Strasbourg, 19 February 2020

CDL-REF(2020)011

Opinion No. 975/2020

Or. Engl.

EUROPEAN COMMISSION FOR DEMOCRACY THROUGH LAW

(VENICE COMMISSION)

LATVIA

CABINET REGULATION N°716 (*)

ON GUIDELINES FOR STATE PRE-SCHOOL EDUCATION AND MODEL PRE-SCHOOL EDUCATIONAL PROGRAMMES

AND

CABINET REGULATION N°747 (*)

FOR THE NATIONAL BASIC EDUCATION STANDARD, WITH SAMPLE BASIS EUDUCATIONAL PROGRAMMES

(*) Unofficial translation provided by the authorities

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Issuer: **Cabinet of Ministers**
Type: **Regulations**
No.: **716**
Adoption: **21.11.2018**
Entry into force: **01.09.2019**
Publication: ***Latvijas Vēstnesis*, 236 (6322), 30.11.2018**
OP number: **2018/236.3**

Cabinet Regulation No. 716

Riga, 21 November 2018 (Minutes No. 53, 29. §)

Regulations on Guidelines for State Pre-School Education and Model Pre-school Educational Programmes

Issued pursuant to Section 14, Paragraph 18.¹ of the Education Law

I. General Information

1. The regulations lay down the guidelines for State pre-school education and model educational programmes corresponding to the requirements of such guidelines.

Objective, tasks and model educational programmes of pre-school education content

2. The implementation of the pre-school education content is aimed at a curious, creative and happy child with a healthy, safe and active lifestyle, who works independently and with interest and enjoys learning by gaining experience about himself/herself, others, the surrounding world and the interactions in it.

3. Tasks of implementation of the pre-school education content:

3.1. to facilitate a comprehensive development of the child, taking into account his/her needs, interests, abilities and experiences, and laying the foundations for value-based behaviour;

3.2. to develop the child's social and emotional skills, which include identifying himself/herself, his/her emotions, thoughts and behaviours, the ability to understand others and to develop positive relationships;

3.3. to developing critical thinking, decision-making skills, creativity and entrepreneurship, collaboration, civic engagement and digital skills;

3.4. to form the basic competencies in the areas of learning – understanding of language, social, civic and cultural understanding, expression in arts, natural sciences, mathematics, technology, health and physical activity;

3.5. to enable the child to prepare for basic education.

4. Pre-school education shall be implemented in accordance with the model pre-school educational programmes annexed to these regulations. The pre-school education content is

included in the pre-school educational programme (Annex 1), the minorities' pre-school educational programme (Annex 2), the special pre-school educational programme (Annex 3) and the minorities' special pre-school educational programme (Annex 4).

III. Values to be included in the pre-school education content and process

5. The values to be included in the pre-school education content and process are life, human dignity, freedom, family, work, nature, the Latvian language and the Latvian State, as well as other values mentioned in *Satversme* [the National Constitution] and Cabinet regulations on educational guidelines and the procedure or assessment of teaching and education methods.

6. The combination of the upbringing and learning process promotes the development of the values referred to in these regulations and habits based on such values, as well as the development of the following virtues – responsibility, courage, initiative, determination, dedication, restraint, moderation, tolerance, kindness, compassion, justice, solidarity.

7. The child's attitude to the values referred to in these regulations is formed in everyday communication and interaction both in the family, in the educational institution and in the wider society.

The mandatory pre-school education content, its expected outcomes in learning areas and implementation principles

8. The mandatory pre-school education content consists of:

8.1. the values and virtues referred to in these regulations;

8.2. transversal skills, which form the basis of mandatory pre-school education. These include the child's activities, thinking, emotional and social aspects, which help to acquire knowledge, understanding and basic skills in different contexts;

8.3. knowledge, understanding and basic skills in the learning areas of languages, social, civic and cultural understanding, expression in arts, natural sciences, mathematics, technology, health and physical activity;

9. The child acquires the following transversal skills in the pre-school education:

9.1. critical thinking and problem solving. The child uses the algorithms of everyday activities in familiar situations, formulates simple connections and sequence of actions, identifies the causes and consequences of familiar situations and events, learns to evaluate the reliability of information, to make decisions, to make choices and to evaluate the results of the activities;

9.2. creativity and entrepreneurship. The child develops several solutions for routine activities, takes initiative, learns to be aware of himself/herself as an active and creative person, wants to acquire new skills;

9.3. self-directed learning. The child distinguishes emotions and determines their causes, learns to manage his/her behaviour, observes the daily schedule, is able to wait, is able to fully complete the activity, dresses and arranges his/her belongings independently, learns to set the goal of his/her activity, to plan the activity to achieve the goal, works independently, overcomes obstacles with help, learns to perform the assigned duties, takes pride in achievements, regards failure and mistakes as part of learning, assesses own and others' actions and outcomes, explains his/her assessment;

9.4. cooperation. The child expresses his/her thoughts and feelings, learns to listen to others and express his/her opinion, begins to understand how his/her emotions and behaviour influence others, learns to resolve conflict situations, to coordinate the actions with others, acts politely and compassionately, learns to build reliable relationships and his/her own understanding of friendship, helps and receives help, learns to work towards a common goal, to take and share responsibility;

9.5. civic involvement. The child participates in development and discussion of the rules of conduct and safety and understands, accepts and respects them, learns to observe and respect the needs and rights of others, learns to act in an environmentally friendly manner, to choose resources appropriate to the task and to use them sparingly;

9.6. digital skills. The child learns to distinguish between the virtual and real world and understand the role of digital technology, knows the rules to be followed when using various media, including digital devices.

10. Having completed pre-school education, the child has acquired the following basic competencies, which include values and virtues, transversal skills and knowledge, understanding and basic skills:

10.1. in the field of language learning:

10.1.1. using the language in which the educational programme is implemented, the child explains why people use the language in communication, listens to text, names its characters, retells events, invents the continuation of the text, asks about unclear points and answers specific questions, explains what he/she has seen, heard, experienced in a clear and coherent manner, participates in conversation, does not interrupt the speaker, uses various speech intonations, distinguishes and names sounds, represents a sound with an appropriate letter, reads words and understands text, writes in cursive;

10.1.2. a child who has completed a minority pre-school educational programme uses the Latvian language to answer questions about what he/she has seen or heard, ask for information, express his or her needs, engage in conversation on topics related to everyday life and the learning process; learns to pronounce sounds correctly, recognises printed letters, reads short words that are commonly used in everyday situations and in the learning process;

10.2. in the area of social and civic education, the child is aware of himself/herself, being a part of a family and educational institution, explains and distinguishes good and bad behaviour, assesses activity chosen and performed independently, anticipates the consequences of various activities in everyday situations related to health and safety (interaction with known persons and strangers, reduction of the risks of substance abuse and domestic injuries at home, at school, in the street, during outdoor play, near water bodies and in playgrounds, as well as fire safety, traffic safety and electrical safety regulations), complies with the regulations, understands who and when to ask for help in case of feeling unwell or unsafe, knows the emergency number 112; can explain that Latvia is part of the world; can recognise and name the state symbols of Latvia – the flag, the coat of arms and the anthem, learns to treat them with respect;

10.3. in the cultural understanding and artistic self-expression area of learning, the child observes, listens to and uses imagination, creates and implements ideas in a variety of activities, purposefully uses artistic means of expression and, where necessary, combines them, chooses and creatively uses different materials, discovers the cultural characteristics of the Latvian and other cultures; recites folk songs, recites short poems, plays out a self-invented or literary storyline, sings, plays music, dances, improvises freely and confidently with movement or sound instruments, sings individually and with others, with and without musical accompaniment, tells about his/her creative experience, describes the impression created by visual art, music and literature;

10.4. in the area of natural science learning, the child observes, compares and experiments to discover the features of typical living organisms in the surroundings – plants, animals and fungi, properties of rocks and water, compares properties and potential uses of objects made of various materials – glass, wood, plastic, paper, stone, observes celestial bodies and their movements, observes the diversity of the Earth's surface (flat, uneven) in the surrounding area, tells about the observed changes in nature, change of seasons, time of day, weather, understands the basics of safe behaviour in contact with animals (including insects), plants and fungi (including unknown ones), understands the need to preserve nature and its resources, engages in clean-up activities of the nearby environment;

10.5. in the area of mathematical learning, the child determines composition of numbers up to ten, makes variations of composition of a number, makes assumptions about quantities in pictures and sets of objects and checks it, matches quantity with a corresponding number symbol, writes numbers, determines length, area and volume using relative measures, measures length using a ruler, learns geometric shapes including three-dimensional shapes, describes their shape and relates them to familiar objects, sorts objects by multiple attributes and compares them by number and size (using the words "more", "less", "larger", "smaller"), names the location of objects in space and plane (using the words "above", "below", "at", "behind", "beside", "to the right", "to the left"), creatively creates rhythmic rows and arrays of objects and geometric shapes according to certain conditions;

10.6. in the area of technology learning, the child talks about his/her idea, plans the steps of implementation of his/her idea, selects the necessary materials, carries out the planned task and evaluates the result, learns various techniques, methods and safety rules for the use of materials and tools for his/her idea, creates and connects parts to obtain the desired shape from the available or selected materials, holds and uses stationery and tools with a correct grip, participates in the preparation of simple and healthy food thus learning about the importance of a healthy diet;

10.7. in the health and physical activity area of learning, the child is happy to engage in indoor and outdoor activities and develops healthy lifestyle behaviours, is aware of health risks and learns how to prevent them, navigates obstacle courses without endangering himself/herself or others, participates in movement play combining walking, jogging, crawling, climbing, balancing, moves objects and overcomes obstacles, choosing the activity most suited to the situation, displays a diversity of fine motor skills, is aware of his/her own gender and bodily integrity, routinely follows the requirements of personal hygiene, is able to tell what personal protective equipment should be used in various movement activities such as riding a bicycle.

11. The principles of implementation of the pre-school education content are as follows:

11.1. a uniform upbringing and learning process in which the child acquires knowledge, understanding and basic skills in a variety of areas of learning by practice, develops transversal skills and establishes values-based behaviours;

11.2. the main form of learning is play. To achieve the intended results, it is implemented:

11.2.1. throughout all day;

11.2.2. indoors and outdoors;

11.2.3. by including free and independent play by the child and purposefully organized and indirectly guided learning through a play-based class by the teacher;

11.2.4. by ensuring a steady load, rest and the child's activity according to his/her individual abilities;

11.3. the learning is immersive. The learning process:

11.3.1. sets clear learning goals and the results to be achieved;

11.3.2. offers a variety of tasks and time for modelling activities;

11.3.3. ensures supportive and developing feedback and the opportunity for the child to explain the course of action and to reflect on their own learning and outcomes;

11.4. the learning is personally important to the child. The learning process ensures:

11.4.1. a connection with his/her experience and daily life and involvement in decision-making about his/her life;

11.4.2. an opportunity to become interested and involved in the creation of culture of the educational institution, the processes taking place in the community, in the country and in the world and to look to the future by exploring and evaluating topics that are important for personal development as well as for society;

11.5. children's diversity in terms of sex, ethnicity, religion, health, language, intellectual development and other characteristics is respected in accordance with the principle of non-discrimination and equal treatment, and the child's individual abilities and talents are appreciated;

11.6. the individual needs of the child are ensured taking into account the principles of environmental accessibility, thus increasing the chances of participation for every child, as well as promoting mutual dialogue and providing collaborative professional support;

11.7. a purposeful, supportive, child-centred learning and development cooperation between the child, teachers, parents or legal representatives is implemented by involving child’s parents or legal representatives in the learning process and providing regular feedback on the child's performance and achievements;

11.8. the learning environment is physically and emotionally safe, supportive and fosters development, is flexible and adapted to the learning and development needs of every child.

V. Basic principles of assessment of pre-school education

12. Assessment of learning performance is based on observations of the child's performance or the final results. Assessment is an integral part of the learning process, providing the child and the educator with effective feedback that is aimed at improving learning and teaching.

The teacher periodically informs the child's parents or the child's legal representative of their observations.

13. The basic principles of assessment of pre-school education are as follows:

13.1. the principle of openness and clarity – the child is aware of and understands the expected results and the criteria of assessment of his/her performance;

13.2. the principle of methodological diversity – a variety of methodological assessment methods are used to evaluate the learning performance;

13.3. the systemic principle - child’s performance assessment is based on a system characterized by a set of regular, reasonable and consecutive activities;

13.4. the principle of inclusivity – assessment is adapted to the various learning needs of every child;

13.5. the principle of growth – assessment of learning performance, especially at the end of the learning phase, takes into account the individual learning performance curve.

14. The methodological tools and criteria for the assessment of learning performance are determined by the teacher, taking into account the expected results defined in the respective field of learning and the procedure for assessment of the child's learning achievements developed in the educational institution in accordance with the basic principles of pre-school education assessment set forth in these regulations.

15. At the end of pre-school education, the teacher shall assess and describe the child's achievements in relation to the expected results of acquisition of the mandatory content set forth in these regulations. The teacher shall make this known to the child’s parents or legal representative in writing.

VI. Final provisions

16. Cabinet Regulation No. 533 of31 July 2012, "Regulations on Guidelines for State Pre-school Education" (*Latvijas Vēstnesis*, 2012, No. 129) is repealed.

17. An educational institution which, prior to the date of entry into force of these regulations, has licensed a pre-school education programme shall ensure its implementation in accordance with the relevant pre-school education model programme.

18. This Regulation shall come into force on 1 September 2019.

Prime Minister Māris Kučinskis

Minister of Science and Education *K*ārlis Šadurskis

Annex 1
to the 21 November 2018 Cabinet Regulation No. 716

Model Programme of Pre-school Education

Educational Programme Code 0101 11 11

I. The objective and tasks of implementation of the educational programme

1. The objective of implementation of the general pre-school educational programme (hereinafter referred to as the educational programme) is to facilitate the comprehensive development of the child and the strengthening of health, as well as to ensure the preparation for the acquisition of basic education. The tasks are to be implemented in accordance with the guidelines for state pre-school education.

II. Content of education

2. The content of education is defined in the guidelines for state pre-school education.

III. Organisational principles and implementation plan of the pedagogical process

3. The educational programme shall be implemented in accordance with the bylaws of the educational institution.

4. The child acquires the educational programme until the beginning of the basic education programme.

5. The educational programme is implemented according to the child's abilities, interests, individual experience and needs, contributing to the individual achievements of every child.

6. When organising the pedagogical process, the educational institution shall ensure:

6.1. a supportive environment for cooperation between the child and the teacher;

6.2. an opportunity to get to know other children and adults, to understand similarities and differences;

6.3. an opportunity to observe positive examples of cooperation between children and adults, developing an understanding of values (such as life (including health), human dignity, freedom, family, marriage, work, nature, culture, the Latvian language and the state of Latvia) referred to in these regulations and laws and regulations regarding guidelines for the upbringing of learners and procedures for the evaluation of information, teaching aids, materials and learning and upbringing methods;

6.4. an opportunity to be involved in setting up and preserving the environment of the educational institution, to learn to make decisions and take responsibility for specific activities.

7. Appropriate for the pre-school age period, the mandatory pre-school education content which includes values and virtues, transversal skills and knowledge, understanding and basic skills in various learning areas (language, social and civic, cultural understanding and artistic expression, natural sciences, mathematics, technology, health and physical activity) is an entirety that is implemented in play-based classes as an integrated learning process throughout the day.

8. The implementation of the mandatory education content is planned and organised:

8.1. in two stages. From 1 September until 31 May, the learning process is provided to implement the mandatory pre-school education content set forth in the guidelines for state pre-school education and the achievement of the expected results; from 1 June until 31 August, the learning process is provided to reinforce the general development of the child and the knowledge, understanding, basic skills and transversal skills, as well as the value-based virtues and behaviours acquired during the previous period;

8.2. as integrated learning of a subject relevant for the child (over a period of at least one month):

8.2.1. a key message that is relevant, specific and clear to the child is formulated and complex expected results in all learning areas are selected, ensuring the acquisition of knowledge, understanding, basic and transversal skills, as well as value-based virtues and behaviours;

8.2.2. achievement of mutually coordinated expected results is envisaged on a weekly and daily basis;

8.2.3. daily play-based classes shall include activities for the achievement of specific expected results in an environment suitable for the child's play;

8.2.4. to improve the child’s educational performance according to his/her needs or due to other circumstances, if necessary, the expected results and activities can be changed;

8.3. providing the child with the opportunity to learn part of the education content outdoors each day;

8.4. ensuring regular physical activity and healthy habits on a daily basis;

8.5. including various activities, such as those related to public holidays, seasonal customs and traditions, to achieve the expected results of acquiring the mandatory education content.

9. Children with special needs are included in the pre-school education group by implementation of the special pre-school education programme, according to the regulatory framework and developing an individual education programme acquisition plan for them.

10. The acquisition of the pre-school education content is planned and implemented by the pre-school teacher or pre-school teacher in regular collaboration with other professionals, involving the child’s parents or legal representatives to support the child's learning.

11. The child is admitted to and discharged from the educational programme in accordance with the regulatory framework.

IV. Description of the learning environment

12. The learning environment of the educational institution, both indoors and outdoors, is conducive to the child’s development and learning of the.

13. The physical environment of the educational institution is suitable for every child, including children with functional disorders. The environment is safe, multifunctional and comfortable (children can work in groups and individually, it is possible to organise learning centres or organisational areas, there are child-friendly instructions and an easy access to learning materials, objects and spaces, contributing to the achievement of the planned learning results, there is space for movement and relaxation), aesthetic, meets the norms of hygiene and is equipped with a variety of exercise activities within the premises of the educational institution.

14. The socio-emotional environment offers security, encourages mutual trust and respect, and a willingness to help and support each other in the learning process and personal difficulties. According to the child’s needs, specialist groups are formed, which, according to their competence, provide pedagogical assistance and coordinate psychological and social support by involving the child's parents, teachers, specialists and other staff of the educational institution.

V. Procedures for assessment of the child's learning achievements

15. The educational institution independently develops the procedure of assessment of the child's learning achievements in accordance with the basic principles of assessment of pre-school education specified in the guidelines for state pre-school education.

16. The educational institution shall include information on the frequency, extent and form of informing the child’s parents or legal representatives, as well as on forms of cooperation with the child’s parents or legal representatives to facilitate the child’s development, in its procedure of assessment of the child’s learning achievements.

Assessment and justification of the staff, financial and material resources required for the implementation of the educational programme

17. The founder of the educational institution (hereinafter referred to as the founder) shall ensure suitable teaching staff required for the implementation of the educational programme in accordance with the Cabinet regulations establishing the list of teaching professions and positions and the Cabinet regulations establishing the education and professional qualification requirements for the teachers.

18. Taking into account the working hours and the number of groups in the educational institution, the founder shall recruit the teaching and teaching support staff that is required to implement the educational programme.

19. The founder shall establish the positions of medical, management and technical staff required for the implementation of the educational programme.

20. The acquisition of the educational programme shall be funded from the founder’s resources.

21. The costs of the implementation of the educational programme shall be covered by the founder in accordance with the Cabinet regulations regarding the minimum costs of the implementation of pre-school educational programmes per one student.

22. The founder shall distribute the state funding intended for the salaries of teachers employed in the education of children aged five and six in accordance with the Cabinet regulations regarding earmarked state budget for salaries of teachers in local government educational institutions or the Cabinet regulations regarding the procedure of state funding of educational programmes at private educational institutions. Salaries of the other teachers shall be provided from the founder's financial resources.

23. The salaries of the teachers (including the number of standard and extra rate hours per position per week, as well as the amount of salary) shall be ensured by the founder in accordance with the Cabinet regulations regarding the salaries of teachers.

24. The salaries of the medical, management and technical staff shall be paid from the founder’s financial resources.

25. The implementer of the educational programme shall ensure the compliance with hygiene requirements and maintenance of the premises, facilities, equipment and inventory in accordance with the Cabinet regulations establishing hygiene requirements for educational institutions where pre-school educational programmes are being implemented.

26. The founder shall provide the material and technical resources required for implementation of the educational programme and encouraging self-development and creativity.

Minister of Education and Science Kārlis Šadurskis

Annex 2
to the 21 November 2018 Cabinet Regulation No. 716

Model Programme of National Minority Pre-school Education

Educational Programme Code 0101 11 21

I. The objective and tasks of implementation of the educational programme

1. The objective of implementation of the national minority pre-school educational programme (hereinafter referred to as the educational programme) is to facilitate the comprehensive development and the strengthening of health of the child, to ensure the acquisition of ethnic culture and preparation for the acquisition of basic education. The tasks are to be implemented in accordance with the guidelines for state pre-school education.

II. Content of education

2. The content of education is defined in the guidelines for state pre-school education.

III. Organisational principles and implementation plan of the pedagogical process

3. The educational programme is implemented in accordance with the bylaws of the educational institution, providing a supportive environment for learning of the official language.

4. The child acquires the educational programme until the beginning of the basic

education programme.

5. The educational programme is implemented according to the child's abilities, interests, individual experience and needs, contributing to the individual achievements of every child.

6. When organising the pedagogical process, the educational institution shall ensure:

6.1. a supportive environment for cooperation between the child and the teacher;

6.2. an opportunity to get to know other children and adults, to understand similarities and differences;

6.3. an opportunity to observe positive examples of cooperation between children and adults, developing an understanding of values (such as life (including health), human dignity, freedom, family, marriage, work, nature, culture, the Latvian language and the state of Latvia) referred to in these regulations and laws and regulations regarding guidelines for the upbringing of learners and procedures for the evaluation of information, teaching aids, materials and learning and upbringing methods;

6.4. an opportunity to be involved in setting up and preserving the environment of the educational institution, to learn to make decisions and to take responsibility for specific activities.

7. Appropriate for the pre-school age period, the mandatory pre-school education content which includes values and virtues, transversal skills and knowledge, understanding and basic skills in various learning areas (language, social and civic, cultural understanding and artistic expression, natural sciences, mathematics, technology, health and physical activity) is an entirety that is implemented in play-based lesons as an integrated learning process throughout the day.

8. The implementation of the mandatory education content is planned and organised:

8.1. in two stages. From 1 September until 31 May, the learning process is provided to implement the mandatory pre-school education content set forth in the guidelines for state pre-school education and the achievement of the expected results; from 1 June until 31 August, the learning process is provided to reinforce the general development of the child and the knowledge, understanding, basic skills and transversal skills, as well as the value-based virtues and behaviours acquired during the previous period;

8.2. as integrated learning of a subject relevant for the child (over a period of at least one month):

8.2.1. a key message that is relevant, specific and clear to the child is formulated and complex expected results in all learning areas are selected, ensuring the acquisition of knowledge, understanding, basic and transversal skills, as well as value-based virtues and behaviours;

8.2.2. achievement of mutually coordinated expected results is set on a weekly and daily basis;

8.2.3. daily play-based lessons shall include activities for the achievement of specific expected results in an environment suitable for the child's play;

8.2.4. to improve the child’s educational performance according to his/her needs or due to other circumstances, if necessary, the expected results and activities can be changed;

8.3. providing the child with the opportunity to learn part of the education content outdoors each day;

8.4. ensuring regular physical activity and healthy habits on a daily basis;

8.5. including various activities, such as those related to public holidays, seasonal customs and traditions, to achieve the expected results of acquiring the mandatory education content.

9. Learning of the Latvian language is promoted throughout the entire pre-school education period by using a bilingual approach, which, depending on the child's development, is implemented in collaboration between teachers, specialists and other staff of the educational institution, as well as using the Latvian language in everyday communication. For children aged five and above, Latvian is the main means of communication in play-based lessons, except specially organised activities with the aimof learning the national minority's language and ethnic culture.

10. By implementation of the special pre-school education programme, children with special needs are included in the pre-school education group in accordance with the regulatory framework and developing an individual education programme acquisition plan for them.

11. The acquisition of the pre-school education content is planned and implemented by the pre-school teacher or the pre-school teacher in regular collaboration with other professionals, involving the child's parents or legal representatives to support the child's learning.

12. The child is admitted to and discharged from the educational programme in accordance with the regulatory framework.

IV. Description of the learning environment

13. The learning environment of the educational institution, both indoors and outdoors, is conducive to the child's development and learning.

14. The physical environment of the educational institution is suitable for every child, including children with functional disorders. The environment is safe, multifunctional and comfortable (children can work in groups and individually, it is possible to organise learning centres or organisational areas, there are child-friendly instructions and an easy access to learning materials, objects and spaces, contributing to the achievement of the planned learning results, there is space for movement and relaxation), aesthetic, meets the norms of hygiene and is equipped with a variety of exercise activities within the premises of the educational institution.

15. The socio-emotional environment offers security, encourages mutual trust and respect, and a willingness to help and support each other in the learning process and personal difficulties. According to the child's needs, specialist groups are formed, which, according to their competence, provide pedagogical assistance and coordinate psychological and social support by involving the child's parents, teachers, specialists and other staff of the educational institution.

V. Procedures for assessment of the child's learning achievements

16. The educational institution independently develops the procedure of assessment of the child's learning achievements in accordance with the basic principles of assessment of pre-school education specified in the guidelines for state pre-school education.

17. The educational institution shall include information on the frequency, extent and form of informing the child's parents or legal representatives, as well as on forms of cooperation with the child's parents or legal representatives to facilitate the child's development, in its procedure of assessment of the child's learning achievements.

Assessment and justification of the staff, financial and material resources required for the implementation of the educational programme

18. The founder of the educational institution (hereinafter referred to as the founder) shall ensure suitable teaching staff required for the implementation of the educational programme in accordance with the Cabinet regulations establishing the list of teaching professions and positions and the Cabinet regulations establishing the education and professional qualification requirements for the teachers.

19. Taking into account the working hours and the number of groups in the educational institution, the founder shall recruit the teaching and teaching support staff that is required to implement the educational programme.

20. The founder shall establish the positions of medical, management and technical

staff required for the implementation of the educational programme.

21. The acquisition of the educational programme shall be funded from the founder's resources.

22. The costs of the implementation of the educational programme shall be covered by the founder in accordance with the Cabinet regulations regarding the minimum costs of the implementation of pre-school educational programmes per one student.

23. The founder shall distribute the state funding intended for the salaries of teachers employed in the education of children aged five and six in accordance with the Cabinet regulations regarding earmarked state budget for salaries of teachers in local government educational institutions or the Cabinet regulations regarding the procedure of state funding of educational programmes at private educational institutions. Salaries of the other teachers shall be provided from the founder's financial resources.

24. The salaries of the teachers (including the number of standard and extra rate hours per position per week, as well as the amount of salary) shall be ensured by the founder in accordance with the Cabinet regulations regarding the salaries of teachers.

25. The salaries of the medical, management and technical staff shall be paid from the founder's financial resources.

26. The implementer of the educational programme shall ensure the compliance with hygiene requirements and maintenance of the premises, facilities, equipment and inventory in accordance with the Cabinet regulations establishing hygiene requirements for educational institutions where pre-school educational programmes are being implemented.

27. The founder shall provide the material and technical resources required for implementation of the educational programme and encouraging self-development and creativity.

Minister of Education and Science Kārlis Šadurskis

Annex 3 to the 21 November 2018 Cabinet Regulation No. 716

Model Programme for Special Pre-school Education

ramme Code: 0101 51 11, 0101 52 11, 0101 53 11, 0101 54 11, 0101 55 11, 0101 56 11, 0101 57 11, 0101 58 11, 0101 59 11

I. The objective and tasks of implementation of the educational programme

1. The objective of implementation of the special pre-school educational programme (hereinafter referred to as the educational programme) is to facilitate the comprehensive development of the child and the strengthening of health, as well as to ensure the child's preparation for the acquisition of basic education. The tasks are to be implemented in accordance with the guidelines for state pre-school education.

II. Content of education

2. The content of education is defined in the guidelines for state pre-school education.

III. Organisational principles and implementation plan of the pedagogical process

3. The educational programme is implemented in accordance with the bylaws of the educational institution, providing a supportive environment for children with special needs.

4. The child acquires the educational programme until the beginning of the basic education programme.

5. The educational programme is implemented according to the child's abilities, level of development, state of health, interests, individual experience and needs, contributing to the individual achievements of every child.

6. Children with special needs are included in the pre-school education group according to the regulatory framework and developing an individual plan for the acquisition of the education programme for them.

7. The implementation of the educational programme is based on purposeful and profound assessment, research and correction of the child's abilities by teachers and specialists.

8. When organising the pedagogical process, the educational institution shall ensure:

8.1. a learning process that is appropriate to the child's abilities, level of development and state of health;

8.2. the pedagogical and psychological support required for the child;

8.3. experience of basic skills and activities enabling the child to deal with both familiar and new situations;

8.4. a supportive environment for cooperation between the child and the teacher;

8.5. an opportunity to get to know other children and adults, to understand similarities and differences;

8.6. an opportunity to observe positive examples of cooperation between children and adults, developing an understanding of values (such as life (including health), human dignity, freedom, family, marriage, work, nature, culture, the Latvian language and the state of Latvia) referred to in these regulations and laws and regulations regarding guidelines for the upbringing of learners and procedures for the evaluation of information, teaching aids, materials and learning and upbringing methods;

8.7. an opportunity to be involved in setting up and preserving the environment of the educational institution, to learn to make decisions and to take responsibility for specific activities.

9. Appropriate for the pre-school age period, the mandatory pre-school education content which includes values and virtues, transversal skills and knowledge, understanding and basic skills in various learning areas (language, social and civic, cultural understanding and artistic expression, natural sciences, mathematics, technology, health and physical activity) is an entirety that is implemented in play-based lessons as an integrated learning process throughout the day.

10. The implementation of the mandatory education content is planned and organised:

10.1. in two stages. From 1 September until 31 May, the learning process is provided to implement the mandatory pre-school education content set forth by the guidelines for state pre-school education and the achievement of the expected results; from 1 June until 31 August, the learning process is provided to reinforce the general development of the child and knowledge, understanding, basic skills and transversal skills, as well as the value-based virtues and behaviours acquired during the previous period;

10.2. as integrated learning of a subject relevant for the child (over a period of at least one month):

10.2.1. a key message that is relevant, specific and clear to the child is formulated and complex expected results in all learning areas are selected, ensuring the acquisition of knowledge, understanding, basic and transversal skills, as well as value-based virtues and behaviours;

10.2.2. envisaging the achievement of mutually coordinated expected results on a weekly and daily basis;

10.2.3. daily play-based lessons shall include activities for the achievement of specific expected results in an environment suitable for the child's play;

10.2.4. improving the child's educational performance according to his/her needs or due to other circumstances, if necessary, the expected results and activities can be changed;

10.3. providing the child with the opportunity to learn part of the education content outdoors each day;

10.4. providing daily Latvian language learning content, regular physical activity and development of healthy habits;

10.5. including various activities, such as those related to public holidays, seasonal customs and traditions, to achieve the expected results of the mandatory education content.

11. The planning and implementation of acquisition of the pre-school education content is ensured by the pre-school teacher or pre-school teacher in regular collaboration with other professionals, involving the child's parents or legal representatives to support the child's learning.

12. The child is admitted to and discharged from the educational programme in accordance with the regulatory framework.

IV. Description of the learning environment

13. The learning environment of the educational institution, both indoors and outdoors, is conducive to the child's development and learning.

14. The physical environment of the educational institution is suitable for the needs of every child, including children with functional disorders. The environment is safe, multifunctional and comfortable (children can work in groups and individually, it is possible to organise learning centres or organisational areas, there are child-friendly instructions and an easy access to learning materials, objects and spaces, contributing to the achievement of the planned learning results, there is space for movement and relaxation), aesthetic, meets the norms of hygiene and is equipped with a variety of exercise activities within the premises of the educational institution.

15. The socio-emotional environment offers security, encourages mutual trust and respect, and a willingness to help and support each other in the learning process and personal difficulties. According to the child's needs, specialist groups are formed which, according to their competence, provide pedagogical assistance and coordinate psychological and social support by involving the child's parents, teachers, specialists and other staff of the educational institution.

V. Procedures for assessment of the child's learning achievements

16. The educational institution independently develops the procedure of assessment of the child's learning achievements in accordance with the basic principles of assessment of pre-school education specified in the guidelines for state pre-school education.

17. The educational institution shall include information on the frequency, extent and form of informing the child's parents or legal representatives, as well as on forms of cooperation with the child's parents or legal representatives to facilitate the child's development, in its procedure of assessment of the child's learning achievements.

Assessment and justification of the staff, financial and material resources required for the implementation of the educational programme

18. The founder of the educational institution (hereinafter referred to as the founder) shall ensure suitable teaching staff required for the implementation of the educational programme in accordance with the Cabinet regulations establishing the list of teaching professions and positions and the Cabinet regulations establishing the education and professional qualification requirements for the teachers.

19. Taking into account the working hours and the number of groups in the educational institution, the founder shall recruit the teaching and teaching support staff that is required to implement the educational programme.

20. The founder shall establish the positions of medical, management and technical

staff required for the implementation of the educational programme.

21. The acquisition of the educational programme shall be funded from the founder’s resources.

22. The costs of the implementation of the educational programme shall be covered by the founder in accordance with the Cabinet regulations regarding the minimum costs of the implementation of pre-school educational programmes per one student.

23. The founder shall distribute the state funding intended for the salaries of teachers in accordance with the Cabinet regulations regarding the procedure of funding of special education institutions, boarding schools and general education institution classes (groups) or the Cabinet regulations regarding the procedure of state funding of educational programmes at private educational institutions.

24. The salaries of the teachers (including the number of standard and extra rate hours per position per week, as well as the amount of salary) shall be ensured by the founder in accordance with the Cabinet regulations regarding the salaries of teachers.

25. The salaries of the medical, management and technical staff shall be paid from the founder’s financial resources.

26. The implementer of the educational programme shall ensure the compliance with hygiene requirements and maintenance of the premises, facilities, equipment and inventory in accordance with the Cabinet regulations establishing hygiene requirements for educational institutions where pre-school educational programmes are being implemented.

27. The founder shall provide the material and technical resources required for implementation of the educational programme and encouraging self-development and creativity.

Minister of Education and Science Kārlis Šadurskis

Annex 4 to the 21 November 2018 Cabinet Regulation No. 716

Model Programme for National Minority Special Pre-school Education

ramme Code: 0101 51 21, 0101 52 21, 0101 53 21, 0101 54 21, 0101 55 21, 0101 56 21, 0101 57 21, 0101 58 21, 0101 59 21

I. The objective and tasks of implementation of the educational programme

1. The objective of implementation of the minority special pre-school educational programme (hereinafter referred to as the educational programme) is to facilitate the comprehensive development of the child and the strengthening of health, to ensure the learning of ethnic culture and preparation for the acquisition of basic education. The tasks are to be implemented in accordance with the guidelines for state pre-school education.

II. Content of education

2. The content of education is defined in the guidelines for state pre-school education.

III. Organisational principles and implementation plan of the pedagogical process

3. The educational programme is implemented in accordance with the bylaws of the educational institution, providing a supportive environment for children with special needs and facilitating the learning of the official language.

4. The child acquires the educational programme until the beginning of the basic education programme.

5. The educational programme is implemented according to the child's abilities, level of development, state of health, interests, individual experience and needs, contributing to the individual achievements of every child.

6. When organising the pedagogical process, the educational institution shall ensure:

6.1. a learning process that is appropriate to the child's ability, level of development and state of health;

6.2. the pedagogical and psychological support required for the child;

6.3. experience of basic skills and activities enabling the child to deal with both familiar and new situations;

6.4. a supportive environment for cooperation between the child and the teacher;

6.5. an opportunity to get to know other children and adults, to understand the common things and the differences;

6.6. an opportunity to observe positive examples of cooperation between children and adults, developing an understanding of values (such as life (including health), human dignity, freedom, family, marriage, work, nature, culture, the Latvian language and the state of Latvia) referred to in these regulations and laws and regulations regarding guidelines for the upbringing of learners and procedures for the evaluation of information, teaching aids, materials and learning and upbringing methods;

6.7. an opportunity to be involved in setting up and preserving the environment of the educational institution, to learn to make decisions and to take responsibility for specific activities.

7. According to the pre-school age, the mandatory pre-school education content which includes values and virtues, transversal skills and knowledge, understanding and basic skills in various learning areas (language, social and civic, cultural understanding and artistic expression, natural sciences, mathematics, technology, health and physical activity) is a whole entity that is implemented in play activity as an integrated learning process throughout the day.

8. The implementation of the mandatory learning content, irrespective of the age of the child, is planned and organised:

8.1. in two stages. From 1 September until 31 May, learning process is provided to implement the mandatory pre-school education content set forth by the guidelines for state pre-school education and the achievement of the expected results; from 1 June until 31 August, learning process is provided to reinforce the general development of the child and the knowledge, understanding, basic skills and transversal skills, as well as the value-based virtues and behaviours acquired during the previous period;

8.2. as integrated learning of a subject relevant for the child over a period of at least one month:

8.2.1. a key message that is relevant, specific and clear to the child is formulated and complex expected results in all learning areas are selected, ensuring the acquisition of knowledge, understanding, basic and transversal skills, as well as value-based virtues and behaviours;

8.2.2. achievement of mutually coordinated expected results is set on a weekly and daily basis;

8.2.3. each day's play activities shall include activities for the achievement of specific expected results in an environment suitable for the child's play;

8.2.4. to improve the child’s educational performance according to his/her needs or due to other circumstances, if necessary, the expected results and activities can be changed;

8.3. providing the child with the opportunity to learn part of the education content outdoors each day;

8.4. providing the daily Latvian language learning content, regular physical activity and development of healthy behaviours;

8.5. including various activities, such as those related to public holidays, seasonal traditions and ethnic culture, to achieve the expected results of the mandatory education content.

9. Learning of the Latvian language is promoted throughout the entire period of pre-school education by using a bilingual approach, which, depending on the child's development, is implemented in collaboration between teachers, specialists and other staff of the educational institution, as well as using the Latvian language in everyday communication. For children aged five and above, Latvian is the main means of communication in play-based classes, with the exception of specially organised activities aimed at learning the minority language and ethnic culture.

10. The acquisition of the pre-school education content is planned and implemented by the pre-school teacher or pre-school teacher in regular collaboration with other professionals, involving the child's parents or legal representatives to support the child's learning.

11. Children with special needs are included in the pre-school education group according to the regulatory framework and developing an individual education programme acquisition plan for them.

12. The implementation of the educational programme is based on purposeful and profound assessment, research and correction of the child's abilities by teachers and specialists.

13. The child is admitted to and discharged from the educational programme in accordance with the regulatory framework.

IV. Description of the learning environment

14. The learning environment of the educational institution, both indoors and outdoors, is conducive to the development and learning of the child.

15. The physical environment of the educational institution is suitable for every child, including children with functional disorders. The environment is safe, multifunctional and comfortable (children can work in groups and individually, it is possible to organise learning centres or organisational areas, there are child-friendly instructions and an easy access to learning materials, objects and spaces, contributing to the achievement of the planned learning results, there is space for movement and relaxation), aesthetic, meets the norms of hygiene and is equipped with a variety of exercise activities within the premises of the educational institution.

16. The socio-emotional environment offers security, encourages mutual trust and respect, and a willingness to help and support each other in the learning process and personal difficulties. According to the child's needs, specialist groups are formed, which, according to their competence, provide pedagogical assistance and coordinate psychological and social support by involving the child's parents, teachers, specialists and other staff of the educational institution.

V. Procedures for assessment of the child's learning achievements

17. The educational institution independently develops the procedure of assessment of the child's learning achievements in accordance with the basic principles of assessment of pre-school education specified in the guidelines for state pre-school education.

18. The educational institution shall include information on the frequency, extent and form of informing the child's parents or legal representatives, as well as on forms of cooperation with the child's parents or legal representatives to facilitate the child's development, in its procedure of assessment of the child's learning achievements.

Assessment and justification of the staff, financial and material resources required for the implementation of the educational programme

19. The founder of the educational institution (hereinafter referred to as the founder) shall ensure suitable teaching staff required for the implementation of the educational programme

in accordance with the Cabinet regulations establishing the list of teaching professions and positions and the Cabinet regulations establishing the education and professional qualification requirements for the teachers.

20. Taking into account the working hours and the number of groups in the educational institution, the founder shall recruit the teaching and teaching support staff that is required to implement the educational programme.

21. The founder shall establish the positions of medical, management and technical staff required for the implementation of the educational programme.

22. The acquisition of the educational programme shall be funded from the founder's resources.

23. The costs of the implementation of the educational programme shall be covered by the founder in accordance with the Cabinet regulations regarding the minimum costs of pre-school educational programmes per one student per year.

24. The founder shall distribute the state funding intended for the salaries of teachers in accordance with the Cabinet regulations regarding the procedure of funding of special education institutions, boarding schools and general education institution classes (groups) or the Cabinet regulations regarding the procedure of state funding of educational programmes at private educational institutions.

25. The salaries of the teachers (including the number of standard and extra rate hours per position per week, as well as the amount of salary) shall be ensured by the founder in accordance with the Cabinet regulations regarding the salaries of teachers.

26. The salaries of the medical, management and technical staff shall be paid from the founder's financial resources.

27. The implementer of the educational programme shall ensure the compliance with hygiene requirements and maintenance of the premises, facilities, equipment and inventory in accordance with the Cabinet regulations establishing hygiene requirements for educational institutions where pre-school educational programmes are being implemented.

28. The founder shall provide the material and technical resources required for implementation of the educational programme and encouraging self-development and creativity.

Minister of Education and Science Kārlis Šadurskis

Published in*: Latvijas Vēstnesis***, 249 (6335), 19.12.2018**
OP number: **2018/249.5**
Issued by: **Cabinet of Ministers**
Type: **Regulation**
Number: **747**
Adopted on: **27.11.2018**
Effective as of: **01.09.2020**

Cabinet Regulation No 747,

Riga, 27 November 2018 (minutes No 56, par. 38)

Regulations for the national basic education standard, with sample basic educational programmes

Issued pursuant to Section 14, Paragraph 19 of the Education Law

and Section 4, Paragraphs 11 and 11^1 of the General Education Law

I. General provision

1. These Regulations define the national basic educational standard that includes the examples of basic educational programmes that comply with this standard, as well as the names of areas of learning as part of comprehensive basic education.

II. The goal and objectives of the content of basic education

2. The goal of implementing basic education content is producing comprehensively developed and knowledgeable students who are interested in their own intellectual, social, emotional and physical growth, who live in a safe and healthy way, study with interest and enthusiasm, participate in social events in a socially responsible manner, take initiative and are Latvian patriots.

3. The objectives of basic education are to:
3.1. Bolster the general knowledge of the rule of law and such values as life (including health), human dignity (including equality), freedom, family, marriage, work, nature, culture, the Latvian language and Latvian nation, fostering an evaluating attitude and responsibility for oneself and one's actions;
3.2. Establish and expand knowledge, understanding and basic skills in the fields of learning described in Paragraph 7 of these Regulations, to enable success in future education;
3.3. Develop transversal skills necessary in various contexts and fields of learning, as specified in Paragraph 5.2., in order to support the linking of new knowledge with personal experience, create positive attitudes and adopt responsible decisions.

III. Values to be included in the content of basic education

4. The values and moral virtues defined in the Constitution of the Republic of Latvia, the laws and regulations establishing teaching guidelines and procedures for assessing information, teaching tools, methods and materials must be included in the teaching of the content of basic education.

IV. Mandatory content of basic education, implementation principles and planned results in various fields of learning

5. The mandatory content of basic education comprises:
5.1. The values and morals defined in Cabinet Regulations establishing teaching guidelines and procedures for assessing information, teaching tools, methods and materials;
5.2. The following transversal skills:
5.2.1. Critical thinking and problem solving — the student can acquire, analyse and assess various types of information and situations, understanding their context; the student takes reasoned and responsible decisions, defines the nature of the problem, and solves simple and complex problems;
5.2.2. Creativity and entrepreneurship — the student is open to new experiences and challenges, seeks and finds various opportunities for improving the current situation, takes initiative and is persistent in turning ideas into useful solutions or products;
5.2.3. Independent learning — the student sees him/herself as an individual, and is aware of his/her desires, needs and interests; the student manages own emotions, thoughts and behaviour, establishes positive

relationships, is motivated to self-improve, sets goals, plans his/her activities, carries plans out and assesses results, consistently uses thinking strategies appropriate for the situation, and follows his/her learning progress;
5.2.4. Cooperation — the student is respectful in expressing his/her opinions and the opinions of others, adjusts his/her behaviour and approach to communication based on the situation, cooperates with various people to achieve specific goals and finds solutions acceptable for the parties involved;
5.2.5. Civic participation — the student sees relationships in his/her environment and society at large, analyses his/her role in local and global processes, and participates in improving them, taking responsibility for his/her actions;
5.2.6. Digital skills — the student can effectively and responsibly use digital technologies to obtain knowledge, create new content, share content and communicate; the student can critically and constructively assess the role of technology and media in society;
5.3. Knowledge, understanding and basic skills in language learning, social, civic and cultural comprehension, self-expression, in natural sciences, mathematics, technology, health and physical education.

6. Planned results in transversal skills to be achieved by students by the end of Years 3, 6 and 9, as specified in Annex 1.

7. The planned results to be achieved by students are complex, they define the end result of activities, include knowledge, understanding of and basic skills in various fields of learning, transversal skills, values and morals, and are expressed as abilities in the following fields of learning:
7.1. Language learning — the student is interested in learning languages, understands the role of the Latvian and minority languages in forming the national identity and preserving the cultural and historical heritage, understands the role of Latvian as the official language for integration into the Latvian society and obtaining education, the importance of foreign languages in intercultural communication; the student uses languages as a tool for thinking, obtaining knowledge, communication and creative expression, expresses his/her thoughts, feelings and opinions in a clear, understandable written or oral manner that complies with the requirements of standard language; perceives, understands, analyses and interprets information, terms, facts and ideas in texts of various formats and genres, uses reading skills for emotional and intellectual enrichment;
7.2. Social and civic studies — the student thinks and acts in a responsible manner, being aware of the consequences of his/her actions, and respecting life as a value; the student has developed strong and positive social habits in communication with other people, and has a national, historical and civic consciousness and understanding of social and economic processes;
7.3. Understanding of culture and artistic self-expression — the student engages in practical activities, uses his/her imagination and enjoys the creative process, explores and improves his/her creative talents, knowledge, skills and techniques in various types of art; the student assesses and interprets various types of creative expression learning to understand cultural differences and creating his/her cultural identity, experiencing cultural events in person, gaining emotional and aesthetic experience and developing one's personal need for culture; the student participates in the preservation of cultural heritage and preservation of traditions;
7.4. Natural sciences — the student recognises, proposes and assesses the explanations of certain natural phenomena and processes; the student uses scientific skills to solve problems, conduct research, assess risks and follow safety rules; the student analyses and assesses data, expresses opinions and arguments in different ways, and draws conclusions based on the given data, takes personal responsibility in protecting his/her health and the health of others, preserving the quality of the environment and ensuring sustainable use of natural resources;
7.5. Mathematics — in contexts related to mathematics or other areas of learning, or real life, the student can meaningfully use mathematical tools, making calculations, processing data, using the properties of geometric shapes, finding relations between numbers, drawing general conclusions; the student can make mathematical models, find appropriate approaches or methods in problem situations, is aware of the need for proof, and provides reasoned arguments;
7.6. Technology studies — the student practically creates products, services, information and environmental solutions useful for him/her and other people, planning, designing and setting up, using various techniques, tools and devices (including digital ones) in a safe and responsible manner, choosing appropriate materials and learning appropriate skills, and creating a healthy and safe working environment; acts appropriately in hazardous everyday situations, understands the design process and gains the experience of solving engineering problems and completing simple technological processes, can use digital technologies as part of the design process in a safe, effective and responsible manner;
7.7. Health and physical education — the student understands and practises a healthy lifestyle, recognises the risks of various (including emergency) situations, and makes safe and active decisions; the student engages in various physical activities skilfully, responsibly and with interest, promoting his/her mental and

physical capabilities, participates in creating teams, plans and assigns work tasks, helps and supports others.

8. Planned results to be achieved by students in various areas of learning by the end of Years 3, 6 and 9:
8.1. Language learning — Annex 2 of these regulations;
8.2. Social and civic studies — Annex 3 of these regulations;
8.3. Understanding of culture and artistic self-expression — Annex 4 of these regulations;
8.4. Natural sciences — Annex 5 of these regulations;
8.5. Mathematics — Annex 6 of these regulations;
8.6. Technology studies — Annex 7 of these regulations;
8.7. Health and physical education — Annex 8 of these regulations.

9. In order to achieve the goal specified in Section 2 of these Regulations, and accomplish the tasks indicated in Section 3, the mandatory content of basic education must be implemented in accordance with the following principles:
9.1. The student strengthens his/her proficiencies, consistently gaining knowledge, understanding and basic skills in various fields of learning in an integrated manner, developing transversal skills, building habits and high moral qualities, professing values and expressing attitudes;
9.2. For a student, the learning is closely related to their experience and everyday life; the student is involved in making decisions relevant for them; during the learning, the student expresses interest and initiative to participate in shaping the culture of the school and the processes taking place in society, to look into the future, learning about and assessing the topics that are important for personal and societal development and welfare;
9.3. The teacher plans and manages learning by the student, setting objectives with clearly achievable results, choosing appropriate and diverse tasks, providing supportive and improvement-oriented feedback, and opportunities to learn more details — to find out the sequence of actions and think about the learning and the results achieved;
9.4. In order to achieve the goals of learning, the teacher uses various forms of organisation of the learning process, adjusting their implementation to the learning needs of the student;
9.5. The educational institution develops its internal culture, whereby it respects the diversity of students in terms of their gender, ethnic or religious background, health, development of language and intellect, and other aspects, ensuring the prohibition of discrimination and segregation;
9.6. The school involves parents to give support in the students' learning process by providing regular feedback about their performance and progress;
9.7. The educational institution creates a learning environment that is physically and emotionally safe, that fosters the acquisition of social and emotional skills among students, and that is suited to the diverse learning and development needs of every student;
9.8. Teachers and other staff of the educational institution regularly cooperate, planning the implementation of the teaching plan, following the progress of every student and introducing any improvements that are necessary in the learning and mentoring process, promoting a culture in the institution that provides better learning opportunities for every student;
9.9. As soon as possible, the educational institution carries out an initial assessment of the basic skills and learning needs of the student, following the progress of every student, using the data obtained for planning the teaching activities and choosing and introducing appropriate support, in order to improve the ability of every student to participate in the learning process;
9.10. The educational institution involves the local community in planning and fulfilling its goals and tasks, and implementing changes.

V. Principles of the assessment of students' academic performance and procedure for the assessment of the education received

10. The academic performance assessment is defined as the obtaining of information to gain an understanding of the performance or results achieved by the student.

11. The principles for assessing academic performance are as follows:
11.1. The system principle — the assessment of academic performance is based on a system that comprises a set of regular and justified actions carried out in a certain progression;
11.2. The principle of openness and clarity — before demonstrating academic performance, the student must know and understand what expected results are to be achieved, as well as the criteria for assessing their academic performance;
11.3. The principle of methodological diversity — various methods and techniques are used to assess academic performance;
11.4. The inclusion principle — the assessment of academic performance is adapted to the learning needs of every student, such as distribution and amount of time, environment, method of demonstrating academic performance, access to the assessment work;

11.5. The growth principle — the progress in the development of the personal academic performance of the student is taken into account in its assessment, especially at the end of a stage in learning.

12. The types of assessing academic performance are as follows:
12.1. Formative assessment, which is a component of continuous, everyday learning process, which provides the student and the teacher with feedback about the student's current performance versus expected results to be achieved. Formative assessment is carried out by:
12.1.1. The teacher, in order to determine the learning needs of the student, to provide additional support to the student, to plan and improve the process of learning;
12.1.2. The student, in order to improve the process of learning, and to independently evaluate his/her own performance and the performance of others;
12.2. Diagnostic assessment, to evaluate the student's strengths and weaknesses in learning and to identify the required support. Diagnostic assessment is carried out by:
12.2.1. The teacher, in order to determine the learning needs of the student, and to plan further learning;
12.2.2 The National Centre for Education ('Centre'), in order to improve the content of basic education, to increase the quality of learning materials, and the professional competence of teachers;
12.3. Summative assessment, which takes place at the end of a stage of learning (e.g. after completing a topic, an academic year, an educational level), to evaluate and document the learning results of the student. Summative assessment is carried out by:
12.3.1. The teacher, to evaluate and document the extent to which the student has achieved the expected results at the end of a stage of learning;
12.3.2. The Centre, in order to evaluate and document the extent to which the student has achieved the expected results at the end of the educational level, as specified in Paragraph 8.

13. The academic performance of students at the end of an academic year is determined through summative assessment and is expressed using:
13.1. Proficiency levels for Years 1—3 (Annex 9);
13.2. A 10-grade scale for Year 4—9 (Annex 10).

14. The assessment of academic performance is objective. The assessment may be disputed at the end of a learning stage, if it directly affects the rights and interests of the student.

15. The educational institution independently develops its assessment procedure, in accordance with the assessment principles defined in Section 12.

16. The examinations set by the State to be taken at the end of Year 9 are as follows:
16.1. State examination in languages — Latvian;
16.2. State examination in languages — foreign language;
16.3. State examination in mathematics;
16.4. Interdisciplinary State examination covering social, civic, scientific and technological studies.

17. As part of State examination, the Centre defines the manner in which the academic performance of a student is expressed.

VI. Samples of basic educational programmes

18. Annex 11 to these Regulations contains a sample of a basic education programme (code 21011111) in accordance with the following programmes, as per classification of education in Latvia:
18.1. First stage of basic educational programme (code 11011111);
18.2. Extra-mural basic educational programme (code 21011113);
18.3. Distance basic educational programme (code 21011114);
18.4. Second stage of basic educational programme (code 23011111);
18.5. Second stage of extra-mural basic educational programme (code 23011113);
18.6. Second stage of distance basic educational programme (code 23011114);

19. Annex 12 to these Regulations contains a sample of a basic education programme for ethnic minority schools (code 21011121) in accordance with the following programmes, as per classification of education in Latvia:
19.1. First stage of basic educational programme for ethnic minority schools (code 11011121);
19.2. External basic educational programme for ethnic minority schools (code 21011123);
19.3. Distance basic educational programme for ethnic minority schools (code 21011124);
19.4. Second stage of basic educational programme for ethnic minority schools (code 23011121);
19.5. Second stage of external basic educational programme for ethnic minority schools (code 23011123);
19.6. Second stage of distance basic educational programme for ethnic minority schools (code 23011124).

20. Annex 13 to these Regulations contains a sample of a basic educational programme for social correction (code 21011911) in accordance with the following programmes, as per classification of education in Latvia:
20.1. First stage of basic educational programme in social correction (code 11011911);
20.2. Second stage of basic educational programme in social correction (code 23011911);

21. Annex 14 to these Regulations contains a sample of a special basic education programme in accordance with the following programmes, as per classification of education in Latvia:
21.1. Special basic educational programme for students with visual impairments (code 21015111);
21.2. Special basic educational programme for ethnic minority students with visual impairments (code 21015121);
21.3. Special basic educational programme for students with hearing disorders (code 21015211);
21.4. Special basic educational programme for ethnic minority students with hearing disorders (code 21015221);
21.5. Special basic educational programme for students with physical development disorders (code 21015311);
21.6. Special basic educational programme for ethnic minority students with physical development disorders (code 21015321);
21.7. Special basic educational programme for students with somatic disorders (code 21015411);
21.8. Special basic educational programme for ethnic minority students with somatic disorders (code 21015421);
21.9. Special basic educational programme for students with language disorders (21015511);
21.10. Special basic educational programme for ethnic minority students with language disorders (code 21015521);
21.11. Special basic educational programme for students with learning disorders (code 21015611);
21.12. Special basic educational programme for ethnic minority students with learning disorders (code 21015621);
21.13. Special basic educational programme for students with mental disorders (code 21015711);
21.14. Special basic educational programme for ethnic minority students with mental disorders (code 21015721).

22. Annex 15 to these Regulations contains a sample of a special basic educational programme in accordance with the following programmes, as per classification of education in Latvia:
22.1. Special basic educational programme for students with mental development disorders (code 21015811);
22.2. Special basic educational programme for ethnic minority students with mental development disorders (code 21015821).

23. Annex 16 to these Regulations contains a sample of a special basic educational programme in accordance with the following programmes, as per Latvian Classification of Education:
23.1. Special basic educational programme for students with severe mental development disorders or multiple severe development disorders (code 21015911);
23.2. Special basic educational programme for ethnic minority students with severe mental development disorders or multiple severe development disorders (code 21015921).

24. The study subjects included in the plan for implementing lessons and study subjects specified in the educational programme may be implemented in an integrated manner. In such cases, the educational institution must indicate the subjects to be taught in an integrated manner in the plan for implementing lessons and study subjects of the educational programme.

VII. Final provisions

25. Cabinet Regulation 468 ‘Regulations Regarding the State Standard in Basic Education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes’ of 12 August 2014 (*Latvijas Vēstnesis*, 2014, Issue 165) is declared invalid.

26. In relation to the implementation of the general educational programme for Years 2, 5 and 8, this Regulation takes effect on 1 September 2021, and in relation to the implementation of the general educational programme for Years 3, 6 and 9, on 1 September 2022. Before these dates, the general educational programmes for Years 2, 5, 8, 3, 6 and 9 are used in accordance with the laws and regulations that govern the national basic educational standard, the standards for the study subjects in basic education, and the samples of basic educational programmes that were valid until this Regulation took effect.

27. In relation to the proportion of the use of the Latvian language in the learning content of ethnic minority educational programme for Year 9 takes effect on 1 September 2021. Before this date, the Latvian

language in ethnic minority educational programmes for Year 9 will be used in accordance with the laws and regulations that govern the national basic educational standard, the standards for study subjects in basic education, and the samples of basic educational programmes that were valid before these Regulations took effect.

28. This regulation shall takes effect on 1 September 2020.

On behalf of the Prime Minister
Minister for Finance Dana Reizniece-Ozola

Acting Minister for Education and Science,
Minister for Welfare Jānis Reirs

Annex 1
to Cabinet Regulation No 747
of
27 November 2018

Results to be attained in transversal skills upon graduation from 3rd, 6th, and 9th grade

1. Critical thinking and problem solving		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1. Formulates open questions intended to obtain information in situations related to personal experience. Compares, interprets, assesses, combines and groups simple information according to given criteria. Looks for verified facts, checks them independently	1.1. Formulates open questions intended to obtain information in situations with various contexts. Compares, interprets, assesses, combines information, groups it based on given and one's own criteria. Makes sure that the information obtained is complete and accurate, checks its reliability	1.1. Formulates open questions intended to obtain information in problem situations and situations that span over multiple fields. Comprehensively and systematically describes results, one's own activities. Consistently learns, analyses, assesses and combines various types of information and situations, understanding their context. Strives to obtain complete and accurate information, identifies factors that make it difficult to obtain accurate information
1.2. Creates arguments based on one's experience and opinions. Draws own conclusions following instructions	1.2. Thinks in a specific-to-general manner. Separates the important from the unimportant, the relevant from the irrelevant. Creates arguments based on the information provided in the given context. Draws simple and direct conclusions	1.2. Makes logical judgements, thinks in general-to-specific and specific-to-general ways. Can think of simple situations in an abstract and general way. Separates fact-based statements from assumptions, facts from opinions. Proposes arguments and assesses if they are appropriate. Draws conclusions on if the arguments are sufficient and accurate. Draws reasoned conclusions
1.3. Recognises and formulates problems in an engaging manner, in a context related to personal experience. Supported by the teacher, proposes goals, solutions, chooses best solutions	1.3. Supported by the teacher, identifies actual needs, defining and formulating the problem related to the phenomenon (property, structure, action, manifestations etc.) or process in the given context, stating and explaining ideas in problem situations. Proposes goals,	1.3. Defines real needs and describes the nature of the problem: recognises and defines the problem in a context characterised by interrelated values, aspects and logical connections. Expresses, explains and analyses ideas in problem situations, formulates structured

	solutions, chooses best solutions, decides to implement them	assumptions based on the context. Proposes goals, solutions, chooses best solutions, decides to implement them
1.4. Expresses their own experience in similar situations, proposes ideas for solutions. Supported by the teacher, creates a solution plan for the chosen problem, fulfils it and assesses the results, learning various problem-solving strategies	1.4. Creates a solution plan for the chosen problem, fulfils it, using various problem-solving strategies: the student conducts thought and practical experiments, makes real-life models and objects, studies their properties and verifies assumptions, conducts full direct searches, splits the problem into parts, makes a transition to a simpler problem, assesses the results using one's own criteria, proposes improvements	1.4. Creates a solution plan for the chosen problem, fulfils it and, if necessary, adjusts the plan during the work, based on the situation. In complex situations, uses appropriate problem-solving strategies, and conducts planned experiments to support assumptions. Uses reverse thinking, finds counter-examples, creates an abstract, general model of the situation, verifies the results obtained in the context of the problem. Looks for other approaches and methods if necessary. Assesses results and plans improvements for future work
2. Creativity and entrepreneurship		
2.1. Is open to new experiences. Is happy to imagine possible unorthodox solutions	2.1. Approaches unfamiliar situations with interest, uses imagination and spontaneity to make unexpected connections. Dares try new things	2.1. Looks at the world with curiosity, imagines new and untried solutions. Is prepared to accept uncertainty and new challenges
2.2. Asks questions about the current situation and uses various creative thinking strategies, supported by an adult. Draws inspiration for the work of others to create ideas	2.2. Assesses the situation and uses creative thinking strategies to come up with ideas to improve it; draws inspiration from the ideas of others and expands them. Uses the (human, knowledge, capital, infrastructure) resources available, and creates new ones to carry out own projects	2.2. Studies the situation from different points of view, uses appropriate creative thinking strategies and adapts them for the situation, in order to come up with new and useful ideas, drawing inspiration from the experience of others. Uses the (human, knowledge, capital, infrastructure) resources available in a flexible and reasoned manner, and creates new resources to complete their plan
2.3. Supported by the teacher, comes up with new and useful ideas, and brings them to fruition, does not give up and tries again if fails	2.3. Independently or in a group, can improve the added value of already existing solutions or products, plans work and is aware of resources necessary to fulfil the idea created. Faced with difficulties, looks for support and uses it	2.3. Independently or in a group, can create a new and useful (for self and others) product or solution, can manage the process from creating the idea to its implementation. Encountering difficulties, does not give up, seeking and finding solutions
3. Independent learning		
3.1. Sets the goal for a learning tasks and plans the steps for achieving it, supported by an adult	3.1. Independently sets multiple learning goals and plans how to achieve them both alone and in a group	3.1. Sets long-term and short-term goals, plans the steps for achieving them, and takes responsibility for doing so
3.2. Tells about one's learning progress, about skills that are easier to learn, and about failures and mistakes	3.2. Names the strengths and weaknesses in one's work, analyses the personal traits and behaviours that affect choices, achievements or failures. Can tell about the progress of one's achievements using a uniform system of criteria	3.2. Independently analyses the relation of one's activities with personal traits and behaviour. Identifies the strengths of one's activities, and supported by an adult can find various ways to develop thinking and behaviour traits that still need improvement

3.3. Names and uses multiple strategies for attention retention and memorisation	3.3. Uses various thinking strategies in relation to the context of learning	3.3. Uses one's own strengths in thinking, and thinking strategies appropriate for the situation to improve one's own abilities and performance
3.4. Explains the effect of various emotions on one's thinking and behaviour. In everyday situations, expresses emotions in a socially acceptable manner	3.4. Expresses emotions in a socially acceptable manner even in irregular situations. Can explain the factors that create various emotions in learning situations; can motivate oneself to work. Independently uses various stress management techniques	3.4. Manages emotions and behaviour in a socially acceptable manner as part of the learning process. Analyses the impact of thoughts and emotions on making responsible personal decisions
3.5. During the learning process, and supported by the teacher, follows the fulfilment of the previously set performance criteria, and assesses one's own learning and learning experience	3.5. Independently monitors the fulfilment of the previously set performance criteria, and determines how such performance can be improved as part of the learning process	3.5. Independently sets one's own criteria to determine the achievement of goals; determines one's progress in activities and can state if performance should be improved, and how. Uses mistakes to purposefully modify one's activities. As part of learning, re-plans various steps to find a better solution
4. Cooperation		
4.1. Expresses one's needs, thoughts and emotions verbally and can explain how facial expressions and body language are related to specific emotions and how emotions affect relationships with others	4.1. Supported by the teacher, modifies one's actions, learns to manage one's emotions and maintains a friendly attitude in communicating with others	4.1. Assesses the emotions of other people and the reasons they have for their actions, expresses empathy and adapts their behaviour and method of communication according to the situation
4.2. Makes sure that their interlocutor understands what they say. Supported by the teacher, deliberately directs the conversation to find an understanding, and consciously uses one's own social skills to establish and maintain positive relations with others, and to participate in social activities	4.2. When communicating with others, uses various methods of communication and manages conversations with people who have different opinions. Recognises and respects the diversity of opinions, makes joint decisions together with others, and resolves conflicts in familiar situations	4.2. Expresses one's opinions and listens to the opinions of others, respects their interlocutor, finds common ground in situations when the parties have different opinions. Takes over the control of the conversation, if necessary. Achieves compromises acceptable to both the parties, and seeks a fair solution
4.3. Cooperates with others to perform constructive tasks together	4.3. Works in a team, strives towards fair contribution, accepts and cooperates with various people, to achieve a specific goal	4.3. Cooperates with others depending on the situation, and creates and manages the team accounting for the needs of other people
5. Civil participation		
5.1. Sees ordinary social relationships (in classroom, school, family, local community)	5.1. Sees relationships in the society, the environment and the community at the national level; the student sees their one's role, influence and need to participate in improving the life of their community. Is able to explain the influence of a particular action (on other people, relationships, environment)	5.1. Can explain their own views about relationships in the society, the environment and the community on the European level, involving information and statistics obtained in various sources. Can analyse the societal and environmental effects of actions by individuals.
5.2. Observes various opinions held by different people; the student states their own value.	5.2. Sees explanations in the actions and opinions of others, states and explains the values of	5.2. Concludes that values can change over time, based on experience and various sources.

Supported by the teacher, the student acts in accordance with their values	their own, those of their family members and school. Acts in accordance with their own values	Based on their own values, the student chooses events to participate in, and if necessary, involves others, explaining their choices or citing reasons for not becoming involved. Plans their actions in accordance with their own values, and explains their choices
5.3. Participates in the decision-making related to various rules and the learning process, and acts in accordance with the societal norms, supported by the teacher. Performs assigned tasks and is aware that actions have consequences, taking responsibility for one's actions	5.3. Participates in the decision-making related to various rules and the learning process, and in the planning of the learning process, explains the choices made in relation thereto, seeks best solutions for all the parties involved, and observes one's rules, to be a person someone can rely on. Takes responsibility in the family and in relationships with friends; can explain how to act responsibly and establish trust	5.3. Independently follows one's rules, to be trustworthy and reliable. Analyses one's involvement in global processes, and acts responsibly. Can explain the consequences of one's actions and takes responsibility for them
5.4. Supported by the teacher, participates in measures intended to improve school life, and learns what changed afterwards	5.4. Participates improving the life of the local community and analyses how such participation changed it	5.4. Offers feasible and sustainable solutions for improving the life of the local community. Implements one of them together with others, and explains the purpose of one's participation
6. Digital skills		
6.1. Uses digital technologies to fulfil study tasks, as instructed	6.1. Uses digital technologies to acquire, process, present, transmit knowledge, and explains the need to use digital technologies	6.1. Chooses the capabilities offered by digital technologies, and uses them for projects or tasks, employs them for self-improvement and creating various content
6.2. Can name types of digital communication	6.2. Determines the types of digital communication, its goals, formats and its impact on audience. Uses digital technologies for communication and cooperation	6.2. Uses digital communication responsible, for specific purposes, assessing its suitability for the needs of the target audience
6.3. Recognises the characters and symbols created and popularised by the media	6.3. Analyses the role of the media in constructing reality and assesses the credibility of various sources of information, including those in the digital format	6.3. Critically analyses the reality constructed by the media and the credibility of the information it provides, creates one's own media content
6.4. Explains how digital technologies affect our everyday life, and develops healthy and safe habits using digital technologies, supported by the teacher	6.4. Explains their own understanding of the role of digital technologies in society in self-fulfilment. Has healthy and safe habits in the use of digital technologies	6.4. Analyses and assesses the effect of technologies on physical and mental health, society and environment. Has healthy and safe habits in the use of digital technologies, can explain the necessity for such habits. Constructs, controls and manages one's own digital identity

Acting Minister for Education and Science,
Minister for Welfare Jānis Reirs

Annex 2
to Cabinet Regulation No 747
of
27 November 2018

Results to be attained in the area of Language Learning upon graduation from 3rd, 6th, and 9th grade

I. Learning content in languages. The Latvian language

1. We communicate by listening, speaking, reading and writing, to obtain and provide information, express emotions and establish relationships. Every situation in communication has its context that determines the content of the text, its form, and affects the choice of particular language tools. The mother tongue is the basis for learning other languages, and other languages help better understand one's mother tongue		
1.1. Contextual communication		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1.1. Can discuss the meaning of language in the life of people, using the terms 'mother tongue' and 'official language'	1.1.1. Explains the significance of the Latvian language in Latvian society and in one's life, and the importance of mother tongue in learning other languages	1.1.1. Expresses opinions about the significance and use of Latvian language and culture in the modern multicultural community of Latvia, Europe and the world, providing arguments. Treats the Latvian language and the languages of other peoples with respect
1.1.2. Listening to texts of simple structure and watching videos, generally understands the text, identifies the persons involved, the setting, and the main idea. Engages in communication about what has been heard and seen	1.1.2. Listening to texts related to studies and hobbies, and watching videos and films, understands the information presented, identifies the key information and the main idea. Engages in communication about what has been heard and seen, using actual facts, examples, factually significant details	1.1.2. Listens to and watches information shows, interviews, discussions, understands, interprets and assesses the information heard, the opinions of the speakers regarding the main topic. Notices and describes the attitude of interlocutors towards each other. Analyses and assesses what has been heard and seen, supporting one's opinion with arguments
1.1.3. Reads clearly and understands texts appropriate for one's studies and interests. Answers questions and asks one's own questions	1.1.3. Reads quickly texts related to studies and personal interests with a simple structure, and understands them. Finds key words and phrases in the text, answers questions and asks questions, determines the main idea of the text, and the thoughts expressed in it. Formulates an opinion about the usefulness of the text read, and the possibility of using it further	1.1.3. Reads and understands texts of different content, structure and genre, finding the most important features in the use of language. Analyses and explains a text, evaluates one's understanding. Compares what is read with prior knowledge, after reading, determines what thoughts the text elicited
1.1.4. Engages in communication about what has been heard, read or observed, making connections to one's personal experience. Takes into account the topic of communication and its participants	1.1.4. Engages in communication using the topic of communication, its participants, time, location and purpose. Uses appropriate verbal and non-verbal communication methods	1.1.4. Engages in diverse communicative situations, using appropriate verbal and non-verbal communication methods. Complies with the culture of communication, understanding its role in establishing social contact and cooperation
1.1.5 Is interested in expressing one's opinion, and listening to the	1.1.5 Initiates and maintains dialogues, expresses one's	1.1.5 Structures the dialogue and the progress of communication.

opinions of others; notices differences of opinion. Participates in conversations, expresses one's opinions and listens to opinions of others	opinion and listens to others. During a discussion, notices differences of opinion, is tolerant of the opinions of others	Directs and manages extended conversations. Participates in discussions, and can find understanding with people having different opinions. Creates a monologue appropriate for the situation
1.1.6. Notices and explains differences in the content and scope of spoken and written texts, verbally or in writing, depending on the type of communication	1.1.6. Adapts the content, scope and structure of spoken and written texts to writing or speech, based on the type of communication (including digital). Uses appropriate text genres and visual means	1.1.6. Varies and adapts the content, scope and structure of spoken and written texts to writing or speech, based on the type of communication (including digital). Uses appropriate text genres and visual means in various communicative situations
1.1.7 Notices and identifies one's emotions and the emotions of interlocutors and literary characters in everyday conversations and texts	1.1.7 Notices and describes one's emotions and the emotions of interlocutors and literary characters. Explains one's opinions with specific examples, based on one's experience and the experience of others	1.1.7 Describes one's emotions and the emotions of interlocutors and literary characters; can identify the reasons for such emotions. Analyses and uses verbal and non-verbal communication to express emotions. Explains one's opinions
1.1.8. Notices differences in language and communication in formal and informal situations. Accounts for these differences during communication	1.1.8. Observes one's spoken and written culture, and that of others, in formal and informal communication situations. Can communicate with people of other cultures	1.1.8. Takes into account the culture of the speaker and writer in diverse communicative situations, including online. Can participate in communication with people of other cultures. Adjusts one's speech to the audience whose mother language is not Latvian, e.g. by choosing an appropriate speech tempo, suitable vocabulary and simple syntactic structures
1.1.9. Finds information in text, tables, charts, diagrams, thought maps. Assesses information based on simple criteria: known/unknown, interesting/boring, credible/non-credible. Draws comparisons with personal experience	1.1.9. Collects information from thematic sources appropriate for the objective. Separates the necessary and the superfluous, the important and the unimportant; assesses the credibility of the information. Arranges the information in a certain order or manner	1.1.9. Compares multiple sources of information and chooses the most reliable ones, explaining one's choices. Integrates and interprets information from various sources. Chooses methods for structuring and processing the information appropriate for the goal. Finds and compares connections, sequences of events, causes and effects
2. Language and texts help us learn and understand ourselves, our environment and culture. Creating a text is a meaningful process, during which the author uses their experience and experience of others, creates new information, plans, generates, improves and presents the text		
2.1. Text and written communication		
2.1.1. Uses the title of a text and its key words to determine its theme and main idea, compares one's opinions with those of others, draws conclusions on differences and similarities	2.1.1. Uses the title of a text, its key words and sentences to determine its theme, main idea and intention. Compares one's opinion with those of others and draws conclusions	2.1.1. Uses techniques for finding key words and knowledge of the graphic means to format text visually to interpret and assess the text and its main idea. Compares one's opinion with those of others and draws conclusions
2.1.2. Talks about events heard or read about, briefly describes the characters, linking the story with personal experience	2.1.2. Describes and compares the events and characters in a text heard or read, draws conclusions. Links the story with personal experience or the	2.1.2. Explains opinions about the intention and mood of the text, the actions and emotions of its characters, the causes and consequences of the events in detail. Describes the personal style

	experience of others, points out specific features in language	of the author, and its effect on the audience. Uses well-argued statements and appropriate terminology in explanations
2.1.3. Before creating a text, plans its content, structures thoughts and ideas, also using simple graphical images. Discusses this process and its progress with others. Creates stories and writes narratives	2.1.3. Before creating a text, makes notes and plans the text, thinks of this stage of creating the text, assesses it, and discusses one's plans with others. Creates stories. Writes narratives and descriptions	2.1.3. Independently sets goals and organises the text planning process choosing appropriate ideas and method of writing thoughts down. Thinks about and analyses it, discussing the content and structure of the text with others. Writes explicatory and persuasive/argumentative essays
2.1.4. Determines the main structural components of a simple text (introduction, body, conclusion). Writes small texts related to situations experienced or imagined using an example; formats the text according to its audience and genre	2.1.4. Determines the structure of a text, notices structural differences in various texts, also in digital environments. Writes small related to situations experienced or imagined using an example or independently, accounting for their structure and their appropriateness for the intended audience, purpose and genre	2.1.4. Assesses the structure of the text and its unique structural elements, e.g. unusual sequence of parts, insertion of other texts, comments, images. Writes texts based on personal experience and imagination, accounting for the structure of the text and using languages means appropriate for the genre, the audience and the mode of communication
2.1.5. Writes invitations and greetings using an example, also in a digital format	2.1.5. Independently writes invitations and greetings, and composes private and business letters, applications, formal explanations using an example or independently (also in a digital format and online)	2.1.5. Independently writes invitations and greetings, business letters, applications, formal explanations, resumes, cover letters (also in a digital format and online)
2.1.6. Uses letters and other symbols in creating and formatting one's texts	2.1.6. Can explain the use of various symbols (including digital ones) in text. Uses such symbols in accordance with the purpose and audience of the text	2.1.6. Uses writing symbols that are appropriate for the communicative situation and personal writing style. Compares and assesses various writing styles, creating a style that is the most appropriate for the student
2.1.7. Uses the recommendations of the teacher and classmates to correct and improve one's text	2.1.7. Corrects and improves one's own text. Provides and receives feedback about text quality, can work alone and cooperate during the editing of the text. Thinks about this process, in order to improve one's own text	2.1.7. Edits one's own text. Provides and receives constructive feedback. Uses various techniques for improving texts, e.g. asking questions, discussions, using appropriate sources and resources, time planning
2.1.8. Speaks of things related to personal experiences in a clear manner. Responds to questions from the audience	2.1.8. Notices spoken language differences in formal and informal speech. Consistently plans and produces informative and coherent speech, accounting for its structure and its appropriateness for the purpose of communication and the genre of the text. Engages in dialogue with listeners	2.1.8. Compares spoken language differences in formal and informal situations, draws conclusions. Consistently plans and produces well-structured and informative speech. Uses such techniques for correcting speech as paraphrasing awkwardly expressed thoughts, replacement of incorrectly used terms with correct own ones, use of illustrative examples. Invites listeners to a discussion
3. Languages are systems. Sounds and written character form words; words put together make sentences and expressions. Using sounds, words and sentences in a creative way, we establish our understanding of the language and its structure		

3.1. Language structure		
3.1.1. Explains the meaning of words descriptively, or through synonyms and antonyms. Identifies and explains words with a single and multiple meanings. Uses a dictionary	3.1.1. Explains the meaning of words that have multiple meanings and idioms in context. Uses synonyms and word with multiple meanings, as well as idioms in creating texts. Participates in conversations and can explain unorthodox word choices	3.1.1. Deliberately chooses and uses a diverse vocabulary and idioms in one's own texts, to express one's own thoughts and achieve a certain effect on the audience. Engages in conversations about language, using appropriate terminology
3.1.2. Notes and talks about words used by family and in immediate surroundings that differ from the standard-language vocabulary, e.g. colloquialisms, regionalisms, borrowings	3.1.2. Notes and talks about words used by family and in immediate surroundings that differ from the standard-vocabulary, e.g. colloquialisms, regionalisms, borrowings, and emotionally charged words. Explains their use in communication	3.1.2. Notices different varieties of spoken language and identifies their distinctions from standard language. Analyses, uses and understands the vocabulary appropriate for informal and formal communication, choosing the most accurate words, and words with appropriate stylistic and emotional expression. Explains one's choice
3.1.3. Clearly pronounces all the speech sounds and sound combinations of the Latvian language. Distinguishes between vowels, diphthongs and consonants	3.1.3. Follows the rules of correct pronunciation, uses logical pauses and intonation in speech. Can explain the significance of the sounds and words of a language in developing imagination and emotions, e.g. through wordplay and poetry	3.1.3. Explains the significance of intonation, pauses, gestures and facial expressions in speech. Skilfully uses this knowledge in one's own speech and in assessing the speech of others. Analyses and understands play of words in everyday language, including traditional and social media
3.1.4. Observes the correspondence of sounds and letters in the pronunciation and writing. Correctly writes words with geminate consonants. Capitalises the first letters of proper nouns	3.1.4. Observes the differences in the pronunciation and spelling of words. Correctly writes derived words, compound words and proper nouns, developing the habit of using printed and digital aids for verifying the accuracy of spelling	3.1.4. Writes words in accordance with the Latvian spelling rules. If necessary, uses spellchecking tools to improve language skills. Explains one's choice of sources
3.1.5 Identifies opportunities for creating new words, builds words for the purposes of writing one's own texts	3.1.5 Identifies main word-building methods. Builds words, analysing and identifying the work-building tools available in the Latvian language	3.1.5 Uses the word-building methods of the Latvian language in accordance with the intention of the text and one's own personal style, also creating neologisms. Explains the meaning of word-building in learning terminology, improving texts, and creating certain effects
3.1.6. Assigns nouns, adjectives, verbs and numerals to appropriate word classes. In own words, explains the meaning of such notional words	3.1.6. Assigns all notional words to word classes. Chooses the most appropriate words for one's own texts, and for linking sentences	3.1.6. Consciously selects and uses words of different classes and grammatical forms of words, to achieve a certain effect in speech or writing. Assigns words to word classes, and grammatical forms
3.1.7 In own words, explains the meaning of the main parts of the sentence, using one's own examples. Uses declarative, interrogative and exclamation sentences in writing, arranging words in a logically coherent manner	3.1.7 When creating one's own texts, uses simple and compound sentences, direct speech, parenthetic clauses, homogeneous parts of sentence	3.1.7 Is familiar with text appositions and insertions, and uses punctuation to separate them. Creates a text using diverse syntactic structures appropriate to one's intentions and the audience of the text

3.1.8. Uses appropriate punctuation at sentence ends	3.1.8. Uses appropriate punctuation in simple and compound sentences	3.1.8. In creating the text, follows the rules of punctuation in Latvian, explains the use of punctuation in one's own texts and the texts of others. Explains unusual uses of punctuation in literary works and informative texts

II. Learning content in languages. Latvian language and literature in educational institutions that use ethnic minority education programmes

1. We communicate by listening, speaking, reading and writing, to obtain and provide information, express emotions and establish relationships. Every situation in communication has its context that determines the content of the text, its form, and affects the choice of particular language tools. Mother tongue is the basis for learning other languages, and other languages help better understand the mother tongue		
1.1. Contextual communication		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1.1. Supported by the teacher, plans and assesses the acquisition of Latvian language skills, e.g. by using the European Language Portfolio	1.1.1. Plans and assesses the acquisition of Latvian language skills, e.g. by using the European Language Portfolio. Assesses one's language improvement opportunities. Expresses opinions on the role of the Latvian language in one's own life in the Latvian society	1.1.1. Improves Latvian language skills by working independently and together with others. Expresses opinions about the significance and use of Latvian language and culture in the modern multicultural community of Latvia, Europe and the world, providing arguments. Treats the Latvian language and the languages of other peoples with respect
1.1.2. Listens to and generally understands small simple-structure texts read slowly and in a clear voice, on topics concerning current events, peers, environment, studies and hobbies. Can make direct questions about what has been heard, and answers questions	1.1.2. Listens to and understands texts about the environment, interests, studies and peers read clearly and at a natural speed. Can make diverse questions about what has been listened about, and answers various questions	1.1.2. Listens to and watches information shows, interviews, discussions, understands, interprets and assesses the information heard, the opinions of the speakers regarding the main topic. Notices and describes the attitude of interlocutors towards each other. Analyses and assesses what has been head and seen, supporting one's opinion with arguments
1.1.3. Reads structurally simple texts related to studies and personal interests, and understands them. Can make direct questions about what has been read, and answers questions	1.1.3. Reads and understands thematically diverse fiction, periodical, popular science and information texts relevant to one's own studies, needs and interests. Uses appropriate reading skills, e.g. detailed perception of text, acquisition of specific information, perception of text as a whole. Can make diverse questions about what has been read, and answers various questions	1.1.3. Reads and understands texts of different content, structure and genre, finding the most important features in the use of language. Analyses and explains a text, assesses one's own understanding. Compares what is read with prior knowledge. After reading determines what thoughts the text has evoked
1.1.4. Watching, listening to and reading texts of simple structure, determines their main idea, finds and writes down specific information	1.1.4. Watching, listening to and reading acquires and systematises information, using various methods of noting and structuring information, representing key terms and relations among them in visual or	1.1.4. Compares multiple sources of information and chooses the most reliable ones, explaining one's choices. Integrates and interprets information from various sources, and chooses the methods of structuring and

	verbal ways. Assesses the reliability of information obtained through the media and everyday communication	processing the information appropriate for the task. Finds and compares connections, sequences of events, causes and effects
1.1.5 Uses simple phrases to initiate, maintain and finish a short conversation. Complies with the culture of communication	1.1.5 Uses appropriate phrases to initiate, maintain and finish a simple conversation about familiar topics. Complies with the culture of communication	1.1.5 Engages in diverse communicative situations, using appropriate verbal and non-verbal communication methods. Complies with the culture of communication, understanding its role in establishing social contact and cooperation
1.1.6. In a dialogue, expresses own thoughts and needs in various everyday life and learning situations. Creates a simple monologue to tell about self and immediate surroundings	1.1.6. In the form of a dialogue or monologue, expresses own opinions, experiences, emotions and attitudes	1.1.6. Structures the dialogue and the progress of communication. Directs and manages extended conversations. Participates in discussions, and can find understanding with people having different opinions. Creates a monologue appropriate for the situation
1.1.7 Observes differences in the content and manner of expression in spoken and written texts	1.1.7 Adapts the content, scope and structure of spoken and written texts to writing or speech, based on the type of communication (including digital)	1.1.7 Varies and adapts the content, scope and structure of spoken and written texts to writing or speech, based on the type of communication (including digital). Uses appropriate text genres and visual means in various communicative situations
1.1.8. Observes and identifies own emotions and the emotions of interlocutors in everyday conversations	1.1.8. Observes and describes own emotions and the emotions of interlocutors and literary characters; can identify the mood of a literary work. Explains own opinions with specific examples, based on own experience and the experience of others	1.1.8. Describes own emotions and the emotions of interlocutors and literary characters; can identify the reasons for such emotions. Describes the mood of a literary work. Analyses and uses verbal and non-verbal communication to express emotions. Explains one's opinions
1.1.9. Understands and on a basic level uses the language to find out and share information, to express opinions, to coordinate activities, to express one's own thoughts and needs	1.1.9. Understands and on an intermediate level uses the language in formal and informal communication, e.g. to share and find out information, emotions, opinions, to coordinate activities, to express and explain opinions	1.1.9. Takes into account the culture of the speaker and writer in diverse communicative situations, including online. Can participate in communication with people of other cultures. Adjusts one's speech to the audience whose mother tongue is not Latvian, e.g. by choosing an appropriate speech tempo, suitable vocabulary and simplified syntactic structures
2. Language and texts help us learn and understand ourselves, our environment and culture. In addition to being a tool for learning the Latvian language, literature and folklore make it easier to discover and understand the cultural environment of Latvia, its people, as well as the processes taking place in the country. Creating a text is a meaningful process, during which the author uses their experience and experience of others, creates new information, and plans, generates, improves and presents the text		
2.1. Text and written communication		
2.1.1. Reads Latvian folklore and literature appropriate for one's interest, age and studies. Identifies the main parts of a text	2.1.1. Describes the structural elements of Latvian folklore and literature, analyses the language and graphic formatting tools used for creating a text	2.1.1. Analyses and assesses the structure and expressive means of age-appropriate Latvian folklore and literature. Expresses opinions on the artistic qualities of literary works

2.1.2. Identifies the theme of a literary work, its main characters, locations and time period. Briefly describes the main characters	2.1.2. Identifies the theme and the main idea of a work of literature or folklore. Expresses and explains one's own thoughts on the title of the work, and its significance in revealing the main idea of the work. Describes characters, the locations and time period of the work. Predicts further events in the plot	2.1.2. Expresses and provides arguments for one's opinions about the ideas expressed in a work of literature or folklore, its ideas, problems, characters and their actions. Uses known methods of analysing literary works in the mother tongue
2.1.3. Identifies figures of speech used in Latvian literature, such as similes or unusual words that characterise the characters or their environment	2.1.3. Identifies figures of speech used in Latvian literature and folklore, e.g. diminutive forms, personifications, epithets, metaphors. Expresses opinions on their role in the text	2.1.3. Identifies figures of speech used in literary works, and interprets the role of such techniques in them. Analyses the special features of the language of a literary work, its significance in describing characters and their actions, events and environments, and reflecting the time period of its setting
2.1.4. Finds significant information in informative texts of simple structure, determining the main idea of the text, the location of its characters and their actions	2.1.4. Finds and explains the main idea of an informative text, the location, time period and people it describes, finds key words and sentences characteristic of them	2.1.4. Explains opinions about the intention and mood of the text, the actions and emotions of its characters, the causes and consequences of the events in detail. Describes the personal style of the author, and its effect on the audience. Uses well-argued statements and appropriate terminology in explanations
2.1.5. Identifies the link between the title of a simple text and its content. Finds key words in the text that are important for understanding it	2.1.5. Uses the title of a text, its key words and sentences to determine its main idea and intention	2.1.5. Uses techniques for finding key words and knowledge of the graphic means to format text visually to interpret and assess the text and its main idea. Compares one's own opinion with those of others and draws conclusions
2.1.6. Plans and writes a simple text (20-40 words) using a simple plan, drawings, questions and key words	2.1.6. Plans and writes a text (80-100 words) about something experienced, read or heard, expressing one's thoughts and attitudes, observing the sequence of events and the structure of the text	2.1.6. Independently sets goals and organises the text planning process choosing appropriate ideas and method of writing thoughts down. Thinks about and analyses it, discussing the content and structure of the text with others. Writes opinion texts and argumentative essays, as well as other texts related to one's experience and imagination
2.1.7. Writes short messages and greetings using a sample. Provides information about oneself in a questionnaire	2.1.7. Writes various business-related texts: questionnaires, invitations, posters, letters that are appropriate for the audience and the purpose of communication; formats these texts using a sample	2.1.7. Independently writes invitations and greetings, business letters, applications, formal explanations, resumes, cover letters (also in digital format and online)
2.1.8. Uses letters and other symbols in creating and formatting one's own texts	2.1.8. Uses various written symbols, including digital ones, in creating own texts. Uses printed and digital sources of information. Can introduce quotes in texts, citing the source and its author	2.1.8. Uses writing symbols that are appropriate for the communicative situation and personal writing style. Compares and assesses various writing

		styles, creating a style that is the most appropriate for the student
2.1.9. Understands that writing is a process where one can revise and correct the text multiple time. Corrects and improves the text using a sample, and suggestions by the teacher	2.1.9. Corrects and improves one's own text, provides and receives feedback about text content and formatting. Can work alone and cooperate during the improvement of the text	2.1.9. Edits one's own text. Provides and receives constructive feedback. Uses various techniques for improving texts, e.g. asking questions, discussions, using appropriate sources and resources, time planning
2.1.10. Speaks of things related to personal experiences in a clear manner. Responds to questions from the audience	2.1.10. Uses a plan to produce an informative and coherent speech, short presentations. Speaks in front of an audience, ensuring that the speech is appropriate to the genre and intention of communication, and meets the most important speaking performance requirements, e.g. posture, speech tempo and volume. Engages in dialogue with listeners	2.1.10. Compares spoken language differences in formal and informal situations, draws conclusions. Consistently plans and produces well-structured and informative speech. Uses such techniques for correcting speech as paraphrasing awkwardly expressed thoughts, replacement of incorrectly used terms with correct ones, use of illustrative examples. Invites listeners to discussions
3. Languages are systems. Sounds and written characters form words; words put together make sentences and expressions. Using sounds, words and sentences in a creative way, we establish our understanding of the language and its structure		
3.1. Language structure		
3.1.1. Determines the meaning of words in context. Uses various methods for explaining the meaning of a words, e.g. by using descriptive language, using synonyms and antonyms, visualisations	3.1.1. Interprets the meaning of words in context and the relationship between the context and the word. Explains the use of words in their literal and figurative sense	3.1.1. Deliberately chooses and uses a diverse vocabulary and idioms in one's own texts, to express one's own thoughts and achieve a certain effect on the audience. Engages in conversations about language, using appropriate terminology
3.1.2. Uses the vocabulary learned in simple everyday situations and learning situations	3.1.2. Uses the vocabulary necessary for learning and everyday life situations. Uses synonyms, antonyms and means of artistic expression for creating texts	3.1.2. Notices different varieties of spoken language and identifies their distinctions from standard language. Analyses, uses and understands the vocabulary appropriate for informal and formal communication, choosing the most accurate words, and words with appropriate stylistic and emotional expression. Explains one's choice
3.1.3. Hears, recognises and clearly pronounces the speech sounds and sound combinations of the Latvian language. Knows, names and writes letters of the Latvian alphabet. Differentiates between long and short vowels. Explains the correspondence of sounds and letters in the pronunciation and the spelling of words, provides examples	3.1.3. Distinguishes between vowels, diphthongs and consonants. Notices differences in pronunciation and spelling, explains them	3.1.3. Explains the significance of intonation, pauses, gestures and facial expressions in speech. Skilfully uses this knowledge in one's speech and in assessing the speech of others. Analyses and understands language games in everyday language, including traditional and social media
3.1.4. Writes words that have no differences in spelling and pronunciation, without mistakes. Copies printed and hand-written text correctly, corrects it according to examples. Uses	3.1.4. Writes texts using the simplest methods for verifying that the spelling of the words is correct. Uses capital letters with proper nouns and place names, observes spelling rules	3.1.4. Writes words in accordance with the Latvian spelling rules. If necessary, uses spellchecking tools to improve one's language skills. Explains the choice of one's own sources

capital letters with proper nouns and known place names		
3.1.5 Uses notional words and function words, arranges them to create simple sentences	3.1.5 Uses notional words, function words and interjections, choosing the most appropriate ones for own texts, and for linking sentences	3.1.5 Consciously selects and uses words of different classes and grammatical forms of words, to achieve a certain effect in speech or writing. Assigns words to word classes, and grammatical forms
3.1.6. Expands one's vocabulary, creating words using examples	3.1.6. Knows and deliberately uses the word-building methods most typical of the Latvian language	3.1.6. Uses the word-building methods of the Latvian language in accordance with the intention of the text and one's personal style, also creating neologisms. Explains the meaning of word-building in learning terminology, improving texts, and creating certain effects
3.1.7 Coordinates words in simple sentences using simple grammatical structures	3.1.7 Coordinates words in sentences. Uses the grammatical structures learned to create sentences. Understands the principles for building and expanding sentences	3.1.7 Is familiar with text appositions and insertions, and uses punctuation to separate them. Creates a text using diverse syntactic structures appropriate to one's intentions and the target audience of the text
3.1.8. Uses simple sentences for creating texts. Uses capital letters at the beginning of a sentence, and uses appropriate punctuation at the end of a sentence	3.1.8. Uses various syntactic structures for creating texts: parenthetic clauses, homogeneous sentence parts, simple and compound sentences with common connector words. Uses appropriate punctuation.	3.1.8. In creating the text, follows the rules of punctuation in Latvian, explains the use of punctuation in one's own texts and the texts of others. Explains unusual uses of punctuation in literary works and informative texts

III. Learning content in languages. Ethnic minority language

1. We communicate by listening, speaking, reading and writing, to obtain and provide information, express emotions and establish relationships. Every situation in communication has its context that determines the content of the text, its form, and affects the choice of particular language tools. Mother language is the basis for learning other languages, and other languages help better understand the mother language		
1.1. Contextual communication		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1.1. Can discuss the meaning of language in the life of people, using the terms 'mother tongue' and 'official language'	1.1.1. Explains the role of the mother tongue in society. Uses one's mother tongue in learning other languages	1.1.1. Expresses opinions about the significance of minority languages and cultures in the local community, in Latvia, Europe and the world, providing arguments. Treats one's own language and the languages of other people with respect
1.1.2. Uses the cultural features and communication traditions learned in communication	1.1.2. Sees differences in the traditions of behaviour and communication adopted by various ethnicities. Maintains a considerate attitude in communication, is understanding in dealing with communication problems, eliminates misunderstandings	1.1.2. In multicultural communication, finds mutual understanding based on a consciously friendly attitude towards the diversity of other cultures and languages, identifies the causes of misunderstandings, offers solutions in problem situations

1.1.3. Obtains specific information (time, location, roles of participants) in communication, in informative and literary sources, and in folklore	1.1.3. Obtains various kinds of information (facts, opinions, attitudes) in detail and as a whole using multiple sources offered (also online), critically assesses the content and credibility of the sources	1.1.3. Uses a communication environment (also online) as a source of various information, in order to understand and state facts, opinions and ideas. Obtains information (including contradictory information) from various sources, assessing it critically, with arguments. Assesses the opportunities and weaknesses of the sources offered, identifying language tools and multimedia content that suggest information to be credible
1.1.4. Selects information from various sources appropriate for the purpose of communication. Finds information in tables, charts, diagrams, thought maps. Selects necessary information, including at a website indicated	1.1.4. Collects information from thematic sources appropriate for the objective. Selects necessary and important information from various sources. Acquires graphically represented (through font, colour, font size, page layout) information, collects it and arranges it in a certain sequence or manner	1.1.4. Integrates and interprets information from various sources. Chooses methods of structuring and processing information appropriate for the task (also online). Finds and compares connections, sequences of events, causes and effects. Makes independent judgements and provides arguments for them. Assesses the position and intentions of the author, and the suitability of the information for the communication situation in question
1.1.5 Communicates taking into account the situation, topic and participants of communication. Uses the speaking, listening, reading and writing skills learned	1.1.5 Communicates taking into account the aim, topic and participants of communication. Accounts for the features of informal and formal communication, and uses the communication strategies learned	1.1.5 Consistently communicates (also online), plans, manages and assesses conversations based on the communicative situation. Uses communication strategies most appropriate for oneself
1.1.6. Talks about oneself, about what has been seen, heard, read and experienced. Uses verbal and non-verbal communication to initiate and maintain a conversation	1.1.6. Speaks in front of an audience in an informative and logical manner (e.g., lecture), answers questions. Uses appropriate verbal and non-verbal communication methods (e.g. gestures, eye contact) during the presentation	1.1.6. Speaks in front of an audience in a meaningful, structured and informative manner (e.g., public speech), discusses what has been presented. Uses appropriate verbal and non-verbal communication methods for establishing contact, attracting and retaining attention, preventing misunderstandings
1.1.7 Supported by the teacher, assesses one's public speaking skills and their suitability for the communication situation	1.1.7 Assesses one's quality of speech and that of other, in accordance with the communicative situation or criteria created in a group	1.1.7 Assesses the efficiency and quality of one's speech (e.g. its appropriateness for the communicative situation, its accuracy and imagery), improves own performance based on recommendations
1.1.8. Notices and describes own emotions and the emotions of other people in everyday communication and literary texts	1.1.8. Compares own emotions with those of other people in communication (e.g. in literary texts, in films), describes them, explains own opinions using specific examples	1.1.8. Analyses own emotions and those of others in communication (e.g. text published in periodicals and literature). Explains own opinions using specific examples, describes the relationships and emotions of people engaged in communication and literary characters

1.1.9. Expresses one's opinions and listens to the opinions of others, complying with the culture of communication	1.1.9. Participates in the discussion of various matters (e.g. interpersonal relationships). Joins others in making assessment of one's contribution to it, and that of the others	1.1.9. Participates in discussions observing the jointly specified discussion rules. Expresses and explains one's opinions in a civil manner, finds out the opinions of others, identifies differences and similarities. Joins others in making assessment of one's own contribution to the discussion, and that of the others
1.1.10. Collects information about the culture of one's ethnic group in the immediate environment, e.g. in the family	1.1.10. Gathers and collates information about one's language and cultural heritage form various sources, including online, discusses the compatibility of traditional values with modern life	1.1.10. Studies and analyses one's language and cultural heritage; assesses and interprets the compatibility of traditional values with modern life
1.1.11 Working in a pair or a group, shares information, learns from others. Assesses the results of one's work based on criteria developed jointly with the teacher	1.1.11 Uses the acquired communication skills with classmates. Identifies the type of cooperation, sets goals, assigns tasks together with others. Shares information, participates in joint decisions. Assesses one's own contribution to achieving the group result, and the contribution of others	1.1.11 Uses one's communication skills for effective cooperation. Discusses the problem and its possible solutions, listens to the opinions of others, compares them and chooses optimal solutions. Assesses the work efficiency of the group and makes comments on how the chosen action helps achieve the result
2. Language and texts help us learn and understand ourselves, our environment and culture. Creating a text is a meaningful process, during which the author uses their experience and experience of others, creates new information, plans, generates, improves and presents the text		
2.1. Text and written communication		
2.1.1. Identifies moral values, such as kindness and honesty in the text. Uses simple and small information and literary texts to understand one's place in the family, in the classroom and in school	2.1.1. Uses various texts to understand themselves and the world around them. Discusses information about relevant life issues and values, creates one's own system of values	2.1.1. Purposefully chooses texts to enrich one's emotional and intellectual experience, establishing a moral position, broadening their creative potential. Perceives humanist and democratic values, establishes opinions about oneself and the world, expressing them in one's texts
2.1.2. Determines the topic and main idea of a small literary or informative text. Analyses the structure of the text: introduction, body, conclusion	2.1.2. Analyses the content and structure of the text: structural parts, paragraphs, how they match the forms and genres learned, text coherence	2.1.2. Analyses the content and structure of the text: appropriateness for the topic, main idea, how sections and paragraph match the forms and genres learned, text coherence. Creates plans for various texts. Navigates through a complex-structure hypertext
2.1.3. Plans the content and structure of a text under teacher guidance. In creating texts, observes the requirements learned: provides a heading appropriate for the topic, divides the text into paragraphs	2.1.3. Plans the way, in which the text will be created (content, structure, style), in accordance with the communication situation and the intention of the author. Follows the plan and assesses the text created	2.1.3. Plans one's process of text creation: motive—goal—planning—completion—checking—revision—assessment. Assesses one's own work and that of classmates
2.1.4. Writes a short and simple plan to structure thoughts and ideas in creating the text	2.1.4. Writes a simple or complex plan in creating own text. Makes notes	2.1.4. In written communication selects and uses the type of plan appropriate for the goal, or creates own plan (e.g. presentation plan)

2.1.5. Finds expressive means used by the author and explains their artistic qualities	2.1.5. Determines the suitability of the expressive means used by the author for the genre of the text. Recognises original and creative solutions by the author	2.1.5. Analyses the suitability of the language means used by the author for the genre of the text. Recognises original, creative and innovative approaches in written communication, explains own opinions
2.1.6. Creates texts appropriate for the reader and communication goal (e.g. note, invitation)	2.1.6. Creates various texts using the style (literary, academic), genre (presentation, report, news report, interview, letter) and form (e.g. with pictures) appropriate for the text	2.1.6. Creates texts of various types, styles and genres (also online). Uses language means appropriate for the genre, the audience and the mode of communication
2.1.7. Corrects texts in accordance with the written communication requirements learned, taking into account the suggestions of the teacher and classmates	2.1.7. Provides and receives feedback about text quality. Updates texts according to the written communication requirements and language rules learned	2.1.7. Explains how the structure of the text and the language and formatting means used in it can affect the way it is perceived. Improves texts according to written communication requirements and language rules, taking feedback (by classmates and the teacher) into account
2.1.8. Finds or creates a greeting text online	2.1.8. Creates online texts for purposes in the form appropriate for learning and communication (e.g. texting, presentation slides)	2.1.8. Observes the special features of internet style when writing online: emotions, expression, simplicity, combining of genres. Publishes the text on social media following the rules for data protection and safety
2.1.9. Uses cheat sheets for organising work in a group. Uses thought maps or tables to present results. Presents jointly created texts, using the self-assessment forms provided	2.1.9. Develops a plan for completing a task in a pair or a group, writes down ideas and work results (e.g. in a table). Presents the jointly created text. Assesses own performance and the performance of others according to the given criteria, or jointly developed criteria	2.1.9. Uses texts of various structure for organising the work of the group (development of an action plan, assignment of duties, monitoring and self-monitoring, presentation and analysis of information). Presents the work done by the group using visualisations, dramatic elements, online environments. Assesses one's own work and the work of the group based on jointly developed criteria
3. Languages are systems. Sounds and written character form words; words put together make sentences and expressions. Using sounds, words and sentences in a creative way, we establish our understanding of the language and its structure		
3.1. Language structure		
3.1.1. Explains that language has laws and rules. Differentiates between word pronunciation and spelling. Writes down words and sentences, in accordance with the language norms learned. Checks spelling (also using dictionaries). Explains and corrects mistakes with the help of the teacher	3.1.1. Sees language as a system, explains and complies with the language norms learned, analyses one's mistakes. Identifies language units based on their meaning, form and function	3.1.1. Sees language as a component of the culture of an ethnic group, as a mutable phenomenon. Is familiar with symbols and levels of language. Analyses language units based on their meaning, form and function. Is familiar with the language norms, learns and can explain their application using linguistic terminology
3.1.2. Recognises classes of words (noun, adjective, verb, preposition), groups words according to them	3.1.2. Describes nouns, adjectives, numerals and verbs according to their meaning, form and function	3.1.2. Explains the assignment of words to particular word classes based on their meaning, form and function

3.1.3. Explains the meanings of words using a dictionary. Differentiates between literal and figurative meaning of words. Finds uses of synonyms and antonyms in literary works. Uses synonyms to improve texts	3.1.3. Differentiates commonly used words from borrowings, archaic words, specialist terms. Explains the meaning of words, idioms and proverbs using dictionaries (including digital). Views the meaning of words that have multiple meanings and idioms in context	3.1.3. Deliberately uses vocabulary of various registers in one's speech and texts, taking into account the special nature and stylistic features of such vocabulary. Explains the meaning and origin of words using digital sources
3.1.4. Identifies the main and auxiliary parts of a simple sentence, can explain the conceptual connections among them. Creates sentences that are simple in terms of communicative goals and emotions, and uses such sentences in oral and written communication	3.1.4. Describes the main and auxiliary parts of a simple sentence according to their form (a single word, word form, collocation) and their use in the sentence. Creates various sentences and pronounces with an intonation that is appropriate to the communicative goal and emotions	3.1.4. Consistently uses diverse syntactic structures in speech, taking into account their special nature and stylistic features, explaining their meaning in understanding and creating texts. Consistently uses sentences of diverse structures to compare, contrast, combine, summarise facts, ideas and opinions
3.1.5 Recognises the logic of creating sentences and the role of punctuation in expressing thoughts to create simple sentences	3.1.5 Using the syntactic rules learned, creates simple and complex sentences, including direct speech, addresses. Checks the use of punctuation in various sources, including digital ones	3.1.5 Describes the features of a sentence. Determines the syntactic connections between words in a simple (or structurally complex) and compound sentence. Observes the rules of syntax and punctuation. Explains the use of punctuation in one's texts and those off others, taking into account the connection between meaning, intonation and punctuation. Explains unusual uses of punctuation in literary works, in advertising and other texts
3.1.6. Determines the phonetic composition of a word (sounds, syllables), identifies syllabic stress and familiar morphemes	3.1.6. Analyses the morpheme composition of a word, names the meanings of the morphemes learned	3.1.6. Analyses the morphological composition of words and word forms, as well as the word-building methods used in them. Explains the meaning of words, their spelling, grammatical features, based on morphological analysis
3.1.7 Writes texts using a computer keyboard. Uses keywords for finding information the digital environment	3.1.7 Uses the learning opportunities provided online to improve one's language learning skills. Creates search requests when looking for information online. Uses digital resources to determine the pronunciation, spelling and meaning of a word or phrase	3.1.7 Uses the learning opportunities provided online to improve one's language learning skills, helps others to gain and improve language skills. Creates search requests for looking up information, and expands or narrows down the scope of the search, in accordance with the needs. Uses digital resources for independent (and alternative) learning of the topic, for self-assessment and assessing language skills
3.1.8. Supported by the teacher, can explain the goals of learning the language, and assesses one's performance based on the criteria provided	3.1.8. Monitors and assesses one's performance learning the language, in accordance with the criteria provided. Consistently uses learning aids, dictionaries and reference books for self-checks and self-assessment	3.1.8. Improves language skills. Plans the language learning process and assesses one's progress. Analyses achievements quantitatively and qualitatively, using feedback and self-assessment and self-control skills

IV. Learning content in languages. Foreign language

1. We communicate by listening, speaking, reading and writing, to obtain and provide information, express emotions and establish relationships. Every situation in communication has its context that determines the content of the text, its form, and affects the choice of particular language tools. Mother tongue is the basis for learning other languages, and other languages help better understand the mother tongue		
1.1. Contextual communication		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1.1. Uses the communication strategies acquired to clarify the unknown in learning situations	1.1.1. Uses the language learned in other fields of study, to find the information necessary in various sources, uses various thought strategies (e.g. comparisons)	1.1.1. Consciously uses diverse thought strategies (e.g. drawing connections between causes and effects) for learning languages and other fields of study, looking for and comparing information in different languages and sources
1.1.2. Tells about self, about family, home, friends. Puts together simple statements about the time, location and participants of activities described by others	1.1.2. Talks about one's own interests, familiar activities (real and imagined), describes the immediate surroundings, notices different languages and cultures in it, draws simple conclusions using examples	1.1.2. Talks about surrounding world, one's own interests, plans for future, travel, cultural events Draws conclusions and logical opinions about the similarities and differences in different languages and cultures, using own experience
1.1.3. Understands and uses information necessary in simple stories and descriptions, answers questions	1.1.3. Sees the sequence of events in short stories and simple descriptions. Sees the main thought of the text, demonstrates understanding of it (e.g. by answering prepared questions)	1.1.3. Finds and compares connections, sequences of events in a text, in tables. Identifies and formulates the main idea of the text and explains its purpose (e.g. notifications and advertisements)
1.1.4. Shows or tells about understanding or not understanding the content heard/read in accordance with behavioural and communicative norms (e.g. gestures or phrases memorised)	1.1.4. Tells about understanding or not understanding the content heard/read, or asks to repeat or explain it in accordance with behavioural and communicative norms	1.1.4. Tells about understanding the content heard/read (e.g. paraphrasing the statements of their interlocutor), or requests the interlocutor to provide explanations if not understanding
1.1.5 Learns about various emotions, uses emoticons and words to express own attitude	1.1.5 Expresses own attitude in simple sentences	1.1.5 Expresses own attitude and explains it
1.1.6. Supported by the teacher, assesses and plans the acquisition of language skills, e.g. by using the European Language Portfolio, follows the teacher's recommendations	1.1.6. Assesses one's own achievements learning languages, determines one's weaknesses and strengths in learning languages. Plans the acquisition of language skills, e.g. by using the European Language Portfolio	1.1.6. Independently assesses one's language skills level, and consistently plans one's language learning process
1.1.7 Participates in short conversations, listens to the opinions of others, expresses agreement or disagreement in the manner appropriate for the situation	1.1.7 Participates in short conversations on topics that interest the student. Listens to the opinions of others, finds similarities and differences, expresses agreement or disagreement in the manner appropriate for the situation	1.1.7 Participates in conversations on interesting or familiar topics. Determines the attitude of others and listens to their opinions, compares them to one's opinions and provides feedback, also in virtual space
1.1.8. Recognises the attitudes, likes/dislikes of others, expresses	1.1.8. Observes the attitude of others, expresses one's thoughts	1.1.8. Analyses the attitude of others, expresses one's thoughts

one's thoughts and emotions and using sounds, gestures and memorised phrases	and emotions pertinent to the communication situation, and explains them using simple phrases and non-verbal communication	and emotions in a new context using verbal and non-verbal communication
1.1.9. Recognises and uses simple everyday expressions of politeness used to greet, say good-bye, thank	1.1.9. Recognises and uses expressions of politeness in everyday communication (e.g. holiday greetings)	1.1.9. Recognises and uses expressions of politeness in various communication situations (e.g. addressing adults)
1.1.10. Understands simple, clearly expressed information (instructions, headings), finds information necessary in digital texts (e.g. advertising)	1.1.10. Uses the virtual environment to look for and collect information and familiar topics using keywords. Communicates and cooperates using various search tools for learning purposes	1.1.10. Independently chooses texts on topics of interest, assesses the reliability of the information obtained, makes references to its sources, within the virtual environment. Communicates and cooperates using various tools and methods for obtaining information, learning and entertainment
1.1.11 Asks simple questions and works together with other students and the teacher to obtain the information necessary	1.1.11 Ask various questions and works together with other to obtain information about other people, their actions and motivations	1.1.11 Participates in projects and works together with others to achieve shared goals in intercultural situations
2. Language and texts help us learn and understand ourselves, our environment and culture. Creating a text is a meaningful process, during which the author uses their experience and experience of others, creates new information, plans, generates, improves and presents the text		
2.1. Text and written communication		
2.1.1. Selects texts for reading together with other students and the teacher, creates and reads dialogues according to the example	2.1.1. Creates dialogues, short texts and dramatizations about intercultural topics, prepares presentations, makes audio/video recordings with other students	2.1.1. Discusses and analyses current topics important for the general public, conducts discussions, interviews, prepares shows, audio/video recordings
2.1.2. Listens to and/or reads short simple texts (e.g. questions, stories, dialogues), selects information, draws pictures	2.1.2. Listens to and/or reads simple texts, looks for and selects necessary information in various texts (e.g. advertisements, descriptions, interviews)	2.1.2. Listens to and/or reads texts (e.g. discussions, news reports, letters, brochures) on various topics, compares types of texts, uses information obtained for learning purposes
2.1.3. Uses visual materials and body language to obtain and present necessary information. Looks for and compares graphic marking elements in digital texts, including colour and font size	2.1.3. Uses simple graphs, pictures and headings to obtain the information necessary, choosing various sources of information. Perceives and creates digital texts using images and sound recordings	2.1.3. Uses simple graphs, pictures and headings to obtain and arrange the information necessary, choosing reliable sources of information. Creates digital texts using graphic marking tools. Converts digital texts from one type into another, e.g. tables, charts, sound recordings or images
2.1.4. Discusses whether the information presented on the website is true or false	2.1.4. Discusses the level of reliability of information on a website (social media), in accordance with the criteria set	2.1.4. Assesses the reliability of information on a website, e.g. news outlet or social media site, and verifies their sources. Shares information responsibly (blog entries, forum comments)
2.1.5. Determines the type of the text, e.g. prose or poetry.	2.1.5. Determines the types and purposes of various texts (e.g. educational, informative, advertising). Distinguishes	2.1.5. Determines and understands the principles and goals for different text structures (e.g. in fiction, periodicals, academic literature), text styles

	colloquial language from literary language.	(e.g. business, comedy) and register.
2.1.6. Creates a thought map or list using the words, phrases learned, as well as information and pictures from the textbook	2.1.6. Creates a thought map, a list, paragraphs, sets up keywords, briefly describes imagined or real events, things done or personally experienced in the past	2.1.6. Writes stories on various topics, using the methods for organising text learned (e.g. though maps, charts), creates a first draft of one's own text, improves and expands it. Describes events experienced, participants of such events and their roles, expressing one's attitude and emotions
2.1.7. Reads a short text of one's own, e.g. a poem, a story about oneself or one's family	2.1.7. Creates one's own texts about immediate surroundings, everyday activities, interests, using information from multiple sources and respecting copyright, publishes such texts	2.1.7. Collates multiple texts and creatively uses them in making own texts, respecting copyright, publishes such texts. Answers questions
2.1.8. Supported by the teacher, acquires learning strategies (e.g. cooperation and planning) and tools for learning foreign languages (e.g. European Language Portfolio, e-books, video and audio recordings)	2.1.8. Supported by the teacher, uses learning strategies and tools for learning foreign languages (e.g. European Language Portfolio, e-books, video and audio recordings, interactive language tests)	2.1.8. Takes responsibility for improving one's spoken and written skills. Independently chooses and employs learning strategies appropriate for the communicative situation and learning objectives
3. Languages are systems. Sounds and written character form words; words put together make sentences and expressions. Using sounds, words and sentences in a creative way, we form our understanding of the language and its structure		
3.1. Language structure (sentence, word, letter, sound, symbol)		
3.1.1. Uses textbox and picture dictionary for improving one's language system (grammatical structures and vocabulary)	3.1.1. Uses dictionaries, books, textbook examples for improving one's language system (grammatical structures and vocabulary)	3.1.1. Independently chooses and uses various texts, dictionaries and other sources for improving one's language system
3.1.2. Recognises the language based on the sound, rhythm, intonation, use of gestures of the language learned, repeats them in communication. Compares them with one's language/culture	3.1.2. Compares various intonations, emphasis and gestures in the language learned with those of one's language/culture. Uses these in communication.	3.1.2. Studies and discusses the body language and intonation typical to the language learned, as well as the intonations used to express empathy and other attitudes Compares them with one's language/culture. Assesses the pronunciation features of the speaker
3.1.3. Compares the sounds and letters of the mother language and the language learned, looking for differences and similarities	3.1.3. Compares the internationalisms and proper nouns used in the mother language and the language learned, looking for differences and similarities	3.1.3. Compares the terms used to describe the language systems of the mother language and the language learned, analysing the differences and similarities
3.1.4. Produces words using morphemes	3.1.4. Produces words using morphemes, compares the meaning of these words with the words already known. Looks for similar words and uses them (e.g. creating own glossary)	3.1.4. Produces compound words with words and morphemes, using them creatively in one's texts. Looks for and uses synonyms and antonyms, finds out differences in meanings
3.1.5 Looks for similar words (e.g. words whose first letter is capitalised) and marks them (highlights, underscores)	3.1.5 Recognises classes of words (noun, pronoun, verb)	3.1.5 Recognises words based on their structure and class; recognises types of sentences, classifying them according to

		certain criteria. Explains differences in their use
3.1.6. Underlines or copies words, finds out and/or checks their meaning (with the help from the teacher)	3.1.6. Writes down words and phrases that he/she understands, expresses assumptions about those that they do not understand	3.1.6. Writes down words and phrases that he/she understands, expresses assumptions about those that they do not understand, finds out the meaning of what is not understood
3.1.7 Combines and separates words and groups of words and sentences using the conjunction ‘and’, to create a story. Uses punctuation to split the text into sentences. Uses pauses in speech to separate thoughts	3.1.7 Connects words or groups of words using conjunctions, e.g. ‘and’, ‘but’, ‘because’, in order to coherently present a simple story, or to describe something. Uses pauses and punctuation to separate thoughts	3.1.7 Connects words, groups of words and sentences correctly using various conjunctions, such as ‘because’, ‘when’, ‘which’, ‘where’, to create a logically coherent text. Consciously uses pauses of different duration in speech, and selects appropriate punctuation to express thoughts in writing
3.1.8. Writes short simple sentences with appropriate word order using examples and/or help by the teacher	3.1.8. Writes simple sentences using the sentence structure examples learned and appropriate word order	3.1.8. Uses sentences of various types creatively using the sentence structure examples learned and appropriate word order in both simple and complex sentences
3.1.9. Improves one’s own text supported by the teacher	3.1.9. Improves spelling and language use in own text, using information and communication technologies	3.1.9. Assesses and edits one’s own texts and texts of others (e.g. suggesting synonyms) using information and communication technologies
4. In learning foreign languages, the student improves their language skills and gradually transitions from one language skill level to the next		
4.1. Having completed Year 3, the student can understand and use simple expressions and basic phrases to satisfy certain needs. Can introduce him/herself and others, ask personal questions and answer them, e.g. about their home, acquaintances, things they own. Can communicate on a basic level if their interlocutor speaks slowly and clearly, and is ready to help (language level A1). Certain language skills may be on different levels.	4.1. Having completed Year 6, the student can understand individual sentences and frequently used expressions about current matters in everyday life (e.g. information about oneself and the family, immediate surroundings, job opportunities). Can communicate in situations with simple exchange of information about familiar topics. Can talk about themselves, immediate surroundings and express their needs using simple expressions (language level A2). If learning the second foreign language since Year 4, by the end of Year 6, the student may achieve language level A1. Certain language skills may be on different levels.	4.1. Having completed Year 9, the student can understand the key facts about familiar topics in texts about work, school, hobbies written in standard language. Can usually manage the situations arising when travelling in places where the language taught is spoken. Can write simple and coherent texts on familiar and personally interesting topics. Can describe experiences, events, dreams, hopes and efforts, with short explanations of one’s own views and plans (language level B1). If learning the second foreign language since Year 4, by the end of Year 9, the student may achieve language level A2 or B1, depending on the number of academic hours. Certain language skills may be on different levels.

Acting Minister for Education and Science,
Minister for Welfare Jānis Reirs

Annex 3
to Cabinet Regulation No 747
of
27 November 2018

Results to be attained in the area of Social and Civic Studies upon graduation from 3rd, 6th, and 9th grade

1. Each person is unique and valuable		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1. Names one's emotions, character traits, desires, needs and strengths. Names values cherished in the family. In familiar situations expresses emotions in socially acceptable ways, independently demonstrates behaviour consistent with the situation.	1.1. Explains how one's thoughts and emotions affect the behaviour also while growing and developing. Names what values, morals and habits are at the basis of one's own actions. Expresses emotions consistent with the situation in socially acceptable manner. Names one's interests, strengths and character traits, or personal traits that need to be developed.	1.1. Explains the role of control of the will, character, motivation, positive self-assessment, emotions, thoughts and behaviour in the mental and physical health and mutual relationship. Upon making decisions, considers the one's own needs, wishes and interests and those of the others. Independently uses stress management methods and is able to support others.
1.2. Expresses one's views of the daily situations, considering one's own needs and wishes and those of the others.	1.2. Explains the influence of different values, morals, habits and socially accepted norms on human behaviour, hears out different opinions	1.2. Hears out different opinions and substantiates one's views. Explains how different values can be mutually contradicting. Follows generally accepted values and socially recognized code of conduct in one's behaviour.
1.3. Using simple situation examples, substantiates, why human life, health and dignity is valuable. In familiar situations demonstrates behaviour, which expresses dignity and personal responsibility for one's own safety and welfare and that of the others.	1.3. Based on various information sources and own observations, compares human behaviour norms, opinions and morals in the past and nowadays. Demonstrates behaviour, which expresses dignity and personal responsibility for one's own safety and welfare and that of the others.	1.3. Recognizes and offers solutions to situations, where physical and emotional safety of people is jeopardized, discusses moral and ethical aspects of the value of life. Demonstrates behaviour, which expresses dignity and personal responsibility for one's own safety and welfare and that of the others in ambiguous situations.
1.4. Explains how knowledge and new skills help people to improve themselves and to implement their wishes and needs every day. Sets short-term goals for the purpose of developing one's interests, mastering of new knowledge and skills. Plans time for studies and work with the support of teacher	1.4. Collects information in order to understand the variability of occupations. Forecasts suitable activity spheres for oneself in the future by analysing own strengths and areas for development. Sets short-term goals, using both own and other significant people's experience. Independently plants time for studies and work	1.4. Chooses activities corresponding to one's needs and interests and determines the benefits and alternative costs of such choices. Explains what should be done in the short term in order to accomplish long-term goals even if these goals are now clear yet. Plans personal growth in relation to studies and hobbies, based on awareness of one's strengths and weaknesses
1.5. Illustrates one's affiliation with Latvian or other culture in Latvia, with examples. Tells of the signs of lifestyle of the Latvian population from one's own perspective	1.5. Characterizes Latvian society and its cultural and historical heritage, based on one's own experience and by getting to know historical sources and information available in the mass media	1.5. Compares experiences of different people with events of the relevant period of time in Latvia, the Baltic region and Europe. Explains what constitutes national (Latvian) and European identity
1.6. Makes a story about people whose character, knowledge and	1.6. Familiarizes and evaluates important Latvian personalities to	1.6. Compares historically significant Latvian and global

skills are important to him/herself, justifies one's choice	draw conclusions about their accomplishments and qualities that have made them successful	personalities at different times to draw conclusions about their accomplishments and qualities that have made them successful. Argues that any person has and will have the opportunity to influence historical events through their actions
2. People form relations with other people		
2.1. Expresses empathy towards other people and respect towards diversity of nature in one's behaviour. Notices and understands the person and diversity of their needs. Considers the effect of one's actions on others, environment and nature. Collaborates in homogenous groups to achieve common outcome, in compliance with the group rules and identifying violations of the rules	2.1. Shows initiative to get involved in family and peers in various contexts. Justifies own contribution and responsibility in various situations, including problematic ones. Creates and maintains mutually satisfactory relations with other people, including peers with various special needs. Justifies why such relations are important for oneself and others	2.1. Compares moral and legal aspects of human behaviour in accordance with the criteria of justice, honesty, responsibility and voluntarism in different cultures and societies. Creates and maintains respectful relations with different people. Upon making decisions, respects the needs, interests and values of others
2.2. Characterizes the social groups represented in the closest community, using various information sources offered by teachers	2.2. By analysing the various sources of information, identified the common and different features, goals, ideals, interests and examples of action taken to determine the impact that different groups have had historically and have on the society	2.2. Draws conclusions on what values, goals and interests various social groups have in order to recognize one's own social roles in the local community and to encourage socially responsible and structured cooperation, based on all significant values
2.3. Identifies difference between favourable and unfavourable relationships with people (children and adults). Explains how one should act in unsafe situations, when oneself or others are at risk	2.3. Identified causes of conflict and uses various conflict resolution methods. Explains the significance of moral values and virtues in the creation and maintaining of good relations and good mutual cooperation. Accordingly expresses one's emotions, opinions and behaviour in contradicting situations	2.3. Explains how respect for the principles of human equality and equal rights contributes to the development and maintenance of human relations. Based on experience and observations, offers behavioural principles that help to reduce inequalities, emotional and physical violence, and threats and conflicts. Explains existence of radicalization threats, recognizes signs of radicalization in the behaviour of peers or other people
2.4. In family relationships, with friends and peers, defends one's views and is able to accept divergent views	2.4. In family, relationships with friends and peers, evaluates the emotional, business, and moral aspects of mutual relationship to briefly describe the characteristics of a positive relationship and evaluate one's relationship with other people based on those characteristics	2.4. Justifies one's opinion on the significance of family and marriage for sustainability of society, assesses advantages of marriage compared to non-registered relations
2.5. Based on one's experience, explains which decisions are to be made by the person on one's own and which require joint involvement. Takes part in decision-making. Discusses the	2.5. Explores the possibilities and motives to take part in the social life, decision-making and making of choices. Gains versatile, collectively significant decision-making experience in class and at school. Using various	2.5. By cooperating in group, gains civic and political participation experience through getting involved in the resolution of matters or making of decisions significant to the local community. Discusses various ways of

significance and necessity of involvement and participation	information sources, draws conclusions on the meaning and necessity of social involvement	involvement, the possibilities they offer and which of the ways allows influencing decision-making and satisfying the needs of the society more efficiently, and which is the most efficient way to get involved in socially significant processes
2.6. Explains the necessity and expressions of mutual support in society and takes part in provision thereof	2.6. Analyses examples of social aid (care, especially charity) manifestations in society today and in the past, in order to use experience in proposing and implementing their own initiatives	2.6. Develops an action plan and engages in community activities in one's own area of residence or region that are focused on delivering common public good in order to raise public awareness of issues of public concern, such as public safety and health
3. The self-organization of modern society is a democratic state. Democratic nations form intergovernmental organizations to regulate their relations		
3.1. Expresses one's thoughts on why society needs rules to exist and discusses the ways to improve it. Names the rules and complies with them	3.1. Suggests ideas on why laws create both possibilities and limitations, yet encourage people's welfare. Explains that people agree to create various institutions in order to ensure regulation of relationship between people and organizations (members of the public). Speaks about public authorities issuing laws and regulations that regulate the activity of people and organizations, and taking care to ensure that these are complied with	3.1. Expresses an opinion on why modern society needs a democratic state. Analyses the fundamental law (Constitution) of the state and explains the role and functions of the legislative, executive, judicial authorities and the media ("the fourth power") in today's democratic society. Expresses one's thoughts on the legitimacy of civic and non-governmental initiatives and their role in a democratic society
3.2. In routine situations, identifies differences between the rights and obligations of the group members. Agrees what is allowed and what is prohibited to be done in order to achieve a safe environment for oneself and others	3.2. Explores the rights and duties of children under the Law on the Protection of the Children's Rights to evaluate their manifestations in life. Makes a proposal plan on which rights of the children and which obligations should be exercised and observed more closely	3.2. Explains the hierarchy of regulatory enactments. Justifies opinion on the fundamental role of human rights in the modern understanding of justice. Recognizes violent ideologies according to the defined criteria and explains their non-compliance with applicable laws, human rights and general norms of a democratic society. Recognizes human rights violations in order to encourage prevention thereof in daily life
3.3. Explains why rights have to be obtained to use the content created by other people. By drawing up a document, refers to the used information sources	3.3. Compares different types of software licenses, explaining the concepts of "copyright" and "intellectual property", their meaning and respect, in creating their own solutions. By drawing up a document, which uses information found in other resources, provides its source	3.3. Complies with the intellectual property and personal data protection regulations and considers the consequences for the failure to comply with these regulations. By drawing up documents, where information found in other resources is quoted or collected, makes correct references to its sources
3.4. Speaks about the school self-government management, explains, why officials are needed	3.4. By familiarizing oneself with the school and the local government administration determines the functions of the authorities and one's own	3.4. Compares state administration structure in Latvia and other countries in various periods of history in order to evaluate multiple power and state administration forms. Explains the functioning of

	possibilities to cooperate with them.	different political regimes and their impact on individuals and societies. Understands the values of a democratic society and state and democratic principles of public administration. Justifies one's views on external and internal factors that may threaten or weaken a democratic state
3.5. Recognizes the symbols of the Latvian state and observes the rituals associated with them, knowing one's own belonging to the Latvian state. Tells of what patriotism is and how it may manifest itself	3.5. Using the facts based on the historical experience of the people of Latvia, argues about the need for an independent Latvian state. Explains the significance of patriotism	3.5. Evaluates political formation in the territory of Latvia at different periods of history and the significance of their heritage in the formation of Latvian statehood. Explains the development of the concept of Latvian statehood and creation of the state. Expresses opinion on citizenship, civic rights and obligations, their topicality
3.6. By evaluating different daily situations, expresses thoughts on why people find it important to be proud of their country	3.6. Speaks about the countries neighbouring Latvia and the European Union member states. Explains why countries have to maintain good relationship with other countries. Explains why the country has to be defended	3.6. Explains what loyalty and patriotism can be like in today's (Latvian) society. Discusses the basic duties of a citizen towards the state, including defending the state, explains the role and tasks of the National Armed Forces. Provides views on the benefits and challenges of developing interstate relations in a global, international environment, within the European Union and in international organizations such as the UN and NATO
4. Entrepreneurship development facilitates the pooling of resources in the community for the common and individual benefit		
4.1. Explains how new skills, knowledge and entrepreneurship help to achieve goals and fulfils one's own interests and opportunities in the labour market	4.1. Using the examples given by the teacher, plans one's own activity to achieve long-term goals. Argues how human abilities and knowledge create added value. Forecasts how education can affect the welfare in the future	4.1. Using different information sources, evaluates the significance of the acquired education (level) in different societies. Explains the impact of productivity on the economic situation and the well-being of the individual and society. Analyses factors influencing population changes and future labour supply. Explains what creates unemployment and what is its effect at the individual and national level
4.2. Compares companies in one's own area and the city, searches for and speaks about successful businesses in one's own area	4.2. By analysing the information available to the municipality, identifies what companies and areas of activity are common in the municipality and makes own assumptions as to why these areas are represented. Analyses how work division and activity spheres affect creation of products and services. Speaks on how specialization manifests itself in the nearest area	4.2. Based on specific examples, analyses the role of the entrepreneur in organizing resources to create a new product or service, different forms of business and their advantages. Analyses the advantages of regional or national competitiveness in the development of certain sectors and production of products, explains how specialization at the national level contributes to the

		increase of welfare level. Evaluates the role of international trade nowadays
4.3. Gains experience in participating in local business events, makes estimates of income, expenses and profits	4.3. Gains experience in participating in local business events and developing business concepts. Analyses the situation of market demand and offer of the products produced and explains how prices are formed. Draws conclusions on the competitiveness of the company, determines the added value of the product created by the company	4.3. Gains practical entrepreneurial experience at local business events, analyses the performance of one's own training company, determines its profitability, productivity, and makes proposals to improve its competitiveness. Analyses price-forming factors. Explains and compares how resources are distributed and how the market mechanism operates across different economic systems. Analyses the impact of historical forms of management and technological development on the development of society
5. People are aware of alternatives, planning the use of the resources available		
5.1. Explains that people make choices by aligning needs with the available resources. With the help of the teacher draws up a budget, justifies one's choice for substantial use of money. Discusses the consequences of the choices made	5.1. Using various information sources, models potential scenarios related to different needs and resource constraints. Explains the use of resources available to people in a certain period of time, draws conclusions and makes plans for resource allocation to meet needs	5.1. Argues why due to limited resources not only households, but also entrepreneurs and the state have to make choices to meet their needs both at local and global scale. Justifies one's opinion on the significance of protection of intellectual property
5.2. Evaluates situations in which money is raised and spent and how money helps in a situation where the seller needs to sell the product and the buyer needs to buy the necessary goods	5.2. Evaluates one's own consumption, makes a decision and acts as a responsible consumer. Using various sources, evaluates the budget of a certain social group and what functions are performed by money. Compares different forms of payment at various times, draws conclusions on what are the advantages and disadvantages of each form of payment in the past and today	5.2. Analyses the main principles of the formation of the state budget in Latvia. Discusses what taxes constitute the state budget and justifies the need to pay them. Describes the formation of total income in the economy, discusses what factors ensure the development of higher value-added products. Explains the impact of inflation and the activities of central banks in implementing the monetary policy in Latvia and the Euro-system
5.3. Develops and implements an idea of how different things could be re-used. Based on one's own experience, explains to others the meaning and necessity of resource saving	5.3. Offers proposals on changing habits in society to save resources available in the immediate community and the state. Using different information sources, draws conclusions and justifies the meaning and necessity of resource saving	5.3. Evaluates the environmental and local consequences of human economic and political activities, formulates sound recommendations for sustainable development
5.4. Speaks in one's own words about the essence of borrowing and lending, using the situations suggested by the teacher	5.4. Using examples given by the teacher, evaluates the services provided by the banks, their tasks and importance for society. Discusses the necessity to create savings for the future	5.4. Makes informed decisions, evaluating services offered by various financial institutions. Analyses the relationships between the required financial resources and the needs and values of the population that determine the feasibility of deposits and loans

6. Respect in intercultural communication stems from being aware of and familiarising oneself with cultural diversity and globalization processes, understanding of differences and conflicts between different cultures.		
6.1. Recognizes and tells about the traditions, celebrations and symbols of the cultures represented in the immediate community. Makes a summary on them in creative activity	6.1. Characterizes the uniqueness of Latvian culture, its internal diversity and its connection with the European and world culture. Analyses the most important folk traditions as a form of expression of values	6.1. Analyses the historical formation and peculiarities of the Latvian cultural environment, evaluates and proposes action models to promote the development of an inclusive society. Analyses religious concepts in different historical periods by identifying similarities and differences. Discusses the place and role of religion in the public life, explains the role of Christianity in Latvian culture. Discusses existential issues and ethical Christian values in the past and today
6.2. Evaluates one’s own actions in relationship with representatives of different culture groups	6.2. Explains the essence of stereotypes and prejudice and is aware of their effect on the mutual relationship of people, offers possible action to reduce their adverse effect	6.2. Gains diverse experience to delve into and debate on a variety of controversial social, political and historical issues with respect for politeness, tolerance and self-esteem, developing an understanding of humanity and justice
6.3. Recognizes examples of historical cultural changes in one’s own vicinity	6.3. Analyses the historical origins of cultural phenomena, important to Latvia, and justifies the necessity to preserve them, evaluates the role of outstanding cultural and science personalities in their development	6.3. Identifies the belonging of cultural testimonies to certain societies and historical epochs, evaluates various factors that affect the historical development of culture
6.4. Recognizes traditions, which have come to Latvia from other cultures to conclude on how the different cultures interact	6.4. By analysing different information sources, explains why ethnic, linguistic and religious diversity has formed in Latvia. Finds and describes the effect of this diversity on the modern society	6.4. Using multiple information sources, evaluates the cultures of different societies in Latvia, Europe and the world, their changes, succession and main scientific achievements, in order to determine their significance in the development of humanity; to identify their legacy in the preserved cultural heritage and to recognize cultural indications, such as signs and symbols. Gains intercultural interaction experience in order to explain the causes and manifestations of various cultural differences
6.5. Attends cultural events at school and those held by the municipality and national holiday festivities and participates in them, recognizes the most significant cultural and historical sites in one’s region/city	6.5. Participates in cultural events at school and those held by the municipality and in national holiday festivities. Participates and implements various activities to familiarize with, promote and protect the cultural and historical values of one’s region/city and Latvia	6.5. Participates in cultural events at school, and in those held by the municipality and in national holiday festivities in different ways. Encourages and justifies the ideas behind the cultural events both in real life and in the digital environment, participates in the implementation thereof, encourages others to participate

7. Over time, society is changing under the influence of various causes.		
7.1. Arranges family events in a sequence to see what changes have occurred over time	7.1. Arranges the most important events in the history of one's own region and Latvia in a chronological order to conclude that one event influences the course of other events (causality). Compares different changes in society and technology to see what similarities and differences exist in society in the past and today	7.1. Explains changes that have occurred in the immediate area over time to conclude that each individual's past experiences are related to events in Latvia and the world. Analyses the factors affecting the changes. Identifies, discovers and analyses causalities in historical processes and uses these to explain social processes
7.2. Creates a description of historical testimonies in accordance with the template	7.2. Uses historical sources found in the museums and own vicinity to create one's own historical narrative, justifies why these testimonies of the past must be preserved	7.2. Creates one's own historical interpretations and evaluates those by others, including historians and those commonly found in daily life, based on facts and discovering the causes of differing opinions
7.3. Recognizes examples in one's personal and other people's experience of time (changing of seasons, human life)	7.3. Explains how various factors - economic developments, the way in which society is governed, its dominant values, its natural circumstances - influence the way in which change takes place in society to conclude that change has many causes and effects	7.3. Describes the changes of population placement worldwide and in Latvia, analysing the factors affecting the distribution of population in the territory
8. Information sources that reflect the developments in the society in the past and today, shall be evaluated critically		
8.1. Describes how to use information from different media, finds and selects facts	8.1. Critically evaluates and uses information provided by different mass media and historical sources. Compares facts found in different information sources, finds common traits and differences	8.1. Analyses and explains the ability of the mass media to reflect and influence people's political, social, aesthetic views and beliefs, to manipulate the understanding of the personal and cultural identity, cultural heritage and values perceptions
8.2. By evaluating different information and messages, recognizes and groups facts and opinions	8.2. Compares arguments used in different mass media to determine the justification of the opinions expressed therein, understands the difference between reality and its reflection in mass media	8.2. Collects and analyses views of local and global processes from a variety of information sources, including the media, to form reasoned judgments about social processes in the past and today
8.3. Recognizes information and experience useful and significant to oneself in historical stories and reconstructions	8.3. Recognizes and evaluates different daily situations that are explained by using arguments based in the historical experience of the society	8.3. Evaluates what information (credible, questionable) can be obtained from different historical sources to use it for arguments. Explains, which factors affect credibility of historical sources. Determines the credibility of a source using the offered criteria. Analyses evaluations of historical events and changes in the historical memory of different groups of society, looking for common values and understanding of the causes of differences in historical and historical memory

	8.4 Using different sources and messages, looks for examples of how organizations and people construct their digital identities to determine what information it contains. Used social media in a responsible manner	8.4 Using different sources, own experience and that of others, draws conclusion on what the criteria of a reasonably designed digital identity are, creates one's digital identity in a responsible and deliberate manner.

Acting Minister for Education and Science,
Minister for Welfare Jānis Reirs

Annex 4
to Cabinet Regulation No 747
of
27 November 2018

Results to be attained in the area of Understanding of Culture and Artistic Self-Expression upon graduation from 3rd, 6th, and 9th grade

1. Each form of art has its typical means of expression		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1. Speaks about what is common and special in art (literature, visual and audio-visual art, music, theatre, architecture and design)	1.1. Describes the means of expression of art (literature, visual and audio-visual arts, music, theatre, architecture and design) and evaluates the possibilities for using them for creative expression	1.1. In presentation and description of one's own creative work uses information sources and references to them to justify the selected form of art (literature, visual and audio-visual arts, music, theatre, architecture and design) and their means of expression
1.2. Distinguishes between elements of expression in visual arts (line, area, shape, colour, rhythm, volume, space). Experiments with each of them and combines them. Tells of one's own experience	1.2. Recognizes and names elements of expression (line, area, shape, colour, tone, light, surface peculiarities, rhythm, volume, space, scale, direction) in several visual art forms and methods of creating a composition (format, balance, contrast, rhythm, proportions). Combines them, explaining the effect of one's own choice on the outcome.	1.2. Describes means of visual expression of different visual art forms (painting, graphics, sculpture, architecture, design and audio-visual) and methods of creating a composition and envisages their effect on the outcome. Combines them in accordance with the purpose and concept of the creative work and evaluates the effect on the artwork
1.3. Identifies signs in artworks (for example, the most common ethnographical signs and information signs) and widely used symbols in real and digital environment, explains their meaning, similarities and differences. Uses signs and symbols in creative work, using corresponding means of visual expression, the choice of which is justified	1.3. In creative works both freely combines and purposefully uses signs and symbols (for example, ethnographical signs and information signs) with corresponding means of expression and principles of composition. Compares and evaluates both approaches	1.3. Produces creative works with the composition consistent with the concept. By synthesizing several forms of visual art, purposefully uses, transforms and combines signs and symbols
1.4. Hears, distinguishes, uses in singing and making music together with all, means of	1.4. Hears, distinguishes and uses musical means of expression (melody, dynamics,	1.4. Recognizes the musical means of expression characteristic to the musical styles acquired in a

musical expression (melody, dynamics, tempo, sound tone, register). By experimenting with them (for example, changing slow tempo to a quick one, high register to a low one), speaks about the atmosphere caused by the change	tempo, timbre, register, composition techniques) in diverse musical activities. Evaluates how the nature of the piece of music or a song changes through variations thereof	musical composition and sheet music, and purposefully uses them in the musical creative activity. Studies samples of sheet music, inquires about how the music type has emerged and developed. Records one's own musical composition, evaluates it according to commonly agreed criteria
1.5. Sings in unison by hearing in any tonality. Sings from a sheet in unison a simple melody with degree titles and notation in Do Major and La Minor. Hears and distinguishes persistent and unstable degrees of sound, clarifies the role of tonic treble in music.	1.5. Sings along with everyone in unison and canon by hearing in any tonality, sings with degree titles and according to notes in simple melodies with one sign. Explains the meaning of tone, halftone, alteration marks (sharp, flat, natural) in music. Hears the differences between simple intervals and harmonies (dissonance, consonance), sound, treble (minor, minor), explains their meaning in creating a musical image. Uses letter denominations in playing an instrument (metallophone, xylophone)	1.5. Sings along with everyone and in a group in unison and canon by hearing in any tonality, sings and plays by note simple melodies in tonalities of up to two signs. Identifies and hears differences between consonances and dissonances, explains their meaning in the creation of a musical image. Creates a simple song accompaniment using I, IV, V grade treble. Produces a performance including the learned songs, chanting scores, and evaluates the repertoire for the purpose of the performance
1.6. Chants and sings, plays rhythm instruments, creates simple rhythm accompaniments using rhythm units of varying duration in 2/4, 3/4 and 4/4 metres	1.6. Chants and sings, groups and composes sound gestures and rhythms using rhythm units and rhythm groups learned, and dotted rhythmic exercises in previously acquired metres and 3/8 and 6/8 metres, explains their impact on the character and mood of music	1.6. Hears and combines the acquired rhythm structures in various metres, uses in creative exercises in the process of making music, explains the correspondence of the rhythmic means to the genres and styles of music learned
1.7. In drama activity uses movement and speech for the imitation of the actions and behaviour of a person and various other characters, expresses one's views on the experience gained	1.7. Uses one's own body and voice in the creation of a monologue, dialogue and etudes, based on personal experience and opinion. Evaluates one's own performance and that of the others in accordance with pre-defined criteria	1.7. Experiences and evaluates theatre as an interdisciplinary art, in which the actor himself is means of expression. Evaluates whether a dramatic work is a process drama, an improvisation theatre play or a performance created according to a scenario. Justifies one's opinion
1.8. Clearly and knowingly reads folklore and literary works consistent with studies and one's interests, determines the main components of a literary work composition	1.8. Describes and learns to evaluate elements of composition in a folklore piece and a literary work of one's own ethnic background and that of other nations. Expresses opinion on a literary work and learns to understand its artistic quality in comparison to other artworks	1.8. Analyses and evaluates the composition and means of expression of a folklore piece and a literary work of one's own ethnic background and that of other nations. Evaluates the artistic quality of a literary work in comparison to other texts and artworks
1.9. Identifies simple means of imaginative expression, such as comparisons, narrates events in a literary work, briefly describes the characters and their actions	1.9. Knows, selects and uses the linguistic and imaginative tools (figurative meaning, diminutive, allegory, personification, epithet, metaphor) necessary for the creation of a literary work. Evaluates the use, compares and justifies the effect on the text	1.9. Identifies the imaginative means of expression (symbol, assonance, alliteration) used in a literary work, interprets their meaning in the text. Evaluates the uniqueness of the language of a literary text

1.10. Identifies and compares the different structures of a text of poetry, prose and drama	1.10. Compares the features of different types (song folklore, oral folklore, proverbs, sayings, riddles) and genres of folklore and literature (fable, poem, literary fairy tale, story, fairy tale play) in Latvian and foreign literary works	1.10. provides arguments to substantiate the features of different types of folklore and literature (lyrics, epics, epic poems, drama) and genres (short story, novel, poem, miniature, comedy, drama, epic, poem, ballad, poetry) in Latvian and foreign literary works
2. Expressing ideas, emotions and opinions requires courage, perseverance and willingness to try different approaches		
2.1. Implements various ideas for different purposes important to oneself, justifying personal topicality thereof	2.1. Implements creative and artistic ideas for different personal purposes, inspired by events in society or personal life, visual, audio-visual, music, theatre, literary, architectural and design or nature. Records them (takes notes, sketches, takes photos, records or takes videos). Uses creative thinking methods for specification of ideas.	2.1. Implements creative and artistic ideas for public and personal purposes. Uses versatile creative thinking methods for specification of ideas. Uses text, sound, image, movement and various technologies for idea implementation
2.2. Tells of the discoveries, joy, satisfaction and contribution to the common work, gained in the process of idea creation. Discusses difficulties. Talks to and listens to others	2.2. Describes the process of own idea creations, courage, choices, contribution, satisfaction, overcoming difficulties	2.2. Analyses idea creation process, evaluates own contribution, experience and group activity. Upon presenting the idea, treats the audience in a responsible and respectful manner
2.3. Performs individually in front of an audience. Tells about one's performance and evaluates one's performance.	2.3. Performs individually in front of an audience, recognizes excitement and fear and seeks solution to this with the help of a teacher. Evaluates one's own performance and that of the others.	2.3. During public speaking, purposefully uses the skills acquired (speech, movements, imagination). Evaluates the quality of own performance and that of others in accordance with the purpose of the intention. Evaluates one's own growth.
3. In creative activity a person explores and expresses one's own identity, understands different world outlooks and traditions, evaluates the heritage and artistic innovations		
3.1. Individually, in pair or in group agrees on the steps for the implementation of an idea and creates through experimenting (for example, writes small, creative works in accordance with the scope of genres and means of imaginative expression mastered in writing or orally). By exploring and researching sound sources, experiments with sound tools, composes simple tunes with folklore texts in a free form, creates and records sound picture). Evaluates work in accordance with the pre-defined criteria	3.1. Debates, discusses ideas, creates individually, in pairs, or in a group (for example, writes rhythmic literary texts, dialogues, monologues, storylines, imaginative descriptions, carries out fantasy or literary fairy tale genre experiments, composes a musical piece using any of the musical forms learned, composes scores creates sound stories), experimenting and combining means of artistic expression, with the intent of creating	3.1. Following steps in the creative process planned by oneself, uses artistic and imaginative means of expression in a variety of ways in accordance with the purpose of the intention, combines audial and visual, two-dimensional and three-dimensional art forms in a creative work (for example, writes poetry, prose, or drama through experimenting, writes a composition for a literary text or animated film, creates a play and its stage design), purposefully uses digital technology. Evaluates one's own performance and that of the others in a responsible manner in accordance with commonly designed criteria
3.2. Recognizes and uses various materials, techniques and methods of various art forms in	3.2. Shares experiences, experiments and combines different materials, techniques,	3.2. Collaborates and responsively implements the idea of the creative work. Listens to the opinion of

creative work (for example, creates scenes and characters in the puppet and object theatre techniques, draws, creates, paints, makes collages, takes photos)	methods and technologies for creative work (for example, makes sound tools, performs on stage, draws, paints, sculpts, takes photos, takes videos, makes animations). Justifies one's choice	others, discusses and independently makes decisions on the choice of materials, techniques, methods and technologies consistent with the implementation of the idea
3.3. Interprets one form of artwork with the means of expression of another art form to an age-appropriate extent, such as illustrating a literary or folklore work, song or composition with visual art form, tells each other what images can be created	3.3. Uses opportunities of different art forms (literature, visual and audio-visual art, music, theatre) to express one's emotions, values and ideas. Interprets a work of art (literature, visual and audio-visual art, music, theatre) to an age-appropriate extent with the means of expression of other art forms. Compares how the reflection of the same story differs in various art forms	3.3. Uses own aesthetic experience in creative work. Interprets a work of art (literature, visual and audio-visual art, music, theatre) to an age-appropriate extent, choosing and using means of expression of other art forms, justifies one's choice
3.4. Tells of the creative work process, own technical and linguistic excellence and evaluates one's own performance in accordance with the intention. Treats own works and those of others in a responsible manner.	3.4. Demonstrates, exhibits, plays, writes and reads the outputs of the collaboration. Evaluates one's own works and those created by classmates as works of an author. Using the works or ideas of other authors, refers to them, specifying sources	3.4. Analyses experiences of discovery, coexistence, joy of creation, courage and problem solving in the creative process and collaboration. Complies with the norms regulating copyright
3.5. Identifies and assesses the personal relevance of works of art (literature, visual and audio-visual art, music, theatre, design and architecture) according to defined criteria. Expresses one's own views and listens to differing opinions	3.5. Explores and evaluates, in accordance with personal criteria, the possibility of expressing identity in the major works of art in the world and Latvia (literature, visual and audio-visual art, music, theatre, architecture and design) and in cultural space. Chooses works that have become personally relevant, draws inspiration for one's own creative work by exploring them	3.5. Analyses the expressions of socially relevant processes in various forms of contemporary art, comments on the personally relevant matters
3.6. Confirms one's affiliation with a certain culture by participating in events related to folk tradition. Explains their personal relevance	3.6. Describes and evaluates the importance of material and intangible cultural heritage (for example, verbal traditions and manifestations, rituals, Song and Dance Festivals) in maintaining identity	3.6. Explores and analyses the importance of material and intangible cultural heritage (for example, verbal traditions and expressions, rituals, Song and Dance Festivals). Justifies one's own unique affiliation with a certain culture and lifestyle. Evaluates oneself as a creator of cultural heritage.
3.7. Cooperates in preservation of cultural heritage in the immediate community, getting involved in joint activity, implementing ideas in public space (in school and outside of it)	3.7. Collaborates on preserving cultural heritage in the immediate area by jointly implementing artistic ideas of social, economic or ecological significance in the public space. Expresses one's identity through art, influencing the environment and promoting understanding between different social groups and cultures	3.7. Cooperates in preservation and promotion of cultural heritage. Involves in creating learning, living and recreational environment, eliminates drawbacks. Justifies the need to create, is aware of the creative process as a result of the author's self-expression and initiative
3.8. Listens to and distinguishes the traditional Latvian folk music	3.8. Listens to, explores and explains the differences between	3.8. Listens to, explores, distinguishes classical and popular

instruments (*kokle, trideksnis*, tambourine, pipe) by image and sound. Studies and discovers principles of instrument sound creation in groups	traditional musical instruments of the Baltic and other nations. Tells of the role of musical instruments in folk traditions	musical instruments by graphical/photographic image, name and timbre, explains their use according to a music style, era. Listens to and compares different interpretations of the same piece
3.9. In the individual, couples' and group stage performance imitates the seen. Reflects personal experience by recreating everyday events and experimenting with ways of expressing them	3.9. Lives one's part, plays a character, interacts with another character within the framework of one's role. Solves problems and conflicts in the performance as part of the character. Expresses views on experiences and describes emotions	3.9. Creates the content of a role, stage character and performance, purposefully using one's own body, speech and imagination. Analyses and evaluates the conformity of own performance and that of others to the purpose
4. Works of art arise from the interaction of a specific era and culture. They create diverse experiences, develop aesthetic and cultural awareness, and are capable of transforming society		
4.1. Attends cultural events (such as exhibitions, shows, films, concerts, literary events), observes the urban environment, tells about one's own impressions, listens to different views. When attending a cultural event, learns to follow an appropriate pattern of behaviour	4.1. Attends cultural events (such as exhibitions, shows, movies, concerts, literary events), creating one's own cultural experience. Evaluates their personal relevance and topicality, expresses and substantiates one's views and accepts divergent views. When attending a cultural event, follows an appropriate pattern of behaviour	4.1. Chooses cultural events consistent with one's own interests. Evaluates one's own cultural experience in a verbal and written manner, expressing own attitude to life and cultural values, which have been initiated by original works
4.2. Describes what is perceived in an artwork (for example, objects, images, storyline, themes) and what can be imagined (for example, mood, experience, associations)	4.2. Individually assesses the impact of an artwork on different perceptions (for example, linguistic, visual, auditory, kinaesthetic). Interprets the information and ideas contained in the artwork (visual and audio-visual art, music, literature, theatre, architecture and design) and what can be imagined, expresses one's own opinion, emotional attitude and aesthetic appreciation	4.2. Analyses and describes the form and aesthetical aspect of an artwork. Interprets works in their entirety (content and form)
4.3. Evaluates the unique, the natural, the magnificent, the ancient as values in life. In one's own words explains the importance of examples of art, design and architecture in the surrounding area in personal and social settings	4.3. Observes and appreciates the author's self-expression, human experience and interrelationship, the reflection of culture and the environment in artworks (literature, visual and audio-visual art, music, theatre, architecture and design). Describes and evaluates problems and values that have been expressed in an artwork, linking them to personal experience and to what is happening in the world	4.3. Analyses and discusses the individual and socially relevant values, contained in an artwork (literature, visual and audio-visual art, music, theatre).
4.4. Listens to, views, watches, explains in one's own words the main features of an artwork (e.g., song, musical piece, visual and audio-visual artwork).	4.4. Reads, listens to, views and watches works of various art forms (literature, visual and audio-visual art, music, theatre) appropriate for the purpose of learning. Expresses one's own	4.4. Reads, listens to, views and watches works of various art forms (literature, visual and audio-visual art, music, theatre), works of different genres, styles and trends that are appropriate for the

	views on what has been read, heard, seen and describes works of various genres and styles in music and visual arts. Learns to distinguish and select high quality artwork	purpose of learning, thus expanding one's own ethical and aesthetical experience. Analyses and discusses indications and means of artistic expression in accordance with the genre, style and direction in music and visual arts. Learns to distinguish and select high quality artwork
	4.5. Describes characters, compares one's own values and interests with those of the characters. Introduces others to various popular works of art (literary, visual and audio-visual, in music, theatre, architecture and design) known to oneself and provides arguments to their popularity in society	4.5. Analyses the importance of artwork (literature, visual and audio-visual art, music, theatre, architecture and design) and characters and their role of in different ideologies and policies. Appreciates the influence of an artwork and its author on shaping public opinion the author's responsibility for that. Analyses the popularity of authors and their works at a certain time

Acting Minister for Education and Science,
Minister for Welfare Jānis Reirs

Annex 5
to Cabinet Regulation No 747
of
27 November 2018

Results to be attained in the area of Natural Science Studies upon graduation from 3rd, 6th, and 9th grade

1. In the Universe, the matter consists of very small particles		
1.1. Structure and diversity of matter		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1.1. Tells in one's own words that objects (bodies) have a certain structure and that they are divisible. 1.1.2. Groups materials and mixtures according to their characteristics (solid, liquid, gaseous, colour, odour, soluble, insoluble in water), observing safety rules	1.1.1. Observes in the experiment (for example, distribution of odour in the room, mixing of the substance with water, drying of the liquid) an indirect evidence of the material decomposing into small, invisible particles 1.1.2. Groups everyday mixtures (homogeneous, heterogeneous) by features, using one's own observations, experimenting and observing safety rules	1.1.1. Explains the structure of matter (from atoms, molecules, ions) and the interactions between its constituent particles (atoms, molecules, crystalline and amorphous substances). Displays the structure of the atom (nucleus: protons, neutrons, electron shell) for elements of periods 1-3 of the periodic table of chemical elements. Explains heat transfer, electrical conductivity, magnetic properties of substances as the evidence of particle motion. 1.1.2. Classifies substances by their composition – inorganic substances (metals, non-metals, oxides, acids, bases, salts), organic substances (hydrocarbons, alcohols, organic acids).

		1.1.3. Justifies the possibility of separation (evaporation, distillation, filtration) of mixtures of substances by performing experiments in line with safety rules and using information sources
1.2. States of substances		
1.2.1. Tells about water changes in nature (melting, boiling) due to temperature changes when performing experiments under the guidance of the teacher and observing safety rules	1.2.1. Displays the change in the physical state of a substance in a process of melting, boiling, freezing, condensation, and volume change (expansion, contraction), showing how the physical state of a substance changes as a result of changes in temperature between the constituent particles	1.2.1. Compares the physical states of substances, showing the arrangement of the particles forming the substance, and graphically illustrates the change in the physical state of the substance and the dependence of temperature on the duration of heat transfer
1.3. Properties of the matter		
1.3.1. Compares the mass of different bodies of the same volume, determining the lighter or the heavier one. 1.3.2. Experiments to justify the choice of materials (metal, plastic, wood, stone, paper, clay, leather, fabric, glass) for the production of specific items by comparing the properties of the materials (hardness, elasticity, water permeability).	1.3.1. Formulates verbally the relationship between the densities of substances when experimenting with different and identical body masses and volumes. 1.3.2. Substantiates which items can be made from a specific material (metal, plastic, wood, stone, paper, clay, leather, fabric, glass) or obtain a new material (e.g. composite material), using different sources of information and experimentally tested properties (density, waterproofing), thermal conductivity, electrical conductivity	1.3.1. Expresses density as a mathematical relationship between mass and volume, determines it experimentally, and finds it in various sources of information. 1.3.2. Substantiates the potential uses of substances and mixtures thereof because of their specific physical and chemical properties (use of metals and alloys, use of acids and bases). 1.3.3. Describes a substance by its intrinsic physicochemical properties, makes conclusions on its intrinsic, similar and differing chemical properties in terms of its composition, shows the relationship between the classes of substances (metals, non-metals, oxides, acids, bases and salts)
1.4. Processes with substances		
1.4.1. Has gained experience in conducting of experiments (substances miscible and miscible with water, soluble in water) under the teacher's guidance, observing safety rules. 1.4.2. Names examples of everyday metabolic changes (for example, wood chopped and burned, sugar crushed and heated)	1.4.1. Describes the process of dissolving a substance using the terms "solute", "solvent", "solution", when experimenting and comparing the dissolution of various substances in water. 1.4.2. Describes, when conducting experiments in accordance with safety rules or observing on a daily basis, the transformations of substances what may occur repeatedly (the substance remains unchanged), such as the freezing of water, and what occur only once (the substance changes), such as the burning of wood	1.4.1. Compares the solvency of a substance under different temperatures, using the terms "a saturated solution", "an unsaturated solution", "solvency", “crystallisation”, making use of graphs and other information from various sources. 1.4.2. Identifies the signs of physical and chemical transformations when experimenting in accordance with the safety rules or in daily observations. Classifies transformations according to their signs. 1.4.3. Explains the nature of chemical transformations (for example, combustion, neutralization) in relation to changes in the composition of the substance and the loss of mass of

		the substance. Predicts the interactions between substances (combustion of simple substances and hydrocarbons, reactions of metals with sulphur, chlorine and acid, reactions of acids with bases, reactions of oxides with water, reactions of metals with hydrogen, reaction of carbonates with acid) using the periodic table of chemical elements, the solubility table, the activity series of metals, recording them by chemical reaction equations.
2. Objects can interact with each other remotely		
2.1. Radiance – sound waves and electromagnetic waves		
2.1.1. Names examples of the practical use and / or observation of natural and artificial light sources, reflection. 2.1.2. Explains with everyday examples that the environment (for example, basement, forest, dense walls) and distance influence the reception of radiation, by in experimenting with remote controls of different technologies, cell phones, observing	2.1.1. Explains with everyday examples the propagation of light (shadow), reflection (flat mirror) and refraction (magnifying glass, rainbow), by experimenting and observing demonstrations. 2.1.2. Explains in one's own words that sound can be amplified, reflected (echo) and sound properties (high, low, loud, quiet) are subject to fluctuations	2.1.1. Using a light beam model, compares the propagation, reflection, refraction, and use of light and other electromagnetic waves in technology (such as glasses, wireless devices, radios, microwaves) by experimenting and observing demonstrations. 2.1.2. Observes and explains the common properties of mechanical (sound) and electromagnetic waves (generation, propagation, absorption, perception, human impact, application) by experimenting, observing demonstrations, using various sources of information. 2.1.3. Associates sound characteristics (period, frequency, amplitude) with subjective sound perception (pitch, volume)
2.2. Physical fields - magnetic field, gravity field and electric field		
2.2.1. Explain using examples that the Earth draws all objects to it. 2.2.2. Has gained experience in experiments on the interaction of magnets and the effects of materials attracted by magnets	2.2.1. Explains, with examples from the experiment, the effects of the magnetic field on the compass and the practical use of the compass	2.2.1. Observes common properties of electric, magnetic and gravitational fields (direction of action, attraction / repulsion interaction, dependence of field intensity from field source at different distances), observes demonstrations and simulations, displays magnetic and electric field
3. Changing the movement of an object requires the action of a common force		
3.1. Motion		
3.1.1. Compares the movement of two objects using the concepts of "faster", "slower", "higher speed", "lower speed", observing and experimenting	3.1.1. Constructs the term "speed" by comparing distances travelled in a single unit of time, experimenting and expressing it in a verbal and mathematical relationship. 3.1.2. Explains in one's own words that velocity may vary during movement and calculates average velocity by experimenting and observing	3.1.1. Analyses smooth and uneven motion using a graphical representation of motion characteristics (path, average speed, instantaneous speed, time). 3.1.2. Compares smooth and uneven motion as well as straight, curve and oscillation motion when experimenting and observing demonstrations

3.2. Action of forces		
3.2.1. Explains, by conducting experiments, that applying force (pushing, pulling, throwing or travelling) the movement of the object can be changed and / or it may deform. 3.2.2. By conducting experiments, explains that friction depends on the material and surface.	3.2.1. Explains that the rate (or amount of deformation) of an object's velocity change depends on the mass of the object and the amount of the force applied; by conducting experiments and using ICT, names the forces acting on the object, explains balance, modelling different situations. 3.2.2. by conducting experiments explains with examples the advantages and possibilities of use of simple mechanisms (oblique planes, levers, and thrusters) that are used daily. 3.2.3. Describes objects which float or sink when conducting experiments	3.2.1. Explains the interaction of bodies by drawing forces (specifying direction, magnitude, point of application) and motion change, using the concepts of resultant force and inertia. Determines frictional force, body gravity and weight. 3.2.2. By experimenting and making the necessary calculations explains the conditions for swimming (such as ships and submarines) or flying (such as a balloon). 3.2.3. Determines the dependence of pressure on body gravity and support area by conducting experiments and using calculations. Explains practical application of pressure (mechanical in gases and liquids) by experimenting, observing demonstrations, using various sources of information
3.3. Safety		
3.3.1. Names examples of safe movement in school and on the way to school, by conducting experiments (friction, inertia) and collaborating develops recommendations for safe movement	3.3.1. Explains in one's own words, using information from the available sources on vehicle braking, that the stopping of an object is influenced by its mass, speed, road surface and other conditions	3.3.1. Evaluates risk factors in vehicle movement by conducting experiments, observing demonstrations, using various sources of information
4. Energy in the Universe does not disappear and does not emerge; energy can be accumulated in different forms and in certain processes it transitions from one form to another		
4.1. Mechanical energy		
4.1.1. Using examples and experimentation, describes how the effects of a falling object depend on the mass of the object and the height at which the object falls	4.1.1. Using examples and experimentation, explains that the effects of a moving object depend on the mass and the speed of the object	4.1.1. Explains that mechanical energy may be accumulated by lifting the body above ground, moving the body or deforming it in a reversible manner. 4.1.2. Explains changes in energy (kinetic, potential, full mechanical energy) in motion, using mathematical relationships for the determination of kinetic and potential energy, bar graphs, experimentation, observation of demonstrations, using various sources of information
4.2. Internal energy		
4.2.1. Explains in own words the results of the experiment that energy is needed to warm objects or change the state of matter	4.2.1. Experiments and explains with examples that the mechanical action (rubbing) or heating of an object or substance may alter its temperature or physical state. Explains that body warming speed depends on start	4.2.1. Using examples, explains that the heating rate of a substance differs from one substance to another under the same heating conditions and that the different amount of heat is produced by burning the same amount of fuel.

	temperature, surface area and mass	4.2.2. Explains thermal processes (warming, cooling) and establishes, by conducting experiments, observing demonstration, using information from physical parameter tables and heat process schedules, mathematical relationships for quantifying heat, and explains with examples that processes (melting, solidification, evaporation, condensation) do not change substance temperature.
	4.2.2. Names examples of how processes and phenomena can be described by energy exchange (for example, growing of plants, cooling of bodies, weather conditions)	4.2.3 Explains that in chemical reactions energy is either generated or consumed, that substances contain stored energy that is released or absorbed by particle regrouping. Release of energy may have to be activated
4.2.2. Explains observations in own words - a power source is required for an electrical appliance to function (for example, a light bulb, a telephone). 4.2.3 Names the sources of electrical power used daily and observes safety rules when operating power sources, recognizes and observes warning signs	4.2.3 Explains that electric energy is the attraction of charged particles that turn into motion when the circuit is closed. Practically tests and characterises – for an electrical appliance to work, it must be connected to a power source in a closed circuit. Recognizes the electrical characteristics (voltage in volts) 4.2.4 Names specific examples of electrical and thermal conductors and insulators, their applications, using experimental observations of electrical and thermal conductivity of materials	4.2.4 Explains, by conducting experiments and visualization of serial and parallel circuits, electrical processes using mathematical relationships between electrical characteristics (current, voltage, electrical resistance)
4.3. Flow of energy (law of conservation of energy)		
	4.3.1. Describes, using example, that other forms of energy (thermal energy, mechanical energy) may be obtained from electricity	4.3.1. By conducting experiments, observing demonstrations, using various information sources, explains changes in full mechanical energy in motion using transformation of friction to heat.
4.3.2. Using ICT or observing demonstrations, names examples of how one type of energy is transformed into another type of energy (for example, natural gas, fuel, wood, other fuels, solar-thermal, solar, hydro-electric)	4.3.2. Explains in a specific example that energy (electricity, heat, light, energy for living organisms) can be obtained from different natural resources and is transferred from one form to another using information from different sources	4.3.2. Explains that a body with higher temperature heats up the surrounding bodies with which it is in contact until the temperature equilibrates. Explains other mechanisms of energy transfer with electromagnetic radiation and convection. Evaluates the advantages and disadvantages of different types of electricity generation (for example, thermal, hydro, nuclear, solar and wind power stations)
4.3.3. Uses and justifies the need for simple steps (such as turning off the light in the room, leaving it on) to save energy on a daily basis	4.3.3. Uses the most efficient energy saving techniques and chooses the most appropriate one, justifying one’s choice	4.3.3. Chooses energy saving techniques for everyday situations, offering solutions for efficient use of electricity and heat

4.4. Work		
4.4.1. Names examples where performance of work requires energy. The farther an object has to be pulled or the higher it has to be lifted, the more energy will have to be consumed	4.4.1. Describes from practically proven experience that the same job can be done by working longer with less power or working less with a more powerful device	4.4.1. Finds regularities between work, energy and power by comparing different energy expressions (mechanical, electrical, heat), using physical concepts, quantities, designations and mathematical relationships, using different sources of information, by conducting experiments
5. The interaction of Earth systems affects the formation of the Earth's surface and climate		
5.1. Lithosphere		
5.1.1. Describes rocks found in the immediate vicinity by simple features (colour, hardness) and determines, in the course of fieldwork that the soil is made up of rock particles.	5.1.1. Recognizes rocks (limestone, granite, sand, sandstone, clay) found in Latvia and identifies examples of their use in household and everyday life (construction, road construction, manufacturing of household items) in the course of field work. 5.1.2. Describes the structure of the Earth (Earth's crust, mantle, core) and terrain (mountains / valleys, highlands, lowlands / plains), by creating and using simple models. 5.1.3. Explains the impact of natural processes (wind and water activity, temperature changes) and human activities (road and river dam construction, cultivation of fields, mineral extraction) on the Earth's surface changes in Latvia (river and sea shoreline formation, landslides, quarry formation, changes in vegetation) changes), using field observations and comparing cartographic material from different years (satellite imagery, aerial photography)	5.1.1. Explains the formation of rocks (magmatic, metamorphic, sedimentary rocks) as a result of natural processes (erosion, sedimentation, tectonic plate movement), modelling rock cycle and using information sources. 5.1.2. Explains how natural processes have influenced the formation and location of geological hazards (volcanoes, earthquakes), terrestrial (mountain ranges, plains, lowlands, large and medium scale landforms of Latvia's terrain) and World ocean (oceanic trenches, mid-ocean ridges) terrain, using information sources materials, using digital map services and online databases, creating visualization models and performing field work (surveys of Latvian landforms). 5.1.3. Explains soil formation and changes due to the interaction of natural processes, soil types and their characteristic vegetation distribution in Latvia, using soil horizon models, cartographic materials and by performing field work
5.2. Hydrosphere		
5.2.1. Describes the shapes of the Earth's surface (hill, plain), bodies of water (lake, river, sea, pond, canal) found in the immediate vicinity, identifying similarities (for example, all hills have peaks, all water bodies have shores) and differences (height of the hills, man-made and naturally formed bodies of water) in the objects observed in nature, and modelling	5.2.1. Groups the parts of the hydrosphere by different characteristics (freshwater / saltwater, inland / oceans and seas, ground / surface) and describes examples of their interrelation, water volume and location on the Earth using a water circulation model, cartographic material and data available from information sources	5.2.1. Characterizes water circulation and geographic differences in evaporation / precipitation ratios on Earth through water balance calculations, modelling, and cartographic material. 5.2.2. Explains the conditions for the formation of parts of the hydrosphere (rivers, lakes, seas, groundwater) and describes their location in the world and Latvia using cartographic materials, information sources and by performing fieldwork. 5.2.3. Explains and describes the regularities of the World ocean circulation and its role in creating

		climate differences on Earth using cartographic materials, information sources (climatograms) and data (differences in water temperature and salinity)
5.3. Atmosphere		
5.3.1. Describes the diurnal and seasonal variations in weather conditions (temperature, type and amount of precipitation, wind speed and direction) and selects clothing consistent with the weather, using systematic weather observations and meteorological forecasts	5.3.1. Describes the structure (layers) and composition of the atmosphere (air as a mixture of various gases) and explains atmospheric processes (wind formation) through fieldwork and use of models, cartographic material and information sources. 5.3.2. Explains location of heat zones (cold, temperate, hot) on the Earth and seasonal differences (summer in the Northern hemisphere - winter in the Southern hemisphere), using the Earth-Sun interaction model	5.3.1. Explains of the causes of geographical differences (climate zones, continental and oceanic climate) (geographical location and angle of incidence of sunlight, terrain, atmospheric circulation, uneven warming and cooling of land and water) in the world and Latvia using cartographic materials, information sources, data tables, climatograms)
5.4. Natural resources		
5.4.1 Names examples of the use of natural resources or their components (including air, water, forest, oil) in the everyday life of one's family's and describes ways to replace and conserve them	5.4.1 Groups natural resources (renewable and non-renewable) and describes their conservation, re-use and recycling potential, using information sources and observations made	5.4.1 Describes regularities of location and availability of natural resources and mineral resources of global importance in the world and in Latvia, examples of their rational use and possibilities of restoration, by gathering information from sources and cartographic materials
5.5. Natural hazards		
5.5.1 Describes examples of natural hazards (thunderstorm, storm, heavy snowfall, floods, heat) and principles of safe action to reduce potential risks, by using information sources	5.5.1 Describe, by using information sources and observations made during fieldwork, the causes and consequences of natural hazards (landslides, floods, coastal erosion) and the various possible solutions to mitigate them	5.5.1 Explains, by using information sources and cartographic material, the causes, effects, location, forecasting, monitoring and mitigation technologies of natural hazards (earthquakes, volcanoes, tsunamis, forest fires, desertification, hurricanes). 5.5.2 Explains, by using cartographic material and information sources, the importance of scientific research of natural phenomena and technological advances (earthquakes, volcanic eruptions, floods, hurricanes) in forecasting the potential location / timing of natural hazards and addressing environmental issues
6. Our solar system is a very small part (one of billions of galaxies) in the Universe		
6.1. Elements of the Universe		
	6.1.1. Names the elements of the universe (such as the Polar Star) and constellations (such as Ursa Major, Ursa Minor), using star maps and observations	6.1.1. Illustrates the scale of the Universe and its hierarchy of structures (planets around stars, galaxies, clusters of galaxies), explains how to obtain information about the building blocks of the Universe and their properties.

		6.1.2. Explains what a galaxy is, structuring information about galaxy diversity individually or in groups
6.2. Solar system		
6.2.1. Explains in one's own words, using observations of the stars closest to the Earth – the Sun, ICT, that stars are objects of the Universe that emit light and heat	6.2.1. Names the elements of the solar system (all planets, the Sun) and identifies their interconnectedness by modelling, observing and using ICT	6.2.1. Explains the structure and motion of the solar system, compares the Sun to other stars (size, temperature, colour, radiated energy), using a schematic representation of the evolution of stars, explains the major changes in the Sun during its evolution
6.3. The planet Earth		
6.3.1. Describes the changes of lunar phases, day and night cycle, change of the length of the day, observing and modelling the interrelated motion of the Sun, the Earth, and the Moon	6.3.1. Describes the causes of the eclipse of the Moon and the Sun, the tides and a change of seasons on the Earth by observing and modelling the motion of the Sun, the Earth and the Moon	6.3.1. Explains the evolution of the Earth systems (lithosphere, hydrosphere, atmosphere, biosphere) and describes (living organisms, climate, natural processes) stages in development of the Earth, referring to current hypotheses and theories of modern science and using sources of information (the geochronological table)
7. The life processes of organisms are ensured by cells with a limited life span		
7.1. Life processes, sustaining of life		
7.1.1 By observing plants and animals in their immediate vicinity, identifies the difference between animate and inanimate objects in nature, giving examples of life processes (movement, reproduction, stimulus response). 7.1.2 Justifies with facts the maintenance of animal and plant life by the intake of water and air, the intake or production of nutrients, the removal of waste, the maintenance of temperature	7.1.1 Explains in one's own words the course of life processes (feeding, growing and developing, breeding, evacuating) by observing animals in their natural habitat, using ICT and reproducing and growing plants	7.1.1 Compares life processes of different living organisms (animals, plants, fungi) (breathing, excretion, feeding, reproduction, substance transport, regulation in a body, response to irritation), modelling, experimentation using various sources of information
7.2. Structure of organisms		
7.2.1. Identifies plants, animals and their parts by using plant and animal models, drawings, organisms, information sources, including digital ones (commonly found plants and animals in the immediate vicinity, such as oak, birch, dandelion, elk, wolf, hedgehog, dog, cat, snake, fly, pigeon, earthworm). 7.2.2. Describes in one's own words the functions of the various organs in the body	7.2.1. By experimenting, visualizing, using different sources of information, observing plant cells under the microscope, explains that parts of the animal and the plant – organs – have different cells (different shape, colour and location) that influence the processes taking place in the organs. 7.2.2. Using information sources, models provided by the teacher, finds the relationship between different animal organ systems (respiratory, digestive, circulatory and musculoskeletal) and their role in sustaining life 7.2.3 Describes how the systems (respiratory, digestive, circulatory,	7.2.1. Explains the relationship of plant and animal life processes (growth, development, reproduction, uptake and excretion of substances) with the structure of the body (tissues, organs, organ systems) and cells (nucleus, plasma membrane, cytoplasm, cell envelope, vacuole, chloroplast), creating visual materials, models, experimenting, observing under the microscope. 7.2.2. Compares organ systems (respiratory, digestive, circulatory and musculoskeletal) of different animals (vertebrates, arthropods, worms, molluscs), by using different information sources, models.

	musculoskeletal) in one's own body work	7.2.3 Finds regularities between processes taking place in a human body, through experimentation (blood pressure, pulse rate, respiratory rate, lung capacity) and using various sources of information
7.3. Life cycle		
7.3.1. Explains in one's own words how living organisms grow, develop and change during lifetime, by displaying it visually and by modelling. 7.3.2. Explains in one's own words the changes that happen with a human being throughout growth and development	7.3.1. Explains through experimenting the cycle of plant development (seed germination, growth, flowering, pollination, foetal development, seed development) and frog and butterfly development, by observing and using the terms "egg", "larva", "tadpole", "pupa", "adult animal". 7.3.2. Explains human development in adolescence, changes in body during puberty, accepts individual physical characteristics of one's own body, explains the importance of personal hygiene	7.3.1. By observing and using different sources of information compares the stages of the life cycle of animals (butterfly, grasshopper, bird, fish, reptile, amphibian, mammal). 7.3.2. Explains the human development cycle and factors that influence it, analyses reproductive health behaviour (delaying sexual life, the importance of contraception) by using various sources of information and evaluating their reliability
7.4. Organisation levels		
7.4.1 Explains that organism consists of organs, which perform certain tasks through observation and use of ICT	7.4.1 Explains the hierarchy of levels of organization of life (cell, organ, organ system, organism) through observation and use of ICT	7.4.1 Explains the hierarchy of the levels of organization of life in an organism (molecule, cell, tissue, organ, organ system, organism) by modelling, observing and using different types of information. 7.4.2 Compares and visualises cells and tissues in a biological drawing using a microscope, in observation of ready-made and created micro-preparations
7.5. Healthy lifestyle		
7.5.1 Develops the habit of taking care of the health of one's body(personal hygiene, proper nutrition, sufficient physical activity, sleep) and development, justifies the importance of one's actions	7.5.1 Acts responsibly in relations one's own health and that of the others by making lifestyle recommendations (personal hygiene, healthy nutrition, physical activity, daily routine, reproductive health) and the effects of addictive substances on human health, using a variety of information	7.5.1 Acts responsibly with respect to one's health and that of the others by making recommendations and drawing conclusions about the impact of lifestyle (nutrition, physical activity, harmful habits), daily routine and environmental conditions on the health of the body, using information from a variety of sources and evaluating its credibility
8. Organisms are often dependant on other organisms or compete with them for energy and materials		
8.1. Food chain		
8.1.1. Experiments and explains in one's own words that green plants can also produce and store the nutrients they need from the sunlight. 8.1.2. By observing and using the information sources provided, explains in one's own words that	8.1.1. Composes a food chain (up to 5 levels) using the given information sources and learning games. Explains with examples how food chains emerge and function in nature (herbivore, carnivore, omnivore)	8.1.1. Composes food chains and networks using various sources of information, observations, fieldwork. Explains the ways organisms interact (symbiosis, neutrality, predation, competition, parasitism), and energy flows in ecosystems.

animals gain energy by eating plants or other animals, creating the food chain (up to 3 levels)		8.1.2. Using different sources of information, observations, modelling, explains the interrelation of organisms in the ecosystem, by grouping them according to their source of energy and substances (producers, consumers, degraders),
8.2. Ecosystem		
8.2.1. Illustrates with examples what can grow and live in the immediate area, meadow, forest, and swamp, through observation, using available information sources, fieldwork observations, ICT	8.2.1. Compares, through observations, fieldwork and modelling, man-made (city, park) and natural (forest, swamp, meadow) ecosystems in terms of diversity of species (plants, animals, fungi) and natural conditions (temperature, humidity, thickness and colour of soil layers, particle size)	8.2.1. Compares, through fieldwork and modelling, ecosystems specific to Latvia in terms of diversity of species (plants, fungi, molluscs, arthropods, vertebrates), natural conditions (temperature, amount and regime of rainfall, soil type, light) 8.2.2. Describes the biomes and their location on the Earth (including elevation zones), comparing their location, specific environmental conditions (precipitation and regime, temperature, soil type, elevation) and diversity of living organisms, using cartographic and information sources (climatograms)
	8.2.2. Demonstrates, through observation and use of ICT, the relationship between an organism, a species and an ecosystem	8.2.3. Explains hierarchy of the levels of life organization (organism, species, ecosystem, biomass, biosphere) by modelling, observing, and utilizing various types of information
9. Genetic information is passed from one generation of organisms to the next one		
9.1. Names examples of hereditary signs of plants and animals by looking at pictures of different animals and plants, family photos	9.1. By observing and using photos of one's own family or that of the others, groups and explains with examples that there are hereditary and inborn qualities. 9.2. Explains with examples (for example, varieties of fruit trees, dog breeds) the purpose of selection and the need to obtain a new variety/breed with desirable traits, using various sources of information	9.1. Predicts the heredity of traits by analysing images and developing a family tree for one trait. 9.2. Explains the goals of genetic modification of organisms using various sources of information. 9.3. Explains of heredity of traits (asexual reproduction, sexual reproduction) using genetic concepts (cell, nucleus, chromosomes, genes, DNA). Justifies why offspring with identical hereditary information result from the asexual reproduction process and offspring with different heredity information result from the sexual reproduction process
10. The diversity of existing and extinct organisms is the result of evolution		
10.1. Displays or models the external features of an animal (shape, colour, type of feed, body parts) to illustrate the environmental adaptability of the animal.	10.1. Models the adaptability of animals (mammals, reptiles, amphibians, birds, arthropods) and plants (foraging, breeding, living) to a particular ecosystem. 10.2. Explains, using ICT and studying fossils or their images,	10.1. Explains that the diversity and adaptability of modern living organisms (vertebrates, arthropods, plants) to the living environment is based on evolution, through the use of phylogenetic, systematic and evolutionary

10.2. Recognizes the most characteristic plants and animals in the area by using drawing and schematic reminders. 10.3. Using simple sources of information and experimentation, illustrates with examples the conditions suitable for plant growth and development in Latvia	that there is a great diversity of plants and animals on the Earth. 10.3. Identifies plants and animals that are characteristic of Latvian climatic conditions, using determinants and systematic schemes, by observing and performing fieldwork	schemes, various sources of information, observation, modelling. 10.2. Explains, using various sources of information, modelling, experimentation, the influence of various factors (temperature, air composition, water, light, food availability) on the survival and development of living organisms. 10.3. Determines, using organism determinants, classification schemes, observation and fieldwork, systematic affiliation of the organism (plants and animals occurring in Latvia) depending on the purpose of the study.
11. The purpose of science is to find the causes of natural phenomena		
11.1. Concluding, identifying causalities		
11.1.1. Describes simple relationships using the teacher's help and practical data to answer the research question	11.1.1. Identifies changes in nature, formulates causalities, including experimental data, draws conclusions on the research question	11.1.1. Names examples of causalities in nature. Uses study data / results to discover and substantiate regularities, make conclusions, proposes suggestions for future research
11.2 Measurements. What is measured, what is used for measuring and how measuring is done		
11.2.1 Use a measuring instrument (starting point, viewing angle, unit of measure, direction of scale), measures length with a ruler, a measuring tape (m, cm, mm), temperature with a thermometer (° C), volume with measuring vessel (l, ml), mass with weights (kg,g), including with digital measuring devices. Using examples, explains that measurement is comparison with a standard, a unit of measure, using a scale	11.2.1 Selects a measuring device appropriate to the scale and task, measures temperature with a sensor, time with a stopwatch (h, min, s), mass with weights (mg), determines the cardinal directions and azimuth with the compass, understanding the value of the section even if it is different (for example, 2 ml). Explain what takes place in simple measuring instruments (for example, a liquid thermometer) during measurement. Demonstrates with examples, which quantities can be measured directly, which require additional calculations. Illustrates with examples that accuracy of measurements is affected by various factors	11.2.1 Justifies the choice of the measuring instrument, including a digital one (for example, for current and voltage, atmospheric pressure, lung volume, blood pressure, lighting, power, sound power level, gas concentration, pH of a solution), by recording measurement results, using accepted designations, names, units. Explains with practical examples how the scale of a measuring instrument is formed, and the necessity for calibration. Associates restrictions on the use of a measuring instrument (for example, the measuring scale) with the construction of the measuring instrument (for example, the freezing point of the liquid)
11.3 Planning. The research questions, hypothesis and predicting, planning of the experiment		
11.3.1. In a common, familiar, interesting situation, where change in quantities takes place, formulates what one wishes to study - asks and/or forecasts. Encouraged by the teacher, tells which questions require experiments to be answered, which can/cannot be verified through experiments. 11.3.2. With the help of the teacher, plans a simple experiment, fieldwork to verify the prediction/answer the study	11.3.1. Raises the research question by predicting change in quantity in descriptive (verbal) situations that can be experimentally tested. 11.3.2. Plans a simple experiment, fieldwork, observing safety rules, predicting how quantities will be determined, how quantities will be measured. With the help of the teacher, chooses the most appropriate method and way of recording the data depending on the object of study	11.3.1. By studying the composition and properties of substances and mixtures of substances, living organisms, territory, natural objects, phenomena, or processes, develops the research question and / or hypothesis about the qualitative and quantitative relationships between dependent, independent, and fixed quantities. 11.3.2. Purposefully designs an experiment to acquire data predicting how quantities

question and to obtain data, by choosing and changing one quantity and following (measuring) changes in the other quantity		(quantitative / qualitative) will be measured, changed, choosing number of measurements, appropriate substances, describing and depicting objects, devices, equipment and accessories used for synthesis and analysis of a substance, process analysis, while envisaging that safety considerations will be observed. Explains with examples the importance of the experiment for the acquisition of evidence. 11.3.3 Plans fieldwork to describe patterns and changes in nature, geographic processes, phenomena, choosing the most appropriate method (plot method, photography, outcrop drawing, mapping) and method of data recording depending on the object under study
11.4 Technique and skills with the habit to perform them (safety)		
11.4.1. Uses everyday utensils, vessels, simple appliances to conduct simple experiments, while observing safety rules and the labelling of dangerous substances. Develops a habit of putting one's workplace in order	11.4.1. Following the example, uses simple utensils, vessels (for example, determining the melting point of the ice, connecting electrical circuits), produces a simple device, for example, for the extraction of a solid substance from a liquid, using everyday equipment and materials. Develops a habit of complying with safety rules	11.4.1. Uses vessels and utensils necessary for the experiment and fieldwork, assembling the necessary equipment (for example, for gas extraction and storage, separation of mixtures) using the description. Explains the meaning of safety rules and acts in accordance with one's own safety and that of the others when studying the environment in science laboratories and in everyday life
11.5 Experiment methods. Analysis of substances		
11.5.1 Has gained experience in observing the properties of materials and substances (for example, colour, odour)	11.5.1 Describes the properties of the substances (for example, hardness, elasticity, melting point) observed in one's own experiment. 11.5.2 Conducts simple experiments following the flow chart (for example, experimentally proving the air in the container). Uses accessories and materials appropriate to the subject being studied, while observing occupational safety regulations	11.5.1 Observes the characteristics of chemical reactions in experiments, uses them to prove substances and describes the physical properties of the substance (colour, physical state, odour, density), determines the factors that influence the rate of reaction when conducting experiments according to safety rules. 11.5.2 Experimentally determines and calculates the mass fraction of the solute using the most appropriate mathematical strategy. Prepares a solution with a defined mass of solute, calculating the required mass of the substance and the volume of the solvent, while observing the safety rules
11.6 Experimental methods. Synthesis of substances		
		11.6.1 Synthesises a substance (for example, calcium carbonate) as described. Calculates the quantity, mass, volume of the

		substance and mass or volume (for gases) of the reaction product and the raw material according to the chemical reaction equation using the most appropriate mathematical strategy
11.7 Experimental methods. Fieldwork		
11.7.1 Performs simple fieldwork in the immediate area (school, residence) with the help of a teacher to observe plants and animals, weather, land surface differences, bodies of water, and describe rocks and soil samples with respect for the environment	11.7.1 According to the workflow description, performs fieldwork in the immediate vicinity (city, region) to draw the area map, determine wind direction and measure its speed, observe changes in the Earth's surface (landslides, landfalls, river and sea shore changes), to describe ecosystems (plants, animals and fungi, environmental conditions), examples of the use of rocks in everyday life, using the plot method, modelling food chains, while respecting the natural environment	11.7.1 With respect for the environment, performs field work to explain natural processes (energy flow in the ecosystem, soil formation, water and glacial erosion, sediment accumulation), their impact on changes in the Earth's surface and location of natural features (vegetation types, rivers, lakes, terrain forms) in Latvia, observing ecosystems (diversity of organisms, environmental conditions), using the plot method, modelling food networks, drawing soil profiles and cross-sections of outcrops, describing water bodies (river stream velocity, river slope and gradient, formation conditions) and terrain by using digital applications with built-in geolocation system to obtain geolocation data for one’s location
11.8 Experimental methods. Microscopy		
11.8.1 With the help of the teacher observes simple objects with a magnifying glass, a microscope and presents what has been observed	11.8.1 Compares the shape, colour of cells, using a microscope and using ready-made micro-preparations	11.8.1 Observes (cells, tissues) and explains the observations made, the relationship of the structure with the functions performed, using a microscope with appropriate magnification, using ready-made or self-made micro-preparations
11.9 Observation and data recording		
11.9.1 Observes objects in nature and conducts experiments, records observations and data obtained during fieldwork and experiments (number, attributes), using a type of summary given / recommended by the teacher, such as tables, photos	11.9.1 Observes objects and their changes by conducting fieldwork and experiments. Records the observations - the data obtained (quantitative and qualitative changes of the quantities) with the help of the teacher, selecting the appropriate form of data registration	11.9.1 Records observations and data obtained during fieldwork and an experiment, choosing the most appropriate method for data recording (drawing, biological drawing, table, graph, chart, photograph) and a technological tool
11.10 Data processing and analysis		
11.10.1 Displays the data obtained through experiment or otherwise in a visual manner, for example, a diagram	11.10.1 Using a template, processes data obtained in fieldwork and an experiment, or other available data (such as statistics) by simple calculation using appropriate units of measurement, presenting the data in a visual form	11.10.1 Analyses and processes data obtained in fieldwork and an experiment, or other available data (such as environmental quality data), evaluating its accuracy and reliability, selecting the most appropriate representation of the data (verbal, schematic, visual, graphic, symbolic, statistical, cartographic) and technique (ICT) using the required units and their conversions, making the

		necessary calculations and comparing with other sources of information
11.11 Evaluation of the experiment, determining reliability, scientific validity		
11.11.1 According to the criteria given by the teacher, evaluates the process of the experiment and with the help of the teacher discusses the need for improvements. Answers questions of the reliability of the obtained data	11.11.1 Evaluates the experiment and the fieldwork process according to the criteria and offers improvements. 11.11.2 Evaluates the reliability of the data obtained by comparing one's own data with those of other students and theoretical data	11.11.1 Has developed a habit of evaluating the progress of an experiment, fieldwork, and offer improvements to improve accuracy and performance
11.12 Collaboration and communication in research		
11.12.1 Introduces the results of the experiment and fieldwork, with the help of a teacher, preparing a simple presentation or description of the experiment. 11.12.2 Collaborates in group for the performance of simple research tasks	11.12.1 Following the template given by the teacher, prepares a presentation, cartographic or written material, informs about the results and conclusions of the experiment and fieldwork. 11.12.2 Collaborates in a group to carry out research tasks, sharing responsibilities, taking responsibility for a part of its work	11.12.1 Informs others about the results and conclusions of the study, experiment and fieldwork, using the criteria given and selecting the most appropriate dissemination method (for example, a protocol, presentation, infographic, chart) for the intended audience, technology (ICT) and terminology. 11.12.2 Collaborates in a team to achieve a common goal by solving simple natural science problems, conducting research, participating in science projects, sharing resources, sharing responsibility for the result, and being aware that more can be accomplished by working together
12.1. Explanations, theories and models are scientific if these best suit the observations and facts available at a certain period of time		
12.1.1 Scientific explanation and arguments		
12.1.1.1. Describes the observed natural phenomena (changing seasons, weather conditions) and processes (melting, evaporation) using simple scientific terms. 12.1.1.2. Formulates statements using facts to answer simple natural science questions, using evidence from independent observations and measurements	12.1.1.1. Explains processes and phenomena, using data from several sources, using scientific terms. 12.1.1.2. Formulates a statement by generalizing, evaluating facts, referring to the reliability and quality of one's own experiments and observations and those of other classmates (number and accuracy of measurements, frequency of observations, recording)	12.1.1.1. Explains processes and phenomena using abstract ideas, concepts, relationships, mathematical tools (symbols, graphs), scientific terminology. 12.1.1.2. Speaks about how different interpretations occur in science and offers several interpretations of the data one has obtained. 12.1.1.3. Forms structured explanations, arguments, counterarguments on natural science issues (for example, climate change, pollution, genetically modified organisms, invasive plants, alternative energy sources), using reliable sources of information, models, referring to scientific explanations, theories, experiments, research
12.2. Modelling		
12.2.1 Develops simple physical models (such as the Earth's surface, parts of organisms) that	12.2.1 Builds models that represent natural and technological processes, the	12.2.1 Builds diverse models (including digital ones) to explain processes, phenomena, systems

depict objects or organisms that occur in nature. Explains that models allow visualising real-world objects and imagine processes that take place in nature	relationship between the structure of objects and organisms and their functions. Explains that models (including schemas, formulas) are easy to use to explain indirectly observed phenomena (solar and lunar eclipses), processes (water circulation) and systems (food chain). Identifies steps of the modelling process	(such as material and energy circulation in the rock and water cycles, the energy flow in ecosystems, cellular structure and its relation to the functions to be performed, environmental adaptability of organism structure, body warming, thermal conductivity, thermal expansion, movements - smooth, uneven - oscillation). Purposefully complies with the process steps of modelling. 12.2.2 Uses models for prediction by interconnecting them (for example, atomic structure and periodic law of chemical elements, system, atmospheric and oceanic circulation). 12.2.3 Demonstrates with a specific example (the heliocentric model) how various models are revised as theories evolve over time
12.3. Symbol language in natural sciences		
12.3.1 Tells in one's own words the main idea of a small, easy natural science text (a uniform text or an image).	12.3.1 Identifies keywords in an easy natural science text (2 types). Structures the text, uses designations, schemes, diagrams.	12.3.1 Works out the meaning of a complex natural science text and transforms what is read, by using symbols, notations, formulas, graphs and equations and choosing the most appropriate strategy
	12.3.2 Describes transformations of substances using names of substances used daily	12.3.2 Names substances, develops formulas of substances, models the qualitative and quantitative composition of simple substances and chemical compounds (binary compounds, including oxides, acids, bases, salts, organic compounds: methane, butane, ethene, ethane, ethanol, methanol, acetic acid). 12.3.3 Describes the course of chemical transformations (coupling, decomposition, substitution, exchange reactions) with a chemical reaction equations, with models and verbally, choosing the most appropriate strategy
12.3.2 Explains that a map, a plan, and a globe are scaled views of the Earth, creating a simple map of the surrounding area (school or home neighbourhood), marking the observed objects with symbols and names. 12.3.3 Locates geographic objects (parks, cities, villages, mountains, rivers, lakes) on a map (globe, country, continent)	12.3.3 Develops a plan of a territory (for example, school, residence) to describe the location of geographic objects and phenomena and to show the locations visited and the data obtained during fieldwork, using scale, cardinal directions, azimuth, notation, colouring. 12.3.4 Explains how map properties (objectivity, symbolism, scale, content, type - digital and printed) determine its purpose, by	12.3.4 Analyses sources of cartographic information to characterize the location of geographical objects and phenomena, patterns of location, and changes across areas of varying scales. 12.3.5 Explains the use of the Earth imagery (globe, maps, plan, aerial photography, satellite imagery) in different contexts (travel itinerary, hike, geographic description of the area), comparing

and globe to answer simple questions	selecting maps of appropriate scale and theme (physiographic maps, climate maps - precipitation, January and July temperatures, topographic and orientation maps) to describe geographic features of the specific territory, processes, phenomena and their location, to plan routes and get around	differences in approaches to creating them(Geographic Information System – GIS, Global Positioning System - GPS, Earth Observation, map projections), the level of detail and the basic elements (for maps – scale, direction, legend, grid, name). 12.3.6 Develops cartographic material (including digital) using data from information sources (learning materials, online resources, open access databases – CSB, Eurostat) and fieldwork (GIS, GPS, observations) to represent and describe spatial regularities of geographical phenomena. 12.3.7 Compares terrain imagery (satellite maps, aerial imagery, plans, topographic maps, thematic maps) created at different times to interpret changes in geographical features that have occurred in the terrain
13. The application of science often has an ethical, political, economic and social context		
13.1. Development of natural science achievements		
13.1.1 Names examples of how the advances in natural science influence human life (development of media, home technology), health	13.1.1 Identifies and assesses the impact of scientific developments and technological developments, economic activities (access to water, food, medical resources, overpopulation, waste generation) on the environment and human health, using information sources	13.1.1 Justifies with facts the historical development and impact of scientific achievements (for example, transport, communication, data retention, genetically modified organisms, vaccination, robots, substances, modern materials) on human well-being and the environment, using sources of information upon critical evaluation thereof. Evaluates the ethical, economic and political aspects of scientific achievements
13.2. Use of resources and environmental impact		
13.2.1 Names an example of environmental impact of human activity in the immediate vicinity (including cultivation of fields, quarrying, road construction, laying out parks, development of residential areas,, tree felling, transport use) - depletion of resources, through observation and fieldwork. 13.2.2 Describes the possibility of sorting and sorts household materials in accordance with the rules on waste sorting. Expresses ideas for saving, conservation, and reusing resources, creating new items, and using materials that have once been created and used	13.2.1 Explains the impact of rational use of natural resources (wind energy, water resources, wood) and geographic processes (shore erosion, landslides) on the environment, human living conditions, by gathering information from various sources. 13.2.2 Purposefully sorts household waste according to waste management regulations and labelling on packaging (including batteries, medicines and other hazardous waste) and justifies the recycling of materials as an opportunity to save raw materials and energy	13.2.1 By conducting research, collecting information from sources, and producing informational materials, provides examples of solutions to reduce the impact of human economic and industrial activity and to save resources for sustainable development 13.2.2 Justifies the need for the steps in the process of sorting and recycling (sorting, collection, recycling) of household materials (paper, metal, plastic, glass, biological waste) and economic advantages for obtaining of new resources

13.3. Making socially responsible decisions		
13.3.1. Has gained experience in participating in school environment improvement projects	13.3.1. Has gained experience in environmental projects outside school. Proposes small projects for the improvement of the immediate vicinity, justifies the need for it	13.3.1. Engages in discussions and other activities to make socially responsible decisions, arguing that decision-making is based on scientific knowledge, values, economic considerations, human needs. Participates in practical measures for sustainable development

Acting Minister for Education and Science,
Minister for Welfare Jānis Reirs

Annex 6
to Cabinet Regulation No 747
of
27 November 2018

Results to be attained in the area of Mathematics upon graduation from 3rd, 6th, and 9th grade

1. The language of mathematics is used for communication and scientific description of concepts, ideas, problem solving		
1.1. Mathematical text, the accepted symbols and designations		
At the end of Year 3	At the end of Year 6	At the end of Year 9
1.1.1. Reads and creates mathematical text demonstrating understanding about digits as symbols for recording numbers, about signs of arithmetic operations, signs of equality and inequality, for example, reads “=” as “equals”, “same as”	1.1.1. Reads and creates mathematical text demonstrating understanding about the use of symbols, when writing down measures, inequalities (including the non-strict), rational numbers, their approximate value and module (the absolute value); about the use of symbols “–”, “+”, “:” in different contexts and in different meanings. 1.1.2. Explains the difference between the writing of the Roman numerals and the decimal system using specific examples	1.1.1. Uses the accepted symbols, including to represent sets, their elements and operations with sets, by reading and creating mathematical communication
1.1.2. Uses pictograms or letters, if any number is unknown or is not specific, explains such records, for example, $a \cdot 4 = a + a + a + a$, uses units of length, mass, time, money units.	1.1.3. Reads, uses letters as symbols in various meanings and explains their use, for example, as an unknown quantity, as a unit of measure, as a designation of quantity in the formula, as a designation in representations of figures	1.1.2. Writes down algebraic expressions, relations, choosing and using letter symbols according to context. 1.1.3. Reads, writes down the trigonometric relations of acute angle, demonstrating understanding of the use of symbols
	1.1.4. In combined plane figure images, sees and characterizes each figure individually, as well as the figures formed by them	1.1.4. Reads, creates drawings (including images of 3d shapes), observing that it is not always purposeful or always possible to observe the true dimensions, characteristics and/or position of the figures. 1.1.5. Has developed a habit to use upper case letter symbols in geometric

		drawings to show/to denote line segments of equal length, equal angles, right angle, using the accepted designations
1.2. Different depictions (representations)		
1.2.1. Describes the situation described in the exercise in action, with objects, in a mathematical drawing, summarizes the information in simple tables, tells, how this helps to understand the exercise	1.2.1. Creates visualization that helps to solve a mathematical problem, structures information, for example, using tree diagrams, Euler-Venn diagrams, links different representations of the situation described in the exercise, moves from one to another	1.2.1. Creates useful representation relevant to the situation, such as a sketch or an exact drawing, the entire figure or part of it, uses graphic organizers to structure the solution
1.2.2. Models comparison of natural numbers and operations with them using actual objects, geometrically, on a number line, with hundred square, explains mathematical concept with one's own choice of depiction, image, association, etc. 1.2.3. Defines ordinary parts in geometric figures, objects and compares them	1.2.2. Uses a variety of depictions, explaining operations with rational numbers, comparisons of rational numbers, for example, number line and geometric objects for comparing ordinary fractions, adding, single line segments with multi-digit operations	1.2.2. Connects depictions of algebraic and geometric objects, such as geometrically models mathematical expressions, irrational numbers written as the square root of a natural number
1.2.4. Writes down natural numbers, numeric expressions in different ways, retaining the same value	1.2.3. Writes down rational numbers, numeric expressions, equations and inequalities in different ways, retaining the same value/content	1.2.3. Uses examples to explain how any number, numerical and algebraic expression, equation, inequality, function can be represented in different ways, retaining the same value/content
2. Mathematical solving of a problem means seeing structures, systems, relations, creating generalizations and proving them		
2.1. Reasoning (by analogy, inductive and deductive, using elements of mathematical logic)		
2.1.1. Considers, acts by analogy of the previously acquired, for example, by performing operations with larger numbers than previously studied, by studying properties of polygons with greater number of tops than previously studied	2.1.1. In a new situation makes judgements, acts by analogy, for example, adding up, subtracting decimals, writing the corresponding number of classes one below the other, uses measuring tools with different scales	2.1.1. Evaluates the possibilities of judging by analogy, for example, when dealing with monomials, polynomials
2.1.2. Formulates a statement based on the observed practical operations, calculations, and/or judgments in the head, for example, concludes that the sequence of multiple countable items can be reversed, expresses assumption about the next member of the string	2.1.2. In a new situation explains, what has been observed, relates it to what is known, for example, explains, how to calculate a number, if the value of its fraction is known. 2.1.3. Creates and tests generalizations by looking at individual cases, for example, when formulating divisors of natural numbers, or judges in general, for example, when comparing letter expressions of single operation	2.1.2. Formulates a general statement in a new situation, for example, regarding the properties of figures, the effect of parameters on the position of a function graph in the plane of coordinates, justifying it with specific examples and general judgments, also using digital tools
2.1.3. Creates an object with certain properties (no more than two), in simple situations	2.1.4. Determines the existence, number of objects with certain properties (no more	2.1.3. Makes judgements, concludes about the existence, number of objects and their sets (including

decides and determines the number of objects. 2.1.4. Identifies common, distinct properties of objects, groups objects according to the given feature, using Euler-Venn diagrams for recording	than two), demonstrating an understanding of the concept of denial, the use of words "exists", "each", of links "and", "or", "either, or", of concept "subset", "set element".	ordered and disordered selections) with definite properties, using actions (combination, split) with sets, their visual interpretation
2.2. Mathematical modelling (an actual problem → mathematical model → mathematical solution → solution of the actual problem) and other problem-solving techniques		
2.2.1. Following the instructions, performs separate mathematical modelling steps individually or in teams in new situations	2.2.1. In a new situation performs mathematical modelling steps individually or in collaboration (also with the teacher)	2.2.1. Explains the steps of mathematical modelling, their purpose, interconnection in the concrete examples. 2.2.2. Names examples of mathematical models (expression, equation, function, geometric figure, schematic image, etc.) and describes their use in problem solving. 2.2.3. In a new situation individually or in a team solves the problem, by performing all mathematical modelling steps (including using digital tools)
2.2.2. In the description of the situation determines what is/isn’t known, what can/cannot be calculated, what quantities are represented by the numbers, whether all the given quantities are required, whether the given information about the quantities is sufficient	2.2.2. Characterises the description of the situation using one’s own words, demonstrating an understanding of the given quantities and the relations between them. 2.2.3. Following the directions formulates questions for clarifying the situation and for understanding	2.2.4. Individually formulates questions for clarifying the situation and for understanding
2.2.3. Encouraged by the teacher, expresses one’s thoughts about the conformity of the mathematical solution to the actual context	2.2.4. Has developed a habit of checking the result obtained against the actual context	
2.2.4. Encouraged by the teacher, looks for several solutions	2.2.5. Comments, compares one’s own solutions with those of the other students	2.2.5. Considers alternative approaches to the solution and evaluates the effectiveness of the solutions, recognizing that different solution paths and sometimes also different solutions are possible
2.2.5. Uses the "try and test" method in familiar and new situations	2.2.6. In familiar and new situations, uses "the reverse judgement" techniques, for example determining the initial quantity in the situation characterized by fractions, "breaking problems down into parts", for example, viewing positive and negative numbers separately in a problem situation	2.2.6. In familiar and new situations uses techniques "transitioning to a similar, simpler problem", for example determines the number of plane figures, “viewing a quantity "special" in a certain way", for example, uses the larger/smaller value of the square root
2.3. Statements and proof of their veracity		
2.3.1. Determines the veracity of an individual statement (uses the words "right/wrong", "yes/no", etc.), explaining the reason for such opinion	2.3.1. Uses terms "true/false statement". 2.3.2. In familiar situations, formulates a statement that	2.3.1. Distinguishes an individual statement from a general statement, explains using examples that the veracity of individual statements does

	corresponds to a general statement	not guarantee the truth of a general statement. 2.3.2. Knows what an axiom and a theorem is, explains what a property and a trait is
2.3.2. Finds an example that demonstrates that a statement is wrong, if the mathematical context is familiar, commonly used, for example, whether it is true that the sum of two odd numbers is an odd number	2.3.3. Creates a counterexample in a new situation by associating it with what is known, for example, evaluates the veracity of the statement that "rectangles with the same perimeter also have the same areas"	2.3.3. Creates a counterexample that shows that a general statement (If .. then ..; Each .. is ..) is not true
2.3.3. Encouraged by the teacher, depicts all the possible cases (creates the complete sorting), for example, by studying the composition of the number, creating figures	2.3.4. Uses the complete sorting in familiar situations to substantiate the veracity of a statement, for example, by studying the possible layouts of a cube	2.3.4. In familiar and new situations, uses the complete sorting to determine and to justify the existence and number of objects
2.3.4. Practically justifies the properties of known figures – by folding, matching, moving	2.3.5. Makes a judgment in the form ".. because ..", referring to facts, laws, formulas, assesses the correctness of the judgment. 2.3.6. Justifies the statement by creating a structured text that convinces about the veracity of a statement	2.3.5. Evaluates the correctness of the evidence, finds and explains the errors in it. 2.3.6. Proves general statements by logically linking 2-3 judgments, using known and/or previously proven facts, statements
3. Uses numbers to solve specific exercises, including the practical ones. Each operation with the numbers has a definite meaning and there are rules/algorithms to execute it		
3.1. Recording of the numbers and comparing numbers		
3.1.1. Explains the decimal composition of natural numbers, its relation to the recording in specific examples, using various models and depictions. 3.1.2. Reads the regular fractions with denominators till10 and writes them down, explains the meaning of each number in the recording of the regular fraction. 3.1.3. Reads negative numbers, when determining the temperature, and expresses money amounts in cents and/or euros written as a decimal	3.1.1. Explains the decimal composition of a rational number (written as a decimal), its relation to the recording in specific examples. 3.1.2. Depending on the context of the situation, writes down a rational number in various ways, for example, extends the normal fraction to divide it by an integer, writes percentages as decimals, divides the number into multipliers	3.1.1. In specific examples explains, what is the numerical value of an irrational number, written as a square root of a rational number, and how to obtain it using also digital tools. 3.1.2. Reads and writes real numbers in different ways according to the context of the situation, including using 10 powers (the exponent is an integer)
3.1.4. Explains comparison of numbers, using the composition of decimal numbers, geometric models, number line, using symbolic recording, arranges natural numbers, numerical values of quantities in ascending/descending order. 3.1.5 Groups the numbers according to a specific feature (the number of digits, odd/even, etc.)	3.1.3. Explains comparison of rational numbers using different depictions of the number, sorting them in ascending/descending order. 3.1.4. Groups rational numbers according to a specific property, distinguishes cardinal numbers and composite numbers (up to 100)	3.1.3. Compares real numbers written in different ways, sorting them in ascending/descending order. 3.1.4. Determines and justifies the belonging of numbers to a given subset of real numbers

3.2. Operations with numbers, their properties, algorithms		
3.2.1. Performs operations with natural numbers (adds and subtracts till 1000, multiplies and divides by single-digit number, by 10, by 100), using the composition of decimals, explaining the execution method of the selected/used operations. 3.2.2. Performs operations with natural numbers in simpler cases in the head (addition, subtraction till 20 and full tens, hundreds, within the limits of the multiplication table). 3.2.3. Calculates the value of natural numbers (includes up to two operations and parentheses), following the sequence of operations and the appropriate recording. 3.2.4. Performs arithmetic operations with the named numbers	3.2.1. Performs operations with regular fractions, decimals, positive and negative numbers (adds, subtracts, multiplies, divides, applies exponents) using the appropriate recording types of numbers, using the properties of operations, the relation between operations, the appropriate algorithms. 3.2.2. Explains the concepts related to fractions, percentages and identical transformations, for example, which quantity in the given situation is the whole or 100%, what does it mean to shorten the fraction. 3.2.3. Calculates the value of expressions of rational numbers, demonstrating the habit of performing simple calculations in the head, and using digital tools, when required	3.2.1. Performs operations with real numbers (adds, subtracts, multiplies, divides, applies exponents of an integer, calculates the square root value), selecting the appropriate type of recording numbers, using the properties of operations, the relation between operations, and the appropriate algorithms. 3.2.2. Explains operations with real numbers, correctly using the concepts and mathematical symbols, creates, formulates, writes algorithms for performing operations with square roots. 3.2.3. Selects appropriate, effective techniques and/or tools for performing numerical calculations with real numbers in mathematical context, context of other study fields and in real context
3.2.5. Determines the fraction (denominator till 10) of an object, quantity, counts in situations of real context, verbally using the appropriate concepts, judging, making notes required for one’s own purposes, or calculating in the head	3.2.4. Calculates the value of a fraction (percent) of a number, the number, if its value (percentage) is known, expresses one number as a fraction (percent) of another in mathematical context, context of other study fields and in real context, choosing the corresponding solution process appropriate to one’s situation	3.2.4. Uses fractions, percentages, percentage increases, decreases, comparisons in situations of mathematical context, context of other study fields and real context, including using digital tools. 3.2.5. Analyses and evaluates the daily use of percentages in mass media
3.2.6. Compares the values of expressions for natural numbers with 1 operation, also when deciding without calculating the exact values	3.2.5. Compares the values of expressions of rational numbers (1-2 operations), when deciding without calculating the exact values	3.2.6. Compares the values of expressions of real numbers (1-2 operations), when deciding by substituting the judgments
3.2.7. Encouraged by the teacher, uses the exact numbers or their approximate values when checking the results of the operation. 3.2.8. Uses digital tools to perform operations, to check the results	3.2.6. Uses specific numbers or their approximate values in real context, for example, when planning expenses, making judgments in mathematical context, forecasting and/or verifying the obtained result, performing operations with rational numbers, including digital tools	3.2.7. Intentionally follows the calculation process in general and checks the obtained results (including the intermediate results) using digital tools or calculating the approximate value in the head, executing operations with real numbers. 3.2.8. Rounds an infinite decimal with the specified or selected accuracy
3.3. Operations with numbers as models of real situations		
3.3.1. Records real situations with arithmetic operations, expressions of natural numbers (1-2 operations)	3.3.1. Creates expressions of rational numbers (2-3 operations), by writing a situation of real context, mathematical context or context of other fields	3.3.1. Explains the use of exact or approximate values of real numbers in real context or mathematical context

4. Relations between quantities are described by algebraic models and functions. Using these models for problem solving, they are modified to provide equivalence		
4.1. Sequences, structures		
4.1.1. Continues, fills in arrays of real objects, figures, and numbers, sequences of figures and numbers, for example, number squares, in simple situations, observing the regularities, for example, periodicity, relation to other elements. 4.1.2. Creates one's own arrays, sequences of numbers, ornamentation and using one's own words briefly describes the regularity, according to which it has been created	4.1.1. Continues, supplements an array of rational numbers, determines the elements of the array, even if they do not follow directly after the given ones. 4.1.2. Creates an array of rational numbers in accordance with the description, including in situations, when multiple solutions are possible. 4.1.3. Formulates using appropriate concepts, the regularity according to which the "array of figures" and the sequence of figures has been created	4.1.1. Observes regularity in the array of real numbers, including in the arithmetic progression, in "the array of figures" and writes it in the form of a formula. 4.1.2. Sees, formulates regularities in the sequence of numbers
4.2. Quantities and relations between them, function		
4.2.1. In situations involving personal experience identifies, names quantities that are interrelated, depicts/records them in a simple table and describes verbally how one changes if the other changes	4.2.1. Verbally formulates general relation between the given quantities in real context. 4.2.2. Describes the relation, written down using a simple formula, represented graphically. 4.2.3. Creates and uses relation between three quantities to calculate one, if two of them are known, for example, speed – path – time	4.2.1. Writes down general relation between the quantities in the form of formula, including between directly and inversely proportional quantities, determining the independent, the dependent quantities, and the quantities that are not changing in the given situation. 4.2.2. Creates and reads the depiction of function (linear, quadratic, $y = \frac{k}{x}$, $y = x^3$, $y = \sqrt{x}$, and alien/unknown) in different ways (in a table, verbally, graphically, with a formula) moves from one form of representation to another using digital tools in situations of mathematical context and context of other fields. 4.2.3. Explains the real situation from the graphical image, using both mathematical terminology (definition area, value area, argument, function value, ascending/descending function, function zeros, function values – positive/negative) and the real context
4.2.2. Characterizes relation between numbers, quantities, using appropriate concepts (such as higher/lower, more/less, times higher/lower, times more/less, etc.). 4.2.3. In numeric expressions (1-2 operations with natural numbers) predicts the change in expression value, by changing one element of the operation	4.2.4 By illustrating with examples explains, what directly proportional quantities, inversely proportional quantities are, solves exercises about proportional quantities, deciding and performing sequential operations, choosing the method that suits the particular situation. 4.2.5. Decides on changing the value of expression, by changing an element of the operation. 4.2.6 Divides a number, a quantity into a given ratio, such	4.2.4 Explains the relation between quantities in a proportion, by illustrating with examples

	as a : b : c, in situations with mathematical, real context. 4.2.7. Uses scale in mathematical, real context	
4.3. Modification of expressions, solving of equations and inequalities		
4.3.1. In the description of the situation, in the depiction, in the equation of natural numbers determines the number – the unknown element of the operation marked with a symbol (pictogram, letter, etc.), explains one's reasoning, checks the result	4.3.1. Determines the unknown number – the element of the operation – in equation, inequality, including using the number line or visual models, explaining one's actions or reasoning	4.3.1. Explains (correctly using concepts and symbols) the concepts and transformations related to degrees, monomials, polynomials, equations, inequalities, their systems, for example, what it means to divide the expression into multipliers, what it means to solve an equation. 4.3.2. Formulates algorithms for performing operations with algebraic expressions. 4.3.3. Implements operations with monomials and polynomials, uses properties of degrees, divides polynomials in multipliers by removing the common multiplier before parentheses and using shortened multiplication formulas (difference of squares, square of sum/difference). 4.3.4. Solves linear equations, quadratic equations, their systems, equations $\frac{a}{x} = b$ (*x* – the unknown), solves linear inequality and quadratic inequality, by choosing the most appropriate solution according to one's own opinion or the situation. 4.3.5. Calculates the unknown element of proportion in situations with mathematical context, context of other fields, choosing the most appropriate technique. 4.3.6. Expresses the quantity from a formula containing three or more quantities, including fraction, the denominator of which are general quantities
4.4. Expression, equation, inequality as a general model of the situation		
4.4.1. Names examples of situations that are described by the given expression or equality. 4.4.2. Creates an equation by denoting the unknown quantity using a selected symbol	4.4.1. Explains how the situation, problem and its solution can be written down using the unknowns (symbols), expressions, equations. 4.4.2. Creates expressions, equations, recording the situation of mathematical context, context of other fields and real context	4.4.1. Models with algebraic expressions, equations (including proportions) and their systems, inequalities in situations of mathematical context, context of other fields and real context
5. Objects, situations, events, processes can be mathematically processed, analysed to make substantiated decisions		
5.1. Data, their organization, depiction, analysis		
5.1.1. Practically performs data acquisition (including making	5.1.1. Formulates what data is required for the study and implements data acquisition	5.1.1. Responsibly and with interest chooses the goal of the study, accordingly, plans the progress of the

measurements) according to directions. 5.1.2. Reads information from different types of tables, charts, short verbal texts	using digital surveys, measurements, sensors, etc. 5.1.2. Reads information from info-grams, variously structured texts	study and the most appropriate tools, using also online collaboration opportunities, presents the study. 5.1.2. Acquires data, by selecting appropriate types for the situation (by measuring, conducting a survey, finding and reading information, etc.)
5.1.3. With the help of the teacher reads and creates simple tables to record quantities, displays the summarized data in a bar chart of a table (including created using pictograms, dots) and vice versa	5.1.3. Reads various data from variously organized bar and pie charts. 5.1.4. Organizes, summarizes, structures data (including with digital tools), creating a table and chart of the appropriate type. 5.1.5. Calculates the arithmetic mean of a data set	5.1.3. Collects and organizes data in the most appropriate way. 5.1.4. Calculates data set mode, median, amplitude, absolute and relative frequency, including also by built-in spreadsheet functions
5.1.4. Compares data of two different objects. 5.1.5. According to personal experience evaluates the reliability of the obtained data.	5.1.6. Compares data of a single object with the data of the whole set of objects, analyses data in graphs, using mathematical knowledge, for example, about percentages. 5.1.7. Uses data to formulate a conclusion on the implemented study/subject being studied and assesses the reliability of the data provided or obtained using the given/known information	5.1.5. Compares data about two sets of objects, analyses data using the mean quantities of data sets. 5.1.6. Evaluates reliability of the data, formulates data-based conclusions and characterizes trends
5.2. Events and their probability		
5.2.1. Models and expresses thoughts on the frequency of a specific event in practice with real objects, for example, a dice, two-colour discs	5.2.1. Models events using appropriate digital tools, and using examples to explain the event frequency, probability	5.2.1. Explains, using mathematical terms and illustrating with real life situations, what is probability. 5.2.2. Chooses a method for determining the number of equally possible outcomes and the number of favourable outcomes of an event and calculates the probability of the event. 5.2.3. Formulates the assumption about the numerical value of the event probability, evaluates the use of the concept “probability” in mass media
5.3. Measurement, units of measure and relations between them		
5.3.1. In practical action and by estimating, determines the length, area, volume as a relative number of units. 5.3.2. Measures length of a line segment with accuracy appropriate to the situation – in meters, centimetres, millimetres. 5.3.3. Measures time using both analogue and digital clock	5.3.1. Explains how angles are measured and measures the size of angles with the protractor (including digital tools), evaluates the accuracy with which the measurements have been made. 5.3.2. Explains and/or illustrates with a model the units of area and volume, units of speed km/h, m/s. 5.3.3. Uses units of measure, their designations when solving exercises with the context of a different study field and real context	5.3.1. Explains that the approximations of the exact value are acquired in the measurements, evaluates the accuracy of the measurements in a given situation

5.3.4. Knows the key relations between the measuring units of length, mass, time, money units and expresses a larger unit of measure (length, mass, money) as a smaller one, switches from one unit of time to another	5.3.4. Switches from a smaller unit to a larger unit and vice versa, using a variety of unit-to-unit relations and understanding, how composite units are formed (including practical ones, for example, fuel consumption), uses a variety of calculators to convert units available on the web	5.3.2. Converts units according to the context of the situation and explains how to switch from one unit to another, selects and applies the most appropriate approach, for example, knowledge about the relations, understanding about the formation of composite units, understanding about the use of "kilo", "milli", and other suffixes
6. The study of the properties, location and quantities characterizing the figures allows solving specific problems, including practical ones, to formulate general conclusions about objects, space, shape		
6.1. Geometrical shapes and their elements. Properties of shapes		
6.1.1. In practice, the characteristics of 2-dimensional and 3-dimensional shapes are defined and characterized by the terms "curved line", "straight line", "line segment", "broken line", "circle", "polygon", "edge", "side", "cube", " face of rectangle ", "pyramid", "sphere", "cylinder", "cone"; practically creates shapes with a certain property. 6.1.2. Classifies polygons, quadrilaterals, rectangles, groups figures by defining the common and distinct properties, their belonging to a group. 6.1.3. Observes and describes symmetry in objects, items, ornaments, figures	6.1.1. Characterizes verbally, by sketching, illustrating with real model 2d and 3d shapes and their properties, using the terms "distance", "line", "ray", "angle", "parallel, crossing, perpendicular lines", "vertex", "side", "circle", "radius", "diameter", "circle sector", judges and concludes on the relevance of the explanation. 6.1.2. Creates, draws 2d shapes according to 1–2 properties. 6.1.3. Classifies angles by their type (acute, straight, obtuse) or size, triangles by sides or angles	6.1.1. In familiar and new situations, including in practical context, uses the definitions and properties of 2d shapes and their elements (straight angle, reflex angle, vertical angles, adjacent angles, same side interior angles, alternate interior angles, consecutive angles, a perpendicular to a straight line, angle bisector, triangle height, bisector, median, midline, tangent to circle, circle arc, parallelogram, rhombus, their diagonals and height, trapezoid, its diagonal, height and midline, regular polygon). 6.1.2. Defines new 2d shapes, evaluates definitions. 6.1.3. Classifies quadrilaterals, parallelograms, trapezoids, and other 2d shapes according to various properties, including those defined by them. 6.1.4. Reasons, makes conclusions about the location of points with certain properties in the plane (the geometric position of the points). 6.1.5. Determines and proves properties of 2d shapes by logically linking 2–3 judgments
6.1.4. Draws 2d shapes, ornaments with free hand in a box grid, on a white sheet, draws a line segment, a broken line, a polygon using a ruler	6.1.4. Using a ruler and a corner, draws shapes that include parallel and perpendicular segments, using a protractor draws angles of certain size, using a circular, draws a circle. 6.1.5. Verbally describes a 3d shape in a picture, characterising the 2d shapes that form its surface	6.1.6. Explains its activity and constructs with a ruler and a circular the midpoint of the line segment, the bisector of the angle, the point-to-line distance, the perpendicular, the parallel lines, the triangles, the quadrilaterals, the circle drawn in and around the triangle. 6.1.7. Explains which quantities or ratios thereof remain, which do not remain in the depiction, and draws a rectangular parallelepiped, draws 2d and 3d shapes using appropriate digital tools. 6.1.8. In images and models, describes 3d shapes using the terms "edge", "side", "prism", "height", "radius", "diagonal", "base", "side surface", "surface"

6.1.5. Creates 2d shapes (as part of a plane, as lines that limit it) and 3d shapes using various materials available	6.1.6. Selects resources, plans and practically creates 2 d shapes (as parts of a plane, as lines that limit it) and 3d shapes. 6.1.7. Plans, draws the surface of rectangular parallelepipeds in a plane and forms 3d shapes corresponding to it	6.1.9. Plans, draws surface layout of regular pyramids, cylinders, cones in the plane and forms 3d shapes corresponding to it
6.1.6. Determines views of a 3d shape in different planes using models	6.1.8. Imagines a 3d shape according to a given image and determines its views in different planes	6.1.10. Determines, describes the possible 3d shape according to some of its views
6.2. Placement of shapes in a plane, space and their mutual arrangement		
6.2.1. Describes verbally and formulates the arrangement of objects and 3d shapes in space and the positioning of 2d shapes on a page/in a plane	6.2.1. Defines the coordinates of the point in the coordinate plane and marks the point according to its coordinates, depicts a 2d shape according to given conditions	
6.2.2. Practically explores what shapes can be created by dividing or joining the given shapes	6.2.2. Draws and sketches the positioning of shapes – what 2d shapes are formed by joining or overlapping the given shapes, how to divide the given shape into parts according to the given conditions	6.2.1. Studies and determines the lengths of the line segments to form a triangle. 6.2.2. Explores the mutual layout of polygons and circles, regular polygons and circles, and two circles, including using digital tools
6.3. Equality and similarity of shapes. Shifts and transformations of shapes in the plane		
6.3.1. Determines, whether the shapes are equal, by practically matching them, by obtaining the same shapes by drawing them in a box grid, by folding, by using digital image processing tools	6.3.1. Concludes the equivalence of shapes in mathematical and real context, draws a shape of the same outline in a box grid, following the conditions of positioning/repositioning in the plane, including turning by 90°, 180°. 6.3.2. Draws an axially symmetric shape to the given shape in a box grid, concludes the position of the symmetry axis	6.3.1. Uses triangle equations in situations with mathematical and real contexts. 6.3.2. Proves the equations of triangles by the signs of equality
6.3.2. Encouraged by the teacher, explains what changes, what does not change, when reducing/increasing the 2d shapese with digital tools in mathematical and practical contexts	6.3.3. Draws, studies, using a pencil or digital tools, the sizes (edge lengths, angles, areas) of similar 2d shapes using mathematical language	6.3.3. Identifies similar triangles, uses relation between their sizes in mathematical and practical contexts, demonstrating an understanding of the use of the terms "ratio", "proportionality" in geometric context 6.3.4. Proves the similarity of triangles according to signs of similarity
6.4. Sizes of shapes and their elements		
6.4.1. Compares sizes of objects and shapes by directly matching, measuring or comparing them with a benchmark in practical and mathematical contexts. 6.4.2. Calculates the length of a broken line, the circumference of a polygon, using the	6.4.1. In practical and mathematical contexts calculates the size of the angle, using the relation between the angles formed by a single starting point, the perimeter of a rectangle, the area, the edge, if the length and the area or perimeter of the other side are	6.4.1. In familiar and in new situations, also of practical context, calculates the angles resulting from the intersection of 2–3 straight lines, triangles, unknown angles and sides of quadrilaterals, the unknown side of a right-angled triangle using the Pythagorean theorem and inverse theorem, acute angle trigonometric

measurements obtained or given, determines the area of a 2d shape and the volume of a 3d shape as a number of squares or cubes	known, combined area of figures (can be divided into rectangles), length of circle (about three diameters), the volume of the rectangular parallelepiped. 6.4.2. Draws equant figures in a box grid according to the given conditions	relations, circumference of a circle (relation to π) and circle area, the area of triangles, various quadrilaterals (using properties of the area and corresponding formulas), 2d shapes and volume of 3d shapes (prism, cylinder)
	6.4.3. Using mathematical expressions describes the size of geometric shapes and their relation in situations of mathematical and real context	6.4.2. Algebraically models the sizes of geometric shapes and the relation between them in familiar and new situations. 6.4.3. Uses triangle inequalities in situations of mathematical and real contexts
6.4.3. Determines the approximate length of a line segment in practice and checks it by measuring	6.4.4. Determines the approximate area of the rectangle in practice and checks it, by obtaining information from measurements and calculations	

Acting Minister for Education and Science,
Minister for Welfare Jānis Reirs

Annex No 7
Regulation No. 747
adopted by the Cabinet of Ministers
on 27 November 2018

I. Results to be attained in Technology upon graduation from 3rd, 6th, and 9th grade

1. Design solutions (product and information design, environmental solutions) are created in the design process		
1.1. Identification of student needs and opportunities		
When graduating from 3rd grade	When graduating from 6th grade	When graduating from 9th grade
1.1.1. When observing the environment and ordinary objects, names their strengths, weaknesses, and opportunities for improvement	1.1.1. When observing the environment and documenting it in sketches, images, or videos, evaluates the products and environmental solutions provided according to the following criteria: functionality, availability, materials, the appropriateness of the colour and texture, sustainability, engineering solutions	1.1.1. Having studied various design solutions, is capable of independently reaching conclusions about various characteristics, such as principles of operation, aesthetic and functional characteristics (proportions, shape, structure), engineering solutions, as well as sustainability and application of ergonomic criteria
1.1.2. Finds out and assesses his or her needs and the needs of the closest associates (friends, family members, classmates) in everyday life. Summarizes the information obtained for creating a design solution for the intended item	1.1.2. With regard to design solutions summarizes various types of information about the needs of groups of people and the conditions in which they arose. Assesses their quality; concludes whether they comply with their requirements; and offers ideas for improvement	1.1.2. Uses different approaches and methods to identify the accessibility of the environment for the needs of different groups of society. Through the design process, the student sees solutions for environmental improvements.

1.1.3. Can operate simple hand tools (for example, a ruler, scissors, razor knives) to create the intended item (design solution). According to his or her intention, is able to select and use different materials, such as paper, textiles, building materials. With the help of the teacher, chooses the most suitable techniques for the implementation of the idea	1.1.3. Knows how to perform operations with simple hand and electric tools, devices and equipment. Chooses the most suitable materials and techniques for developing his or her own design solution	1.1.3. Is able to perform operations with hand and electric tools, devices, equipment and programmable devices while working with various materials. Assesses and chooses the most suitable materials and techniques for developing his or her own design solution
1.2. Search for and selection of a solution		
1.2.1. With the support of the teacher, uses the methods of generating ideas to create various ideas for solving the problem. Uses phenomena observed in nature, examples of crafts, ethnography, design, and architecture as sources of inspiration	1.2.1. Generates diverse ideas for solving a problem using diverse methods for generating ideas. Uses phenomena observed in nature, examples of crafts, ethnography, design, and architecture as well as processes observed in society as sources of inspiration	1.2.1. Generates multifaceted ideas for solving problems, purposefully choosing the most suitable method for creating ideas suited for a particular situation. Uses nature, cultural heritage, contemporary design, architecture, science, and processes in society as sources of inspiration
1.2.2. Assesses the ideas generated, discusses how their implementation affects users and the environment. Selects the most suitable solution for the item (design solution), visualizes it in a sketch, description, model	1.2.2. Assesses the ideas generated according to predefined criteria and analyses how the implementation of the generated ideas affects the environment and society. Selects the most suitable solution, plans and produces visual and written documentation accordingly	1.2.2. Establishes criteria for assessing his or her idea and assesses how the implementation of the generated ideas affects the environment and society. Selects the most suitable solution, plans and draws up the most appropriate type of documentation
		1.2.3. Finds, summarizes and studies available information about the possibilities of solving a particular problem and similar solutions already in place. Assesses the competitiveness of his or her solution in comparison with existing solutions
1.3. Planning and implementation of the solution		
1.3.1. In accordance with the steps of the design process, with the support of the teacher, sequentially creates a simple prototype of an item (design solution). Selects the necessary materials and tools, creates simple sketches	1.3.1. In accordance with the steps of the design process, plans and describes the sequential development process of the design solution. Prepares a description of the solution by examining alternatives and justifying the choice of materials and techniques (as well as the use of tools and devices in the technological process). Creates detailed technical illustrations, drawings and schemes	1.3.1. Independently, or in cooperation with others, plans and describes the process of developing a design solution. Compares the possibilities and environmental impact of different materials and techniques. Selects and justifies the most suitable solution. Creates and properly draws up documentation for the solution – drawings, renderings, technical layouts, 3D models, and visualizations
1.3.2. Reads and uses schemes, descriptions, templates, instructions or recipes created by himself or herself or by others	1.3.2. Adapts to their needs the sketches, patterns, schemes, instructions, recipes, and algorithm examples given by the teacher	1.3.2. Searches, finds, and then adapts to his or her needs technical drawings, patterns, schemes, instructions, recipes, and algorithm examples

		from different sources of information
1.3.3. With the support of the teacher, sequentially implements the planned solution	1.3.3. Purposefully implements the design solution according to a previously developed work plan and specified evaluation criteria. During the implementation process, documents the most essential elements, stages of work, and intermediate results and then identifies the changes and adaptations required	1.3.3. Independently implements the design solution according to a previously developed work plan and evaluation criteria. During the implementation process, documents and evaluates the implementation process according to established criteria and, where appropriate, specifies or modifies the choice of materials, techniques, and work progress and adapts further work plan to changes
1.3.4. With the support of the teacher, uses applications for the implementation of the appropriate solution	1.3.4. Selects a programme of programmable device for developing and realising the product selected	1.3.4. Selects a programme of a programmable device for implementing the selected product. Justifies his or her choice and its impact on the course and result of the exercise
1.4. Testing, evaluation and improvement of the solution		
1.4.1. Names an option to improve the created work process or the result achieved	1.4.1. Sees and can name several options for improving the development process and the created design solution according to the given criteria or their own criteria	1.4.1. Analyses the design solution created in the development process and the possibilities for its improvement. Formulates reasonable suggestions and improves strategies to achieve the goal
1.4.2. Examines whether the item created (the design solution) corresponds to the idea, and explores the opinions of other users about this	1.4.2. Tests the created design solution. Finds out the opinion of users. Summarizes and evaluates the results of testing, makes the necessary improvements	1.4.2. Carries out planned testing of the created design solution and documents the test results. Determines the opinion of the user and improves the prototype or finished design solution
1.4.3. Evaluates the results of his or her work in line with the teacher's instructions. Compares the items (design solutions) created by himself or herself and classmates to explain in his or her own words what he or she would do differently and how to improve his or her product. Explains the integration of the created item into everyday life, its meaning and use	1.4.3. Evaluates the design solution developed by himself or herself and other students according to the given criteria. Gives feedback on the results of their work and the work of others, and on the usability of these solutions	1.4.3. Evaluates the design solution developed by himself or herself and other students according to the criteria he or she established. Provides reasonable feedback on their work result and the work of others, as well as on the usability and environmental impact of the particular solution
1.5. Implementation of the solution		
1.5.1. With the support of the teacher, prepares and presents the created item (design solution) in the classroom or during other school events	1.5.1. Independently presents the developed design solution, characterizes its creation process and how it is to be used	1.5.1. Independently presents the developed design solution, characterizes its creation and the possibilities of use, justifying the choice of solutions
2. Selection of appropriate and safe materials and technologies and skilful use thereof allows to create better design solutions (product and information design, as well as environmental solutions)		
2.1. Working with materials and processing techniques		
2.1.1. Recognizes and evaluates different materials and their properties utilising all senses. Experiments with	2.1.1. Studies and evaluates the physical properties of materials, experiments with different materials, by	2.1.1. Taking into account the characteristics of materials, justifies the choice made in accordance with the

different materials and the possibilities for joining them together. With the help of the teacher, selects different materials, without causing danger to themselves and the environment	interconnecting, dividing and combining them according to a plan. Chooses the appropriate materials which allow creating design solutions without causing danger to themselves and the environment	intended idea, planned function, and user needs avoiding any danger to society and the environment
2.1.2. Taking into account the teacher's guidance and instructions, the student tries, uses and explains the techniques of safe processing of various materials	2.1.2. Tries out different processing techniques and technologies while working with different materials under safety conditions	2.1.2. Tries out processing and finishing techniques and technologies while working with a variety of materials and taking into account how the solution is used, as well as complying with safety conditions
2.1.3. Taking into account the instructions of the teacher, makes items (design solutions) by interconnecting or dividing different materials using the appropriate methods and techniques. Uses the acquired skills in similar situations. With the help of the teacher, corrects any mistakes that have arisen	2.1.3. Creates his or her own design solution by interconnecting, dividing and processing various materials using the appropriate methods and techniques. Sees and names the mistakes encountered and corrects them	2.1.3. Creates his or her own design solution, choosing the most suitable methods and technologies for interconnecting, dividing and processing, and justifies his or her choice. Assess the mistakes encountered in the processing of materials and the possibility of averting them in the future, makes the necessary and possible improvements
2.2. Food technology and table manners		
2.2.1. Determines the characteristics of various foods (their colour, taste, texture, consistency) through his or her own senses. Selects products that are appropriate and safe for consumption, characterizes the quality of foodstuffs according to the instructions of the teacher	2.2.1. Evaluates the characteristics of foods and their mutual compatibility. Selects appropriate products that are safe for consumption by describing the quality of the food based on its appearance, colour, odour, consistency, and composition indicated on the packaging	2.2.1. Evaluates the properties of foodstuffs, their mutual compatibility, the possibilities of replacement and combination. Chooses products that meet the requirements of a balanced diet and are safe, being aware of the quality of food products to be consumed
2.2.2. Names some characteristics that each ingredient and that the quantity of each ingredient gives to the dish	2.2.2. Explains how the characteristics of the cooked dish will differ in a balanced diet, if the ingredients added to the dish and their quantity are changed	2.2.2. Explains how the characteristics of the cooked dish will differ in a balanced diet, if different ways and techniques of food processing were used and if the ingredients of the dish and their quantity would be changed
2.2.3. According to a simple recipe given by the teacher, prepares healthy dishes without heat treatment, using the available foods rationally and without wasting food	2.2.3. Prepares healthy dishes according to a given or his or her own recipe, applies heat treatment of products, using the available foods rationally and efficiently	2.2.3. Prepares healthy dishes according to a given or self-made recipe using different cooking techniques. Plans the selection and quantity of necessary products for a particular dish intended for a specific purpose and according to individual food intake needs
2.2.4. According to the teacher's instructions, lays the table for meals according to specific plan and intent, chooses and uses the necessary dishes and tableware	2.2.4. the student makes their own thematic menu, chooses the type of decorative elements, the manner of serving of the dish, and the composition of the table-top	2.2.4. Evaluates different ways of preparing and serving dishes, types of table-top compositions, thematic menus by choosing the most suitable and appropriate solution for their idea, place and purpose
2.3. Use of programmable devices and computer networks, and management of storage devices		

2.3.1. When developing the solution, performs basic operations with the programmable devices used in the learning process, recognizes icons of few applications and files as well as opens and closes the applications through the standard options offered by the graphical interface of the operating system	2.3.1. Carries out activities with programmable devices used in the learning process, changes the most characteristic interface settings of the operating system and, with teacher's assistance, disconnects and connects to the computer different devices that are used in the learning process, intended for connecting to the computer, and that do not require installation of additional software. Explains the technical characteristics of the programmable devices used in the learning process and their impact on the functionality of these devices	2.3.1. Uses a variety of programmable devices, compares the most popular operating systems and adjusts the interface settings of the operating system according to his or her needs, performs software installation and uninstallation, and disconnects and connects various devices intended for connection to the computer. Evaluates the technical characteristics of the programmable devices (including the main components of the computer) used in the learning process and their impact on the functionality of these devices
2.3.2. Explains that programmable devices can be connected to different computer networks (including wireless internet networks, Wi Fi, and mobile data networks), which may have different usage rules	2.3.2. Explains that different types of computer networks and related devices are used in everyday life, compares the advantages and disadvantages of their use and chooses the most suitable wireless computer network	2.3.2. Explains the basic principles of construction of a simple computer network (including client/server architecture). Classifies devices commonly related to computer networks and describes the possibilities of their use by modelling examples of common computer networks
2.3.3. Following the teacher's instructions, navigates to the storage device file and folder system and searches for the required file or folder	2.3.3. Manages and uses the file and folder management system of the storage devices	2.3.3. Manages and organizes the file and folder system following the best practices of information structuring and using the file management system available in the given situation. Performs data archiving and de-archiving
2.4. Managing and using office, image, video, and audio processing applications and their inherent and shared functionality		
2.4.1. Enters and edits text, following the basic principles of text input and spelling, formats text using built-in styles and the simplest formatting tools, supplements text with images	2.4.1. When creating a solution, uses the word processing application by selecting the input language and using its spelling means as well as including specialized symbols, lists, formulas, tables, and various graphic objects in the text. Changes page settings, formats tables and graphic objects	2.4.1. Creates large structured documents by selecting the most suitable page settings, editing the header and footer, adding a footnote, automatic table of contents, and multi-level lists. Formats text document according to regulatory requirements
	2.4.2. Structures the data in a table using the spreadsheet application. Performs data input (including using automatic filling of cells) and editing. Performs simple calculations, uses relative and absolute address. Plans, creates, and edits column, bar, line, and sector charts for the solution	2.4.2. Structures data by choosing the most appropriate display method and the most rational techniques using the spreadsheet application. Performs data processing and analysis using data sorting and selection, calculations. Performs operations with workbook pages. Imports and exports data
	2.4.3. Compares different ways of data displaying, chooses the most suitable one,	2.4.3. Manages different ways of displaying data

	creates structured and visually easy-to-understand design solutions	(including online) and uses them to meet his or her goals
	2.4.4. Prepares a presentation in the presentation application by following the basic principles of creating a unified design (including character size, text volume, colour usage). Chooses the appropriate type of slide layout, animations, and slide transitions. Delivers presentation, respecting the time allocated for the presentation	2.4.4. Effectively uses presentation application tools and technical devices for presentation preparation and demonstration. Plans, creates, and demonstrates presentation content considering the target audience. Prepares hand-outs
2.4.5. When implementing the task, creates and edits the image of the raster graphics and a part of it by using some basic tools for drawing and setting the working area in one way, and also supplements the image with text	2.4.5. Explains the basic principles, advantages and disadvantages of computer-aided image processing, names the main differences between raster graphics and vector graphics. Creates, formats, and edits a vector graphic image from ready-made forms by selecting and using the appropriate tools. Creates a simple animation using self-made or ready-made images	2.4.5. Creates a drawing or performs digital image processing using appropriate tools, graphics and applications, determines the main characteristics of a digital image
2.4.6. Rotates, views and deletes image, plays audio and watches video in a digital device	2.4.6. Performs processing of the image obtained by themselves using a digital device (including quality enhancement and edge trimming) through a simple image processing application. Performs processing of a video obtained with a digital device using a simple video processing application	2.4.6. Explains the basic principles of video creation and editing. Shoots, photographs and finds or records audio according to the created scenario, performs video post-processing of the obtained material. Chooses the size and format in which to save the image, audio or video appropriate for the purpose of use
2.4.7. Selects the appropriate application for solving problems and completing tasks following instructions given by the teacher	2.4.7. From the proposed list, chooses the most suitable application for solving a given problem	2.4.7. Chooses one or several suitable applications in creating a complex approach to addressing a task (solving a problem) and justifies their choice
2.4.8. With the help of the teacher, customizes some settings of the application according to the user's needs	2.4.8. Customizes typical application settings according to the user's needs, including the location of available tools	2.4.8. Independently adjusts application settings according to the user's needs to increase productivity and security while complying with and evaluating the specifics of the task to be performed
2.4.9. When creating the solution, duplicates text and images between several simultaneously opened documents of one or two applications	2.4.9. When creating the solution, through cutting and pasting, duplicates and moves excerpts of various types of documents (text, image, other objects) between several documents	2.4.9. When creating the solution, duplicates different types of content between different types of documents, providing one-way synchronization of information between the source and the target document, as needed
2.4.10. Stores document applications in the automatically proposed location and format, and regularly saves	2.4.10. For data security purposes, when storing the document, selects the location, format and media following the	2.4.10. Stores the document in the selected or specified storage device (including cloud storage) folder

document changes, minimizing data loss risks	recommendations regarding assigning names to files and folders	and format by protecting or restricting access rights to this file if necessary
	2.4.11. Uses application help and support systems in standard situations, looks for solutions in online communities	2.4.11. Uses application help and support systems, online communities, including finds solutions for non-standard situations and unfamiliar error message outputs
2.5. Use of internet services and online information processing and collaboration tools		
2.5.1. Exchanges information in virtual environment, including performing actions with e-mail messages in system available to the school management and/or students student	2.5.1. Exchanges information in virtual environment, using e-mail in system available to school management and/or students, student and organizes reports in it, as well as prepares a report with attachment, views or saves the files from an attachment to a received message	2.5.1. Exchanges information in virtual environment using different forms and solutions, including explaining the e-mail address structure and using different e-mail systems and other communication tools
2.5.2. Logs into a website with authorization to use the e-services necessary for the learning process, including the school management system and other learning resources	2.5.2. Uses websites that require authorization. Uses e-services and other learning resources necessary for the learning process, including uploading and downloading of files	2.5.2. Uses websites with and without authorization, including activation, deactivation and deletion of the user account. Uses the e-services and other learning resources necessary for the learning process, including digital maps, online databases and applications with a geographic positioning system, online encyclopaedias, while assessing the reliability of the information found and the security of data exchange
	2.5.3. Uses shared documents given by the teacher and other resources as well as online tools and web applications	2.5.3. Selects and uses the most suitable online tools and web applications for a specific task, performs document and file sharing
		2.5.4. Names the most important criteria for choosing the most suitable internet service provider and the type of internet connection subscription, as well as the types of the most commonly used internet services. Describes the benefits and potential risks of using online collaboration services and tools
2.6. Algorithms, data structures, programming languages, and software development		
2.6.1. Writes down, reads and executes simple operations that are expressed in words and graphically (including schematically) and contain several consecutive operations or one cyclic or branched operation	2.6.1. In words and graphically (including through use of flowcharts) writes down, reads, and executes simple algorithms that contain multiple sequential, cyclic, and branched operations. Writes down the algorithm in one of the visual programming languages that guides the object, image or device using the simplest instructions (constructions) of this language	2.6.1. In words and graphically (including through use of flowcharts) writes down, reads, and executes simple algorithms that contain several successive, cyclic and complex operations of different types. Writes down the algorithm, uses the appropriate simple data structures in one of the programming languages. Follows the recommendations of the best practices for programme notation and structuring

2.6.2. Following given instructions, checks whether the written down actions fulfil the given task and notices the errors in the tracing and corrects them.	2.6.2. Using the trial method verifies whether the algorithm fulfils the given task and notices the errors in the algorithm's tracing and corrects them	2.6.2. Develops criteria for assessing the accuracy of his or her algorithm and possible errors. Purposefully (following a pre-prepared plan) checks whether the algorithm performs the given task, searches for errors in the algorithm's tracing and corrects them
2.7. Development of engineering solutions		
2.7.1. Names simple models and toys and tells about their operation	2.7.1. Compares examples of simple engineering solutions, their functionality and materials used	2.7.1. Explores various engineering solutions designed by taking into account environmental factors, necessary functionality and available resources
2.7.2. Builds simple toys and models (including vehicles, buildings, devices) according to instructions and checks their operation	2.7.2. Creates simple models of engineering solutions, and understands the principles of their operation. Examines their functionality according to the criteria given by the teacher	2.7.2. Plans and builds engineering solutions and their models, explains the principles of their operation and usability, and examines the impact of changes in their design, parameters, or materials on functionality
	2.7.3. Makes conclusions on the strength of engineering structures (for example, triangle, quadrangle structures) depending on their construction and the materials used by replacing various parts and structures in simple solutions	2.7.3. Develops a prototype for engineering construction, observing environmental factors, necessary functionality and available resources
2.8. Building robotics solutions and programmable devices		
2.8.1. Builds a model according to instruction using a mechanical construction set	2.8.1. Constructs models and simple robots using mechanical construction set and robot-controlling programmes	2.8.1. Designs a robotic solution based on a given or self-made schematic drawing, using different methods of interconnecting parts (including soldering).
	2.8.2. Studies and compares the use and characteristics of the main components of various programmable devices, and justifies his or her choice and its effect on the model	2.8.2. Creates a programmable device from ready-made components and modules, explaining the principles of their operation, construction and functionality
2.9. Development of environmental solutions		
2.9.1. Explains the differences between natural and built-up environment. Visualizes room according to user needs	2.9.1. Explores and compares different built-up environmental solutions and their compliance with users' needs. Models room solutions for the cohabitation of different users	2.9.1. Explores public outdoor space in nearby surroundings. Analyses the shortcomings and values in its construction. Offers ideas for improvement of outdoor spaces according to the needs of all of its users
2.9.2. Explains his or her role in the formation of the built-up environment and the importance of proportionality in it. Builds the mock-up (model) of a private space and its arrangement on a certain scale, comparing the needs of its user with the possibilities	2.9.2. Models the shared living space, taking into account the mutual needs and possibilities of its various users. Names the common other rooms appropriate for various users	2.9.2. Models and designs a public outdoor space and layout of its facilities on a specific scale, taking into account the needs and capabilities of its users. Explores and compares rooms of various scales in the environment

2.9.3. Names the groups of interrelated elements, of which the structure consists. Explains their functional and visual significance in the building as well as in the context of overall construction. Makes a mock-up of a simple spatial structure	2.9.3. Explains the need to mutually balance the three basic architectural characteristics in a qualitative urban (built) environment. In their solution, the student models how they can be joined together in the building	2.9.3. Explores the impact of sustainable development principles on various solutions for an urban (built) environment. Models their use in his or her solutions
3. Design solutions (product and information design, environmental solutions) are created according to the needs, preferences and possibilities of a particular user and society		
3.1. Cultural heritage is an important source of inspiration for creating new and innovative design solutions		
3.1.1. Names simple examples of cultural heritage in craft, ethnography, design, or architecture	3.1.1. Compares and describes various examples of cultural heritage in craft, ethnography, design, or architecture	3.1.1. Studies in-depth various examples of cultural heritage in craft, ethnography, design, or architecture, which describe the interaction of cultural, technological and environmental solutions
3.1.2. Student creates their own design solution using simple elements of cultural heritage	3.1.2. Develops his or her own design solution based on the interaction of cultural heritage and technology	3.1.2. Based on the studies of cultural heritage and inspired by it, student creates their own design solution
3.2. Thoughtful design solutions are useful and sustainable		
3.2.1. Names examples of sparing use of the selected materials and technologies to minimise negative environmental impacts.	3.2.1. Minimise the use of selected materials and technologies thereby avoiding negative environmental impacts. Understands the importance of being able to re-use materials	3.2.1. Explores and evaluates the use of environmentally friendly materials and services on a daily basis
3.2.2. Following the instructions of the teacher, adjusts individual design solutions to a specific users' need	3.2.2. Evaluates the need to create new design solutions, adapts individual existing design solutions to different user needs	3.2.2. Student creates and implements their idea in accordance with the principles of sustainability
3.3. In the development of quality design solutions, it is important to be aware of the work environment, and to take into account safety and ethical considerations		
3.3.1. According to the instructions of the teacher, organizes the working environment, observes the rules of labour safety and recommendations for work beneficial to health. Explains the various factors that can threaten health or result in a dependency (addiction) on processes, and knows how to ask for help from an adult in a critical situation	3.3.1. Takes care of his or her health and, according to the conditions of a health-enhancing work environment, adjusts the environment according to guidelines that the teacher provided, takes measures to avoid possible hazards and dependencies (addictions), including those related to inordinate use of computer games, smart devices and social networks	3.3.1. Characterizes ergonomic requirements for the arrangement of the work environment. Independently takes measures to reduce health disorders at work and maintains them. Is aware of factors that may affect and threaten health and takes measures to avoid potential hazards and dependencies, including inordinate use of computer games, smart devices, and social networks
3.3.2. Explains safety rules and uses personal protective equipment following the teacher's instructions in accordance with the tasks to be performed in the creation of design solutions	3.3.2. In the process of developing a design solution, complies with the work safety requirements, rules of operation of power tools and electrical appliances and uses personal protective equipment	3.3.2. In the process of development of the design solution, complies with work safety requirements and uses personal protective equipment while working with manual, electric, portable tools, machine tools and accessories
3.3.3. Gives examples to explain potential threats in the virtual environment and reports	3.3.3. Complies with safety rules and measures while working with programmable devices online, knows to whom	3.3.3. Acts in accordance with safety and ethical standards while working with programmable devices and

to the teacher or adults if he or she has encountered any	and how to report a threat in the virtual environment if and when any is encountered	online and explains the importance of such standards
3.3.4. In digital communication, adheres to norms of decency and basic principles of ethics	3.3.4. Responsibly builds and manages his or her identity, adhering to the principles of creating secure passwords and not disclosing personal data on the web	3.3.4. Reduces the chances of identity theft by describing the methods used in identity theft by providing examples
3.3.5. Is aware of some factors that may threaten the security of the device, software, and data (including in the virtual environment), and in critical situations asks for help from an adult	3.3.5. Complies with safety rules and safety measures while working with programmable devices. Is aware of factors that may affect and threaten the security of the device, software, and data and takes measures with the help of a competent person to avoid potential threats	3.3.5. Is aware of factors that may affect and threaten the security of the device, software, and data, and takes measures to avoid potential threats
3.3.6. Explains why one needs to get the right to use the content created by others. When creating a document, refers to the information sources used	3.3.6. Compares different types of software licenses, explaining the concepts of "copyright " and "intellectual property", the meaning of and compliance with these concepts and creates their own solutions for application of these concepts. When creating documents containing information found on other resources, indicates the source	3.3.6. Complies with intellectual property and personal data protection rules and is able to assess the consequences of non-compliance with these rules. When creating documents in which the information found on other resources is quoted or compiled, makes the proper references to the source
3.3.7. Names examples of hazardous substances used in everyday life and the damage caused by them to people and the environment	3.3.7. Uses various sources of information, explains the impact of various materials and dangerous substances on humans and the environment	3.3.7. While using information on the impact of hazardous substances on human health and environment, makes conclusions on the use of various materials and hazardous substances in the development and use of design solutions
3.4. With the development of science and technology, new, innovative design solutions are emerging		
3.4.1. Names and compares examples of design solutions that are created manually using simple hand tools. Describes his or her experience in the process of creation of these solutions	3.4.1. Compares the advantages, value and disadvantages of hand-made and industrialized items (design solutions), using own experience and observations as well as various sources of information	3.4.1. Studies and compares diverse design solutions created in the production process, explains the differences, advantages and disadvantages of different production and solution creation processes
3.4.2. Gives examples where technological solutions are used in the creation of a design solution	3.4.2. Explains and describes the production process (technological solutions to ensure production) and development of design solutions	3.4.2. Models the technological processes of manufacturing and the course of the main stages of manufacturing
3.4.3. Names the raw materials used in the manufacture of various household items	3.4.3. In their own words, the student explains simple technological processes (raw material, process, product), makes experiments to model technological processes using various sources of information	3.4.3. Explains the course of key technological processes through regularities of the natural science and diverse sources of information
		3.4.4. Explores how companies and design solution

		developers plan and implement innovation processes and develop products

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Annex 8
Regulation No 747
adopted by the Cabinet of Ministers
on 27 November 2018

II. Results to be attained in Health and Physical Education upon graduation from 3rd, 6th, and 9th grade

1. Mastering diverse basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health		
1.1. Movement (walking ,running, crawling, exercises with sports equipment, swimming)*		
When graduating from 3rd grade	When graduating from 6th grade	When graduating from 9th grade
1.1.1. Purposefully and creatively performs various exercises in walking, running and crawling with a change in rhythm, step length and direction according to the environment, for example, independently chooses the sequence of performing basic movements	1.1.1. According to the environmental situation, individually and in pairs combines walking, running, and crawling with other basic movements, for example, independently creates “exercise circles”	1.1.1. Analyses, evaluates and independently makes decisions, combining walking and running exercises in conjunction with other basic movements, such as jumping, throwing
1.1.2. Demonstrates the basic movements of sliding, driving, rolling on different surfaces, in different environments (classic steps, descents, braking, climbing, forward movement in a straight line, falling, starting and stopping, driving, skating)	1.1.2. Moves by combining different steps/movements across different surfaces, terrain and according to weather conditions individually or in pairs (gliding steps, overcoming unevenness of a surface, forward movement, backward movement, cross-step, obstacle avoidance)	1.1.2. Independently finds the best solution for performing skiing, skating and cycling (with a kick scooter, with a bike, with a bicycle and/or with a skateboard) exercises according to the situation and safe conduct
1.1.3. Recognizes and uses prepared, suitable sports equipment and personal protective equipment, adjusts it to his or her body (sticks, skis, boots, skates, bicycle, helmet, hand and foot guards)	1.1.3. Prepares suitable sports equipment and personal protective equipment for himself or herself in compliance with the selected physical activity and weather conditions	1.1.3. Analyses, evaluates and uses good judgement on the conformity of sports equipment and personal protective equipment selected by himself or herself and others in relation to the aim of a physical activity
1.1.4. In the water, performs breathing exercises, strokes and movements of hands and feet with and without aids, and not in a particular style	1.1.4. Swims free style and performs jumps into the water from the edge of the pool, maintaining a vertical position	1.1.4. Capable of swimming certain distances according to their individual abilities and analyses the performance of his or her swimming style according to criteria they themselves have predefined in order to plan his or her further activities
1.1.5. Dives in deep water, lifts objects under the water from the bottom of the pool	1.1.5. Dives according to his or her abilities by performing movements they themselves choose with hands and feet, moving forward under water	1.1.5. Creates and performs swimming exercises appropriate to his or her interests for the improvement of diving skills
1.2. Overcoming the barriers (jumping, crawling, climbing, scrambling, rolling)		

1.2.1. Individually performs horizontal and vertical jumps of different heights and distances on the spot and when moving, when putting weight on one or both feet with and without gymnastics equipment (jumps in circles, from one line to another, mounts and jumps to/from a height)	1.2.1. Combines and connects jumping with other basic movements in different environments and with different kinds of equipment (horizontal and vertical jumping, overcoming different low structures with and without turns) individually and in pairs	1.2.1. Combines and improves jumping movements in gymnastics, athletics and parkour exercises according to the situation and safe conduct (uses music, cords, poles, log and natural obstacles in the exercise environment)
1.2.2. Individually overcomes obstacles by rolling, climbing, crawling on different surfaces, in different directions taking into account a complex environment	1.2.2. Combines and inter-links crawling, rolling, scrambling (rolls, somersaults, postures, handsprings, supports, balances, pyramids) and climbing (along the gymnastic wall, stairs) with other basic movements, such as jumping in different environments, with and without special equipment, individually and in pairs	1.2.2. Analyses, evaluates, and independently makes decisions and demonstrates climbing the walls of various structures, creative gymnastic combinations, and selects the appropriate equipment and musical accompaniment
1.3. Moving objects (throwing, rolling, catching and hitting an object)		
1.3.1. With the support of the teacher, chooses the best solution and uses it for throwing, catching, rolling and hitting various objects (for example, balls of different size and weight, circles, natural objects) in different directions and targets on the spot and while in motion, with one hand, one foot or both hands and feet	1.3.1. Having critically evaluated his or her abilities, combines and connects throwing, catching, rolling, and hitting objects with other basic movements, such as running, jumping, climbing individually, and in pairs	1.3.1. Analyses, evaluates, independently makes decisions when acting in familiar and new situations in athletics, sports games and singles' exercises and sets of exercises, moving objects (throwing, rolling, catching and hitting the object), for example, to promote football skills and physical fitness
2. Regular, systematic and varied physical activities form the basis of physical health and healthy lifestyle habits		
2.1. Movement plays and games, softened or modified sports games and single games with eased or modified rules**		
2.1.1. Operates with a variety of items in kinetic play and games, proposes alternatives and, in accordance with a specific situation in the game , combines control, passing, throwing, hitting	2.1.1. Purposefully uses ball/object control, assists, serves, throws/hits in sports games and singles with eased rules or in their exercises, applies simple techniques and strategies for attack and defence	2.1.1. Plans, evaluates and uses new and creative solutions, attack and defence techniques and strategies in various game situations for control of the object or ball, including passing, serving, catching and throwing/hitting into basket/goal/a particular zone, shares the responsibility for the achieved result
2.1.2. In cooperation with the teacher accepts and follows the rules of fair play, controls their actions and manifestations of various emotions in play and game situations	2.1.2. Demonstrates ethical behaviour, fair play, control and, according to the situation, expresses his or her emotions, manages stress through, for example, relaxation and breathing exercises	2.1.2. Manages his or her thoughts, emotions, and behaviour in a tense and controversial game situation
2.2. Dance and rhythmic combinations		
2.2.1. Performs basic movements, including different hand grips and rhythmic exercises of various dances individually with and without an object in musical accompaniment, such as walking, polka, Galloping steps,	2.2.1. Purposefully performs individual dance steps and figures of different styles in pairs, combines various rhythmic and gymnastic exercises	2.2.1. Chooses dance moves of different styles, dances, combinations of movements with an object and without it, improvises, independently chooses musical accompaniment

lateral inner grip of hands, rhythmic walking with hand movements		
2.3. Adventure activities		
2.3.1. Moves with a terrain scheme in a familiar and well-visible area (knows how to orient the map by surrounding objects, understands the schematic representation of the map at a distance of visibility, such as school stadium, school yard)	2.3.1. Moves with the map in an area with good visibility (recognizes orientation map colours and 10 symbols used on the map in the school neighbourhood), determines and controls the distance on the map and area (understands the scale of the map), uses the compass to orient the map properly	2.3.1. Moves in an unfamiliar area using different maps, including digital maps (recognizes 20 symbols on the map being used for orientation establishes the exact direction with a compass, finds objects next to check-points), and evaluates his or her performance
2.3.2. With the support of the teacher, overcomes obstacles in nature (fallen trees, terrain irregularities) or self-made barriers (for example, on an obstacle course with balance track, cones, barriers)	2.3.2. Goes on a hike and independently overcomes obstacles in nature, works with classmates in twinning games	2.3.2. Plans and participates in a hike, getting past obstacles in nature, orients in a particular place, performs physical, communication, and cooperation exercises including for touristic purposes, arranges backpack content according to the duration, distance, and type of hike planned
2.4. Self-defence		
2.4.1. Purposefully learns safe self-defence postures, and how to curl and protect himself or herself when falling	2.4.1. Recognizes the situation for the use of self-defence techniques, uses the appropriate posture, performs falls from different positions on different parts of the body, is able to protect himself or herself against attacks with hands and feet	2.4.1. Critically assesses the situation and, with the help of self-defence techniques, avoids and unlocks the grips and clasps of the opponent, avoiding attempts made to throw them or strangle them
3. Physical activity is a prerequisite for good physical and mental health		
3.1. When working out, characterizes reactions of the body, such as heart rate, frequency of breathing, fatigue	3.1. Characterizes the relationship between physical activity and cognitive abilities, such as brain functions: concentration, memory	3.1. Analyses, evaluates and uses exercises that affect the health of the metabolic, immune, cardiovascular, skeletal, and muscular systems
3.2. Knowingly and following a sample program prepares for physical activities (with warm-up and stretching exercises)	3.2. Responsibly and independently prepares for physical activities	3.2. Compares the preparatory exercises chosen by himself or herself and others before performing various physical activities
3.3. Under management of the teacher, participates in the exercises of general physical development (movement coordination, overall endurance, strength, speed, and flexibility), presents the dynamics of his or her natural physical fitness, for example, by using the possibility to count and record the steps on daily basis	3.3. Independently recognizes and uses individual exercises for the development of his or her general physical abilities (coordination of movements, general endurance, strength, speed, flexibility) and keeps track of changes in his or her physical fitness in health-promoting lessons. Gets acquainted with the possibilities of digital technologies to use them in practicing a healthy lifestyle, for example, to record the amount of load, count the steps	3.3. Analyses the load of general physical training exercises (coordination of movements, general endurance, strength, speed, flexibility) necessary for himself or herself in accordance with his or her work abilities and evaluates the changes in his or her physical fitness. Selects and uses digital technologies for controlling and maintaining his or her health and lifestyle, such as mobile applications, planning hikes; when orienteering classifies and records the work done with the global positioning system (GPS)

3.4. Dresses according to physical activity purpose and weather	3.4. Independently chooses and uses clothing and footwear according to the specifics of physical activity, observes personal hygiene (for example, when washing with soap) before and after physical activity	3.4. Selects, evaluates and uses suitable clothing and footwear for physical activity of his or her own interest, both indoors and outdoors. Observes personal hygiene to protect himself or herself from infections, adverse reactions of and injuries to the body and explains the spreading of infections related to reproductive health and importance of preventive measures
3.5. Under the guidance of the teacher, plans and follows the regime of his or her day (sleep, studying, rest)	3.5. Independently follows the previously established amount and content of physical activities in their daily regime	3.5. Judges the impact of the plan for the day on working capacity and health and sets goals for improving the daily plan and achieving the goals in order not to harm his or her body and protect themselves from injury
3.6. Describes his or her daily eating habits and discusses them in the context of physical activities	3.6. Studies and, according to self-determined criteria, chooses to use a healthy diet before and after physical activities	3.6. Analyses the relationship between the energy taken with the food and the energy consumed during daily activities and, based on various sources of information, builds their nutrition plan in relation to the amount of physical activity
3.7. Is familiar with a healthy school environment, such as outdoor and indoor physical activity zones, transformable classroom setting, areas for relaxation, fresh air, light	3.7. Acts in a manner facilitating health and wellbeing, encourages and motivates others to create a healthy school environment	3.7. Makes personally and socially responsible decisions by engaging himself or herself in a health-enhancing school environment
4. Safety and health for ourselves and others is influenced both by our own judgements, awareness of possible risks and evaluation of our actions, and readiness to respond appropriately in unexpected and unfamiliar situations		
4.1. Recognizes safe behaviour in his or her everyday life, including at home, in the learning environment and in their surroundings, in contact with people, in emergency situations, and, with the support of an adult, acts safely. 4.2. Recognizes the importance of safety and complies with the road traffic rules, for example, when using a bicycle, skateboard, scooter, roller blades, when being near the railway, crossing the street, crossing roads, and crossing train tracks. 4.3. With the support of the teacher, names the public places of physical activity and leisure in which he or she visits (sports centres, playgrounds, ski and snowboard tracks) and the safety rules developed for such places	4.1. Assesses the situation, makes decisions and takes responsibility for appropriate action to protect himself or herself and others while being in places where a lot of people gather, such as stations, public transport, mass events, shopping centres, cinemas. 4.2. When trying out new activities, independently assesses safe behaviour in road traffic, for example, when cycling, skateboarding, riding a scooter, using roller blades. 4.3. Purposefully and with understanding follows the safety rules developed by establishments of public physical activities and leisure in the vicinity	4.1. Models, plans and analyses various hazards in the vicinity, for example, in case of floods, storms, chemical leakage, fire, and breakdowns in communication. 4.2. Assesses and eliminates risks, makes decisions according to the given circumstances when riding a bicycle, moped, skateboard, scooter, and roller blades, skiing, skating and Nordic walking. 4.3. Assesses the safety rules developed by public facilities for physical activities and leisure and sees options for changes that would improve the environmental safety

4.4. With the teacher's guidance, learns coordination exercises to ensure personal safety, such as the ability to navigate through various spaces, the response time of movements and the ability to adjust movements in a changing situation and unusual tasks	4.4. Selects appropriate coordination, strength and endurance exercises and uses them to promote his or her safety, such as running quickly while avoiding and getting past obstacles	4.4. In cooperation with others chooses and uses appropriate physical fitness-enhancing exercises that help to make safe decisions for responsible action in various unexpected and dangerous situations, such as self-orientation in a crowd of people and understanding the layout of premises during evacuation and how to avoid colliding with others in such cases
4.5. Has mastered the basic rules of safe behaviour in the water and recognizes safe and unsafe situations in pool and open water	4.5. Recognises and assesses situations where assistance to a "drowning person" (simulating rescues in the pool) from the shore is to be provided, and the occasions when life jackets must be used	4.5. Demonstrates safe and smart behaviour in the water and decides how to handle possible dangerous situations in the water (drowning, currents in rivers and the sea , leg cramps, swimming too far from the shore, the effects of cold water, what to do when boats capsize)
4.6. In the school's evacuation training follows teachers instructions regarding the evacuation process, memorizes and takes into consideration the direction, place of assembly.	4.6. Studies the possibility of emergencies at events organized by the school and analyses safe conduct	4.6. Cooperates in modelling possible dangerous situations that require evacuation (from large scale events with lots of people, from shopping centres, movie theatres), makes safe and responsible decisions and takes appropriate action
4.7. Under the guidance of a teacher, learns basic first aid for bruises, wounds and light injuries, recognizes situations when it is necessary to ask for help from an adult in case of falling ill , knows the emergency number 112	4.7. Is able to assess increased risks of traumatic injuries, provide first aid to himself or herself and people affected by an accident, knows how to use the emergency number 112, as well as numbers of other institutions, such as crisis centres and hotlines	4.7. Acts in accordance with the proper sequence of first aid procedures at the scene of an accident, makes rational decisions on calling in when there are emergencies

Notes.

1. * Taking into account weather and school equipment available, school offers an opportunity for students to learn in grades 1-9 the basic exercises involving at least two types of movement (skiing, skating, roller blading using a kick scooter or a bike, cycling and skateboarding, Nordic walking and swimming).
2. ** Taking into account weather and the school equipment available, students in grades 4-9 are offered the opportunity to become acquainted with at least six sports games for groups of players with rules appropriately modified for this age group, such as basketball, volleyball, football, handball, Frisbee, floor ball, touch rugby, kin-ball, water polo, and other games, and at least four sports with rules appropriately modified for the age group, such as badminton, table tennis, disc golf, mini cricket, bochia, gorodki, mini curling, speedminton and other games for single players.

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Annex 9
Regulation No 747
adopted by the Cabinet of Ministers
on 27 November 2018

III. Assessment of student's performance at their respective learning level

1. The student's performance in accordance with the targeted result is assessed according to the following criteria:

   1.1. the extent and quality of demonstrated knowledge, understanding, basic skills acquired as well as transversal skills and attitudes displayed;

   1.2. need for support;

   1.3. ability to use the information learned and skills acquired in both standard and unfamiliar situations.

2. The student's performance in accordance with the targeted result is expressed by the level they "have started to master", if:

   2.1. the student's performance (demonstrated knowledge, understanding, basic skills, transversal skills and attitudes) indicates that the planned achievement of the result has been initiated;

   2.2. the student demonstrates the performance with the support of the teacher in a particular situation. The student needs support and regular teacher approvals to perform the task;

   2.3. the student must continue to study systematically to successfully learn the remainder of the curriculum.

3. The performance of the student according to the targeted result is expressed by the level "continues to master", if:

   3.1. the student's performance (demonstrated knowledge, understanding, basic skills in the field of education, transversal skills and attitudes) shows that the planned targeted result is partially achieved and not sustainable;

   3.2. the student demonstrates mostly independent performance in a typical situation; in a separate case, also in a less known situation, uses supporting materials if necessary. Sometimes prompting is required to complete the task;

   3.3. the student should continue to improve certain individual knowledge, understanding, basic skills in the field of education, transversal skills and attitudes.

4. The performance of the student according to the targeted result is expressed by the level "has mastered", if:

   4.1. the student's performance (demonstrated knowledge, understanding, basic skills in the field of education, transversal skills and attitudes) shows that the targeted result is fully achieved and is sustainable;

   4.2. the student demonstrates performance both in a known typical situation and in an unfamiliar situation. The task is performed independently;

   4.3. the student is prepared for further mastering of the content of learning in the next grade.

5. The performance of the student according to the targeted result is expressed by the level "has mastered in depth", if:

   5.1. the student's performance (demonstrated knowledge, understanding, basic skills in the field of education, transversal skills and attitudes) shows that the targeted result is achieved in depth and is sustainable; is able to justify the choice of the appropriate strategy;

   5.2. the student demonstrates performance in a known typical situation, in an unfamiliar and interdisciplinary situation;

   5.3. the student is prepared for further mastering of the content of learning in the next grade. This level does not mean that the student has exceeded the targeted result established in this grade.

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Annex 10
Regulation No 747
adopted by the Cabinet of Ministers
on
27 November
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IV. Assessment of Student's Achievements in Learning on a 10-point Scale

1.The 10-point scale of the assessment of learning achievements consists of the following criteria:

1.1. extent and quality of the obtained knowledge;

1.2. the acquired basic skills in the field of education and transversal skills;

1.3. developed habits and attitudes that confirm values and virtues;

1.4. dynamics of development of learning achievements.

2.The student's learning achievements in the subject are expressed on a 10-point scale (10 – outstanding, 9 – excellent, 8 – very good, 7 – good, 6 – almost good, 5 – satisfactory, 4 – almost satisfactory, 3 – poor, 2 – very poor, 1 – very, very poor). When giving an assessment in the 10-point scale, the criteria are assessed as a whole.

3.The student gets a score of 9 and 10 points if he or she:

3.1. has acquired knowledge, understanding and basic skills in the fields of education and transversal skills and is able to use the content of learning independently for the formation of new knowledge and solving complex problems in changing real life situations;

3.2. is able to solve particular problems, to justify and logically argue the thought, to see and explain patterns;

3.3. is able to synthesize individual knowledge and skills into a single scene, in balance with reality;

3.4. is be able to express his or her opinion independently, to define assessment criteria, anticipate consequences;

3.5. 3.5. knows how to respect and appreciate different opinions, promotes cooperation in solving learning problems.

4.The student gets a score of 6, 7 and 8 points if he or she:

4.1. is able to comprehensively reproduce the content of learning (in full or close to it), sees patterns and problems, distinguishes the essential from the minor;

4.2. knows how to use knowledge and skills, using an example, analogy or, in familiar situation, performs typical and combined learning tasks;

4.3. completes the tasks conscientiously, presents abilities and developed volitional qualities;

4.4. in the basic questions of the content of learning expresses their personal apprehension more at the level of discovery than at the level of analysis;

4.5. has mastered the skill of cooperation and communication;

4.6. develops learning achievements successfully.

5.The student gets a score of 4 and 5 points if he or she:

5.1. has familiarized the stated content of learning, knows how to distinguish the essential from the minor, knows and can define concepts, main laws and patterns, solves most typical tasks without mistakes;

5.2. sets out the content of learning in a sufficiently clear and comprehensible manner;

5.3. in the learning process, uses traditional methods of cognition, following the instructions of the teacher;

5.4. able to express personal apprehension of the memorized content of learning;

5.5. has underdeveloped cooperation and communication skills;

5.6. keeps developing learning achievements.

6.The student gets a score of 1, 2 and 3 points if he or she:

6.1. knows and is able only to perceive the content of learning, but is not able to remember and reproduce a reasonable amount of the mastered content (at least 50 %), performs primitive tasks only following a example in a well-known situation, and performs only a part of task without mistakes;

6.2. outlines the content of the lesson, but it is incomprehensible to others, rarely distinguishes the essential from what is less important;

6.3. is able to express personal attitudes episodically or does not have his or her own opinion;

6.4. has not developed cooperation skills;

6.5. has inadequate development of learning achievements.

7.The assessment of learning achievements of a student in a subject in the 10-point scale is determined in details by the subject teacher in accordance with this Regulation, the planned targeted results of the student in the field of education as well as with the subject programme in the specific grade.

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Annex 11
Regulation No 747
adopted by the Cabinet of Ministers
on
27 November
2018

V. Sample Primary Educational Programme

(educational programme codes 21011111, 11011111, 21011113, 21011114, 23011111, 23011113, 23011114)

A. I. Objectives and tasks of the implementation of the educational programme

1. The purpose of the primary school educational programme (hereinafter – the educational programme) is to provide the student with comprehensive development and value orientation so that the student would like to and would be able to continue the general education or learn a profession, to get involved in the life of the community, and to develop himself or herself as a happy and responsible person. The tasks shall be implemented in accordance with the National Primary Education Standard.

B. II. Educational content

2. The mandatory content of primary education and the planned results of its acquiring in the fields of education are determined in the National Primary Education Standard.

C. III. Requirements for previously acquired education

3. Students are enrolled to the 1st-9th grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in general educational programmes and are discharged from them, as well as the minimum requirements for moving of the learners of these programmes to the next grade level.

IV. Principles of organization and plan of implementation of the pedagogical process

D. (including according to subjects)

4. The acquisition of primary education can be organized in the form of full-time learning, extracurricular learning and distance learning.

5. For the organization of the pedagogical process, the educational institution, depending on the form of education obtaining, develops a plan for the implementation of subjects and lessons in compliance with the total number of lessons in subjects laid down in Table 1 and 2.

E. Number of lessons in the subject in three years[1]

Table 1

No.	Education field and subject	grade 1–3	grade 4–6	grade 7–9
1.	Field of languages			
1.1.	Latvian language[2]	624 (18)	490 (14)	315 (9)
1.2.	foreign language 1, foreign language 2[3]	208 (6)	385 (11)	525 (15)
2.	Field of social and civic education			
2.1.	social studies	104 (3)		105 (3)
2.2.	social studies and history		245 (7)	
2.3.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts	174 (5)	105 (3)	105 (3)
3.2.	music	208 (6)	175 (5)	105 (3)
3.3.	literature		140 (4)	210 (6)
3.4.	drama		70 (2)	35 (1)
4.	Field of natural sciences			
4.1.	natural sciences	208 (6)	210 (6)	
4.2.	chemistry			140 (4)
4.3.	physics			140 (4)
4.4.	biology			210 (6)
4.5.	geography			210 (6)
5.	Field of mathematics			
	mathematics	416 (12)	560 (16)	525 (15)
6.	Field of technology			
6.1.	design and technology	173 (5)	140 (4)	140 (4)
6.2.	computing		105 (3)	175 (5)
6.3.	engineering sciences			35 (1)
7.	Field of health and physical activity			
	sport and health[4]	278 (8)	315 (9)	315 (9)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In the fourth grade, it is recommended to devote one lesson of the Latvian language per week to studying literature.

[3] The division of lessons between the first and second foreign languages is determined by the educational institution in accordance with the priorities established in its development plan. Learning the second foreign language is started in the fourth grade.

[4] In the subject *Sports and Health*, three lessons are planned regularly, every week for all grades, in the first grade – two lessons per week.

Number of lessons in three years in the subject[1] by organizing the acquisition of primary education in the form of extracurricular or distance learning

Table 2

No.	Education field and subject	grade 1–3	grade 4–6	grade 7–9
1.	Field of languages			
1.1.	Latvian language[2]	312 (9)	315 (9)	315 (9)
1.2.	foreign language 1, foreign language 2[3]	104 (3)	210 (6)	210 (6)
2.	Field of social and civic education			
2.1.	social studies	35 (1)		105 (3)
2.2.	social studies and history		175 (5)	
2.3.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts[4]	104 (3)	105 (3)	105 (3)
3.2.	music[4]	104 (3)	105 (3)	105 (3)
3.3.	literature		105 (3)	105 (3)
3.4.	drama[4]		35 (1)	35 (1)
4.	Field of natural sciences			
4.1.	natural sciences	104 (3)	105 (3)	
4.2.	chemistry			70 (2)
4.3.	physics			70 (2)
4.4.	biology			105 (3)
4.5.	geography			105 (3)
5.	Field of mathematics			
	mathematics	243 (7)	315 (9)	315 (9)
6.	Field of technology			
6.1.	design and technology[4]	104 (3)	105 (3)	105 (3)
6.2.	computing		105 (3)	105 (3)
6.3.	engineering sciences			
7.	Field of health and physical activity			
	sport and health[4]	104 (3)	104 (3)	104 (3)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In the fourth grade, it is recommended to devote one lesson of the Latvian language per week to studying literature.

[3] The division of lessons between the first and second foreign languages is determined by the educational institution in accordance with the priorities established in its development plan. Learning the second foreign language is started in the fourth grade.

[4] In subjects *Drama*, *Music*, *Visual arts*, *Design and Technology*, *Sports and Health*, students can master the theoretical part of the learning content.

6. The total number of lessons per subject is set for three years, so that the educational institution can plan the curriculum flexibly and organize the learning process according to the results to be achieved, the needs of the students and the opportunities of the educational institution.

7. The educational institution, by an order of its head, approves the plan of subjects and lessons with the total number of learning hours in the subject per month, semester, school year, and for three years in the following stages: 1st–3rd grade, 4th–6th grade, and 7th–9th grade.

8. The educational institution, in correspondence with the priorities laid down in the development plan, can reduce or increase the number of lessons in a subject without exceeding 10% of the total number of lessons within three years in the subject where the number of lessons is being changed, except for a state

gymnasium, where, in 7th–9th grade, in correspondence with the priorities laid down in the development plan, the number of lessons in a subject can be decreased or increased without exceeding 25% of the total number of lessons within three years in the subject where the number of lessons is being changed.

9. The educational institution may determine subjects which, during the school year, are fully or partially implemented in one of the official languages of the European Union, subject to the provisions of the National Education Standard.

10. The educational institution shall be determine the first foreign language to be learned, which is one of the official languages of the European Union, in accordance with the objectives and tasks laid down in its by-laws subject to the parents' choice, and efficiency.

11. Various forms of teaching and education work are used to achieve the objectives set out in the National Primary Education Standard by changing the duration of their implementation according to the purpose and learning needs of the students. The planned targeted results of a student are achieved in a unified learning and educational process, which contains both work in the lessons and activities included outside the total learning load.

12. In addition to the total learning load, the following shall be included in the educational programme:

12.1. class education lessons planned according to the needs of teaching and educational work, including in them, for example, health education and road safety issues;

12.2. optional lessons (including *Choir, Collective Music, Christian Studies in 1st−3rd grade* and *Religious Education*), which are organized for a group of students subject to the principle of voluntarism (basis: application of parents);

12.3. lessons for individual work with students;

12.4. measures in accordance with Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

13. The educational institution shall draw up for a student the individual plan for learning of the educational programme to help him/her to integrate into the overall learning process by planning individual lessons or providing other forms of support, within the limits of the lesson load per week laid down in the General Education Law if the student has returned or arrived from abroad or has been ill for a long term, or the student has other learning needs.

14. Lessons can include 2–3-minute dynamic pauses for the development and strengthening of student posture.

15. To implement the curriculum, the educational institution or the teacher shall select the learning aids in accordance with the targeted results of a student and apply the criteria laid down in the Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

F. V. Characteristics of the learning environment

16. The educational institution shall ensure educational process that complies with hygiene requirements laid down in regulatory enactments, inclusive, intellectual, socio-emotional development and health-enhancing, physically and emotionally safe learning environment, which meets the needs of physical and mental development associated with the students' age and the requirements of universal design, such as easy-to-perceive information, convenient access, contrasting design of environmental objects on the floor and indoors.

17. An educational institution, when offering the implementation of primary education programmes to distance learning and achieving the targeted results planned in the National Primary Education Standard, shall ensure appropriate human and technical resources, for example, to organize video lectures and individual online consultations, for communication in the online learning environment of the educational institution or for development of the learning materials intended for the distance learning.

G. **V**

I. Procedure for evaluation of students' school achievements

18. The basic principles of assessment of students' performance, the types of assessment, the way the assessment is expressed and the state-defined examination work at the end of the education stage are defined in the National Primary Education Standard.

19. The educational institution shall, in accordance with the basic principles of assessment laid down in the National Primary Education Standard, develop procedures for assessment of students' learning achievements, for example, determining the purpose of the assessment, its place in the learning process, the amount and number of examinations, without planning more than one to two final examination works of a topic per class per day, the way of informing the student's parents or legal representatives, cases of the use of "nr" (no rating).

20. Methodological techniques applied in the assessment of students' learning achievement, timing and assessment criteria shall be determined by the teacher, considering the targeted results of the student set out in the field of education and the procedure for the assessment of the students' learning achievements developed by the educational institution.

21. The learning of the educational programme in each grade is evidenced by school-report card that includes an assessment of the student's performance in each subject at the end of the school year. Students are moved up to the next grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in general education programmes and are discharged from them, as well as the minimum requirements for moving of the learners of these programmes to the next grade.

VII. Evaluation and justification of the personnel, financial and material resources necessary for the implementation of the educational programme

22. When implementing the educational program, the educational institution complies with the requirements of regulatory enactments that regulate the operation of educational institutions.

23. The costs related to the implementation of the educational programme shall be borne by:

23.1. in an educational institution established by the state – from the state budget;

23.2. in an educational institution established by a local government – from the state and local government budget;

23.3. in an educational institution established by a private person – from the state, municipal and private budget.

24. The number of hours to be paid per month shall be calculated according to the plan of implementation of the subjects and hours approved by the head of the educational institution.

25. The workload and remuneration of the teacher shall be determined in accordance with the regulatory framework regarding the remuneration of the teachers' work.

26. Within the approved teachers' wage fund, the educational institution has the right to divide a grade into groups to learn individual subjects as well as to merge students from grade of one educational stage to learn individual subjects both for all lessons or a part of them.

Acting Minister of Education and Science,
Minister of Welfare Jānis Reirs

CDL(2019)000
Annex 12
Regulation No 747
adopted by the Cabinet of Ministers
on
27 November
2018

VI. Sample Programme for Primary Minority Education

(educational programme codes 21011121, 11011121, 21011123, 21011124, 23011121, 23011123, 23011124)
(educational programme codes 21011121, 11011121, 21011123, 21011124, 23011121, 23011123, 23011124)

H. I. Objectives and tasks of the implementation of the educational programme

1. The purpose of the primary school minority educational programme (hereinafter – the educational programme) is to provide the student with comprehensive development and values orientation so that the student would like to and would be able to continue the general education or learn a profession in the official language, to get involved in the life of the community, and to develop himself or herself as a happy and responsible person. The tasks shall be implemented in accordance with the National Primary Education Standard.

2. Implementation of the minority educational programme:

2.1. provides the learning of ethnic culture;

2.2. promotes integrated mastering of the official language and content of learning;

2.3. facilitates the student's integration into Latvian society.

I. II. Educational content

3. The mandatory content of primary education and the planned results of its acquiring in the fields of education are determined by the National Primary Education Standard.

J. III. Requirements for previously acquired education

4. Students are enrolled to the 1st–9th grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in general educational programmes and are discharged from them, as well as the minimum requirements for moving of the learners of these programmes to the next grade.

K. IV. Principles of organization and plan of implementation of the pedagogical process (including in accordance with subjects)

5. The acquisition of primary education can be organized in the form of full-time learning, extracurricular learning and distance learning.

6. For the organization of the pedagogical process, the educational institution, depending on the form of education obtaining, develops a plan for the implementation of subjects and lessons in compliance with the total number of lessons in subjects laid down in Table 1 and 2 of this Annex.

L. Number of lessons in the subject in three years[1]

Table 1

No.	Education field and subject	grade 1–3	grade 4–6	grade 7–9
1.	Field of languages			

1.1.	Latvian language	520 (15)	525 (15)	525 (15)
1.2.	foreign language 1, foreign language 2	174 (5)	245 (7)	315 (9)
1.3.	minority language and literature	312 (9)	315 (9)	315 (9)
2.	Field of social and civic education			
2.1.	social studies	104 (3)		105 (3)
2.2.	social studies and history		245 (7)	
2.3.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts	104 (3)	105 (3)	105 (3)
3.2.	music	104 (3)	105 (3)	105 (3)
3.3.	drama		70 (2)	
4.	Field of natural sciences			
4.1.	natural sciences	208 (6)	210 (6)	
4.2.	chemistry			140 (4)
4.3.	physics			140 (4)
4.4.	biology			210 (6)
4.5.	geography			140 (4)
5.	Field of mathematics			
	mathematics	416 (12)	560 (16)	525 (15)
6.	Field of technology			
6.1.	design and technology	173 (5)	140 (4)	140 (4)
6.2.	computing		105 (3)	175 (5)
6.3.	engineering sciences			35 (1)
7.	Field of health and physical activity			
	sport and health[2]	278 (8)	315 (9)	315 (9)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In the subject *Sports and Health*, three lessons are planned regularly, every week for all grades, in the first grade – two lessons per week.

Number of lessons in three years in the subject[1] by organizing the acquisition of primary education in the form of extracurricular or distance learning

Table 2

No.	Education field and subject	grade 1–3	grade 4–6	grade 7–9
1.	Field of languages			
1.1.	Latvian language	312 (9)	350 (10)	455 (13)
1.2.	foreign language 1, foreign language 2	139 (4)	140 (4)	140 (4)
1.3.	minority language and literature	104 (3)	210 (6)	210 (6)
2.	Field of social and civic education			
2.1.	social studies	70 (2)		105 (3)
2.2.	social studies and history		105 (3)	
2.3.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts[2]	104 (3)	105 (3)	105 (3)

3.2.	music[2]	104 (3)	105 (3)	105 (3)
3.3.	theatre art[2]		35 (1)	
4.	Field of natural sciences			
4.1.	natural sciences	104 (3)	105 (3)	
4.2.	chemistry			105 (3)
4.3.	physics			105 (3)
4.4.	biology			105 (3)
4.5.	geography			140 (4)
5.	Field of mathematics			
	mathematics	243 (7)	350 (10)	385 (11)
6.	Field of technology			
6.1.	design and technology[2]	104 (3)	105 (3)	105 (3)
6.2.	computing		105 (3)	105 (3)
6.3.	engineering sciences			35 (1)
7.	Field of health and physical activity			
	sport and health[2]	104 (3)	105 (3)	105 (3)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In subjects *Drama*, *Music*, *Visual arts*, *Design and technology*, *Sports and Health*, students can master the theoretical part of the content of learning.

7. For the implementation of the pedagogical process the educational institution chooses one of the following proportions of language use for mastering the content of learning:

7.1. the educational institution determines the subjects to be studied in the Latvian language in amount that is not less than 80 % of the total learning load in the school year, including foreign languages, and the subjects to be studied in minority language and bilingually;

7.2. the educational institution determines the subjects that shall be learned in the Latvian language in an amount that is not less than 50 % of the total lesson load per school year from 1st–6th grade, including foreign languages, and subjects to be studied in minority and bilingual languages, as well as subjects that shall be learned in the Latvian language in an amount that is not less than 80 % of the total lesson load per school year from 6th–9th grade, including foreign languages, and subjects to be studied in the minority language and bilingually;

7.3. when developing its educational programme and including the subjects that are not incorporated in the sample primary educational programme, the educational institution determines the subjects that shall be learned in the Latvian language in an amount that is not less than 50% of the total lesson load per school year from 1st–6th grade, including foreign languages, and subjects to be studied in the minority language and bilingually, as well as subjects that shall be learned in the Latvian language in an amount that is not less than 80% of the total lesson load per school year from 6th–9th grade, including foreign languages, and subjects to be studied in the minority language and bilingually.

8. The total number of lessons per subject is set for three years, so that the educational institution can plan the content of learning flexibly and organize the learning process according to the results to be achieved, the needs of the students and the opportunities of the educational institution.

9. The educational institution, in correspondence with the priorities laid down in the development plan, can reduce or increase the number of lessons in a subject without exceeding 10% of the total number of lessons within three years in the subject where the number of lessons is being changed, except for a state gymnasium, where, in 7th–9th grade, in correspondence with the priorities laid down in the development plan, the number of lessons in a subject can be decreased or increased without exceeding 25% of the total number of lessons within three years in the subject where the number of lessons is being changed.

10. The educational institution, by an order of the head, approves the plan of subjects and lessons with the total number of learning hours per subject per month, semester, school year, and for three years in the following stages: 1st–3rd grade, 4th–6th grade, and 7th–9th grade.

11. The educational institution may determine subjects that, during the school year, are fully or partially implemented in one of the official languages of the European Union, subject to the provisions of the National Education Standard.

12. The educational institution determines the first foreign language to be learned, which is one of the official languages of the European Union, in accordance with the objectives and tasks laid down in its by-laws subject to the parents' choice and efficiency.

13. Various forms of teaching and education work shall be used to achieve the objectives set out in the National Primary Education Standard by changing the duration of their implementation according to the purpose and learning needs of the students. The targeted results of a student are achieved in a unified learning and educational process, which contains both work in the lessons and activities included outside the total learning load.

14. In addition to the total learning load, the following shall be included in the educational programme:

14.1. class education lessons planned according to the needs of teaching and educational work, including in them, for example, health education and road safety issues;

14.2. optional lessons (including *Choir, Collective Music, Christian Studies in 1st–3rd grade* and *Religious Education*), which are organized for a group of students subject to the principle of voluntarism (basis: application by parents);

14.3. lessons for individual work with students;

14.4. measures in accordance with Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

15. The educational institution shall draw up for a student the individual plan for learning of the educational programme to help him/her to integrate into the overall learning process by planning individual lessons or providing other forms of support, within the limits of the lesson load per week laid down in the General Education Law if the student has returned or arrived from abroad or has been ill for a long term, or the student has other learning needs.

16. Lessons can include 2–3-minute dynamic pauses for the development and strengthening of the posture of students.

17. To implement the curriculum, the educational institution or the teacher shall select the learning aids in accordance with the planned targeted results of the student and apply the criteria laid down in the Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

M. V . Characteristics of the learning environment

18. The educational institution shall ensure educational process that complies with hygiene requirements laid down in regulatory enactments, inclusive, intellectual and socio-emotional development and health-enhancing, physically and emotionally safe learning environment, which meets the needs and individual development characteristics in line with the students' age and the requirements of universal design, such as easy-to-perceive information, convenient access, contrasting design of environmental objects on the floor and indoors.

19. An educational institution, when offering the implementation of primary educational programme to distance learning and achieving the targeted results planned in the National Primary Education Standard, shall ensure appropriate human and technical resources, for example, to organize video lectures and individual online consultations, for communication in the online learning environment of the educational institution or for development of the learning materials intended for the distance learning.

I. Procedure for evaluation of students' school achievements

20. The basic principles of assessment of students' performance, the types of assessment, the way the assessment is expressed and the state-defined examination work at the end of the education stage are defined in the National Primary Education Standard.

21. The educational institution shall, in accordance with the basic principles of assessment laid down in the National Primary Education Standard, develop procedures for assessment of students' learning achievements, for example, determining the purpose of the assessment, its place in the learning process, the amount and number of examinations, without planning more than one to two final examination works of a topic per class per day, the way of informing the student's parents or legal representatives, cases of the use of "nr" (no rating).

22. Methodological techniques applied in the assessment of students' learning achievement, timing and assessment criteria shall be determined by the teacher, considering the planned targeted results of the student set out in the field of education and the procedure for the assessment of the students' learning achievements developed by the educational institution.

23. The learning of the educational programme in each grade is evidenced by school-report that includes an assessment of the student's performance in each subject at the end of the school year. Students are moved up to the next grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in general education programmes and are discharged from them, as well as the minimum requirements for moving of the learners of these programmes to the next grade.

VII. Evaluation and justification of the personnel, financial and material resources necessary for the implementation of the educational programme

24. When implementing the educational programme, the educational institution complies with the requirements of regulatory enactments that regulate the operation of educational institutions.

25. The costs related to the implementation of the educational programme shall be borne by:

25.1. in an educational institution established by the state –from the state budget;

25.2. in an educational institution established by a local government – from the state and local government budget;

25.3. in an educational institution established by a private person – from the state, municipal and private budget.

26. The number of hours to be paid per month shall be calculated according to the plan of implementation of the subjects and hours approved by the head of the educational institution.

27. The workload and remuneration of the teacher shall be determined in accordance with the regulatory framework regarding the remuneration of the teachers' work.

28. Within the approved teachers' wage fund, the educational institution has the right to divide a grade in groups for learning individual subjects as well as to merge students from grades of one educational stage to learn individual subjects both for all lessons or a part of them.

Acting Minister of Education and Science,
Minister of Welfare Jānis Reirs

Annex 13
Regulation No 747
adopted by the Cabinet of Ministers
on
27 November
2018

VII. Sample Primary Social Corrections Educational Programme

(educational programme codes 23011911, 11011911,
21011911)

O. I
. Objectives and tasks of the implementation of the educational programme

1. The purpose of the primary education social corrections educational programme (hereinafter – the educational programme) is to provide the student with comprehensive development and preparation for further education, work and life in community, enabling him or her to master the social experience of the generally accepted norms of behaviour and culture of communication. The educational programme tasks shall be implemented in accordance with the National Primary Education Standard.

2. The educational programme is a special type of primary educational programme, which is implemented by educational institution of social correction.

P. I
I. Educational content

3. The mandatory content of primary education and the planned results of acquiring it in the fields of education are determined by the National Primary Education Standard.

4. The content of the work on social corrections is defined in the plan of the educational programme implementation.

Q. I
II. Requirements for previously acquired education

5. Students are placed in an educational institution of social correction only by a court ruling (of a judge).

6. Students are enrolled to 1st–9th grade in accordance with regulatory enactments that determine the procedure for placing a child in an educational institution of social correction.

IV. Principles of organization and plan of implementation of the pedagogical process
R. (
including according to subjects)

7. For the implementation of the pedagogical process, the educational institution develops a plan of subjects and lessons in compliance with the total number of lessons in subjects laid down in Table 1of this Annex.

S. Number of lessons in the subject in three years[1]

Table 1

No.	Education field and subject	1–3 grade	4–6 grade	7–9 grade
1.	Field of languages			
1.1.	Latvian language[2]	624 (18)	490 (14)	315 (9)
1.2.	foreign language 1, foreign language 2[3]	208 (6)	385 (11)	525 (15)
2.	Field of social and civic education			
2.1.	social studies	104 (3)		105 (3)

2.2.	social studies and history		245 (7)	
2.3.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts	174 (5)	105 (3)	105 (3)
3.2.	music	208 (6)	175 (5)	105 (3)
3.3.	literature		140 (4)	210 (6)
3.4.	drama		70 (2)	35 (1)
4.	Field of natural sciences			
4.1.	natural sciences	208 (6)	210 (6)	
4.2.	chemistry			140 (4)
4.3.	physics			140 (4)
4.4.	biology			210 (6)
4.5.	geography			210 (6)
5.	Field of mathematics			
	mathematics	416 (12)	560 (16)	525 (15)
6.	Field of technology			
6.1.	design and technology	173 (5)	140 (4)	140 (4)
6.2.	computing		105 (3)	175 (5)
6.3.	engineering sciences			35 (1)
7.	Field of health and physical activity			
	sport and health[4]	278 (8)	315 (9)	315 (9)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In the fourth grade, it is recommended to devote one lesson of the Latvian language per week to studying literature.

[3] The division of lessons between the first and second foreign languages is determined by the educational institution in accordance with the priorities established in its development plan. Learning the second foreign language is started in the fourth grade.

[4] In the subject *Sports and Health*, three lessons are planned regularly, every week for all grades, in the first grade – two lessons per week.

8. The total number of lessons per subject is set for three years, so that the educational institution can plan the content of learning flexibly and organize the learning process according to the results to be achieved, the needs of the students and the opportunities of the educational institution.

9. The educational institution, in accordance with the priorities laid down in the development plan, may reduce or increase the number of the subject lessons, within the limit of 10 % of the total number of lessons within three years of study of the subject, in which the number of lessons is being changed.

10. The educational institution, by an order of its head, approves the plan of subjects and lessons with the total number of learning hours per subject per month, semester, school year, and for three years in the following stages: 1st–3rd grade, 4th–6th grade, and 7th–9th grade.

11. The educational institution shall be determine the first foreign language to be learned, which is one of the official languages of the European Union, in accordance with the objectives and tasks defined in its by-laws subject to the parents' choice, and efficiency.

12. If a student, who has received an opinion of the educational and medical commission recommending the mastering of a special educational programme, studies in an educational institution of social correction, then in the process of mastering the content of learning the student is provided with measures ensuring security and support according to his or her specific needs as laid down in external regulatory enactments.

13. In order to assist a student with a special needs or a student who has not visited the educational institution for a long time to adapt himself or herself in the total educational process, the educational institution shall develop an individual plan for mastering the educational programme, if necessary, by providing individual lessons or some other form of support.

14. Lessons can include 2–3-minute dynamic pauses for the development and strengthening student posture

15. To implement the content of learning and organize the social correction lessons, the educational institution or the teacher shall select the learning aids in accordance with the planned targeted results of a student and apply the criteria laid down in the Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

16. Social correction of the student takes place continuously, in groups and individually, throughout the whole period of his or her stay in the educational institution of social correction. Group and individual lessons of social correction, discussions with teachers and specialists of the educational institution ensure social correction of the student and promote reintegration.

17. The work of social correction is planned individually for each student in accordance with the regulatory enactments that determine the internal rules of procedure of the educational institution of social correction:

17.1. the student's admission to an educational institution of social correction as well as the presentation of the educational programme, the work and internal rules of procedure and safety regulations of the educational institution of social correction;

17.2. adaptation (up to six calendar weeks): study of the student's personality, development of an individual social correction plan, increased observation of the student, meetings and lessons with a social teacher and psychologist;

17.3. social correction (in group and individually):

17.3.1. acquisition of work skills, information technology and career education;

17.3.2. value education and preparation for life in society;

17.3.3. individual/group lessons;

17.4. facilitation of reintegration: under the guidance of an employee of the educational institution of social correction, the student explores his or her options to obtain the support in his or her place of residence after leaving the educational institution of social correction. The student's reintegration is facilitated on the basis of a tripartite agreement between the representative of the municipality of the student's place of residence, parents or persons exercising custody, and employee delegated by the educational institution of social correction.

18. For each student, an individual social correction file is arranged and an individual social correction plan is drawn up. After each semester of learning, the dynamics of the student's growth shall be assessed and the necessary changes to the individual social correction plan shall be made.

19. The basic form of the organization of the work of social correction groups is a lesson on social correction, which is specified in the list of lessons on social correction. Social correction lessons in an educational institution of social correction shall be held during the whole calendar year and the lists of such lessons shall be approved separately for the period of learning and school holidays.

20. The topics of social correction lessons and the duration of their learning are laid down in the plan of social correction lessons. The lessons referred to under the guidance of an appropriate specialist are organized using the material base necessary for it.

21. Topics of social corrections lessons shall be selected according to the interests and needs of students, taking into account the division of lessons defined in the thematic division of fields. In these lessons, students can be divided into groups according to their interests and gender, and students from several grades can be taught jointly.

22. The social corrections lesson plan for the organisation of the social corrections process in an educational institution during the school year is defined in Table 2 of this Annex.

Table 2

Lesson/form	Number of lessons per week by grade

	1.	2.	3.	4.	5.	6.
Acquisition of work skills, information technology and career education;	2–6	2–6	2–6	2–6	4–8	4–8
Value education and preparation for life in society	2–6	2–6	2–6	2–6	2–6	2–6
Individual/group lessons	0–6	0–6	0–6	0–6	0–8	0–8
Maximum lesson load (hours) per week	12	12	12	12	14	14

23. The social corrections lesson plan for the organisation of the social correction process in an educational institution of social correction during the school holidays is defined in Table 3 of this Annex.

Table 3

Form	Number of lessons per week by grade					
	1.	2.	3.	4.	5.	6.
Individual/group lessons	6	6	6	6	8	8

24. Additional conditions and explanations for creating a list of social correction lessons:

24.1. lessons for the acquisition of work skills and information technology and for career education are designed to create motivation for work or training, acquiring various skills of trades, such as sewing, cooking, woodworking, gardening, information and communication technologies, career education, including familiarization with institutions, organizations, enterprises;

24.2. lessons in values education and preparation for life in society are designed for the formation of the student's system of values, his or her preparation for life in society after leaving the educational institution and motivating them to adhere to a healthy lifestyle;

24.3. the educational institution organizes individual/group lessons on the recommendation of a psychologist, medical worker or pedagogical staff of the educational institution and according to the interests and needs of students. Lessons can also be planned for students who have not visited the educational institution for a long time and have completed the educational programme at an insufficient level, thus additional consultations for mastering the content of learning are necessary.

T. V. Qualities of the learning environment

25. The educational institution shall ensure educational process that complies with hygiene requirements laid down in regulatory enactments, inclusive, intellectual, socio-emotional development and health-enhancing, physically and emotionally safe learning environment, which meets the students' age and mental development and the requirements of universal design, such as easy-to-perceive information, convenient access, contrasting design of environmental objects on the floor and indoors.

U. VI. Procedure for evaluation of students' school achievements

26. The basic principles of assessment of students' performance, the types of assessment, the way the assessment is expressed and the state-defined examination work at the end of the education stage are defined in the National Primary Education Standard.

27. The educational institution shall, in accordance with the basic principles of assessment laid down in the National Primary Education Standard, develop procedures for assessment of students' learning achievements, for example, determining the purpose of the assessment, its place in the learning process, the amount and number of examinations, without planning more than one to two final exams of a topic per class per day, the way of informing the student's parents or legal representatives, cases of the use of "n/r" (no rating).

28. Methodological techniques applied in the assessment of students' learning achievement, timing and assessment criteria shall be determined by the teacher, considering the targeted results of the student set out in the field of education and the procedure for the assessment of the students' learning achievements developed by the educational institution.

29. The learning of the educational programme in each grade is evidenced by school-report that includes an assessment of the student's performance in each subject at the end of the school year. Students are moved up to the next grade in accordance with the laws and regulations that determine the procedure under which those who are learning are enrolled in general educational programmes and are discharged from them, as well as the minimum requirements for moving of the learners of these programmes to the next grade.

30. For the acquisition of the educational programme, the student receives a certificate of general primary education and a transcript of grades in accordance with the General Education Law and regulatory enactments determining the procedure for issuing state-recognized general education documents.

VII. Evaluation and justification of the personnel, financial and material resources necessary for the implementation of the educational programme

31. When implementing the educational programme, the educational institution complies with the requirements of regulatory enactments that regulate the operation of educational institutions.

32. Expenditure related to the implementation of the educational programme in an educational institution of social correction shall be allocated from the state budget in accordance with the annual state budget law.

33. The number of hours to be paid per month shall be calculated according to the plan of implementation of the subjects and lessons and the number of social correction lessons approved by the head of the educational institution.

34. Social corrections lessons shall be paid in accordance with the plan of social corrections lessons.

35. The workload and remuneration of the teacher shall be determined in accordance with the regulatory framework regarding the remuneration of the teachers' work.

36. The maximum number of students in one grade in the educational institution of social correction – 10 students, the minimum number of students in one grade – 6 students. If the number of students in a grade is less, the grades shall be merged.

37. The recommended units of teachers' posts in an educational institution of social correction and the number of such posts are specified in Table 4 of this Annex and shall correspond to the financial possibilities of the educational institution of social corrections.

Table 4

Position	Number of students	
	up to 24	25 and more
1. Director	1	
2. Deputy director for education	0.5	1
3. Education psychologist	0.5	1
4. Sports organizer		0.5
5. Librarian	0.2	0.25
6. Social educator	Finds out the scope of student's problems. Sets goals and tasks to reduce or eliminate problems. Develops an individual student's social correction plan and tasks/work to be done in relation to it. Assesses and documents the progress of social correction work. Once a month, meets for 30-40 minutes in an individual conversation with each student	

7. Boarding-school teacher	Number of students in a boarding-school group is from 6 to 10. Fixed hourly payment according to the schedule of work, ensuring a balanced organization of the students' learning and social correction process, the regime of work and rest. Takes care for organizing the daily life of the student: self-service, the watches, attendance of lectures, doing homework
8. Special educator	If a child with special needs is placed in the institution

Acting Minister of Education and Science,
Minister of Welfare Jānis Reirs

Annex 14
Regulation No 747
adopted by the Cabinet of Ministers
on 27 November 2018

VIII. Sample Special Primary Educational Programme for Students with Visual Impairment, Hearing Impairment, Physical Development Disorders, Somatic Diseases, Language Disorders, Learning Disabilities, and Mental Health Disorders

(educational programme codes 21015111, 21015121, 21015211, 21015221, 21015311, 21015321, 21015411,
21015421, 21015511, 21015521, 21015611, 21015621, 21015711, 21015721)

V. **I**

. Objectives and tasks of the implementation of the educational programme

1. The purpose of the special primary educational programmes for students with visual impairment, hearing impairment, physical development disorders, somatic diseases, language disorders, learning disabilities, and mental health disorders (hereinafter – the educational programme) is to ensure comprehensive development and value orientation of the student, so that the student would like to and would be able to continue the general education or learn a profession in the official language, to get involved in the life of the community, and to develop himself or herself as a happy and responsible person.

2. The task of the educational programme is to provide the necessary support measures and assistance in mastering the content of learning for students with special needs.

3. Implementation of the minority education programme:

3.1. provides the learning of ethnic culture;

3.2. promotes integrated mastering of the official language and content of

learning;

3.3. facilitates the student's integration into Latvian society.

W. **I**

I. Educational content

4. The mandatory content of primary education and the planned results of its acquiring in the fields of education are determined by the National Primary Education Standard.

X. **I**

II. Requirements for previously acquired education

5. Students are enrolled to the 1st–9th grade in accordance with the laws and regulations that determine the procedure under which those who are learning are enrolled in general education programmes and are discharged from them, as well as the minimum requirements for moving of the learners of these programmes to the next grade.

6. Students are enrolled to the special educational programmes by the opinion of the state or municipal pedagogical and medical commission.

IV. Principles of organization and plan of implementation of the pedagogical process

Y. (including according to subjects)

7. For the organization of the pedagogical process, the educational institution, depending on the language of the educational programme implementation, develops a plan for the implementation of subjects and lessons in compliance with the total number of lessons in subjects laid down in Table 1 and 2 of this Annex.

Z. Number of lessons in the subject in three years[1]

Table 1

No.	Education field and subject	grade 1–3	grade 4–6	grade 7–9
1.	Field of languages			
1.1.	Latvian language[2]	624 (18)	490 (14)	315 (9)
1.2.	foreign language 1, foreign language 2[3]	208 (6)	385 (11)	525 (15)
2.	Field of social and civic education			
2.1.	social studies	104 (3)		105 (3)
2.2.	social studies and history		245 (7)	
2.3.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts	174 (5)	105 (3)	105 (3)
3.2.	music	208 (6)	175 (5)	105 (3)
3.3.	literature		140 (4)	210 (6)
3.4.	drama		70 (2)	35 (1)
4.	Field of natural sciences			
4.1.	natural sciences	208 (6)	210 (6)	
4.2.	chemistry			140 (4)
4.3.	physics			140 (4)
4.4.	biology			210 (6)
4.5.	geography			210 (6)
5.	Field of mathematics			
	mathematics	416 (12)	560 (16)	525 (15)
6.	Field of technology			
6.1.	design and technology	173 (5)	140 (4)	140 (4)
6.2.	computing		105 (3)	175 (5)
6.3.	engineering sciences			35 (1)
7.	Field of health and physical activity			
	sport and health[4]	278 (8)	315 (9)	315 (9)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In the fourth grade, it is recommended to devote one lesson of the Latvian language per week to studying literature.

[3] The division of lessons between the first and second foreign languages is determined by the educational institution in accordance with the priorities established in its development plan. Learning the second foreign language is started in the fourth grade.

[4] In the subject *Sports and Health*, three lessons are planned regularly, every week for all grades, in the first grade – two lessons per week.

Number of lessons in the subject in three years[1] in minority educational programme

Table 2

No.	Education field and subject	grade 1–3	grade 4–6	grade 7–9
1.	Field of languages			
1.1.	Latvian language	520 (15)	525 (15)	525 (15)
1.2.	foreign language 1, foreign language 2	174 (5)	245 (7)	315 (9)
1.3.	minority language and literature	312 (9)	315 (9)	315 (9)
2.	Field of social and civic education			
2.1.	social studies	104 (3)		105 (3)
2.2.	social studies and history		245 (7)	
2.3.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts	104 (3)	105 (3)	105 (3)
3.2.	music	104 (3)	105 (3)	105 (3)
3.3.	drama		70 (2)	
4.	Field of natural sciences			
4.1.	natural sciences	208 (6)	210 (6)	
4.2.	chemistry			140 (4)
4.3.	physics			140 (4)
4.4.	biology			210 (6)
4.5.	geography			140 (4)
5.	Field of mathematics			
	mathematics	416 (12)	560 (16)	525 (15)
6.	Field of technology			
6.1.	design and technology	173 (5)	140 (4)	140 (4)
6.2.	computing		105 (3)	175 (5)
6.3.	engineering sciences			35 (1)
7.	Field of health and physical activity			
	sport and health[4]	278 (8)	315 (9)	315 (9)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In the subject *Sports and Health*, three lessons are planned regularly, every week for all grades, in the first grade – two lessons per week.

8. The total number of lessons per subject is set for three years, so that the educational institution can plan the content of learning flexibly and organize the learning process according to the results to be achieved, the needs of the students and the opportunities of the educational institution.

9. The educational institution, in accordance with the priorities laid down in the development plan, may reduce or increase the number of the subject lessons, within the limit of 10 % of the total number of lessons within three years of study of the subject, in which the number of lessons is being changed.

10. The educational institution, by an order of its head, approves the list of subjects and the total number of learning hours per subject per month, semester, school year, and for three years in the following stages: 1st–3rd grade, 4th–6th grade, and 7th–9th grade.

11. The educational programme for each group of special needs is implemented for the period of time established by the General Education Law.

12. The educational institution may determine subjects which, during the school year, are fully or partially implemented in one of the official languages of the European Union, subject to the provisions of the National Education Standard.

13. For the implementation of the pedagogical process the minority educational institutions choose one of the following proportions of language use for mastering the content of learning:

13.1. The educational institution determines the subjects to be studied in the Latvian language in an amount that is not less than 80 % of the total learning load in the school year, including foreign languages, and the subjects to be studied in minority language and bilingually;

13.2. the educational institution determines the subjects that shall be learned in the Latvian language in amount that is not less than 50 % of the total lesson load per school year in 1st–6th grade, including foreign languages, and subjects to be studied in minority languages and bilingually, as well as subjects that shall be learned in the Latvian language in amount that is not less than 80 % of the total lesson load per school year in 1st–6th grade, including foreign languages, and subjects to be studied in minority and bilingual languages;

13.3. when developing its educational programme and incorporating subjects that are not included in the sample primary educational programme, the educational institution determines subjects that, in 1st–6th grade, shall be learned in the Latvian language un amount not less than 50% and, in 7th–9th grade, shall be learned in the Latvian language in amount that is not less than 80% of the total learning load per school year.

14. The educational institution shall determine the first foreign language to be learned, which is one of the official languages of the European Union, in accordance with the objectives and tasks laid down in its by-laws subject to the parents' choice and efficiency.

15. A general education institution, when including a student with special needs, develops an individual plan for mastering the educational programme in order to facilitate the student's inclusion in the overall learning process.

16. A general educational institution, when including a visually impaired student, ensures the acquisition of reading and writing skills, including Braille, and, when including a hearing impaired student, ensures the development of communication skills, including in Latvian sign language.

17. Various forms of teaching and education work are used to achieve the objectives set out in the National Primary Education Standard by changing the duration of their implementation according to the purpose and learning needs of the students. The planned targeted results of a student are achieved in a unified learning and educational process, which contains both work in the lessons and activities included outside the total learning load.

18. In addition to the total learning load, the following shall be included in the educational programme:

18.1. class education lessons planned according to the needs of teaching and educational work, including in them, for example, health education and road safety issues;

18.2. optional lessons (including *Choir*, *Collective Music, Christian Studies in 1st–3rd grade* and *Religious Education*), which are organized for a group of students subject to special needs and interests of students and the principle of voluntarism (basis: application of parents or legal representatives);

18.3. lessons for individual work according to the special needs and development dynamics of each student;

18.4. measures in accordance with Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

19. Lessons can include 2–3-minute dynamic pauses for the development and strengthening of student posture.

20. The lessons out of the total learning load shall be planned according to the specific needs of each student in order to provide support to the learning processes within the school lessons by balancing the diversity of learning forms, which are selected based on the planned targeted result of the student.

21. To implement the curriculum, the educational institution or the teacher shall select the learning aids in accordance with the planned targeted results of a student and apply the criteria laid down in the Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of

the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

22. Special education institution or general education institution with special grades shall provide individual and group support lessons in accordance with the special needs of the student following the number of lessons laid down in Table 3–9 of this Annex:

AA. Number of lessons for visually impaired students

Table 3

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.
Individual or group support lessons	6	5	5	5	6	6	5
Individual or group lessons in the development of orientation, mobility, and vision	6	5	5	5	4	4	4
Total	12	10	10	10	10	10	9

Number of lessons for hearing impaired students

Table 4

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.
Individual or group support lessons for the development of hearing and formation of pronunciation	18	18	18	18	8	6	6
Individual or group support lessons	4	5	5	3	3	3	3
Total	22	23	23	21	11	9	9

Number of lessons for students with physical disabilities

Table 5

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.
Individual or group support lessons	12	12	14	14	15	15	15

Number of lessons for students with somatic diseases

Table 6

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.

Individual or group support lessons	5	5	5	5	4	4	3

Number of lessons for students with language disorders

Table 7

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.
Individual or group support lessons	12	12	12	12	10	8	8

Number of lessons for students with learning disabilities

Table 8

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.
Individual or group support lessons	8	8	8	8	5	5	3

Number of lessons for students with mental disorders

Table 9

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.
Individual or group support lessons	5	6	6	6	6	6	2

23. Individual and group support lessons for students with special needs included in general education grades are provided within the framework of funding of the educational institution.

24. Students of several grades can be unified in the individual and group lessons.

BB. V

. Characteristics of the learning environment

25. The educational institution shall ensure educational process that complies with hygiene requirements laid down in regulatory enactments, inclusive, intellectual and socio-emotional development and health-enhancing, physically and emotionally safe learning environment, which meets the needs and individual development characteristics at students' age and the requirements of universal design, such as easy-to-perceive information, convenient access, contrasting design of environmental objects on the floor and indoors.

CC. V

I. Procedure for evaluation of students' school achievements

26. The basic principles of assessment of students' achievements, the types of assessment, the way the assessment is expressed and the state-defined examination work at the end of the education stage are defined by the National Primary Education Standard.

27. The educational institution shall, in accordance with the basic principles of assessment laid down in the primary education standard, develop procedures for assessment of students' learning achievements, for example, determining the purpose of the assessment, its place in the learning process, the amount and number of examinations, without planning more than one to two final exams of a topic per class per day, the way of informing the student's parents or legal representatives, cases of use of "nr" (no rating).

28. Methodological techniques applied in the assessment of students' learning achievement, timing and assessment criteria shall be determined by the teacher, considering the targeted results of the student set out in the field of education and the procedure for the assessment of the students' learning achievements developed by the educational institution.

29. The learning of the educational programme in each grade is evidenced by school report card that includes an assessment of the student's performance in each subject at the end of the school year. Students are moved up to the next grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in and discharged from general education institutions, and according to the minimum requirements for moving to the next grade.

VII. Evaluation and justification of the personnel, financial and material resources necessary for the implementation of the educational programme

30. When implementing the educational programme, the educational institution complies with the requirements of regulatory enactments that regulate the operation of educational institutions.

31. The costs of implementing the educational programme shall be borne by:

31.1. in an educational institution established by the state –from the state budget;

31.2. in an educational institution established by a local government – from the state and local government budget;

31.3. in an educational institution established by a private person – from the state, municipal and private budget.

32. The number of hours to be paid per month shall be calculated according to the plan of implementation of the subjects and lessons approved by the head of the educational institution and the number of individual and group support lessons.

33. The workload and remuneration of the teacher shall be determined in accordance with the regulatory framework regarding the remuneration of the teachers' work.

34. Within the approved teachers' wage fund, the educational institution has the right to divide a grade in groups to learning individual subjects as well as to merge students from grades of one educational stage to learning individual subjects both for all lessons or a part of them.

Acting Minister of Education and Science,
Minister of Welfare Jānis Reirs

Annex 15
Regulation No 747
adopted by the Cabinet of Ministers
on 27 November 2018

IX. Sample Special Primary Educational Programme for Students with Mental Disabilities

(educational programme codes 21015811, 21015821)

DD. I

. Objectives and tasks of the implementation of the educational programme

1. The purpose of the special primary educational programme for students with intellectual disabilities (hereinafter – the educational programme) is to provide the student with comprehensive development and value orientation so that the student, within the scope of his or her capabilities, would be able to continue the education or learn a profession, to get involved in the life of the community, and to develop himself or herself as a happy and responsible person.

2. The tasks of the educational programme are to provide the necessary support measures and assistance in mastering the content of learning for students with mental disabilities according to the state of health, abilities and level of development of the students.

3. Implementation of the minority education programme:

3.1. provides the learning of ethnic culture;

3.2. promotes integrated mastering of the official language and content of learning;

3.3. facilitates the student's integration into Latvian society.

EE.II. Educational content

4. The mandatory content of special primary education and the planned results of its mastering in the fields of education are determined by the National Primary Education Standard considering the state of health, abilities and level of development of the students.

5. The content of the educational programme consists of the curriculum of subjects and the plan of the necessary individual and group support lessons.

FF. I
II. Requirements for previously acquired education

6. Students are enrolled to the ninth grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in general education programmes and are discharged from them, as well as the minimum requirements for moving of the learners of these programmes to the next grade.

7. Students are enrolled to the educational programme by the opinion of the state or municipal pedagogical medical and commission.

IV. Principles of organization and plan of implementation of the pedagogical process
GG. (
including according to subjects)

8. The educational institution shall implement the requirements laid down in the educational programme in accordance with the state of health, abilities and level of development of the student.

9. Implementation of the educational programme for students with mental disabilities is designed for nine years.

10. For students in the general education grade, an individual curriculum plan shall be drawn up to be included in the overall learning process.

11. For the organization of the pedagogical process, the educational institution, depending on the language of the educational programme implementation, develops a plan for the implementation of subjects and lessons in compliance with the total number of lessons in subjects laid down in Table 1 and 2 of this Annex.

HH. N
umber of lessons in the subject in three years[1]
II.

Table 1

No.	Education field and subject	grade 1–3	grade 4–6	grade 7–9
1.	Field of languages			
1.1.	Latvian language[2]	624 (18)	490 (14)	315 (9)
1.2.	foreign language	174 (5)	210 (6)	210 (6)
2.	Field of social and civic education			
2.1.	social studies	104 (3)	105 (3)	105 (3)

2.2.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts	208 (6)	210 (6)	210 (6)
3.2.	music	138 (4)	105 (3)	105 (3)
3.3.	literature		175 (5)	210 (6)
4.	Field of natural sciences			
4.1.	natural sciences	208 (6)	210 (6)	210 (6)
4.2.	geography			210 (6)
5.	Field of mathematics			
	mathematics	451 (13)	455 (13)	490 (14)
6.	Field of technology			
6.1.	design and technology	208 (6)	560 (16)	805 (23)
6.2.	computing		105 (3)	105 (3)
7.	Field of health and physical activity			
	sport and health[4]	278 (8)	315 (9)	315 (9)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In the subject *Sports and Health*, three lessons are planned regularly, every week for all grades, in the first grade – two lessons per week.

Number of lessons in the subject in three years[1] in minority educational programme

Table 2

No.	Education field and subject	grade 1–3	grade 4–6	grade 7–9
1.	Field of languages			
1.1.	Latvian language	350 (10)	420 (12)	420 (12)
1.2.	foreign language	174 (5)	210 (6)	210 (6)
1.3.	minority language and literature	312 (9)	315 (9)	315 (9)
2.	Field of social and civic education			
2.1.	social studies	104 (3)	105 (3)	105 (3)
2.2.	History of Latvia and the world			210 (6)
3.	Field of cultural awareness and self-expression on the art			
3.1.	visual arts	208 (6)	210 (6)	105 (3)
3.2.	music	104 (3)	105 (3)	105 (3)
4.	Field of natural sciences			
4.1.	natural sciences	208 (6)	210 (6)	210 (6)
4.2.	geography			210 (6)
5.	Field of mathematics			
	mathematics	451 (13)	455 (13)	490 (14)
6.	Field of technology			
6.1.	design and technology	208 (6)	490 (14)	770 (20)
6.2.	computing		105 (3)	105 (3)
7.	Field of health and physical activity			
	sport and health[4]	278 (8)	315 (9)	315 (9)

Notes.

[1] In parentheses, the recommended number of lessons per week for three years is indicated.

[2] In the subject *Sports and Health*, three lessons are planned regularly, every week for all grades, in the first grade – two lessons per week.

12. The total number of lessons per subject is set for three years, so that the educational institution can plan the curriculum flexibly and organize the learning process according to the results to be achieved, the needs of the students and the opportunities of the educational institution.

13. The educational institution, in accordance with the priorities laid down in the development plan, may reduce or increase the number of the subject lessons, within the limit of 10 % of the total number of lessons within three years of study of the subject, in which the number of lessons is being changed.

14. The educational institution, by an order of the head, approves the list of subjects and the total number of learning hours per subject per month, semester, school year, and for three years in the following stages: 1st–3rd grade, 4th–6th grade, and 7th–9th grade.

15. For the implementation of the pedagogical process the minority educational institutions choose one of the following proportions of language use for mastering the content of learning:

15.1. The educational institution determines the subjects to be studied in the Latvian language in amount that is not less than 80 % of the total learning load in the school year, including foreign languages, and the subjects to be studied in minority language and bilingually;

15.2. the educational institution determines the subjects that shall be learned in the Latvian language in amount that is not less than 50 % of the total lesson load per school year in 1st–6th grade, including foreign languages, and subjects to be studied in minority and bilingual languages, as well as subjects that shall be learned in the Latvian language in amount that is not less than 80 % of the total lesson load per school year in 1st–6th grade, including foreign languages, and subjects to be studied in minority and bilingual languages;

15.3. when developing its educational programme and including the subjects that are not incorporated in the sample primary educational programme, the educational institution determines the subjects that shall be learned in the Latvian language in amount that is not less than 50 % of the total lesson load per school year in 1st–6th grade, including foreign languages, and subjects to be studied in minority and bilingual languages, as well as subjects that shall be learned in the Latvian language in amount that is not less than 80 % of the total lesson load per school year in 1st–6th grade, including foreign languages, and subjects to be studied in minority languages and bilingually.

16. Individual topics with simplified content of learning contained in physics, chemistry and biology shall be integrated in the content of natural science and design and technology.

17. The educational institution shall be determine the foreign language to be learned, which is one of the official languages of the European Union, in accordance with the objectives and tasks laid down in its by-laws subject to the parents' choice and efficiency.

18. Various forms of teaching and education work shall be used to achieve the objectives set out in the National Primary Education Standard by changing the duration of their implementation according to the purpose and special needs of the students. The planned targeted results of a student are achieved in a unified learning and educational process, which contains both work in the lessons and activities included outside the total learning load.

19. In addition to the total learning load, the following shall be included in the educational programme:

19.1. class education lessons planned according to the needs of teaching and educating, including in them, for example, health education and road safety issues;

19.2. optional lessons (including *Choir, Collective Music, Christian Studies in 1st–3rd grade* and *Religious Education*), which are organized for a group of students subject to special needs and interests of students and the principle of volunteering (basis: application of parents or legal representatives);

19.3. lessons for individual work according to the special needs and development dynamics of each student;

19.4. measures in accordance with Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

20. Lessons can include 2–3-minute dynamic pauses for the development and strengthening of student posture .

21. The lessons out of the total learning load (hours) shall be planned according to the specific needs of each student in order to provide support to the learning processes within the school lessons by balancing the diversity of learning forms, which are selected based on the targeted result of the pupil.

22. To implement the curriculum, the educational institution or the teacher shall select the learning aids in accordance with the planned targeted results of a pupil and apply the criteria laid down in the Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

23. Special education institution or general education institution with special grades for pupils with intellectual disabilities shall provide individual and group support lessons in accordance with the special needs of pupils following the number of lessons laid down in Table 3 of this Annex:

Table 3

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.
Individual or group support lessons	6	6	6	6	5	5	2

24. Individual and group support lessons for pupils with mental disabilities included in general education grades are provided within the framework of funding of the educational institution.

25. Pupils from several grades can be merged in the individual and group support lessons.

JJ. V

. Characteristics of the learning environment

26. The educational institution shall ensure educational process that complies with hygiene requirements laid down in regulatory enactments, inclusive, intellectual and socio-emotional development and health-enhancing, physically and emotionally safe learning environment, which meets the needs and individual development characteristics at students' age and the requirements of universal design, such as easy-to-perceive information, convenient access, contrasting design of environmental objects on the floor and indoors.

KK. V

I. Procedure for evaluation of students' school achievements

27. The basic principles and procedures for assessment of the primary education acquired by students are laid down in the regulatory enactments regarding the procedure for evaluation of learning achievements in special educational programmes.

28. The educational institution shall develop procedures for assessment of students' learning achievements by determining the purpose of the assessment, its place in the learning process, the amount and number of examinations, without planning more than one final examination work of a topic per class per day, the way of informing the student's parents or legal representatives, cases of use of "nr" (no rating).

29. Methodological techniques applied in the assessment of students' learning achievement, timing and assessment criteria shall be determined by the teacher, considering the planned targeted results of the student set out in the field of education and the procedure for the assessment of the educational institution.

30. The learning of the educational programme in each grade is evidenced by school-report that includes an assessment of the student's performance in each subject at the end of the school year. Students are moved up to the next grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in and discharged from general education institutions, and according to the minimum requirements for moving to the next grade.

VII. Evaluation and justification of the personnel, financial and material resources necessary for the implementation of the educational programme

31. When implementing the educational programme, the educational institution complies with the requirements of regulatory enactments that regulate the operation of educational institutions.

32. The costs of implementing the educational programme shall be borne by:

32.1. in an educational institution established by the state –from the state budget;

32.2. in an educational institution established by a local government – from the state and local government budget;

32.3. in an educational institution established by a private person – from the state, municipal and private budget.

33. The number of hours to be paid per month shall be calculated according to the plan of implementation of the subjects and lessons approved by the head of the educational institution and the number of individual and group support lessons.

34. The workload and remuneration of the teacher shall be determined in accordance with the regulatory framework regarding the remuneration of the teachers' work.

35. Within the approved teachers' wage fund, the educational institution has the right to divide a grade in groups to learn individual subjects as well as to merge students from grades of one educational stage to learn individual subjects both for all lessons or a part of them.

Acting Minister of Education and Science,
Minister of Welfare Jānis Reirs

Annex 16
Regulation No 747
adopted by the Cabinet of Ministers
on 27 November 2018

X. Sample Special Primary Educational Programme for Students with Severe Mental Disabilities or Multiple Severe Developmental Disabilities

(educational programme codes 21015911, 21015921)

LL. I. Objectives and tasks of the implementation of the educational programme

1. The purpose of the special primary educational programme for students with severe mental disorders or multiple serious developmental disorders (hereinafter – the educational programme) is to provide the student with the opportunity to acquire basic skills according to his or her state of health, abilities and level of development, ensuring correction and compensation of developmental disorders or ensuring the preservation of health, so that the student could involve in the life of the community, and to develop himself or herself as a happy person.

2. The task of the educational programme is to provide the necessary support measures and assistance in mastering the content of learning for students with severe mental disorders or multiple serious developmental disorders according to students' state of health, abilities and level of development

3. The educational programme provides for the development and implementation of an individual plan for mastering the educational programme for each student.

4. Implementation of the minority education programme:

4.1. provides the learning of ethnic culture;

4.2. promotes integrated mastering of the official language and content of learning;

4.3. facilitates the student's integration into Latvian society.

MM. **I**

I. Educational content

5. The content of the educational programme consists of the curriculum of subjects and the plan of the necessary individual and group support lessons.

6. The content of the subjects shall be implemented according to the individual curriculum plan of each student.

NN. **I**

II. Requirements for previously acquired education

7. Students are enrolled to the ninth grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in general education programmes and are discharged from them, as well as the minimum requirements for moving up the learners of these programmes to the next grade.

8. Students are enrolled to the educational programme by the opinion of the state or municipal pedagogical and medical commission.

IV. Principles of organization and plan of implementation of the pedagogical process

OO. **(**

including according to subjects)

9. The educational institution shall implement the requirements laid down in the educational programme in accordance with the state of health, abilities and level of development of the student.

10. Implementation of the educational programme for students is designed for nine years. Depending on the health status of the student and the possibilities of the educational institution, the implementation of the educational programme can take up to 12 years.

11. After assessment of the abilities, level of development and state of health of the student, an individual plan for mastering the educational programme is established for the student, taking as a basis one of two versions of the subjects and lesson plans of the educational programme.

Version 1

o	Education field and subject	Grade								
		.	.	.	.	.	.	.	.	.
.	Field of languages									
	Latvian language									
.	Field of social and civic education									
	social studies									
.	Field of cultural awareness and self-expression on the art									
.1.	visual arts									
.2.	music									
.3.	literature									

.	Field of natural sciences									
	natural sciences									
.	Field of mathematics									
	mathematics									
.	Field of technology									
.1.	design and technology									
.2.	computing									
.	Field of health and physical activity									
	sport and health									
Maximum learning load per week		2	3	4	6	8	0	2	4	4

Version 2

No	Education field and subject	Grade					
		1.	2.	3.	4.	5.	6.
1.	Interaction (communication, language perception, understanding, use)	X	X	X	X	X	X
2.	Social studies (social skills)	X	X	X	X	X	X
3.	Visual arts (cognition of the world)	X	X	X	X	X	X
4.	Sport and health (development of movements)	X	X	X	X	X	X
Maximum learning load per week		22	23	24	26	28	30

12. In minority educational programmes, after assessment of the abilities, level of development and state of health of the student, an individual plan for mastering the educational programme is established for the student, taking as a basis one of two versions of the subjects and lesson plans.

Version 1

o	Education field and subject	Form								
		.	.	.	.	.	.	.	.	.
.	Field of languages									
	Latvian language									

	minority language and literature									
.	Field of social and civic education									
	social studies									
.	Field of cultural awareness and self-expression on the art									
.1.	visual arts									
.2.	music									
.	Field of natural sciences									
.1.	natural sciences									
.	Field of mathematics									
	mathematics									
.	Field of technology									
.1.	design and technology									
.2.	computing									
.	Field of health and physical activity									
	sport and health									
Maximum learning load per week		2	3	4	6	8	0	2	4	4

Version 2

No	Education field and subject	Grade					
		1.	2.	3.	4.	5.	6.
1.	Interaction (communication, language perception, understanding, use)	X	X	X	X	X	X
2.	Social studies (social skills)	X	X	X	X	X	X
3.	Visual arts (cognition of the world)	X	X	X	X	X	X
4.	Sport and health (development of movements)	X	X	X	X	X	X

Maximum learning load per week	22	23	24	26	28	30

13. Subject and lesson plan of the curriculum can be adapted to the health status, abilities and level of development of each student. The number of lessons per week in the individual plan may be less than the maximum permissible one in the plan of subjects and lessons.

14. Various forms of teaching and education work are used to achieve the objectives set out in the National Primary Education Standard by changing the duration of their implementation according to the purpose and special needs of the students. The planned targeted results of a student are achieved in a unified learning and educational process, which contains both work in the lessons and activities included outside the total learning load.

15. In addition to the total learning load, the following shall be included in the educational programme:

15.1. class education lessons planned according to the needs of students' teaching and educating, including in them, for example, health education and road safety issues;

15.2. optional lessons that are organized for a group of students, considering the special needs and interests of students and the principle of voluntarism (basis: application of parents or legal representatives);

15.3. individual and group support lessons according to the individual needs and development dynamics of each student;

15.4. measures in accordance with Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

16. The lessons out of the total learning load shall be planned according to the specific needs of each student in order to provide support to the learning processes within the school lessons by balancing the diversity of learning forms, which are selected based on the targeted result of the student.

17. To implement the curriculum, the educational institution or the teacher shall select the learning aids in accordance with the planned targeted results of a student and apply the criteria laid down in the Regulations Regarding the Guidelines on the Learners' Education and Procedure of the Assessment of the Information, Learning Aids, Materials and Teaching and Educating Methods adopted by the Cabinet of Ministers.

18. Lessons can include 2–3-minute dynamic pauses for the development and strengthening of student posture.

19. An educational institution shall provide individual and group support lessons to a student with severe mental disorders or multiple serious developmental disabilities in accordance with the individual needs of the student following number of lessons laid down in Table 1 of this Annex.

Table 1

Lesson	Grade						
	1.	2.	3.	4.	5.	6.	7.
Individual or group support lessons	8	8	8	8	8	8	7

20. Individual and group support lessons for students with severe mental disorders or multiple serious developmental disabilities included in general education grades shall be provided within the framework of the funding allocated to the educational institution.

21. Students of several grades can be merged in the individual and group support lessons.

PP. V
. Characteristics of the learning environment

22. The educational institution shall ensure educational process that complies with hygiene requirements laid down in regulatory enactments, inclusive, intellectual and socio-emotional development and health-enhancing, physically and emotionally safe learning environment, which meets the needs and development peculiarities at students' age and the requirements of universal design, such as easy-to-perceive information, convenient access, contrasting design of environmental objects on the floor and indoors.

QQ. V
I. Procedure for evaluation of students' school achievements

23. The basic principles and procedures for assessment of the primary education acquired by students are laid down in the regulatory enactments regarding the procedure for evaluation of learning achievements in special educational programmes.

24. Students are exempt from state examinations.

25. The educational institution shall develop procedures for the assessment of students learning achievements by determining, for example, the assessment goal, the place of the assessment in the learning process, types of the assessment expression, the procedures of the parental notification, the cases of the use of "n/r" (no rating).

26. Methodological techniques applied in the assessment of students' learning achievement and assessment criteria shall be determined by the teacher, considering the targeted results of the student set out in the field of education, the primary education programme implemented in the educational institution, and the procedure for the assessment of the students' learning achievements developed in the educational institution.

27. The learning of the educational programme in each grade is evidenced by school-report that includes an assessment of the student's performance in each subject at the end of the school year. Students are moved up to the next grade in accordance with the laws and regulations that determine the procedure under which the learners are enrolled in and discharged from general education institutions, and according to the minimum requirements for moving to the next grade.

VII. Evaluation and justification of the personnel, financial and material resources necessary for the implementation of the educational programme

28. When implementing the educational program, the educational institution complies with the requirements of regulatory enactments that regulate the operation of educational institutions.

29. The costs of implementing the educational programme shall be borne by:

29.1. in an educational institution established by the state – from the state budget;

29.2. in an educational institution established by a local government – from the state and local government budget;

29.3. in an educational institution established by a private person – from the state, municipal and private budget.

30. The number of hours to be paid per month shall be calculated according to the plan of implementation of the subjects and lessons approved by the head of the educational institution and the number of individual support lessons.

31. The workload and remuneration of the teacher shall be determined in accordance with the regulatory framework regarding the remuneration of the teachers' work.

32. Within the approved teachers' wage fund, the educational institution has the right to divide a grade in groups to learn individual subjects as well as to merge students from grade of one educational stage to learn individual subjects both for all lessons or a part of them.

Acting Minister of Education and Science,

Minister of Welfare Jānis Reirs