children. Text that describe and explain.
- Texts that combine words and pictures as well as texts for children in digital environments.

Information searches

- Information searches in some sources and everyday situations, such as timetables and symbols.

English

- English words in familiar contexts and contexts relevant to pupils.

Years 4–6

Interacting, speaking and conversation

- Communication in different contexts and environments. Body language, signs, speech and other forms of communication. Expressing feelings and intentions in different ways, and interpreting the expressions of others. Asking questions, answering questions and making comments.
- Basic structures of communication. Taking turns and initiating, maintaining and ending interactions or conversations.
- Communication tools. How they can be used to enhance the pupil's communication.
- Opportunities and risks when communicating in digital media.

Decoding, reading and writing

- Letter forms and the relationship between sounds and letters based on the pupil's experience and interest. Strategies for decoding and understanding simple words and sentences.
- Communication about the content of different texts.
- Strategies for writing simple words and sentences.
- Writing by hand and with digital tools.
- Language structure, such as inflection forms of words.

Texts

- Fiction for children and adolescents. Songs, picture books, chapter books, fairy tales and myths.
- Non-fiction texts for children and adolescents. Texts that describe, explain and instruct.
- Texts that combine words and pictures as well as texts in digital environments.

Information searches

- Information searches in sources relevant to pupils, such as timetables, instructions and websites for children and adolescents.

English

- English words and fixed expressions in familiar contexts and contexts relevant to pupils.
- English in digital media, such as searching for music and other cultural experiences.

Years 7–9**Interacting, speaking and conversation**

- Communication in different contexts and environments. Body language, signs, speech and other forms of communication. Expressing feelings, intentions, knowledge and opinions in different ways, and interpreting the expressions of others.
- Asking questions, answering questions, making comments and explaining in different contexts and for different purposes.
- Basic structures of communication. Taking turns and initiating, maintaining and ending interactions or conversations.
- Communication tools. How they can be used to enhance the pupil's communication.
- Opportunities and risks when communicating in digital media.

Decoding, reading and writing

- Letter forms and the relationship between sounds and letters based on the pupil's experience and interest. Strategies for decoding and understanding simple words and sentences.
- Communicating about and retelling parts of the content of different texts.
- Strategies for writing simple words and sentences.
- Writing by hand and with digital tools.
- Language structure, such as word order and sentence structure.

Texts

- Fiction for adolescents. Songs, chapter books, lyrical poetry, drama, fairy tales and myths.
- Non-fiction texts for adolescents. Texts that describe, explain, instruct and argue.
- Texts that combine words, pictures and audio as well as texts in digital environments.

Information searches

- Information searches in different sources, such as newspapers and online search engines.

English

- English words, phrases and fixed expressions in familiar contexts and contexts relevant to pupils.
- Youth culture in different contexts in which English is used, such as digital media.

Proficiency assessment criteria

Criteria for assessing basic proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **communicates** about topics relevant to the pupil and **initiates and ends** communication. The pupil expresses intentions and interprets others' expressions, and **participates in making comments, describing and sharing** in different contexts. The pupil **participates in writing-related activities**.

The pupil **participates in reading-related activities**. The pupil **demonstrates recognition** of and **participates in communication** about the content of different texts.

The pupil **participates in searches** for information relevant to the pupil from different sources.

Criteria for assessing more advanced proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **engages in conversation** about topics relevant to the pupil, and **initiates, maintains and ends** the conversation. The pupil expresses intentions and interprets others' expressions, and **comments, describes and explains** in different contexts and with **different purposes**. The pupil **writes** known words.

The pupil **reads** words and simple sentences. The pupil **demonstrates understanding** of and **communicates** about the content of different texts.

The pupil **searches** for information relevant to the pupil and **information about society** from different sources.

3.17 Everyday activities

The subject area “Everyday activities” includes home and consumer studies as well as social studies subjects. Everyday life at home and together with others in society is of great importance to people. Knowledge about work in the home, consumer issues, social life and the outside world enables people to act responsibly in relation to themselves and others and to promote sustainable development.

Aim

Teaching in everyday activities shall aim to ensure that pupils develop curiosity and interest in learning more about everyday life in the home and in society. By developing knowledge in home and consumer studies and social studies subjects, pupils shall be given prerequisites for developing confidence in their ability to handle issues that are important to their opportunities for participation and self-determination. The teaching shall also give pupils opportunities to use the words, concepts and forms of expression of the subject area to communicate about the everyday environment and the world around them.

Through teaching in which thought, sensory experience and action are intertwined, pupils shall be given the prerequisites for developing their ability to initiate, plan and carry out practical work that occurs in a home and in the everyday environment. The teaching shall also give pupils opportunities to develop awareness of the consequences that household choices can have for health, finances and the environment. The teaching shall also help pupils develop knowledge about the conditions of consumption. In this way, the teaching can help the pupils gain greater independence.

The teaching shall give pupils the prerequisites for developing knowledge about human rights as well as democratic processes and values. The teaching shall also give pupils the skills to search for and scrutinise information needed in everyday life and to participate in society. In this way, pupils shall be given the prerequisites to be active and responsible citizens.

Pupils shall be given the prerequisites for reflecting on conditions in society and on religion and questions of life. They shall also gain insight into the living conditions of people in different places and at different time periods. By contributing to an understanding of the world and its diversity, the teaching can help pupils to gain perspective on themselves in relation to their physical and social environment.

Teaching in everyday activities shall provide pupils with the prerequisites for developing

- the ability to handle and reflect on practical work that occurs in a home and in the everyday environment,
- the ability to participate in social life and democratic processes, and
- the ability to reflect on social conditions and questions of life as well as people's living conditions at different time periods and in different places.

Core content

Years 1–3

Everyday life at home

- Some simple food preparation methods, including baking.
- Tools used to prepare meals, and how to use them in a safe and functional manner.
- Economical and sustainable use of food.
- Hygiene and cleaning routines.

Life together

- Moral issues and questions of life relevant to the pupil, such as friendship, gender roles and death.
- 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.
- Basic democratic principles and how democratic decisions are made in schools.

The world around us

- Places in the local environment that are important to the pupils.
- Some religious holidays and symbols.
- Key societal functions in the local community, such as emergency services and the library.
- Occupations as well as businesses and organisations in society.
- Current social issues in different media.
- Methods of searching for information. The usefulness and reliability of some different sources.

Years 4–6

Everyday life at home

- Simple food preparation methods, including baking. Simple instructions for this, and how they can be understood and followed. Common cooking terms.
- Composition of varied and balanced meals.
- Tools and technical equipment for household work, and how to use them in a safe and functional manner.
- Economical and sustainable use of food, and recycling.
- Different examples of forms of payment and what some common goods and services may cost. Routines when making purchases.
- Hygiene and cleaning routines.

Life together

- Everyday moral issues and questions of life, such as exclusion, victimisation, gender equality, sexuality and what is important in life.
- 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.
- What democracy is, how democratic decisions are made, and the rights of the child according to the UN Convention on the Rights of the Child (CRC).

The world around us

- Sweden and places that are important to the pupil.
- People's living conditions at different time periods and in different places.
- Some holidays, symbols and stories in Christianity, Islam and Judaism.
- Societal functions, such as healthcare and recreational and cultural activities.
- Occupations and activities in society.
- Current social issues in different media.
- Methods of searching for information. The usefulness and reliability of different sources.

Years 7–9

Everyday life at home

- Simple food preparation methods, including baking. Simple recipes and instructions for cooking, and how they can be understood and followed. Common cooking terms.
- Composition of varied and balanced meals. The importance of the meal for socialising and well-being.
- Tools and technical equipment for household work, and how to use them in a safe and functional manner.
- Economical and sustainable use of food and other consumables in the home, as well as recycling.
- Comparison of the price and quality of various products. Assessing the reasonableness of price and quantity. Routines when making purchases.
- Hygiene, cleaning and laundry routines.
- Division of labour in the home from a gender equality perspective.

Life together

- Everyday moral issues and questions of life, such as good and evil, norms, gender equality and relationships.
- 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.
- Some laws in Sweden, and consequences of different types of crime, such as violent crime, sexual offences and honour-based violence and oppression.
- Democratic values and decision-making processes, and how people can influence democratic decisions.
- Human rights, including the rights of the child under the Convention on the Rights of the Child.

The world around us

- Places in Sweden and other parts of the world.
- People's living conditions at different time periods and in different places.
- Stories and traditions of different religions.
- Societal functions and services.

- Educational paths, as well as work tasks in different occupations, businesses and organisations in society.
- Current social issues in different media.
- Field studies in society and nature.
- Methods of searching for information. The usefulness and reliability of different sources.

Proficiency assessment criteria

Criteria for assessing basic proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **participates in handling** practical work that occurs in a home and in the everyday environment, and **participates in communication** about this.

The pupil **participates in communication** about opportunities, rights and obligations in a democratic society. The pupil **participates in searching for and using** information related to everyday life and society.

The pupil **participates in communication** about social conditions and questions of life, as well as about people's living conditions at different time periods and in different places.

Criteria for assessing more advanced proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **handles** practical work that occurs in a home and in the everyday environment, and **communicates** about this.

The pupil **communicates** about opportunities, rights and obligations in a democratic society. The pupil **searches for and uses** information related to everyday life and society.

The pupil **communicates** about social conditions and questions of life, as well as about people's living conditions at different time periods and in different places.

3.18 Perception of reality

The subject area “Perception of reality” includes mathematics, natural sciences and technology. All of these subjects evolved from people’s curiosity about the world around them and the drive to meet needs that have emerged. Knowledge in these subjects gives people tools for handling different types of practical tasks in their daily lives and for making informed decisions in the many choices in everyday life. This knowledge also enables people to participate in society, as many of today’s social issues involve the natural sciences, technology and mathematics.

Aim

Teaching in perception of reality shall aim to ensure that pupils develop curiosity and interest in learning more about the natural sciences, technology and mathematics. By developing knowledge in the subject area, pupils are given the prerequisites for developing confidence in their ability to handle practical tasks and issues that are important for themselves and for their participation in society. Pupils shall also be given opportunities to participate in communication about themselves and the world around them, and to use the subject area’s terminology, concepts and forms of expression.

In the teaching, pupils shall be given opportunities to develop knowledge about nature and people. They shall also be given opportunities to explore their local environment, describe the human body, and make choices in matters related to the environment and health, thereby developing their independence in different situations.

The teaching shall help ensure that pupils are given opportunities to develop knowledge of how technological solutions are used and function. This gives them the prerequisites to handle technological equipment, reflect on technological solutions and participate in a technology-intensive world.

Furthermore, the teaching shall aim to ensure that pupils develop knowledge of mathematics and an understanding of how it can be used in everyday life. In this way, pupils are given tools to investigate and solve different types of practical tasks and to organise their experiences in time and space. This enables pupils to structure their everyday lives and increases their opportunities for self-determination.

Teaching in perception of reality shall provide pupils with the prerequisites for developing

- the ability to use knowledge about nature and people in matters related to the environment and health,
- the ability to use and reflect on technological solutions in everyday life, and
- the ability to use mathematics to solve practical tasks in everyday life.

Core content

Years 1–3

Nature through the year

- Seasonal changes in nature and the characteristics of the different seasons.
- Some animals, plants and fungi in the local environment, how they can be grouped, and the names of some common species.

Body and health

- The names and function of some of the human body parts and organs.
- Human experiences using the different senses.
- The importance of diet, sleep and hygiene for good health.

Materials and substances

- The properties and uses of some materials.
- How materials can be sorted, such as by appearance, whether they float or sink in water, and how they can be recycled.

Technological solutions

- Tools, technical equipment and digital tools in pupils' everyday lives. How they are used appropriately. Concepts used in this context.
- Safety in pupils' use of technology, including electricity and various online services.
- Exploration of the design and function of some objects in pupils' everyday lives.

Mathematics in everyday life

- Natural numbers and how they can be expressed using words, concrete materials, symbols and images.

- Space, location, shape and direction. How this can be investigated and described using mathematical concepts and expressions.
- How different arithmetic operations can be used to solve simple tasks.
- Planning of sequential events and time required for activities.

Years 4–6

Nature, environment and society

- How some animals and plants adapt to difference seasons.
- Animals, plants and fungi, how they can be grouped, and the names of some common species.
- Nature as a resource and our responsibilities when using it.
- Classification of materials based on some properties, such as solubility and whether they are magnetic.
- The different forms of water: solid, liquid and gas.

Body and health

- The names, location and function of some of the human organs.
- Human experiences using the different senses.
- How health is affected by diet, sleep, hygiene and exercise.
- Human puberty, reproduction, sexuality and identity, and issues related to relationships, love and responsibility.

Technological solutions

- Tools, technical equipment and digital tools in pupils' everyday lives. How they are used appropriately.
- Safety in pupils' use of technology, including electricity and various online services.
- Investigation of a technological system in pupils' everyday lives, such as a bicycle or a simple transport system. How it is adapted to human needs.
- The pupils' own constructions in different materials. How the materials are named and can be joined together.

Mathematics in everyday life

- Natural numbers and how they can be expressed using words, concrete materials, symbols and images.
- How different arithmetic operations can be used to solve everyday tasks relevant to pupils.

- Measurement of length, volume and mass, and common measurement units and how they can be used in pupils' everyday lives.
- Planning of sequential events and time required for activities.
- The value of money.

Years 7–9

Nature, environment and society

- Food chains in the local environment. The interplay between animals and plants, and how some environmental factors affect them.
- Human dependence on and impact on nature. Nature as a resource and our responsibilities when using it.
- Some materials and substances, along with their properties and impact on the environment.
- Common household chemicals, how they are labelled, and how they should be handled.

Body and health

- Some of the human organ systems. The names, location and function of the included organs.
- How mental and physical health is affected by diet, sleep, hygiene, exercise and stress.
- Food content and the role of nutrients in health.
- Human reproduction, sexuality and identity, and issues related to relationships, love, responsibility, consent and reciprocity. Sexually transmitted diseases and contraception.

Technological solutions

- Tools, technical equipment and digital tools in pupils' everyday lives. How they function and are used appropriately.
- Opportunities, risks and security in the transmission of information in digital environments and in other uses of technology.
- Exploration of the design and function of some technological systems in pupils' everyday lives, such as public transport and sewage systems.
- The pupils' own constructions in different materials. How the materials are named and can be joined together. Documentation of the designs, for example with sketches, images, and physical and digital models.

Mathematics in everyday life

- Natural numbers and how they can be expressed using words, concrete materials, symbols and images.
- How different arithmetic operations can be used to solve everyday tasks. Use of digital tools in calculations.
- Measurement of length, volume, mass and time, and common measurement units and how they can be used in pupils' everyday lives.
- Planning of events and activities, both with and without digital tools.
- The value of money.

Proficiency assessment criteria

Criteria for assessing basic proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **participates in examining** and **communicating** about materials, substances, nature and the human body. The pupil **participates in making choices** in matters related to the environment and health.

The pupil **participates in using** technological solutions in a safe and appropriate way. The pupil also **participates in communicating** about how some technological solutions work.

The pupil **participates** in using mathematics to **solve** practical everyday tasks.

Criteria for assessing more advanced proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **examines** and **communicates** about materials, substances, nature and the human body. The pupil **demonstrates how to make choices** in matters related to the environment and health.

The pupil **demonstrates how to use** technological solutions in a safe and appropriate way. The pupil also **communicates** about how some technological solutions work.

The pupil uses mathematics to **solve** practical everyday tasks.

3.19 Physical coordination

The subject area physical coordination includes the subject physical education and health. Physical activity and a healthy lifestyle are fundamental to human well-being. Positive experiences of sport, physical activity and nature and outdoor activities during childhood and adolescence have a significant impact on whether we remain physically active throughout our lives. Movement lays the foundation for new experiences and new learning. When developing physical coordination, the body, emotions and senses all work together, which promotes independence and health.

Aim

Teaching in physical coordination 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. It shall also help pupils to develop a good body image and confidence in their own physical ability. The teaching shall be designed so that pupils can continuously participate in the activities and shall give them the prerequisites for participating in other physical activities in school. The pupils shall encounter different types of activities in varying environments and contexts, and be given opportunities to develop their interpersonal skills and their respect for others.

Through the teaching, pupils shall be given opportunities to develop their ability to perform outdoor life activities and other outdoor activities. They shall be given prerequisites to spend time outdoors and in nature during different seasons, and to develop an understanding of the value of outdoor life.

The teaching shall give pupils opportunities to develop knowledge about how physical activity affects physical ability and health. In this way, pupils are given the prerequisites for developing good lifestyle habits in order to be able to influence their health throughout their lives. The teaching shall also give pupils opportunities to use the words and concepts of the subject area to communicate about activities, health and lifestyle habits. The teaching shall also help pupils to develop knowledge about risks and safety during physical activities, and knowledge about actions to take in emergency situations.

Teaching in physical coordination shall provide pupils with the prerequisites for developing

- the ability to use all of parts of their body in different physical contexts, and the ability to move about in water,
- the ability to perform outdoor life activities and other outdoor activities under different conditions, and
- the ability to reflect on physical activity and health, and to handle risks and emergency situations.

Core content

Years 1–3

Movement

- Gross motor skills, with and without tools.
- Fine motor skills.
- Games and other simple physical activities, indoors and outdoors.
- Simple dances and movements to music.
- Movements in water and water confidence.

Outdoor life and other outdoor activities

- Exploring and orientating oneself in the local environment. Exploration of opportunities for daily physical activity in the local environment.
- Nature and outdoor activities. The basics of the right of public access.

Health and lifestyle habits

- Communication about experiences of different activities.
- Safety and being considerate to others in connection with activities.

Years 4–6

Movement

- Gross motor skills and their combinations, with and without tools.
- Fine motor skills.
- Forms of play, games, sports and other physical activities, indoors and outdoors.
- Dances and movements to music.
- Pulse-raising movements as well as coordination, strength and mobility exercises.

- Movements in water, such as balancing, floating and swimming in a prone and supine position.

Outdoor life and other outdoor activities

- Exploring and orientating oneself in the local environment. Exploration of opportunities for daily physical activity in the local environment.
- Giving and following directions. Concepts that describe location, distance and direction.
- Nature and outdoor activities in different environments in different seasons.
- Behaviour in nature based on the principles of the right of public access.
- Water safety in different seasons. Handling water emergencies using rescue equipment.

Health and lifestyle habits

- Communication about experiences of different activities and how they affect health.
- Different ways to prevent injuries, including warming up.
- Safety and being considerate to others in connection with activities.

Years 7–9

Movement

- Gross motor skills and their combinations, with and without tools, in forms of play, games, sports and other physical activities, indoors and outdoors.
- Fine motor skills.
- Dances and movements to music.
- Endurance training, coordination training, strength training and mobility training.
- Various tools, including digital ones, for reflecting on physical activities.
- Movements in water, such as balancing, floating and swimming in a prone and supine position.

Outdoor life and other outdoor activities

- Exploring and orientating oneself in the local environment, both with and without digital tools. Exploration of opportunities for daily physical activity in the local environment.
- Giving and following directions. The structure of simple maps.

- Outdoor activities in different environments during different seasons.
- Behaviour in nature based on the principles of the right of public access.
- Water safety in different seasons. Handling water emergencies using rescue equipment.

Health and lifestyle habits

- Communication about experiences of different activities and how they affect physical ability and health.
- Body ideals and norms in different fields of physical activity.
- Injury prevention, including adequate warm-up activities and versatile physical exercise.
- Safety and being considerate to others in connection with various activities.

Proficiency assessment criteria

Criteria for assessing basic proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **participates in performing** physical activities that include combinations of basic forms of movement in different physical contexts. The pupil **participates in performing** activities for developing water confidence.

The pupil **participates in performing** outdoor life activities and other outdoor activities in different environments and under different conditions.

The pupil **participates in communication** about physical activity and health. The pupil **participates in handling** risks and emergency situations.

Criteria for assessing more advanced proficiency at the end of year 9 (based on the pupil's abilities)

The pupil **performs** physical activities that include combinations of basic forms of movement in different physical contexts. The pupil **performs** activities for developing water confidence and **moves about in water**.

The pupil **performs** outdoor life activities and other outdoor activities in different environments and under different conditions.

The pupil **communicates** about physical activity and health. The pupil **handles** risks and emergency situations.

The curriculum for the compulsory school for pupils with intellectual disabilities consists of three sections. The first section, *Fundamental values and mission of the school* and the second section *Overall objectives and guidelines*, has been adopted by the government. The third section containing syllabuses applies to the compulsory school for Pupils with Intellectual Disabilities. 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* may be found in this book after each syllabus. The *syllabuses* and the *proficiency assessment criteria and grading criteria* have been adopted by the Swedish National Agency for Education.