

# Core Curriculum for Polish expatriate students attending schools outside the territory of the Republic of Poland

Numerous Polish children are growing up and attending educational institutions outside the territory of the Republic of Poland. Some of these students and their families, while respecting the culture and traditions of their country of residence, intend to promulgate, expand, and improve their knowledge of Polish language and of Polish culture. The achievement of this objective is facilitated by Polish expatriate schools operating in numerous countries. For the benefit of teachers and students of such schools, the Ministry of Education of the Republic of Poland, acting in cooperation with foreign-based Polish educational milieus, developed in 2010 the *Core Curriculum for Polish expatriate students attending schools outside the territory of the Republic of Poland*.

The 2020 version of the *Core Curriculum* is actually an updated version of the Core Curriculum published in 2010. The 2020 version of the *Core Curriculum for Polish expatriate students attending schools outside the territory of the Republic of Poland* contains an updated language, literature, culture, and history learning content. *Core Curriculum* is structured to indicate what students shall know and what skill set students shall have to complete given stage of education: early school education, primary school, high school. Language skills are the basic competence on each stage, as they are necessary to learn Polish literature, history, and culture.

Requirements have been outlined for the following three age groups: 5-9 years, 10-13 years, and 14 years and over, based on the perception capabilities of students and their cognitive development. Language skills have been defined in tables for the following three skill levels: A – basic, B – intermediate, C – advanced. Language education included four communication skills in Polish language: listening, speaking, reading, writing. It has been assumed that top-level language skills (C) shall include the requirements for lower levels. On each level, language and culture education shall be integrated.

All stages of education (early school education, primary school, high school) have similar structure. Within the area *Culture-related Texts*, in relation to Polish language, proposals have been presented of literary works of significance to the literature and culture of Poland, hereinafter referred to as obligatory and complementary reading. Apart from literary texts, a number of theatrical and cinematic productions have been proposed. For highest age group, self-learning texts have been recommended.

The provisions under the *Core Curriculum* present a recommendation for the teachers, who may, if they wish so, use it as basis for developing school curricula. We trust the contents of this *Core Curriculum* will be useful.

## **PRIMARY SCHOOL**

The purpose of complementary education in primary school is to impart to students:

- 1) imparting students with basic knowledge of Polish language, Polish tradition and culture, facts about Poland, including history, geography, and civics;
- 2) ability to use their skills and knowledge when completing tasks and solving problems;
- 3) the attitudes enabling effective and responsible functioning in the modern world and attitudes of conscious belonging to the Polish nation.

The most important skills acquired by students in the course of their complementary education in primary school are:

- 1) reading – perceived as both a simple act and the ability to comprehend, use and process texts to the extent allowing the acquisition of knowledge, emotional, intellectual, and moral development and participation in the life of the society, including in the life of Polish expatriates at the place of residence;
- 2) ability to formulate conclusions based on empirical observations concerning nature and the society;
- 3) ability to communicate in Polish language in speech and writing;
- 4) ability to use modern information and communication technologies to seek, use and verify information, as well as to take creative actions for the benefit of the Polish expatriate community at the place of residence;
- 5) ability to learn as a way to satisfy the natural curiosity of the world, to discover their interests and prepare for further education;
- 6) ability to work in teams.

One of the most important tasks of primary school is to impart the ability to use Polish language, including attention to expanding the students' vocabulary within the scope of their native language. The students shall acquire these skills with the support of all teachers.

# **EARLY SCHOOL EDUCATION**

## **Grades I to III of primary school**

### **Educational goals – general requirements**

The purpose of early school education is to support the child in its intellectual, emotional, social, ethical, physical, and aesthetic development.

School is tasked with imparting the skills of using Polish language and shaping the system of knowledge and skills the child will need to learn and comprehend the world, cope with everyday situations and to continue education on levels IV-VIII of primary school.

The student shall acquire basic information about the history, geography, and natural environment of Poland. Students shall acquire basic information about Polish culture and society, identify with the culture and traditions of Poland, while maintaining respect for cultural differences and traditions of their country of residence, learn classic texts of Polish children's literature. The students shall expand their interest in Poland.

### **Teaching content - specific requirements;**

**Teaching content shall match the level of students' language skills  
(level A – primary, B – intermediary, C – advanced)<sup>1</sup>**

#### **I. Comprehension of statements and use of information contained therein.**

##### **1. Listening.**

**The student shall:**

- 1) distinguish the phone values of contemporary Polish language;
- 2) understand commands;
- 3) understand complex monologue and dialogue statements;
- 4) understand literary texts (and in particular those written in contemporary Polish language) and other texts of culture (supported by illustrations, gestures, props).

##### **2. Reading.**

**The student shall:**

- 1) read aloud, correctly accenting words;
- 2) read aloud a short and simple text aloud, including previously unknown texts, in a correct and expressive manner, whether in print or in handwriting;
- 3) understand brief on-literary texts;
- 4) understand literary works and other culture-related texts;
- 5) highlight selected passages in a literary text, determine the time and place of the action, indicate the main characters;
- 6) understand the fundamental and figurative meanings of words in the text, selected phraseological relationships;

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<sup>1</sup> Language proficiency level diagnostic table.

- 7) search the text for the information needed;
- 8) use dictionaries and encyclopaedias.

## **II. Formulating statements.**

### **1. Speaking.**

#### **The student shall:**

- 1) correctly pronounce words and phrases;
- 2) communicate effectively in everyday situations, using appropriate forms of communication, speaks smoothly, in an orderly fashion;
- 3) participate in a conversation and in a simple discussion, expresses opinions in a simple way;
- 4) formulate statements consisting of several sentences, describe own experiences, describe people, objects, places, and situations;
- 5) formulate greetings and invitations;
- 6) describe in a simple manner the action of literary work and describe the characters and their mutual relationships, as well as the world depicted in the texts of culture;
- 7) describe, discuss, characterise a literary character;
- 8) use courtesy expressions;
- 9) recite poems and short prose passages, using pause and intonation.

### **2. Writing.**

#### **The student shall:**

- 1) copy short texts;
- 2) write from memory (several words, individual sentences) and by ear (simple, short texts);
- 3) with teacher's assistance create a short expression (description, private letter: write down the address of the sender and of the recipient, greetings, invitation, announcement, note);
- 4) create a short statement (short story) within the framework of topics discussed in class;
- 5) based on given pattern, write simple texts on topics known to the student (e.g. related to student's interests);
- 6) apply basic courtesy expressions;
- 7) know and generally apply spelling and punctuation rules.

## **III. Knowledge of Poland.**

#### **The student shall:**

- 1) locate Poland on the map of Europe;
- 2) recount selected legends and stories illustrating the birth of the Polish state;
- 3) list national symbols, explain their meanings, recognise the national anthem;
- 4) list selected figures from Polish history (Mieszko I, Bolesław i the Brave, Mikołaj Kopernik, Tadeusz Kościuszko, Adam Mickiewicz, Fryderyk Chopin, Jan Matejko, Maria Skłodowska-Curie, Janusz Korczak, Irena Sendlerowa, John Paul II);
- 5) describe student's family traditions, draw own family tree, use terms describing kinship;
- 6) name the region of origin of student's family, describe the regional landscape, and list its most important landmarks;
- 7) recognise the diversity of cultural traditions and respect the differences between

- nations;
- 8) describe the location of Poland, list the present and former capitals of Poland; list the most important cities, renowned monuments of history, mountains, and rivers;
  - 9) describe the most important Polish holidays and related traditions;
  - 10) compare Polish Christmas traditions with the holidays observed in the country of residence;
  - 11) remember several selected Polish poems, songs, and proverbs;
  - 12) describe Polish landscape, taking into consideration the seasons of the year and related customs;
  - 13) describe the landscapes of Poland: the Baltic sea coastal region, lowlands, highlands, mountainous.

## **Culture-related texts**

### **Compulsory reading:**

Władysław Bełza, *Katechizm polskiego dziecka*;  
Jan Brzechwa, *Wiersze dla dzieci* (selection);  
Julian Tuwim, *Wiersze dla dzieci* (selection);  
Józef Wybicki, *Mazurek Dąbrowskiego* (first two verses);  
Kornel Makuszyński, Marian Walentynowicz, *Przygody Koziołka Matołka*.

### **Legends:**

O Lechu, Czechu i Rusie;  
O Piaście Kołodziejcu;  
O smoku wawelskim;  
O Warsie i Sawie;  
O hejnale krakowskim.

### **Songs:**

Krakowiaczek jeden (from the works of Zygmunt Gloger); Płynie Wisła, płynie (lyrics Edmund Wasilewski, music Kazimierz Hofman);  
Stary niedźwiedź;  
Wlazł kotek na płotek (from the works of Oskar Kolberg, music: Stanisław Moniuszko);  
Zasiali górale...  
Zasiali górale...

### **Supplementary readings**

**(2 items in each year, passages, or entire books, for self-reading/class reading/listening):**

Justyna Bednarek, *Niesamowite przygody dziesięciu skarpetek (czterech prawych i sześciu lewych)*;  
Waldemar Cichoń, *Cukierku, ty łobuziel!*;  
Grzegorz Kasdepke, *Detektyw Pozytywka*;  
Leszek Kołakowski, *Kto z was chciałby rozweselić pechowego nosorożca?*;  
Barbara Kosmowska, *Dziewczynka z parku*;  
Maria Krüger, *Karolcia*; Marcin Pałasz, *Sposób na Elfa*;  
Joanna Papuzińska, *Asiunia*;

Danuta Parlak, *Kapelusz Pani Wrony*;  
Roman Pisarski, *O psie, który jeździł koleją*;  
Janina Porazińska, *Pamiętnik Czarnego Noska*;  
Maria Terlikowska, *Drzewo do samego nieba*;  
Barbara Tylicka, *O krakowskich psach i kleparskich kotach. Polskie miasta w baśniach i legendach*;  
Danuta Wawiłow, *Najpiękniejsze wiersze*;  
Łukasz Wierzbicki, *Afryka Kazika*;  
Łukasz Wierzbicki, *Dziadek i niedźwiadek*;  
Selected Polish comic books, including but not limited to:  
Henryk Jerzy Chmielewski, *Tytus, Romek i A'Tomek* (selection);  
Janusz Christa, *Kajko i Kokosz* (selection).

**Magazines, websites, TV and radio shows (where possible), movies, popular songs for children.**

### **Topics:**

- 1) Me and my loved ones:
  - basic information about oneself (first name, surname, age, place of residence),
  - appearance,
  - skills and interests,
  - emotions, dreams, the world of imagination,
  - closest family,
  - friends, colleagues;
- 2) Home and its surroundings:
  - living quarters (premises, furniture),
  - toys,
  - backyard, playground,
  - places of interest;
- 3) Everyday life:
  - calendar (months, days of the week, hours, times of day),
  - basic everyday activities,
  - my class and school chores,
  - games, fun, common interest groups,
  - nutrition (food products, meals, and dishes),
  - shopping (buying, selling, digits and numbers),
  - services (e.g. library),
  - clothing (garments);
- 4) Health and sports:
  - most important parts of human body,
  - cleanliness and neatness,
  - mood,
  - sports skills;
- 5) Travel and tourism:
  - holidays,
  - tourist attractions,
  - local communication;

- 6) Natural environment:
  - weather, seasons,
  - plants and animals,
  - ecology and nature conservation:
- 7) Technology, media:
  - household appliances,
  - television, radio, safe Internet;
- 8) Knowledge of Poland:
  - national symbols,
  - famous people of Polish origin,
  - holidays and customs,
  - polonicae at the place of residence;
- 9) Scientific language:
  - basic terms in language studies,
  - basic terms in literature studies,
  - basic historical and geographical terms.

## **POLISH LANGUAGE**

### **Grades IV-VIII of primary school**

#### **Educational goals – general requirements**

#### **I. Comprehension of statements and use of information contained therein.**

1. Developing the skill of careful listening, loud and quiet reading, and the ability to comprehend direct and figurative speech.
2. Imparting communication skills in diverse private and public settings.
3. Shaping awareness of language comprehension as a valuable and multifunctional tool of communication.
4. Developing the ability to independently seek and process information, also with the use of sophisticated information technologies, and the selection and critical evaluation of such information.
5. Developing the ability to reliably use the sources of knowledge, while respecting the intellectual property of other people.
6. Improving the perception of messages – whether verbal or non-verbal – with increasingly complex organisation.
7. Developing the understanding of the value of Polish language and its functions in building national and cultural identity.
8. Shaping the habits of systematic learning, organizing, and deepening the acquired knowledge.

#### **II. Analysis and interpretation of culture-related texts.**

1. Encouraging learning about literature and other texts of Polish culture, adequate to the level of emotional and intellectual development.
2. Developing interest in different areas of culture.
3. Developing the ability to understand literary works and other culture-related texts and

the ability to talk about them using the terms learned.

4. Improving effective analysis and interpretation of culture-related texts, the use of tools that make reading more mature, more cognisant, and individualistic.
5. Developing the capability to see the truth, good, beauty, respect to human beings and to follow such values.
6. Imparting the attitude of respect to the past and to cultural traditions as the basis for national identity and patriotism.
7. Imparting aesthetic tastes and sensitivity.
8. Imparting the attitude of active participation in the Polish culture at the place of residence, particularly in the symbolic and axiological dimension thereof.

### **III. Formulating expressions.**

1. Developing the ability to deliver statements in speech and in writing on topics discussed in the classes, associated with the culture-related texts learned and with own interests.
2. Practising the ability to speak correctly, including improving phonetic skills, articulation, and prose-speaking activities of students.
3. Developing the ability to speak using certain forms of verbal and written statements, including the use of stylistic figures and attention to text aesthetics and the ability to organize the text.
4. Imparting the ability to write in accordance with Polish spelling rules.
5. Developing the ability to use basic concepts and terms for describing language.
6. Developing creative and causative language-related actions and shaping responsibility for own language-related behaviour.
7. Encouraging the development of own talents by participation in diverse forms of knowledge-enhancing activities, such as e.g. competitions, contests, special interest clubs, imparting the ability to present the independent achievements.



## **Teaching content - specific requirements;**

**Teaching content shall match language proficiency levels of students (level A – basic, level B – intermediary, level C – advanced)<sup>2</sup>**

### **Grades IV-VIII**

#### **I. Comprehension of statements and use of information contained therein.**

##### **1. Listening**

###### **The student shall:**

- 1) distinguish the phone values of Polish language;
- 2) understand commands, instructions and monologue and dialogue, including statements in discussions, including audio-visual means messages<
- 3) understand statements of informative and practical nature;
- 4) understand literal and figurative meanings of words in a statement;
- 5) understand neutral and judgemental vocabulary;
- 6) distinguish means of persuasion, understand the functions thereof;
- 7) discriminates between information about facts from opinions;
- 8) discriminates types of messages: informative, literary, advertising;
- 9) recognize different communication situations and their impact on the shape of the expression;
- 10) know the meaning of language etiquette;
- 11) comprehend literary works and other culture-related texts: upon listening or watching - answer questions and ask questions concerning the text; formulate the topic or the problem, identify the source and the recipient in the text, comprehend the literal and non-literal sense of the text;

##### **2. Reading.**

###### **The student shall:**

- 1) read aloud, including different characters, correctly accenting words and using sentence accent, with sentence intonation;
- 2) read efficiently, both aloud and quietly;
- 3) identify text as a message, differentiate between types of messages: informative, literary, advertising, iconic;
- 4) discriminates between information about facts from opinions;
- 5) distinguish between official and unofficial language variations;
- 6) seek necessary information in the statement, including those expressed directly and indirectly, highlights relevant text passages;
- 7) organize the information according to their function in the message;
- 8) differentiate between important information and information of secondary importance in the text;
- 9) identify synonyms, antonyms, understand their function in the text;
- 10) identify genres: dialogue, short story, description, letter, report (from a movie, stage production, event), dedication, invitation, acknowledgement, announcement, greetings, description of personal experiences, characteristics, argumentation.

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<sup>2</sup> Language proficiency level diagnostic table.

- 11) recognize differences between fiction and lies;
- 12) recognize statements of emotional and persuasive nature;
- 13) identify neutral and judgemental vocabulary, comprehend its functions in a text;
- 14) comprehend the principles of formal (title, introduction, description, conclusion) and semantic cohesion of a text;
- 15) identify idiomatic expressions; comprehend their richness, understand their meanings;
- 16) understand the specific nature of culture-related texts: literature, theatre, music, arts and audio-visual arts;
- 17) understand the differences between a literary text and its adaptation;
- 18) effectively use dictionaries, whether single- or bilingual, as well as other sources of information, including Internet sources, collect information, select information according to specific criteria;
- 19) understand literary works: answer questions and ask questions concerning the text, create illustrations for the text, formulate the topic or the problem, understand the source and the recipient incorporated into the text, understand the elements of the works presented in the text, understand the literal and non-literal sense of the text;

## **II. Analysis and interpretation of culture-related texts**

### **The student shall:**

- 1) indicate the characteristic features of culture-related texts, such as e.g. of an image, graphic novel, movie, including movie, theatrical, radio adaptation;
- 2) understand the literal and non-literal meaning of texts;
- 3) identify the topic, problems indicated in the text;
- 4) identify and indicate the elements of the world presented, identify poetic images in poetry;
- 5) understand the work read as a fantasy, legend, fairy tale, hymn, short story, memoir, diary, novel and indicate the features of given genre;
- 6) identify the type of novel and short story, i.e. fiction, adventure, mystery, science-fiction, fantasy;
- 7) identify literary fiction; identify realistic and fantastic elements in texts, in particular taking into consideration the presence thereof in realistic, science-fiction, fantasy works;
- 8) recognize the rhythmic elements of a statement: epithet, comparison, figurative expression, onomatopoeic words, hypocorism, hypercorism, epitome, animation, apostrophe, anaphora, rhetorical question;
- 9) identify rhythmic elements of an expression: verse, rhyme, stanza, chorus;
- 10) use terminology: lyrical subject, narrator, narration (first and third-person), dialogue, monologue, protagonist (main, supporting);
- 11) indicate the functions of the structural elements of works, including the title, subtitle, motto, punchline, climax;
- 12) use elements of knowledge about the artist, culture, the surrounding world in the discussion of literary texts;
- 13) present own understanding of culture-related texts with justification.

## **III. Formulating statements.**

### **1. Speaking.**

#### **The student shall:**

- 1) pronounce words correctly by applying word accentuation rules;

- 2) speak in comprehensibly, using sentence accent;
- 3) use official and unofficial forms of Polish language;
- 4) use a style appropriate to the communication situation;
- 5) use non-verbal means of communication (e.g. gesture, facial expressions, body posture), enhance words with a gesture;
- 6) speak on topics close to the student, e.g. interests, family, school;
- 7) describe own experiences, people, objects, places, and situations;
- 8) communicate spontaneously and smoothly in everyday situations, using appropriate forms of communication;
- 9) participate in conversation, discussion, expresses own opinion with justification;
- 10) apply varied courtesy expressions, depending on the relationship between the student and the person the student addresses (adult, peer, stranger, someone close, teacher, doctor), is aware of the consequences of using inappropriate and offensive terms;
- 11) adapt the manner of expressing oneself to the intended purpose of such expression, including intonation;
- 12) summarize the text;
- 13) inform about facts, formulate opinions, using neutral and judgemental terms;
- 14) apply the rules of language etiquette;
- 15) use linguistic means, including periphrases, repetition, allusion;
- 16) speak about culture-related texts: share impressions about the reading, viewed culture-related text, formulate questions to the text, describe characters and their interactions, express judgement about characters and events, describe the plot and determine the sequence of events, see their mutual relations, creates further fate of the character, the beginning and the end of a work based on its fragment or illustration;
- 17) correctly apply elements of Polish language grammar;
- 18) speak from memory, with understanding and proper intonation, diction, accent.

## 2. Writing.

### **The student shall:**

- 1) note dictated commands, texts;
- 2) draw up a draft of the statement;
- 3) formulate questions to the text;
- 4) create a logical and orderly statement on a given topic, using appropriate composition and graphic layout;
- 5) create coherent statements in the following genre forms: story, description, letter, e-mail, report (from a movie, stage performance, event), dedication, invitation, thank acknowledgement, announcement, greetings, description of internal experiences, characteristics, argumentative text;
- 6) edit a film script based on fragments of text or own ideas;
- 7) apply rules of language etiquette in modern message forms (e.g. e-mail, text message, blog).

## 3. Language awareness.

### **The student shall:**

- 1) recognize parts of speech: verb, noun, adjective, adverb, numeral, pronoun, preposition, conjunction, interjection;
- 2) differentiate between conjunctive and non-conjunctive parts of speech;
- 3) recognise cases, numbers, persons, tenses and genre of nouns, adjectives, numerals, pronouns, and verbs, define their functions in statements;

- 4) recognize grades of adjectives and adverbs;
- 5) recognize impersonal verbs: forms ending with –no, –to, structures with “się”;
- 6) distinguish between perfective and imperfective;
- 7) distinguish between active and passive speech;
- 8) separate inflection from word stem;
- 9) recognize the meaning of homonyms;
- 10) identify idiomatic expressions in statements, understand their meaning;
- 11) identify syntax functions of words used in statements (subject, predicate, subject group, predicate group, grammatical object, adjunct)
- 12) identify word relations in a sentence, identify the superordinate and subordinate constituents and types of word relations;
- 13) identify types of statements: single and complex sentences, elliptical, indicative, interrogative, imperative, exclamatory sentences, types of complex sentences - coordinate clause and dependent clause;
- 14) describe the function of words outside a sentence.

## Culture texts

### Compulsory reading:

Jan Brzechwa, *Akademia pana Kleksa*;

Janusz Christa, *Kajko i Kokosz. Szkoła latania* (graphic novel);

Rafał Kosik, *Felix, Net i Nika oraz Gang Niewidzialnych Ludzi*;

Ignacy Krasicki, selected fables;

Adam Mickiewicz, *Przyjaciele, Pani Twardowska, Pan Tadeusz* (passages, including descriptions of customs and habits, the hunt and Wojski's concert);

Bolesław Prus, *Katarynka*;

Juliusz Słowacki, *W pamiętniku Zofii Bobrówny*;

Henryk Sienkiewicz, *W pustyni i w puszczy*;

Józef Wybicki, *Mazurek Dąbrowskiego*;

Selected Polish narratives, legends, and fairy tales;

Selected poems by Władysław Bełza, Jan Brzechwa, Konstanty Ildefons Gałczyński, Zbigniew Herbert, Anna Kamieńska, Joanna Kulmowa, Czesław Miłosz, Leopold Staff, Julian Tuwim, Jan Twardowski; patriotic hymns and songs, Christmas carols.

### Supplementary reading

**(2 items in each school year, in passages or in entirety for self-reading/class reading/listening):**

Stanisław Lem, *Cyberiada* (passages);

Kornel Makuszyński, selected novel;

Andrzej Maleszka, *Magiczne drzewo*;

Małgorzata Musierowicz, selected novel;

Edmund Niziurski, *Sposób na Alcybiadesa*;

Anna Onichimowska *Najwyższa góra świata*

Alfred Szklarski, selected novel;

Selected items from the series *Nazywam się...* (np. *Mikołaj Kopernik, Fryderyk Chopin, Maria Skłodowska-Curie, Jan Paweł II*); Anna Czerwińska-Rydel selected items from the series „*Czytam sobie*”

or other literary works and culture-related texts selected by the teacher, e.g. a movie, stage production. Selected TV and radio shows, magazines (if possible).

## Grades VII and VIII

### I. Comprehension of statements and use of information contained therein.

#### 1. Listening.

##### The student shall:

- 1) distinguish the phone values of Polish language;
- 2) comprehend commands, instructions, and statements in the form of monologue and dialogue, including statements made in the course of discussions, also by audio-visual means - is capable of distinguishing information provided verbally or contained in sound and image;
- 3) understand statements of informative and practical nature;
- 4) discriminate between information about facts from opinions;
- 5) recognize statements of emotional and persuasive nature;
- 6) identify possible manifestations of aggression and manipulation in a statement;
- 7) recognize an argumentative statement, indicate the thesis, arguments, and conclusions;
- 8) know what language etiquette is;
- 9) distinguish between rhetorical language measures and understand their impact upon the recipient;
- 10) recognize the intentions of the speech (approval, disapproval, negation, provocation);
- 11) distinguish direct and indirect speech;
- 12) recognize differences between fiction and lies;
- 13) distinguish between official and unofficial language variations;
- 14) distinguish official language from local language variations;
- 15) distinguish between regional varieties of the Polish language;
- 16) recognize different communication situations and their impact on the shape of the expression;
- 17) specify the context of a message;
- 18) recognize colloquial, official, artistic, scientific, publicist styles;
- 19) identify journalistic genres: interview, reportage, column;
- 20) understand literary works and other culture-related texts, including: formulating the subject/problem, identify the literal and non-literal meanings of texts.

#### 2. Reading.

##### The student shall:

- 1) read aloud and silently without problems;
- 2) recognize the source and recipient featured in the text;
- 3) seek the information needed and cite relevant parts of the text;
- 4) organize the information according to their function in the message;
- 5) discriminate between information about facts from opinions;
- 6) distinguish between official and unofficial language variations;
- 7) recognize differences between fiction and lies;
- 8) recognize statements of emotional and persuasive nature;
- 9) recognize the intentions of the speech (approval, disapproval, negation, provocation);
- 10) recognize irony, parody, grotesque in the text;
- 11) recognize the relationship between components of an expression (title, introduction, development, ending, paragraphs);
- 12) recognize an argumentative statement, indicate the thesis, arguments, and conclusions;

- 13) draw additional information from footnotes;
- 14) distinguish between fiction, scientific literature, popular science literature, current affairs writings;
- 15) recognize journalistic texts: reportage, interview, column;
- 16) recognize literary genres: lyricism, epic and drama; identify the genre of the work read;
- 17) recognize genres of lyricism, epics, drama, including: memoir, comedy, tragedy, epigram, sonnet, hymn, lament, ballad; identify the genre of the work read;
- 18) search and analyse Internet messages, in the Polish media (if possible): press, radio, television; critical and analytical perception of the content;
- 19) select the information needed while verifying its accuracy;
- 20) recognise and define the differences between information and other messages, including opinion, assessment, criticism;
- 21) order the information in the most suitable way for use;
- 22) learn the strategies and tricks of broadcasters, "filter" information and images reaching the student;
- 23) use glossaries and dictionaries and other sources of information; use modern information and communication technologies to search, use and verify information, develop interests, and take creative action for the benefit of the school and Polish expatriate communities;
- 24) understand literary works and other culture-related texts, formulating a subject or problem by reading the literal and non-literal meanings of texts.

## **II. Analysis and interpretation of culture-related texts**

### **The student shall:**

- 1) learn about culture-related texts selected by or together with the teacher;
- 2) develop aesthetic taste, sensitivity, sense of identity in contact with the culture-related texts;
- 3) recognize the source and recipient featured in the culture-related text;
- 4) recognize the elements of the world depicted in a literary text;
- 5) recognize literary genres: epic, lyricism and drama; indicate characteristic features of each genre; identify the genre of given literary work;
- 6) distinguish between genres of epics, lyricism, drama, including: memoir, drama, comedy, epigram, sonnet, hymn, lament, ballad; indicate essential features thereof;
- 7) identify in the literary text: symbol, allegory, euphemism, neologism, Homeric comparison, invocation; define their functions;
- 8) recognize journalistic genres: reportage, interview, article; define their distinct features;
- 9) identify irony in the texts;
- 10) analyse and interpret literary works and other culture-related texts as indicated, using universal values related to social, national, religious, ethical attitudes in the explanatory analysis of culture-related texts; hierarchise them;
- 11) use the necessary contexts in explaining literary works, e.g. biographical, historical, historical-literary, cultural, philosophical, social context;
- 12) name elements and interpret other culture-related texts (image, graphics, sculpture, photography), using elements of knowledge about history and culture;
- 13) find in contemporary popular literature works (e.g. films, graphic novels, songs) references to traditional cultural threads;
- 14) give own opinion on culture-related texts with justification;
- 15) recite a literary work, interpreting it in keeping with the subject and style thereof.

### **III. Formulating statements.**

#### **1. Speaking.**

##### **The student shall:**

- 1) correctly pronounce words and sentences;
- 2) speak comprehensively, using sentence accent;
- 3) spontaneously and smoothly communicate in everyday situations, using appropriate forms of communication;
- 4) describe own experiences, people, objects, places, and situations;
- 5) speak on topics known to the student (e.g. related to student's interests);
- 6) participate in discussions on familiar topics, while focusing on language etiquette; using arguments, putting forward a thesis, drawing conclusions;
- 7) conduct and actual or fictitious interview;
- 8) give a speech;
- 9) present the results of student's work;
- 10) paraphrase the text;
- 11) formulate questions to the text;
- 12) speak of culture-related texts: share impressions about the culture-related text read, heard or viewed; name reactions to the reading; define existential issues, aesthetic values, symbolic meanings; when explaining meanings, use elements of knowledge about history and culture;
- 13) correctly apply elements of Polish language grammar;
- 14) recite literary works, ensuring proper accentuation and intonation; appropriate voice modulation.

#### **2. Writing.**

##### **The student shall:**

- 1) draw a note on the text listened to and read;
- 2) create logical and structured text using composition and layout appropriate to the form of expression (review, argumentative text);
- 3) transform someone else's text, e.g. abbreviation, summary, expansion;
- 4) adhere to the rules of the language etiquette in electronic means of transmitting information, such as: text messages, e-mails, blog;
- 5) correctly cite someone else's statements using appropriate punctuation;
- 6) use an official and unofficial language variety;
- 7) participate in communication in social networks;
- 8) create student's own media: materials, texts, videos, animations, photos, sound recordings, concerning school life, the Polish expat community;
- 9) write correctly in terms of spelling and punctuation, using knowledge of the exchange of phones in related words and in stems of conjunctive words, about differences in the spelling of oral and nasal vowels, hard and soft consonants, voiced and unvoiced consonants, writing grammatical particle "no" with different parts of speech;
- 10) correctly apply elements of grammar of the Polish language.

#### **3. Language awareness.**

##### **The student shall:**

- 1) recognise discrepancies between speaking and writing;
- 2) recognize basic and derivative words, indicate the form of a word after all affixes are removed, in a derivative word indicate the subject and the formant, indicate the functions of formants in assigning the meaning to derivative words, understand the

- actual and word-creating meaning of a word, identify the family of words, combine related words, indicate the core;
- 3) know the rules for creating complex words, distinguish types of such words;
  - 4) identify participles, understand the rules of participle creation, identify participle sentences, and understand its functions, convert it into a complex sentence and vice versa;
  - 5) distinguish compound-complex expressions;
  - 6) distinguish regional and environmental variations of the language;
  - 7) identify names of persons and locations, learn correct grammatical forms of names, surnames, names of locations and names of inhabitants;
  - 8) identify national vocabulary and limited range vocabulary (e.g. scientific terms, archaisms, colloquialisms), noticing the diversity of vocabulary;
  - 9) know how to enrich vocabulary;
  - 10) distinguish between the content and meaning of a word;
  - 11) know abbreviations and acronyms, define their functions;
  - 12) understand the concept of style, identify colloquial, official, artistic, scientific, publicist styles;
  - 13) distinguish between linguistic standards and linguistic norms;
  - 14) understand what a linguistic error is;
  - 15) understand the mechanism of phonetic similarities, simplification of consonant groups and devoicing.

## Culture texts

### **Compulsory reading:**

Aleksander Fredro, *Zemsta*;

Jan Kochanowski, selection of epigrams, laments and poems, including laments I, V, VII, VIII;

Ignacy Krasicki, *Żona modna*;

Adam Mickiewicz, *Reduta Orzona*, *Śmierć Pułkownika*, *Świtezianka*, *II część Dziadów*, *Pan Tadeusz (Inwokacja, Gospodarstwo)*, selected poem from the cycle *Sonety krymskie*;

Henryk Sienkiewicz, *Quo vadis*, *Latarnik*;

Juliusz Słowacki, *Balladyna*;

Stefan Żeromski, *Szyfrowe prace*; Aleksander Kamiński, *Kamienie na szaniec*;

Sławomir Mrożek, *Artysta*;

Melchior Wańkowicz, *Ziele na kraterze* (passages), *Tędy i owędy* (selected reportage);

Selected poems by Cyprian Norwid, Bolesław Leśmian, Marian Hemar, Krzysztof Kamil Baczyński, Kazimierz Wierzyński, Jan Lechoń, Jerzy Liebert, Stanisław Barańczak, Wisława Szymborska, Jarosław Marek Rymkiewicz and epigrams by Jan Sztudynger and aphorisms by Stanisław Jerzy Lec.

### **Supplementary reading**

**(2 items in each school year, in passages or in entirety for self-reading/class reading/listening):**

Miron Białoszewski, *Pamiętnik z powstania warszawskiego*;

Arkady Fiedler, *Dywizjon 303*;

Henryk Sienkiewicz, *Krzyżacy*;



Melchior Wańkowicz, *Monte Cassino*;  
Karolina Lanckorońska, *Wspomnienia wojenne 22 IX 1939–5 IV 1945*;  
Barbara Kosmowska, *Pozłacana rybka*;  
Pope John Paul II, *Przekroczyć próg nadziei*

or other literary works and culture-related texts selected by the teacher, including reportage and poems by contemporary poets.

### Topics:

- 1) Me and my loved ones:
  - personal data (first name, surname, age, address, date and place of birth, education),
  - external appearance and character traits, talents, and skills,
  - interests, hobbies, passions,
  - feelings, emotions, dreams, world of imagination, plans,
  - professions and skills, work,
  - family and family relations, degrees of kinship,
  - friends, colleagues, acquaintances, social life,
  - conflicts and problems (including ethical issues);
- 2) Home and surroundings:
  - home (premises, equipment) and surroundings,
  - surroundings of the home (garden, street),
  - closest area, place residence and surroundings,
  - attractions at the place of residence and the surrounding area,
  - official bodies and institutions;
- 3) Everyday life:
  - calendar (months, days of the week, hours, time of day, daily, weekly, monthly schedule, centuries),
  - daily activities and chores (home, school, congenial),
  - my class and my school, the educational system,
  - leisure activities (e.g. movie theatre, theatre, amusement park),
  - nutrition (food products, meals and dishes, food preparation, restaurants, nutrition patterns),
  - shopping (shops, goods, weights and measures, money),
  - services (e.g. post office, hairdresser, repair shops),
  - clothing, fashion, and style;
- 4) Health and sports:
  - human body, parts of human body,
  - personal hygiene,
  - disease and medical treatment, accidents,
  - addictions,
  - healthy lifestyle, diet, health food,
  - sports and sporting events,
  - sports equipment and sports facilities;
- 5) Travel and tourism:
  - leisure and travel planning, holidays,
  - familiar places, facilities, monuments,
  - tourist information, tourist base,
  - means of transportation;

- 6) - Natural environment:
  - climate, weather, seasons,
  - the world of plants and animals,
  - landscape,
  - nature conservation, ecology,
  - natural disasters,
  - outer space;
- 7) Technology, media:
  - discoveries and inventions, development of technology and computer science,
  - technical equipment, motor vehicles and telecommunications,
  - radio, television, press, Internet;
- 8) Knowledge of Poland:
  - creators of culture and their works,
  - holidays, traditions and customs, anniversaries,
  - polonica in the country of residence;
- 9) Scientific language:
  - linguistic terms,
  - literary terms,
  - historical and geographical terms.

## Language proficiency diagnostic table

| Language competence (ages 5-9 years) |  |   |   |
|--------------------------------------|--|---|---|
| Competence                           | A – Basic level  | B – Intermediate level  | C – Advanced level  |
| 1                                    | 2  | 3   | 4   |
| <b>Listening</b>                     | <p>Students:</p> <ul style="list-style-type: none"> <li>– identify most important phones of the Polish language,</li> <li>– understand simple commands,</li> <li>– understand simple monologues and dialogues, providing they are given additional explanations,</li> <li>– understand simple literary texts supported with pictures, gestures, props, and other culture-related texts, providing they are given additional explanations.</li> </ul>   | <p>Students:</p> <ul style="list-style-type: none"> <li>– identify the phones of contemporary Polish language with the exception of the most difficult ones,</li> <li>– understand complex commands,</li> <li>– understand simple monologues and dialogues without additional explanations,</li> <li>– understand simple literary texts (in particular those written in contemporary Polish language, with the support of pictures, gestures, props, and understands other culture-related texts.</li> </ul>  | <p>Students:</p> <ul style="list-style-type: none"> <li>– identify all phones of the Polish language,</li> <li>– understand complex commands,</li> <li>– understand complex monologues and dialogues,</li> <li>– understand literary texts (in particular those written in contemporary Polish language).</li> </ul>  |
| <b>Speaking</b>                      | <ul style="list-style-type: none"> <li>– usually pronounce the words they learned in a comprehensive manner,</li> <li>– create, with teacher's assistance, short statements comprising simple sentences,</li> <li>– communicate in simple situations,</li> <li>– use basic courtesy forms,</li> <li>– recreate from memory short rhymes and other short and simple texts.</li> </ul>   | <ul style="list-style-type: none"> <li>– pronounce the words they learned in a comprehensive manner,</li> <li>– effectively communicate in everyday situations, using appropriate forms of communication,</li> <li>– participate in conversations, express their opinions in a simple manner,</li> <li>– formulate statements comprising several sentences, recount own experiences, describe people, objects, places and situations,</li> <li>– formulate greetings and invitations,</li> <li>– recount in a simple manner the plot of a story and describe the characters and their mutual relations, as well as the world presented in culture-related texts,</li> <li>– apply courtesy forms of expression,</li> <li>– recite poems.</li> </ul> | <ul style="list-style-type: none"> <li>– correctly pronounce words and phrases,</li> <li>– provide fluent statements,</li> <li>– describe, recount, characterise literary characters,</li> <li>– participate in conversations and simple discussions,</li> <li>– recite poems using pause and intonation.</li> </ul>  |
| <b>Reading</b>                       | <ul style="list-style-type: none"> <li>– know all letters and corresponding phones,</li> <li>– divide words into syllables,</li> <li>– read short, simple texts, both aloud and silently,</li> <li>– understand short and simple utility texts,</li> <li>– understand simple and short literary works, supported by illustrations, understand other culture-related texts,</li> <li>– use picture dictionaries and encyclopaedias.</li> </ul>  | <ul style="list-style-type: none"> <li>– read aloud properly accenting words,</li> <li>– understand short utility texts,</li> <li>– recognise utility forms, such as greetings, invitations, ads, letters, simple instructions,</li> <li>– understand short literary works and other culture-related texts,</li> <li>– highlight selected fragments in a literary text, define the time and place of the plot, indicate main characters,</li> <li>– seek the necessary information in a text,</li> <li>– use picture dictionaries and encyclopaedias.</li> </ul>  | <ul style="list-style-type: none"> <li>– read a simple, short text (including texts unknown before) aloud, in a correct and legible manner,</li> <li>– understand literary works and other culture-related texts,</li> <li>– identify basic elements of the world presented in a literary work or in another culture-related text,</li> <li>– understand basic and figurative meanings of words used in a text,</li> <li>– use dictionaries and encyclopaedias.</li> </ul>  |
| <b>Writing</b>                       | <ul style="list-style-type: none"> <li>– write all small and capital letters, recognise the difference between a letter and its phone,</li> <li>– copy words and simple sentences,</li> <li>– write from memory (single words) and from listening (simple sentences), after discussing spelling with the teacher,</li> <li>– formulate short statements with teacher's help, consisting of simple sentences (description, greetings, best wishes),</li> <li>– write a short text about themselves based on a template,</li> <li>– apply basic courtesy expressions,</li> </ul> | <ul style="list-style-type: none"> <li>– copy short texts,</li> <li>– write from memory (several words) and from listening (simple, short texts),</li> <li>– with teacher's help, formulate short statements (description, private letter, greetings, invitations),</li> <li>– write template-based simple texts on topics known to the students (e.g. associated with their interests),</li> <li>– write simple texts associated with the literary works and other culture-related texts taught,</li> <li>– apply basic courtesy expressions,</li> </ul>   | <ul style="list-style-type: none"> <li>– write from memory (single sentences) and from listening (short texts),</li> <li>– formulate short statements (dialogue, short story, recipe),</li> <li>– formulate statements on topics known to the students (e.g. associated with their interests),</li> <li>– formulate statements associated with the literary works and other culture-related texts taught,</li> <li>– apply basic courtesy expressions,</li> <li>– know and usually apply spelling and punctuation rules.</li> </ul> |

|                                      | – pay attention to graphic correctness of Polish letters.  | – usually write without spelling and basic punctuation mistakes.  |  |
|--------------------------------------|--|---|--|
| Language competence (ages 5-9 years) |  |   |  |
| Competence                           | A – Basic level  | B – Intermediate level  | C – Advanced level   |
| 1                                    | 2  | 3   | 4  |
| <b>Listening</b>                     | Students:<br>– recognise most phones of the Polish language (with the exceptions of most difficult ones),<br>– understand commands and simple monologue and dialogue statements,<br>– understand simple contemporary literary works and other culture-related texts, supported by illustrations, gestures, props,<br>– understand simple statements of informative and utility nature. | Students:<br>– recognise most phones of the Polish language,<br>– understand complex commands, simple instructions and monologue/dialogue statements, including those provided by audio-visual means,<br>– understand literary works and other culture-related texts (in particular those written in contemporary Polish language),<br>– understand statements of informative and utility nature.   | Students:<br>– recognise all phones of the Polish language,<br>– understand complex commands, simple instructions and monologue/dialogue statements, including statements made during discussions,<br>– understand literary works (from different periods) and other culture-related texts,<br>– understand extensive statements of informative and utility nature.  |
| <b>Speaking</b>                      | – pronounce the words taught in a usually comprehensive manner,<br>– formulate independently usually correct statements consisting of several sentences,<br>– communicate in typical situations that require interaction,<br>– apply basic courtesy expressions,<br>– reproduce simple texts from memory.  | – usually speak in comprehensive manner, using sentence accent,<br>– spontaneously and rather fluently communicate in everyday situations, using proper forms of communication,<br>– recount own experiences, describe people, objects, places and situations,<br>– formulate greetings, congratulations, invitations,<br>– formulate rather cohesive statements on topics known to students (e.g. associated with their interests) and the literary works and other culture-related texts taught.<br>– describe the plot of literary work, the main characters and their mutual relations, as well as the world presented in culture-related texts, including naming reactions and expressing their opinions about the character,<br>– participate in conversation, express own opinions with justification,<br>– apply diverse courteous forms of address,<br>– recite literary works, paying attention to proper accenting and intonation. | – correctly pronounce words and sentences,<br>– provide fluent and logical statements,<br>– describe, recount, characterise literary characters, briefly report events,<br>– initiate discussions and participate in discussions on the culture-related texts taught,<br>– apply diverse courtesy forms,<br>– recite literary works using proper voice modulation.   |
| <b>Reading</b>                       | – know all letters and corresponding Polish language phones; reads aloud and in silence simple literary and non-literary texts,<br>– comprehend simple information and utility texts,<br>– comprehend simple literary works and other culture-related texts,<br>– indicate the most important information in a text,<br>– make use of bilingual dictionaries and encyclopaedias,       | – read aloud, properly accenting words and using sentence accents,<br>– understand longer information and utility texts,<br>– distinguish between informative and argumentative texts,<br>– distinguish between sentences containing factual information from sentences containing opinions,<br>– understand longer literary works and other culture-related texts,<br>– recognize the source and recipient embedded in a culture-related text;<br>– recognize selected elements of the world depicted in a literary text;<br>– make use of school dictionaries and other sources of information<br>– distinguish between official and unofficial language forms;   | – read aloud, properly accenting words while maintaining sentence intonation,<br>– read selected literary works with the assistance from the teacher (representing different literary ages),<br>– understand literary, information, and utility works and other culture-related texts,<br>– distinguish between literary and non-literary language forms,<br>– recognize elements of the world depicted in a literary text,<br>– use information presented in encyclopaedias and uni- and bilingual dictionaries |
| <b>Writing</b>                       | – correctly write all letters of Polish alphabet,  | – write down dictated texts;<br>– describe events, impressions and  | – writes notes on reading;<br>– freely create written statements   |

|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>- copy words and simple sentences,</li> <li>- write words and simple sentences from memory and from listening,</li> <li>- note simple information about themselves,</li> <li>- write simple compositions based on a template on known topics (such as those associated with their interests),</li> <li>- compose short, generally correct statements consisting of several simple sentences (description, dialogue, greetings, best wishes),</li> <li>- use basic expressions of courtesy,</li> <li>- write with generally correct punctuation and spelling</li> </ul> | <ul style="list-style-type: none"> <li>- experiences,</li> <li>- formulate statements associated with readings of literary works and other culture-related texts (i.e. about student's interests),</li> <li>- create simple statements in writing in selected forms (description, characteristics, short story, dialogue, private letter, diary, classified ad, invitation, greetings, memo).</li> <li>- draw up draft statements,</li> <li>- use courtesy expressions,</li> <li>- write correctly in terms of spelling and punctuation</li> </ul> | <ul style="list-style-type: none"> <li>- in the forms taught, using diversified vocabulary,</li> <li>- apply appropriate composition and graphic outlay in written statements,</li> <li>- use both official and unofficial language forms,</li> <li>- usually make no spelling and punctuation mistakes</li> </ul> |
|--|---|--|--|

| Language competence (age 14 years and over) |  |   |   |
|---|--|---|---|
| Competence                                  | A – Basic level  | B – Intermediate level  | C – Advanced level  |
| 1   | 2  | 3   | 4   |
| <b>Listening</b>                            | <p>Students:</p> <ul style="list-style-type: none"> <li>– recognise most phones of the Polish language,</li> <li>– understand commands and simple monologue and dialogue statements, including those provided via audio-visual means,</li> <li>– understand simple literary works and other culture-related texts (in particular those written in contemporary Polish language),</li> <li>– understand simple statements of informative and utility nature,</li> <li>– recognise the intention of a statement (e.g. approval, disapproval, supported by intonation or gesture).</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>– recognise the phones of the Polish language with the exception of the most difficult ones,</li> <li>– understand monologue/dialogue statements, including those provided by audio-visual means,</li> <li>– understand literary works and other culture-related texts,</li> <li>– understand statements of informative and utility nature, and distinguishes between factual information and opinions,</li> <li>– understand the intention of a statement (e.g. approval, disapproval, provocation) and recognises the language forms used in such expressions</li> </ul>  | <p>Students:</p> <ul style="list-style-type: none"> <li>– recognise all phones of the Polish language,</li> <li>– understand complex statements, also those provided by audio-visual means, comprehends both obvious and concealed information provided therein,</li> <li>– understand literary works (from different periods) and other culture-related texts,</li> <li>– understand scientific and journalistic statements,</li> <li>– understand obvious and concealed intentions of statements (suggestions and linguistic manipulations, irony),</li> <li>– understand language forms fulfilling diverse stylistic functions.</li> </ul> |
| <b>Speaking</b>                             | <ul style="list-style-type: none"> <li>– pronounce the words taught in a usually comprehensive manner,</li> <li>– formulate independently usually correct statements consisting of several sentences,</li> <li>– communicate in typical situations that require interaction,</li> <li>– formulate simple statements (describe their reactions) concerning the culture-related texts taught,</li> <li>– apply basic courtesy expressions,</li> <li>– reproduce simple texts from memory.</li> </ul>   | <ul style="list-style-type: none"> <li>– usually speak in comprehensive manner, using sentence accent,</li> <li>– spontaneously and fluently communicate in everyday situations, using proper forms of communication,</li> <li>– formulate cohesive statements on topics associated with the surrounding reality, recount their own experiences, describe people, objects, places and situations,</li> <li>– summarise, discuss the literary works and other culture-related texts read, indicate the topic, problems, describe main characters, recount the plot and formulate cohesive, longer statements on topics provided by the teacher or selected by the student,</li> <li>– participate in discussions on given topics, are capable of presenting their own viewpoint and justify their opinions,</li> <li>– follow basic rules of language etiquette, adjusting the language forms use to the situations described,</li> <li>– recite literary works, paying attention to proper accenting and intonation.</li> </ul> | <ul style="list-style-type: none"> <li>– correctly pronounce words and sentences,</li> <li>– formulate spontaneous, fluent and logical statements,</li> <li>– recount the plot and describe the speaking character, provide precise statements in diverse forms,</li> <li>– in discussions, public statements, formulate their opinions, justify and defend their opinions, engage in polemics,</li> <li>– follow the rules of language etiquette, adjust the manner of expression to the style appropriate in given situation,</li> <li>– recite literary works with voice interpretation.</li> </ul>  |

|                       |   |  |  |
|-----------------------|---|--|--|
| <p><b>Reading</b></p> | <ul style="list-style-type: none"> <li>– know all letters and related phones,</li> <li>– read simple literary and non-literary texts aloud and silently,</li> <li>– understand simple informative and utility texts,</li> <li>– understand simple literary works and other culture-related texts,</li> <li>– identify components of the entire texts and of a paragraph (introduction, development, conclusion),</li> <li>– in a simple text, identify information of primary and secondary importance</li> <li>– use dictionaries and encyclopaedias</li> </ul>  | <ul style="list-style-type: none"> <li>– read aloud, properly accenting words and using sentence accents,</li> <li>– understand longer information and utility texts,</li> <li>– identify basic functions of a statement,</li> <li>– collect and organize information based on given criteria,</li> <li>– understand longer literary works and other culture-related texts,</li> <li>– indicate and describes basic categories of the world presented,</li> <li>– understand the obvious and concealed intentions of a statement (such as approval, disapproval, suggestion),</li> <li>– identify possible manifestations of manipulation in a statement,</li> <li>– in an argumentation text, indicates the thesis, arguments, examples, and conclusions</li> </ul> | <ul style="list-style-type: none"> <li>– understand literary works and other culture-related texts, and takes different contexts into consideration when interpreting such texts,</li> <li>– identify structure elements of a literary text and understand their interrelations,</li> <li>– understand the sense of the entire text and of selected fragments, identify the function of fragments in the entire text,</li> <li>– understand the obvious and concealed intention of a statement, irony, and linguistic manipulation,</li> <li>– read selected literary works (from different periods),</li> <li>– use diverse sources of information</li> </ul>   |
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>– correctly write all letters of Polish alphabet, copy words and simple sentences,</li> <li>– write words and simple sentences from memory and from listening,</li> <li>– write down simple personal information,</li> <li>– in a simple manner name personal emotions and describe personal experiences,</li> <li>– create simple statements consisting of several sentences (description, dialogue, greetings, best wishes, private letter, short memo),</li> <li>– create generally correct statements consisting of several sentences on topics known to the student (such as those concerning student’s interests or experiences),</li> <li>– provide simple opinions (describe own reactions) concerning the culture-related texts learned,</li> <li>– use courtesy expressions,</li> <li>– usually write with no spelling and punctuation mistakes, using dictionaries</li> </ul> | <ul style="list-style-type: none"> <li>– write down dictated texts;</li> <li>– create basic utility forms (official letter, application, curriculum vitae),</li> <li>– recount actual or fictitious events and experiences and describe feelings,</li> <li>– write statements on the literary forms taught using diversified vocabulary,</li> <li>– create statements on given topics, cohesive in terms of logic and syntax,</li> <li>– present own opinions on culture-related texts learned, including rationale,</li> <li>– use official and unofficial language forms,</li> <li>– use courtesy expressions,</li> <li>– write correctly in terms of spelling and punctuation, use spelling dictionary</li> </ul>   | <ul style="list-style-type: none"> <li>– draw a note from listening and reading,</li> <li>– create utility forms (official letter, application, bio, CV, motivation letter),</li> <li>– present (fully developed) any topic, with attention to statement structure,</li> <li>– express opinions in different forms (private letter, journal, abstract, including an abstract of argumentation, report, essay), using diversified vocabulary,</li> <li>– analyse and interpret literary works and other culture-related texts indicated,</li> <li>– apply courtesy forms relevant to given situation,</li> <li>– comply with language standards using dictionaries,</li> <li>– redact and edit own texts</li> </ul> |

| Topical areas   |  |  |
|---|--|--|
| Age 5-9 years   | Age 10-13 years  | Age 14 and above   |
|   | 2  | 3  |
| <b>Me and my loved ones:</b> <ul style="list-style-type: none"> <li>– basic information about the student (first name, surname, age, place of residence);</li> <li>– appearance;</li> <li>– skills and interests;</li> <li>– emotions, dreams, the world of imagination;</li> <li>– closest family;</li> <li>– friends, colleagues;</li> </ul>  | <b>Me and my loved ones:</b> <ul style="list-style-type: none"> <li>– personal data (first name, surname, age, address, date, and place of birth);</li> <li>– external appearance and character traits;</li> <li>– hobbies and interests;</li> <li>– feelings, emotions, dreams, world of imagination;</li> <li>– professions and skills;</li> <li>– family and family;</li> <li>– friends, colleagues, acquaintances;</li> </ul>  | <b>Me and my loved ones:</b> <ul style="list-style-type: none"> <li>– personal data (first name, surname, age, address, date and place of birth, education);</li> <li>– external appearance, character traits, talents, and skills;</li> <li>– interests, hobbies, passions;</li> <li>– feelings, emotions, dreams, plans;</li> <li>– work and career;</li> <li>– family, family relations and degrees of kinship;</li> <li>– social life;</li> <li>– conflicts and problems (including ethical issues);</li> </ul>  |
| <b>Home and surroundings:</b> <ul style="list-style-type: none"> <li>- home (rooms, furniture);</li> <li>– toys;</li> <li>– backyard, playground;</li> <li>– places of interest;</li> </ul>   | <b>Home and surroundings:</b> <ul style="list-style-type: none"> <li>– home (rooms, furnishings);</li> <li>– home environment (garden, street);</li> <li>– surrounding area;</li> <li>– attractions at the place of residence;</li> </ul>  | <b>Home and surroundings:</b> <ul style="list-style-type: none"> <li>– home and home surroundings;</li> <li>– place of residence and the surrounding area;</li> <li>– official bodies and institutions;</li> <li>– attractions at the place of residence and the surrounding area;</li> </ul>  |
| <b>Everyday life:</b> <ul style="list-style-type: none"> <li>– calendar (months, days of the week, hours, times of day),</li> <li>– basic everyday activities,</li> <li>– my class and school chores,</li> <li>– games, fun, common interest groups,</li> <li>– nutrition (food products, meals, and dishes),</li> <li>– shopping (buying, selling, digits and numbers),</li> <li>– services (e.g. library),</li> <li>– clothing (garments);</li> </ul> | <b>Everyday life:</b> <ul style="list-style-type: none"> <li>– calendar (months, days of the week, hours, times of day, daily/weekly/monthly schedules);</li> <li>– everyday activities and chores;</li> <li>– my class and my school;</li> <li>– entertainment (e.g. movie theatre, amusement park);</li> <li>– nutrition (food products, meals and dishes, food preparation, nutrition patterns),</li> <li>– shopping (shops, goods, weights and measures, money),</li> <li>– services (e.g. post office, hairdresser),</li> <li>– clothing and fashion</li> </ul> | <b>Everyday life:</b> <ul style="list-style-type: none"> <li>– calendar (months, days of the week, hours, times of day, years, centuries, daily/weekly/monthly schedules);</li> <li>– everyday activities and chores (household, school, congenial);</li> <li>– class, school, educational system;</li> <li>– leisure activities (e.g. movie theatre, theatre, club),</li> <li>– nutrition (food products, meals and dishes, restaurants, nutrition patterns),</li> <li>- shopping (shops, goods, weights and measures, money, advertising, filing complaints);</li> <li>– services (e.g. bank, repair shops);</li> <li>– clothing, fashion, and style;</li> </ul> |
| <b>Health and Sports:</b> <ul style="list-style-type: none"> <li>– most important parts of the body;</li> <li>– cleanliness and neatness;</li> <li>– mood;</li> <li>– sports skills;</li> </ul>   | <b>Health and sports:</b> <ul style="list-style-type: none"> <li>– most important parts of the body;</li> <li>– personal hygiene;</li> <li>– diseases and medical treatment;</li> <li>– health food;</li> <li>– sports and sporting events;</li> <li>– sports equipment and facilities;</li> </ul>   | <b>Health and sports:</b> <ul style="list-style-type: none"> <li>– human body;</li> <li>– personal hygiene;</li> <li>– diseases and medical treatment, accidents;</li> <li>– addictions;</li> <li>– healthy lifestyle. diet;</li> <li>– sports and sporting events;</li> <li>– sports equipment and facilities;</li> </ul>   |
| <b>Travel and tourism:</b> <ul style="list-style-type: none"> <li>– vacations;</li> <li>– tourist attractions;</li> <li>– local communication;</li> </ul>   | <b>Travel and tourism:</b> <ul style="list-style-type: none"> <li>– vacations, rest, and recreation;</li> <li>– familiar places, facilities;</li> <li>– tourist information;</li> <li>– Means of transportation</li> </ul>   | <b>Travel and tourism:</b> <ul style="list-style-type: none"> <li>– planning travel and recreation;</li> <li>– famous sites and historical relics;</li> <li>– tourist information;</li> <li>– tourist base;</li> <li>– transport</li> </ul>  |



|  |   |   |
|--|---|---|
| <b>Natural environment:</b><br>– weather, seasons;<br>– plants and animals;  | <b>Natural environment:</b><br>– climate, weather, seasons;<br>– plants and animals;<br>– nature conservation   | <b>Natural environment:</b><br>– climate, weather, seasons;<br>– the world of plants and animals;<br>– landscape;<br>– ecology;<br>– natural disasters;<br>– outer space                            |
| <b>Technology, media:</b><br>– household technical appliances;<br>– television, radio, the Internet;   | <b>Technology, media:</b><br>– discoveries and inventions,<br>– technical appliances;<br>– television, radio, the Internet;   | <b>Technology, media:</b><br>– development of technology and computer science;<br>– motor industry and telecommunications;<br>– television, radio, the Internet;                                    |
| <b>Knowledge of Poland:</b><br>– national symbols;<br>– famous people of Polish origin;<br>– national holidays and customs;<br>– Polish heritage at the place of residence | <b>Knowledge of Poland:</b><br>– distinguished creators of Polish culture and their works;<br>– national holidays, traditions and customs;<br>– Polish heritage at the place of residence | <b>Knowledge of Poland:</b><br>– creators of Polish culture and their works;<br>– national holidays, traditions and customs, national anniversaries;<br>– Polish heritage at the place of residence |
| <b>Scientific language:</b><br>– basic linguistic terms;<br>– basic literary terms;<br>– basic historical and geographical terms   | <b>Scientific language:</b><br>– basic linguistic terms;<br>– basic literary terms;<br>– basic historical and geographical terms  | <b>Scientific language:</b><br>– basic linguistic terms;<br>– basic literary terms;<br>– basic historical and geographical terms  |

## **KNOWLEDGE OF POLAND**

(elements of history, geography, culture)

### **Grades IV-VIII of primary school**

#### **Learning objectives - general requirements in the area of history and culture**

The student is imparted with basic knowledge about Polish history from the 10th to the 21st century, necessary to better get to know the student's country of origin and note the relations between the past and the present. The student acquires basic information about culture and society, as well as on the geography of Poland. The knowledge gained will allow the student to identify with Polish culture and traditions. It will awaken the student's interest in Polish history, help raise questions about the causes and effects of the historical and contemporary events analysed; use of the concepts learned, presenting student's own opinion with justification.

#### **Educational and developmental objectives:**

- 1) learning about important events in the history of the Polish nation, especially through the achievements of outstanding historical figures; learning about national, state, and religious symbols; explaining their meaning and imparting respect therein;
- 2) awakening a sense of love for the Homeland through respect and attachment to the traditions and history of student's nation and its achievements, culture, and native tongue;
- 3) establishing ties with the country of origin, civic awareness, attitudes of respect and responsibility to the home state, perpetuating the sense of dignity and national pride;
- 4) building respect for other people and for the accomplishments of other nations;

- 5) raising interests in student's own past, family, and local and regional history;
- 6) creating understanding for values such as truth, goodness, justice, beauty and developing moral and aesthetic sensitivity;
- 7) developing historical imagination;
- 8) imparting skills in humanities, language proficiency, ability to independently seek knowledge and use diverse sources of information, formulating and expressing own opinions.

### **Educational goals – general requirements**

#### **1. Historical chronology.**

The student shall distinguish the past, the present and the future; use basic terms of historical time line: epoch, b.c., n.e., millennium, century, year; calculate the passage of time between historical events; place in time, organize and establish cause and effect relations of processes, phenomena and historical facts; identify transformations changing political and social life and continuity in cultural development.

#### **2. Historical analysis and interpretation.**

The student critically analyses the information obtained from diverse sources (including cartographic) in an attempt to draw independent conclusions therefrom; points historical processes, phenomena and facts in space; distinguishes the historical narrative and the informative, explanatory and judgemental layers; understands and is capable of clarifying the cause and effect relationships of the historical phenomena and processes analysed; recognises the need to explore the past to understand the processes taking place in the present day.

#### **3. Creating a historical narrative.**

Students create a historical narrative using the source information collected; make use of historical concepts and can explain their meaning; present arguments supporting their own position on historical processes and figures; create short and long statements: plans, notes, dissertations, presentations.

### **Teaching content - specific requirements;**

#### **1. Elements of family history.**

##### **The student shall:**

- 1) collect information about family's history, collect and describe souvenirs from the family past;
- 2) know and cultivate family traditions;
- 3) learn the history and traditions of the land of ancestors and of people of particular merit thereto;
- 5) know local monuments of history and describe their history.

#### **2. Homeland – the most important elements of Poland's cultural heritage.**

##### **The student shall:**

- 1) know the national symbols (colours, emblem, national anthem), the most important national and state holidays, can explain their meaning;

- 2) know the legends of the beginnings of the Polish state;
- 3) associate most important monuments and symbols of Polish culture with appropriate regions;
- 4) point the main regions of Poland on a map and describe them;
- 5) list the locations of the largest Polish expatriate populations in the world.

### **3. People and events of utmost importance to the shaping of Polish cultural identity.**

#### **The student locates in time and describes the following:**

- 1) Duke Mieszko I and Czech princess Dobrawa, the baptism of Poland;
- 2) Bolesław I the Brave, the first king and the Congress in Gniezno;
- 3) Casimir the Great, last king of the Piast dynasty;
- 4) Queen Jadwiga, king Władysław Jagiełło and the Polish-Lithuanian Commonwealth;
- 5) Zawisza Czarny and the Grunwald victory;
- 6) Mikołaj Kopernik and the students of medieval Kraków;
- 7) Abbott Augustyn Kordecki, Hetman Stefan Czarniecki and the "Swedish Deluge";
- 8) John III Sobieski and the Battle of Vienna;
- 9) Tadeusz Kosciuszko and the scythe-bearing peasant soldiers in the Battle of Racławice;
- 10) Jan Henryk Dąbrowski, Józef Wybicki and the national anthem of Poland;
- 11) Piotr Wysocki and the November Uprising;
- 12) Romuald Traugutt and the insurgent state;
- 13) Maria Skłodowska-Curie – Nobel Laureate;
- 14) Józef Piłsudski and his soldiers;
- 15) Eugeniusz Kwiatkowski and the building of the city of Gdynia;
- 16) Janusz Korczak and children's rights;
- 17) Irena Sendler and the rescue of children during World War II;
- 18) "Zośka", "Alek", "Rudy", the Grey Ranks and the Warsaw Uprising;
- 19) Danuta Siedzikówna "Inka" and the Indomitable Soldiers;
- 20) Pope John Paul II;
- 21) "Solidarity" and its heroes.

#### **Additional content, optional, for selection by the teacher or student.**

#### **The student locates in time and describes the following:**

- 1) The Piast dynasty, Slavic tribes and their living conditions within the territory of present-day Poland, the Piast dynasty (legends associated with the royal family);
- 2) The baptism of Poland, Christianisation and cultural transformations within Polish lands, the mission of St. Adalbert (Wojciech);
- 3) wars with Germany, defence of the country, warriors, the defence of Głogów;
- 4) religious orders in Poland, development of literature and agriculture;
- 5) castles and knights – meaning, arms, customs;
- 6) the golden age of Polish culture, achievements of architecture and art – the Wawel Castle;  
Gdańsk (the city, harbour, development of grain trade), Poland as the granary of Europe;
- 7) Sigismund III Vasa, Warsaw – the capital of Poland;
- 8) "Thursday Dinners" of King Stanisław August Poniatowski, rapid cultural development

- during the last king's reign;
- 9) the children's strike in Września, the anguish of foreign occupation, germanization, russification;
  - 10) the Battle of Warsaw, saving Poland from the Bolshevik invasion;
  - 11) the Warsaw Uprising, the struggle for Poland's independence.

#### **4 . Poland in the early Piast period (10th century-first half of the 12th century).**

##### **The student shall:**

- 1) locate the state of first rulers from Piast dynasty in time and space and present its genesis;
- 2) explain the circumstances of the baptism of Poland by the Piast rulers and the cultural, social and political consequences of the Christianisation of Poland;
- 3) characterize the development and crisis of the monarchy of Bolesław I the Brave and of Mieszko II;
- 4) describe the reconstruction and development of the Piast State under Kazimierz the Renovator and Boleslaw the Bold;
- 5) present the achievements of Bolesław II Wrymouth; describe the conflict with Germany;
- 6) describe the Polish society under the first Piast rulers and indicate the characteristic features of patrimonial monarchy.

#### **5 . Poland during the period of internal fragmentation (second half of the 12th century-13th century).**

##### **The student shall:**

- 1) locate Poland in time and space during the period of internal fragmentation;
- 2) describe the causes and consequences of internal fragmentation;
- 3) organize and indicate the time frame of most important events associated with the Polish-Teutonic relations and the threat of Tartar invasions during the period of Poland's internal fragmentation;
- 4) describe the social and economic changes, taking into consideration the settlement movement based on Magdeburg law;
- 5) characterize the process of unification of the Polish State at the turn of the 13th century, pointing to the role of Piast rulers (with particular regard to the role of Władysław the Elbow-high) and of the Church (with consideration to the role of Jakub Świnka).

#### **6. Poland in 14th and 15th century.**

##### **The student shall:**

- 1) describe the territorial development of the Polish State in 14th and 15th century;
- 2) present the achievements of Casimir the Great in the field of internal policy (defence system, urbanization of the country, law, science) and in foreign policy;
- 3) explain the causes and assess the consequences of the union between Poland and Lithuania;
- 4) describe achievements in the field of internal and foreign policy of Jagiellonian dynasty kings in the 15th century;
- 5) describe Poland's relationship with Hungary in 14th and 15th century;
- 6) organize and indicate the time frame of the most important events, associated with Poland's relations with the Teutonic Knights in the 14th and 15th century;
- 7) characterize the development of estate monarchy and prerogatives of the nobility (up to the *nihil novi* constitution).

#### **7. Poland and Lithuania during the reign of last Jagiellonian rulers.**

**The student shall:**

- 1) describe the territorial changes of Poland and Lithuania in the 16th century, including the territory of the Polish-Lithuanian Commonwealth;
- 2) describe and indicate the time frame of the most important events associated with the internal policy of the last Jagiellonian rulers;
- 3) characterise the foreign policy of the last Jagiellonians, with particular regard to the emergence of the Duchy of Prussia;
- 4) present the circumstances of the establishment of the real union between Poland and Lithuania (1569) and its main provisions;
- 5) characterize the religious situation in the Polish-Lithuanian state in the 16th century, including religious tolerance;
- 6) specify the political institutions of nobles' democracy, including the General Parliament - the Sejm, local parliaments and the and the Sejm of the Polish-Lithuanian Commonwealth, describing their respective powers;
- 7) describe the economic model of life in Poland in the 16th century, taking into account the economic activity of Polish nobility and the role of peasants;
- 8) present the greatest achievements of Polish Renaissance and reformation, taking into consideration the works of Mikołaj Rej, Jan Kochanowski, Andrzej Frycz Modrzewski;
- 9) identify Renaissance art works within Polish lands.

**8. The origins of the Polish-Lithuanian Commonwealth.**

**The student shall:**

- 1) characterize religious and ethnic relations in the Commonwealth, explain the main assumptions underlying the establishment of the Warsaw Confederation;
- 2) explain the circumstances of the adoption of Henrician Articles and present the principles of free elections;
- 3) discuss the course and results of the first free elections;
- 4) describe the reign of king Stefan Batory, with a particular focus on his foreign policy.

**9. The Polish-Lithuanian Commonwealth and its neighbours in the 17th century.**

**The student shall:**

- 1) explain the main causes of the Commonwealth's wars with Russia, Sweden and Turkey;
- 2) explain the causes, objectives and consequences of Bohdan Khmelnytsky Uprising in the Ukraine;
- 3) determine the chronological and territorial scope of the "Swedish Deluge", assess the role of the defence of Częstochowa and of the partisan war waged by Stefan Czarniecki;
- 4) indicate the time frame and location, and describe the most important battles of the 17th century: e.g. the battles of Kircholm, Kłuszyn, Chocim, Zbaraż, Beresteczko, Warsaw, Vienna;
- 5) assess the political, social and economic consequences of wars fought in the 17th century;
- 6) recognize the characteristic features of baroque culture, referring to architectural and artistic objects in student's region.

**10. The Polish-Lithuanian Commonwealth in the first half of the 18th century. The student shall:**

- 1) discuss the causes and describe the manifestations of state crisis during the Saxon period;
- 2) describe the draft system reforms of Stanisław Leszczyński and Stanisław Konarski;
- 3) discuss the phenomena demonstrating economic progress, cultural development and education;

- 4) assess the international position of the Commonwealth during the Saxon period.

#### **11. The Commonwealth under the rule of king Stanisław.**

##### **The student shall:**

- 1) give examples of recovery of the State during the reign of Stanisław August Poniatowski, including the achievements of the National Education Commission;
- 2) characterise the objectives and course of the Bar Confederation;
- 3) indicate the time frame of Great Sejm debates and the adoption of the Constitution of 3rd May 1791; list the reforms adopted by Great Sejm and the most important provisions of the Constitution of 3rd May;
- 4) explain the circumstances of establishing the Confederation of Targowica and describe its consequences;
- 5) recognize the characteristic features of Polish Enlightenment and describe the works of art from the Classicism period, with consideration to student's region of origin.

#### **12. The struggle to maintain Poland's independence in the last years of the 18th century.**

##### **The student shall:**

- 1) indicate the time frame of the first, second and third partition of the Commonwealth and indicate on a map the territorial changes following each partition;
- 2) present the causes and effects of the Kościuszko Uprising;
- 3) distinguish between the internal and external causes of the downfall of the Commonwealth.

#### **13. Polish cause during the Napoleonic era.**

##### **The student shall:**

- 1) characterise the political changes in Europe during the Napoleonic period and the social and economic transformations;
- 2) describe the circumstances of the formation of the Polish Legions and discuss their history;
- 3) describe the establishment of the Duchy of Warsaw, its political system and boundaries;
- 4) describe Napoleon's attitude towards the Polish cause and the position taken by the Polish in relation to Napoleon.

#### **14. Polish lands in the years 1815-1848.**

##### **The student shall:**

- 1) indicate on a map the political division of Polish lands following the Congress of Vienna;
- 2) describe the constitutional period of the Kingdom of Poland – the political system (in theory and practice), achievements in the field of national economy, culture and education;
- 3) present the causes to the outbreak of the November Uprising, the nature of the struggle and the consequences of the uprising to Polish people living in three different partitions;
- 4) discuss the condition of Poles living under Prussian and Austrian rule, within the territories seized and in the Republic of Krakow;
- 5) characterize the main currents and figures of the Great Emigration and conspiracy movement in the country;
- 6) discuss the causes and consequences of the Kraków Uprising and the Spring of Nations in Polish lands.

### **15. The January Uprising.**

#### **The student shall:**

- 1) discuss the indirect and direct causes of the Uprising, including the "Moral Revolution" in 1861 and 1862;
- 2) describe the insurgent activities, taking into account, where possible, the course of the Uprising in the student's home region;
- 3) discuss the abolition of serfdom in the Russian partition and compare it with abolition of serfdom in other partitions;
- 4) specify the forms of post-insurgency repressions;
- 5) describe the activities of Poles during deportation to Siberia.

### **16. Polish lands under foreign rule in the second half of the 19th and early 20th century.**

#### **The student shall:**

- 1) explain the objectives and describe the methods undertaken by the invaders towards the inhabitants of former Commonwealth lands – russification, germanization (kulturkampf), Galician autonomy;
- 2) distinguish between the attitudes of the Polish society towards the invaders – tri-loyalism, organic work, cooperative movement;
- 3) describe the emergence of modern national awareness of the Polish people;
- 4) discuss the birth and first years of existence of modern political movements (socialism, people's movement, national movement);
- 5) explain the social and national aspects of the Revolution of 1905-1907;
- 6) describe the orientation dispute in the years 1908-1914.

### **17. Polish cause during World War I.**

#### **The student shall:**

- 1) describe the attitude of partitioning countries toward the Polish cause on the eve and following the start of the war;
- 2) describe the internationalisation of the Polish cause (the act of 05 November 1916, the role of the US and of the Russian revolutions, the Declaration of 03 June 1918).
- 3) assess the Polish military, diplomatic effort, state-building efforts during the war.

### **18. The rebirth of the Polish state after World War I.**

#### **The student shall:**

- 1) describe the formation central state authorities (from the October Declaration of the Regency Council to the "Small Constitution");
- 2) present the process of establishing national borders: the decisions taken at Versailles and insurgency efforts (the West) – the federation dilemma and incorporative consequences (the East);
- 3) describe the Polish-Bolshevik war and its consequences (the Peace of Riga)

### **19. The erection of the Second Republic;**

#### **The student shall:**

- 1) describe the scale and consequences of wartime destruction, heritage from the partitions era.
- 2) describe the political system in Poland based on the March Constitution of 1921;
- 3) evaluate the overcoming of the heritage of partitions (Władysław Grabski reforms), the creation of national armed forces, unification of the school system, unification of

national laws;

- 4) discuss the crisis of parliamentary democracy in Poland - reasons, course and consequences of the May Coup d'Etat.
- 5) describe Polish authoritarianism - the "Sanation" government, changes in the political system (the April Constitution of 1935);
- 6) present main foreign policy directions of the Second Republic (systems and alliances and the policy of balance).

## **20. Society and economy of the Second Republic.**

**The student shall:**

- 1) describe the social, ethnic and religious structure of the Polish state.
- 2) describe the consequences of the world economic crisis within the boundaries of Poland;
- 3) assess the economic achievements of the Second Republic, including in particular the building of the city of Gdynia, of the coal railway line and the Central Industrial District.
- 4) specify the most important cultural and scientific achievements of Poland during the inter-war period;

## **21. September 1939 - the aggression of Germany (1 September ) and of the Soviet Union (17 September).**

**The student shall:**

- 1) describe the international position of Poland on the eve of World War II;
- 2) point the stages of the defence war and indicate on maps the locations of warring parties;
- 3) give examples of particular heroism of the Polish citizens (defence of the Gdańsk Post Office, the defence of Westerplatte, the defence of the parachuting tower in Katowice, the Battles of Mokra and Wizna, the defence of Warsaw, the defence of Grodno, the battle of Kock).

## **22. Poland under German and Soviet occupation.**

**The student shall:**

- 1) compare the assumptions and methods of German and Soviet policies in occupied Poland;
- 2) give examples of German and Soviet war crimes (Palmiry, Katyń);
- 3) explain the causes and dimensions of the Polish-Ukrainian conflict (the Wołyń Massacre) in eastern parts of Poland;
- 4) describe the political and military actions undertaken by the Polish underground state, including the forms of resistance against the occupying forces;
- 5) explain the reasons for and describe the consequences of the Warsaw Uprising and evaluate the position taken by the Allies and the Soviet Union in relation to the Uprising;

## **23. Polish cause during World War II;**

**The student shall:**

- 1) present the circumstances of the Uprising and describe the activities of the Polish Government in exile;
- 2) points in time and space the operations of Polish armed forces on different fronts and areas of the war;
- 3) describe the politics of great powers in relation to the Polish cause during World War II.

## **24. The beginning of communism in Poland.**

**The student shall:**

- 1) present the circumstances accompanying the seizure of power in Poland by the



- communists (the role of the USSR, the popular referendum, the elections of 1947);
- 2) describe the attitudes of Polish citizens in relation to the new authorities, with particular focus on armed resistance.

## **25. Stalinism in Poland and its consequences**

### **The student shall:**

- 1) present transformations of the political system, national economy, society and culture during the Stalinist period;
- 2) describe the Stalinist terror system in Poland and assess its consequences;
- 3) explain the causes and consequences of Poznań June 1956 and the significance of October '56 events.

## **26. Poland in the years 1957-1981.**

### **The student shall:**

- 1) describe the power system in the sixties and seventies of the 20th century in the People's Republic of Poland and forms of dependence from the USSR;
- 2) describe the realities of social and cultural life, taking into consideration the specific nature of the period of Gomułka and Gierek rule;
- 3) Present and locate in space and time the diversity of social crises in the years 1968, 1970, 1976 and their consequences;
- 4) explain the political and social significance of the Catholic Church;
- 5) describe the birth and development of political opposition in the years 1976-1980;
- 6) Present the activities of John Paul II and assess his impact upon the social and political transformations;
- 7) explain the causes and consequences of the strikes in August 1980;
- 8) describe the "Solidarity" movement.

## **27. Poland in the years 1981-1989.**

### **The student shall:**

- 1) explain the reasons underlying the introduction of martial law, describe its course and consequences;
- 2) describe the attitudes of Polish citizens to the martial law, the phenomenon of social resistance;
- 3) explain the reasons for adopting the "Round Table" agreement, present its main participants and describe its decisions.

## **28. The birth of the Third Republic;**

### **The student shall:**

- 1) describe the key political transformations in the years 1989-1997;
- 2) describe the socio-political, economic and cultural transformations in the nineties;
- 3) explain the reasons underlying social tensions.

## **29. Poland's place in post-Yalta world.**

### **The student shall:**

- 1) present and locate in space and time the process of Warsaw Pact disintegration and regaining sovereignty by Poland;
- 2) explain the causes and importance of Poland's accession to NATO in 1999; explain the reasons and importance of Poland's accession to the European Union in 2004;

## **30. Poland in contemporary world**

**The student shall:**

- 1) describe Poland's position in the European Union;
- 2) describe Poland's membership in the European community, recognise EU symbols and the anthem of the European Union (Ode to Joy);
- 3) know the course of the eastern borders of the European Union;
- 4) point on the map of Europe the rail, road and air connections between Poland and other countries, including student's country of residence;
- 5) point on a map the places inhabited by largest Polish expat populations, describe the reasons for the creation of the Polish diaspora.

**31. The State.**

**The student shall:**

- 1) explain what the democratic nature of the Polish State is based on, using the following notions: free elections, freedom of speech, free media, the Constitution;
- 2) specify the central authorities of the Republic of Poland, such as the Parliament, the President, the Government, Courts of Law and describe the most important functions of each of these organs in the political system;
- 3) give examples of rights and duties of the citizens of the Republic of Poland.

**32. National and ethnic communities, the Homeland.**

**The student shall:**

- 1) explain what it means to be Polish or to be a member of another national or ethnic community and how should a patriotic attitude of a young and adult person be manifested;
- 2) explain what connects a person to his/her homeland– Poland and present these bonds on student's own example; list the constitutional duties of a citizen; know the symbols of the Republic of Poland;
- 3) explain, taking into consideration the multinational traditions of Poland, the influence of history, culture, language and traditions upon the formation of the nation;
- 4) explain the difference between citizenship and nationality; understand that apart from the acquisition of citizenship by virtue of the law, it is also possible to be recognised as Polish citizen and be granted Polish citizenship; justify that diverse social and cultural identities (regional, national ethnic, state, civic, European) can be reconciled.

**33. Polish citizenship and the participation of citizens in public life.**

**The student shall:**

- 1) explain how a person becomes a citizen in a formal sense (the law of the land, the law of blood, the granting of citizenship);
- 2) provide examples of the rights and responsibilities arising from the possession of Polish citizenship;
- 3) explain, with examples, how citizens can influence the decisions of authorities at local, national, European and global level;  
indicate what a citizen should be guided by when taking electoral decisions; critically analyse election leaflets, slogans and spots.

**34. Modern Polish society.**

**The student shall:**

- 1) describe – by referring to examples – selected social strata, professional groups and their lifestyles, discuss the problems and life prospects of young Polish citizens (based on information collected by the student);
- 2) describe different social groups, indicating their roles in the society;

- 3) give examples of important problems of modern Poland, using diverse sources of information (adults, press, radio, television, Internet).

### **35. Patriotism today.**

#### **The student shall:**

- 1) explain the bond between a citizen and the great and small homeland, discuss these bonds based on student's own example;
- 2) explain, referring to selected examples, what patriotism is to the student, compare this attitude to nationalism, chauvinism and cosmopolitanism;
- 3) recognise manifestations of xenophobia, including racism, chauvinism and anti-Semitism; justify the need for counteracting such phenomena;
- 4) reconsider how stereotypes and prejudices presently hinder the relations between peoples;
- 5) justify that one can simultaneously be Polish, European, and a member of global community.

## **Learning objectives - general requirements in the area of geography**

The student learns the most important features of the natural environment of Poland, acquires knowledge about the cities and regions of Poland, learns the causes of economic diversity of Poland, learns to use the atlas of Poland and awakens his/her interest in the country of his/her ancestors and the region Poland, from which student's family comes.

### **Teaching content – specific requirements concerning the geography of Poland**

#### **1. Poland on the map of Europe.**

##### **The student shall:**

- 1) show Poland on the map of Europe;
- 2) describe the location of Poland, its borders and indicate its neighbours on the map;
- 3) specify Poland's main natural regions and point them on the map;
- 4) show the lowlands, highlands and mountains on the map;
- 5) point the Baltic Sea and the most important Polish lakes and rivers on the map;
- 6) locate the following on the map of Europe: Poland and its neighbouring countries and their capitals.

#### **2. My Homeland.**

##### **The student shall:**

- 1) describe the place and region from which student's family or other Polish families known to the student come from, describe its natural environment and regional traditions;
- 2) collect information on geographical features of the region and the people living there;
- 3) use the map of the region and point the most important towns, rivers, historical facilities on the map;  
describe this region on the map.

#### **3. The landscapes of Poland.**

##### **The student shall:**

- 1) describe the characteristic features of Polish climate, explain the changes that occur in Polish landscapes during calendar year;
- 2) describe selected landscapes at different times of the year;
- 3) describe selected landscapes of Poland: high mountains, limestone highland, lowland, lakeside, seaside, give examples of the relationship between landscape features and forms of human activity;
- 4) describe the forms of nature conservation applied in Poland, list national parks and point them on the map;
- 5) recognize lowlands, highlands, and mountains on a hipsometric map;
- 6) list the most important tourist attractions in the largest cities of Poland, with a special focus on Warsaw, Kraków, Gdańsk.

#### **4. People and business activities.**

##### **The student shall:**

- 1) describe the distribution of population based on the map of Poland;
- 2) list the largest cities in Poland and point them on the map;
- 3) correctly pronounce the names of cities;
- 4) list the most important tourist attractions in Poland's largest cities;

- 5) describe the rural and agricultural landscapes of Poland; list the most important crops and farm animals;
- 6) identify traditional dishes of Polish cuisine;
- 7) list the most important mineral deposits mined in Poland;
- 8) give examples of current socio-economic problems of contemporary Poland, using diverse sources of information (adults, press, radio, television, the Internet);
- 9) list the national and ethnic minorities living in Poland, describe their culture and traditions in based on selected examples.

## **GENERAL HIGH SCHOOL**

Upon graduation from primary school, students continue their general education on secondary school level – in a general secondary school.

The purpose of general education in a general secondary school is to:

- 1) improve cognitive and language skills, such as reading comprehension, creative writing, formulating questions and problems, using criteria, justifying, explaining, classifying, inferencing, defining, using examples, etc.;
- 2) developing individual interests of students and integrating different disciplines of knowledge within the Polish language subject;
- 3) developing respect for knowledge, developing a passion for exploring the world and encouraging the practical application of the acquired knowledge;
- 4) developing the habit of systematic learning;
- 5) improving the ability to work in teams and taking independent action;
- 6) developing social, moral and aesthetic sensitivity.

The most important skills acquired by students during general education in a general secondary school include:

- 1) the ability to communicate in Polish language, both in speech and in writing, and to follow generally applied language standards;
- 2) reading – the ability to combine both the understanding sense and symbolic meanings of an expression; the key linguistic and psychological skill underlying personal development, active participation in community life, transmission of experiences between generations;
- 3) the ability to independently seek, select, synthesise and judge information, to reliably use sources on their own;
- 4) developing analytical, synthetic, logical, computational, cause-and-effect, creative and abstract thinking.

One of the most important tasks of the general secondary school is to develop language proficiency and communication skills in Polish language. Combining language theory and practice is important in this respect. Enriching the vocabulary, inclusive of learning subject-specific terminology, fosters the intellectual development of students, whereas the task to support and focus on such development falls within the scope of responsibilities of each teacher.

# **POLISH LANGUAGE**

## **Grades I–IV of General Secondary School**

Polish language implemented as a subject in a general secondary school helps the student to learn about literary works that are part of Polish heritage, as well as about Polish contemporary literature, the authors of which have gained recognition. The achievement of objectives of education (general requirements) and teaching content (specific requirements) of the subject “Polish language” shall impart students with the ability of conscious and critical perception of literary works, interpretation thereof in different contexts, recognition of existential, axiological and historical references presented therein. Integrating literary education and language education is of particular importance to the development of interpretative skills. Enriching language proficiency shall allow the students to consciously participate in various communication situations, associated both with the reception and the creation of their own texts.

An important aspect of the teaching of Polish is the development and orientation of students' self-education.

### **Educational goals – general requirements**

#### **I. Language education.**

1. Conscious use of national language in building students' self-identity and of the family, national and cultural communities.
2. Deepening functional knowledge within the scope of Polish language studies.
3. Improving communication skills, appropriate use of Polish language in diverse communication situations.
4. Functional use of language skills in the understanding of meanings hidden in the deep structure of literary and non-literary texts.
5. Sensitization to the beauty of native speech, supporting the development of language culture, improving the ability to use the correct Polish.

#### **II. Formulating statements.**

1. Use of language skills in various forms of verbal and written statements.
2. Improving the ability to express one's own judgements and argumentation, and participating in discussions.
3. Imparting the ability to formulate and justify judgements on literary works and other culture-related texts.
4. Improving rhetorical skills, and in particular the principles of creating coherent and logical statements, and application of composition appropriate to given genre.
5. Developing the ability to create texts with a higher degree of difficulty.

#### **III. Literary and cultural education.**

1. Shaping the intellectual, emotional and moral maturity of students.
2. Understanding the history of Polish literature and the history of Polish culture as a process, noting the role of internal and external factors affecting this process.
3. Understanding the need to preserve and develop Polish literature and culture in the life of both an individual and of the society.
4. Distinguishing culture and identifying associations between types of culture.

5. Shaping diverse reading attitudes: from spontaneous reading to science-based perception.
6. Imparting the ability to read, analyse and interpret literature and other texts of Polish culture, mutual correspondence of such texts.
7. Learning to consciously perceive literary works and texts of Polish culture on different levels: literal, metaphorical, symbolic, axiological.
8. Learning the ability to understand the role of media and their impact on people's behaviour and attitudes, as well as the proper use of the media.
9. Building a system of values on the foundation of truth, goodness and beauty and respect for human beings.
10. Learning the ability to identify and judge attitudes that build respect to human beings (e.g. fidelity, responsibility, moderation) and attitudes that foster the building of state, national, social communities (e.g. patriotism, justice, duty, nobility, struggle, work, courage, prudence).

#### **IV. Self-study.**

1. Developing interest in humanities within the scope of Polish language and culture.
2. Improving the ability to use a variety of sources of information, including digital resources, assessing their reliability, credibility and substantive correctness.
3. Perpetuating respect for the intellectual property of other people.
4. Shaping the habits of systematic learning, organizing and deepening the acquired knowledge.
5. Shaping the habit of individual self-reading, systematic reading.
6. Developing skills by participating in diverse forms of intellectual and creative activities.
7. Developing the skills of effective use of information technology in seeking, processing and using the information obtained.

#### **Teaching content - specific requirements;**

The third level of education is focused on perpetuating, expanding and improving knowledge and skills imparted in primary school.

#### **I. Language education**

##### **1. Polish grammar.**

###### **The student shall:**

- 1) define flex forms of different parts of speech and their functions in the text;
- 2) recognize non-conjunctive parts of speech in the texts and define their meanings and syntax functions;
- 3) understand the rules of word-building and define the meaning of different word constructs in a text;
- 4) describe the functions of simple sentences and of various types of complex sentences in texts;
- 5) understand the syntax diversity of compound-complex sentences and their role in building different statements;
- 6) determine the argumentative nature of different syntax structures and their functions in a text;
- 7) understand the role of the sequence of words in a sentence and its transformations in

building the meaning of a statement;

- 8) use knowledge in the fields of flexia, word building, phraseology and syntax in the analysis and interpretation of literary texts and in the creation of own statements.

## **2. Language diversity.**

### **The student shall:**

- 1) distinguish between the notions of style and styling, understand their meaning in a text;
- 2) distinguish between functional styles of Polish language and understand the rules governing their use;
- 3) recognize and evaluate language fashion in modern language;
- 4) identify changes in vocabulary resulting from word-building processes, loan-words, creation of phraseologies, changes in meanings and style affiliations of words;
- 5) recognise foreign influences in the Polish language and their causes in any period, identify the types of loan-words and how they function in the Polish language in different periods, refer the phenomena indicated to modern Polish language;
- 6) know, understand and functionally use terms derived from the Bible, myths, sentences, proverbs and aphorisms present in Polish cultural heritage;
- 7) define the types of styling (archaization, dialectization, colloquialization, environmental, biblical and mythological styling, etc.) and their functions in a text;
- 8) understand the concept of sociolect, recognize and define its communication functions;
- 9) understand the importance of modern colloquial Polish in shaping language behaviour, define its functions in diversifying spoken and written language;
- 10) define the features of the style of online statements and judge statements created by internet users;
- 11) recognize the judging statements, distinguish neutral and emotional expressions, distinguish official language from colloquial language.

## **3. Language communication and language culture.**

### **The student shall:**

- 1) Recognize and define the functions of a text (itinerant, poetic, metalingual, expressive, impressional – including persuasive);
- 2) recognize the phenomena causing inambiability of expression (homonyms, anacoluts, ellipses, paradoxes), pays attention to the clarity and precision of the message;
- 3) efficiently use different varieties of Polish language depending on the communication situation;
- 4) notice ambiguity of speech based on intonation, body language or contextual references;
- 5) apply the principles of the ethics of expression; judge language expressions based on criteria such as true-false, correct-incorrect;
- 6) apply the rules of language etiquette in verbal and written statements appropriate to the situation;
- 7) define changes in language communication related to the development of its forms (e.g. Internet communication).

## **4. Spelling and punctuation.**

### **The student shall:**

- 1) apply all spelling and punctuation rules, including in particular the use of upper- and lower-case letters, rules of joining particles with prefix “no/none”, joining



particles with other parts of speech, correct spelling of endings –ji, -ii, -i; of prefixes roz-, no-, wes-, wz-, ws-; of complex prepositions; spelling of nasal vowels (ą, ę) and combinations om, he, em, en; spelling of acronyms and abbreviations;

- 2) use the syntactic and semantic nature of punctuation to highlight the meanings of the text edited by the student;
- 3) understand the stylistic function of intentional spelling error in an artistic text.

## **II. Formulating statements**

### **1. Elements of rhetoric.**

#### **The student shall:**

- 1) formulate the thesis and arguments in verbal and written statements, using appropriate syntax structures;
- 2) define and distinguish persuasive objectives in literary and non-literary statements;
- 3) define composition rules in rhetorical texts (e.g. thesis, arguments, appeal, punchline);
- 4) understand the logic and consistency of reasoning in the argumentative statements;
- 5) distinguish between discussion, disputes and quarrels;
- 6) distinguish between the pragmatic and ethical dimension of promises made in the advertising texts;
- 7) use the rhetorical aspect of ambiguity in texts and own statements, e.g. homonyms, underdefined meanings, ellipse, anacoluth, paradox;
- 8) recognise elements of heuristics in a discussion and provide an ethical assessment of such items;
- 9) understand the phenomenon of “newspeak” as manipulation of the recipient, define its characteristics and functions in a text.

### **2. Speaking and writing.**

#### **The student shall:**

- 1) agree or argue with someone else's views, matter-of-factly justifying student's own opinion;
- 2) build advertent statements, with attention to language functions, taking into consideration the purpose and the recipient of such statements;
- 3) react to signs of linguistic aggression, e.g. by asking the speaker to elaborate or justify the position taken, demonstrating contradictions in the statement;
- 4) formulate questions, answers, evaluations in keeping with standards, edit information, justifications, comments, voices in the discussion;
- 5) create utility forms, such as: report, opinion, complaint; use aggressive phrases, language etiquette;
- 6) create consistent statements using following genres: argumentative statement, essay, interpretive sketch, critical sketch, definition, encyclopaedic entry, synthetic note;
- 7) distinguish abstract from paraphrase; functionally apply such forms depending on the purpose of the statement;
- 8) create a decomposing plan for argumentative texts;
- 9) create a compositional plan of a statement;
- 10) apply rules of rhetorical composition in the creation of own text; deliver a speech using non-linguistic means;
- 11) in the interpretation, present a proposal to read a text, formulate arguments based on a

- text and known contexts, including student's own experiences, carry out a logical argument to legitimise the judgements formulated;
- 12) apply the principles of linguistic and stylistic correctness in the creation of own text; can verify own and someone else's correctness-related decisions;
  - 13) use language skills in editing own texts and those of other people, proof-read own texts and those of other people, apply linguistic correctness criteria.

### **III: Literary and cultural education.**

#### **1. Reading literary works.**

##### **The student shall:**

- 1) have basic knowledge on periodisation of literature, identify the time frame in history of literary works: Middle Ages, Renaissance, Baroque, Enlightenment, Romanticism, Positivism, Young Poland, the inter-war period, the literature of war and occupation, the literature of 1945-1989, both national and expatriate, Polish literature post-1989;
- 2) identify in works the features of literary and artistic currents, interpret their role in shaping their own cognitive and aesthetic sensitivity;
- 3) recognize literary conventions and define their features in works (fantastic, symbolic, mimetic, realistic, naturalistic, grotesque);
- 4) recognise the vitality of biblical and ancient motives in Polish literary texts; explain the reasons for their constant presence and demonstrate the depth of their moral message and inspiring intellectual power; define the categories of the sacred and the profane, and their importance to the creation of value systems;
- 5) distinguish between epic, lyrical, dramatic and syncretic genres, including: genres taught in primary school and epos, ode, psalm, chronicle, satire, idyll, ballad, romantic drama, poetic novel, as well as variations of novels and drama, list their basic features and characterise the literary works read;
- 6) recognise in a literary text the means of artistic expression learned from primary school and the semantics: oxymoron, periphrases, metonymy, hyperbole, epiphora; lexical, including phraseologisms; syntax: antithesis, parallelism, enumeration, ellipse; recast, including a metastasis; define their functions in the text;  
recognize in literary texts: irony and auto irony, comicalism, tragedy, humour, pathos; understands their judgemental nature;
- 7) understand the term grotesque, recognize it in texts and define its artistic and judgemental nature;
- 8) interpret the allegorical and symbolic content of a literary work;
- 9) define the problems described in the texts read and their associations with the programmes of given literary era and social, historical, existential and aesthetic phenomena;
- 10) recognize in a work the methods of creating the world presented (narrative, storyline, characters, lyrical situation, action, threads, themes); interpret and value such methods;
- 11) understand the concept of literary theme and topos, recognise the basic motives and toposes in literary works and define their role in creating universal meanings;
- 12) understand the concept of literary allusion, identify allusions in works and define their meanings within the scope of associations with literary traditions;
- 13) in the interpretation of literary works refer to texts learned in primary school, including: the laments by Jan Kochanowski, the fables by Ignacy Krasicki, *Dziady Part II* and *Pan Tadeusz* by Adam Mickiewicz;
- 14) compare literary works or fragments thereof, note continuations and references in the

- works compared, define common and different features;
- 15) propose interpretation of a work, indicate in a text the places which may constitute arguments in support of student's interpretative proposal, refer to the context of student's own experience, including, if reasonable, the context of its student's own life or reading experience;
  - 16) use the contexts needed in the interpretation of literary works, and in particular the historical-literary, historical, political, cultural, philosophical, biographical context;
  - 17) define existential issues in the works read and reflect upon it;
  - 18) define the universal and national values present in literary works: goodness, truth, beauty, faith, hope, love, God, honour, homeland, liberty, independence, solidarity, fraternity, friendship; define their role and association with the problems indicated in the work and its importance to building students' own value systems;
  - 19) understand the problem of conflict of priorities and the purpose of showing such conflicts in literary works and their association with cognitive and ethical values.

## **2. Comprehension of culture-related texts.**

### **The student shall:**

- 1) process and hierarchize information in the analysis of journalistic, sci-fi and scientific texts;
- 2) analyse the structure of the text: read its meaning, the main thought, the argumentation;
- 3) recognize the specific nature of journalistic texts (article, column, reportage), rhetorical texts (speech, laudation, homily), popular science and scientific texts (dissertation); in relation to press texts, distinguish between news items and commentaries;
- 4) characterize the main philosophical theories and characterise their impact on the culture of the era;
- 5) read non-literary culture-related texts using the code specific to given type of art;
- 6) distinguish works of high culture from popular culture-related texts, use the criteria that allow the student to distinguish a masterpiece from kitsch;
- 7) know the concept of synthesis of arts, recognize its features and evolution from romanticism to present day.

## **IV. Self-study.**

### **The student shall:**

- 1) develop the ability to work independently, also by preparing papers on problems similar to those discussed;
- 2) arrange the information to form problem-based entirities; synthesise the contents learned around a problem, topic, subject, able to use such matters in student's expressions;
- 3) use scientific or popular sci-fi literature;
- 4) draw up bibliography and bibliographic footnote, also from electronic sources;
- 5) provide a critical selection of sources;
- 6) select appropriate citations from the text and apply them in statements;
- 7) enrich own statement with non-linguistic means of communication;
- 8) use general dictionaries of the Polish language and specialist dictionaries (e.g. etymological, phraseological, abbreviations, dialects), also in online versions;
- 9) use multimedia sources of information and critically assesses them;
- 10) collect and process information, prepare a database;
- 11) use multimedia resources, e.g. from: libraries, online dictionaries, e-book publishing houses, copyrighted websites; select internet sources, taking into consideration the

- criterion of physical correctness; critically assess their content;
- 12) use project form to prepare, present and promote own interests and achievements;
- 13) know the concept of hypertext, recognize its internet and non-internet implementations, define their functions in communication, skilfully use it in the collection of information.

## Reading

***Texts read in full - not less than 8 books and smaller volume texts selected by the teacher, whereas the items marked with an asterisk cannot be omitted:***

- \*Bogurodzica;
- Gall Anonim, *Kronika polska* (passages);
- \*Jan Kochanowski, selected hymns, including: *Pieśń IX* ks. I, *Pieśń V* ks. II, psalms, including *Psalm 13*, *Psalm 47*, laments, including: IX, X, XI i XIX, *Odprawa posłów greckich* (passages);
- Andrzej Frycz Modrzewski, *O poprawie Rzeczypospolitej* (passages);
- Piotr Skarga, *Kazania sejmowe* (passages);
- Jan Chryzostom Pasek, *Pamiętniki* (passages);
- Ignacy Krasicki, *Hymn do miłości ojczyzny*
- Stanisław Staszic, *Przestrogi dla Polski* (passages);
- \*Adam Mickiewicz, *Oda do młodości*, selected ballads, including *Romantyczność*, selected sonnets from the “*Sonety krymskie*” cycle and other poems, *Konrad Wallenrod* (passages), *Dziady* Part IV (passages), *Dziady* Part III (passages);
- Juliusz Słowacki, *Kordian* (passages), selected poems, including *Grób Agamemnona* (passages), *Testament mój*;
- Cyprian Norwid – selected poems, including *Fortepian Szopena*;
- Aleksander Fredro, *Śluby panieńskie*;
- \*Bolesław Prus, *Lalka* (passages);
- \*Henryk Sienkiewicz, *Potop* (passages);
- Eliza Orzeszkowa, *Nad Niemnem*;
- Adam Asnyk, selection of poems;
- Maria Konopnicka, selection of poems;
- selected poems of the following poets: Jan Kasprówic, Kazimierz Przerwa-Tetmajer, Leopold Staff;
- Stanisław Wyspiański, *Wesele* (passages);
- \*Władysław Stanisław Reymont, *Chłopi*, vol. I – *Jesień* (passages);
- Stefan Żeromski, *Rozdziobią nas kruki, wrony...*, *Przedwiośnie*;
- Witold Gombrowicz, *Ferdydurke* (passages);
- selected poems of the following poets: Bolesław Leśmian, Julian Tuwim, Jan Lechoń, Maria Pawlikowska-Jasnorzewska, Kazimiera Iłakowiczówna, Julian Przyboś, Tadeusz Peiper, Józef Czechowicz;
- selected poems of the following poets: Krzysztof Kamil Baczyński, Tadeusz Gajcy;
- Tadeusz Borowski, *Proszę państwa do gazu*, *Ludzie, którzy szli*;
- Gustaw Herling-Grudziński, *Inny świat*;
- Hanna Krall, *Zdążyć przed Panem Bogiem*;
- Kazimierz Moczarski, *Rozmowy z katem* (passages);
- selected poems of the following poets: Tadeusz Różewicz, Miron Białoszewski, Jarosław Marek Rymkiewicz, \*Wisława Szymborska, \*Zbigniew Herbert, including selected poems

from: *Pan Cogito* and *Raport z oblężonego miasta*, \*Czesław Miłosz, Halina Poświatowska, Stanisław Barańczak, Marcin Świetlicki, Jan Polkowski, Wojciech Wencel; Józef Mackiewicz, *Droga donikąd* (passages); Sławomir Mrożek, *Tango*; Marek Nowakowski, *Raport o stanie wojennym* (selected short story); *Góra „Edek”* (from *Prawo prerii*); Jacek Dukaj, *Katedra* (from *W kraju niewiernych*); Antoni Libera, *Madame*; Andrzej Stasiuk, *Miejsce* (from *Opowieści galicyjskie*); Olga Tokarczuk, *Profesor Andrews*; selected works from the martial law period; post-war literary song – selected songs by Ewa Demarczyk, Jack Kaczmarski, Wojciech Młynarski, Agnieszka Osiecka and selected texts from Kabaret Starszych Panów.

### **Recommended theatrical and cinematic works:**

*Apocalypsis cum figuris*, directed by Jerzy Grotowski;  
*Amadeus*, directed by Miloš Forman;  
*Dekalog*, directed by Krzysztof Kieślowski, selected films from the series;  
*Dziady*, directed by Konrad Swinarski  
*Elektra*, directed by Piotr Chołodziński;  
*Emigranci*, directed by Kazimierz Kutz;  
*Iwona, księżniczka Burgunda*, directed by Zygmunt Hübner;  
*Kartoteka*, directed by Krzysztof Kieślowski;  
*Kordian*, directed by Jan Englert;  
*Lawa. The story of “Dziady” by Adam Mickiewicz*, directed by Tadeusz Konwicki;  
*Moralność pani Dulskiej*, directed by Tomasz Zygadło;  
*Nad Niemnem*, directed by Zbigniew Kuźmiński;  
*Noc listopadowa*, directed by Andrzej Wajda;  
*Noce i dni*, directed by Jerzy Antczak;  
*Rewizor*, directed by Jerzy Gruza;  
*Rękopis znaleziony w Saragossie*, directed by Wojciech Jerzy Has;  
*Sanatorium pod klepsydrą*, directed by Wojciech Jerzy Has;  
*Śluby panińskie*, directed by Andrzej Łapicki;  
*Wizyta starszej pani*, directed by Jerzy Gruza;  
*Zezowate szczęście*, directed by Andrzej Munk;  
*Ziemia obiecana*, directed by Andrzej Wajda.

### **Recommended self-learning texts:**

*100 tysięcy potrzebnych słów*, ed. Jerzy Bralczyk;  
Jan Białostocki, *Sztuka cenniejsza niż złoto. Opowieść o sztuce europejskiej*;  
*Człowiek Grecji*, ed. Jean-Pierre Vernant;  
*Człowiek renesansu*, ed. Eugenio Garin;  
Umberto Eco, *Sztuka i piękno w średniowieczu*;  
Karol Estreicher, *Historia sztuki w zarysie*;  
*Formy i normy, czyli poprawna polszczyzna w praktyce*, ed. Katarzyna Kłosińska;  
Władysław Kopaliński, *Słownik mitów i tradycji kultury*;  
Jacek Kowalski, *Niezbędnik Sarmaty*;

Tadeusz Lubelski, *Historia kina polskiego. Twórcy, filmy, konteksty*;  
Jan Miodek, *Słownik ojczyzny polszczyzny*;  
Anna Nasiłowska, *Literatura okresu przejściowego 1975–1996*;  
Ewelina Nurczyńska-Fidelska, Barbara Parniewska, Ewa Popiel-Popiołek, Halina Ulińska,  
*Film w szkolnej edukacji humanistycznej*;  
*Popularna encyklopedia mass mediów*, ed. J. Skrzypczak;  
*Praktyczna stylistyka nie tylko dla polonistów*, ed. Edyta Bańkowska and Agnieszka  
Mikołajczuk;  
Zbigniew Raszewski, *Krótką historia teatru polskiego*;  
Władysław Tatariewicz, *Historia filozofii, Dzieje sześciu pojęć, Estetyka*; Mieczysław  
Tomaszewski, *Muzyka w dialogu ze słowem. Próby, szkice, interpretacje*.

### **Conditions and implementation**

The curriculum frameworks for secondary education in general secondary schools include a chronological content arrangement that allows the students to explore literary works in a natural order, as they were created, taking into consideration diversity of context, including cultural, historical, philosophical contexts. Teaching Polish language at this level of education cannot be reduced to teaching the history of literature, as this can lead to encyclopedism or multiplication of facts. Chronology is intended to provide a point of reference, to enable the development of historical and literary awareness of students, which should be done by comparing literary phenomena over time. Contemporary perspective shall be adopted as the starting point for introduction to tradition.

Literary and cultural education in a general secondary school shall emphasize the existential aspects of the experiencing oneself, the others, the world, opening an interesting space for thinking and valuing through contacts with valuable literature and other culture-related texts. It should at the same time introduce tradition as a guardian of collective memory, a link between the past and the present.

One of the more important tasks of Polish language education on the 3rd level of education is to continue education aimed at imparting the skills of conscious use of Polish language. Hence, it is of key importance to develop language proficiency as the basis for understanding texts, delivering verbal and written statements in various forms, skilful argumentation of one's judgements and beliefs. Language proficiency depends upon the knowledge of language grammar, its lexical resources and stylistics, and constitute the basis for the development of communication skills. Awareness of the situation where communication takes place, awareness of the rules that require communication with the world around, not only of grammar rules, also the rules of language culture, is a fundamental skill for man living in the modern world. Communication skills are complemented by knowledge and application of rules of spelling and punctuation. The development of student's language and communication skills therefore determines the shaping of the reception and creation of texts.

An important role in Polish language education shall be fulfilled by self-learning, understood as preparation for lifelong education, i.e. the process of upbringing marked by a creative and dynamic attitude towards life and culture.

It is the teacher's responsibility to organise the internalisation of the subject, i.e. to combine the literary, cultural and linguistic education, create statements and practice self-learning.

## **KNOWLEDGE OF POLAND** **(elements of history, geography, culture)**

### **KNOWLEDGE OF POLAND** **Grades I–IV of General Secondary School**

#### **Education objectives – general requirements in the area of the history and culture of Poland**

The students shall acquire systematized knowledge about Poland's history, culture and society from 10th century until modern times, to help students better understand the history of Poland and note the roots of numerous modern political, political, social, economic and cultural phenomena.

Historical education plays an important educational role, enabling the students to:

- 1) learning the historical chronology of important events in the history of the Polish nation to be able to critically analyse the past, better understand the present and responsibly build the future, organise and synchronise events from Poland's past, identify the variability and dynamics of events and continuity of historical processes;
- 2) building skills in the area of humanities through historical analysis and interpretation of historical events, phenomena and processes, identifying interrelations between different areas of social life, identifying the types of sources, assessing the suitability of such sources to the clarifying of social and historical problems, noting the multiplicity of research perspectives and multiple interpretations of history and their causes;
- 3) developing historical thinking, the ability to independently seek and use diverse sources of information, create historical narratives, critically formulate and express one's own opinions;
- 4) awakening a sense of love for Poland through respect and attachment to the tradition and history of the Polish nation and its achievements, culture and the Polish language;
- 5) establishing ties with Poland, respect for national heritage, civic attitudes, raising interest in students' own past and that of their families.

#### **Teaching content – specific requirements within the scope of history and civics**

##### **1. Poland during the early Piast period.**

###### **The student shall:**

- 1) present examples of settlement in the areas of present-day Poland during the Pre-Slavic and Slavic period;
- 2) explain the preconditions to the birth of the Polish State and its Christianisation;
- 3) describe the territorial development of the Polish State during the period from 10th to 12th century;
- 4) identify the centralising and decentralising tendencies in the political life of the Polish State in the period from 10th to 12th century;
- 5) describe the importance of adopting Christianity in Latin rite to the development of culture, and of the Polish language in particular;
- 6) juxtapose the most important events from the history of Poland and Europe during the period from 10th to 12th century.

- 7) evaluate the reign of selected distinguished rulers from this period (Mieszko I, Bolesław I the Brave, Casimir I the Restorer, Bolesław II the Generous, Bolesław III Wrymouth).

## **2. Poland during the period of internal fragmentation.**

### **The student shall:**

- 1) explain the political and socio-economic causes and the consequences of internal fragmentation;
- 2) present new external threats (Brandenburg March, the Teutonic Order, Tatar hordes);
- 3) describe socio-economic transformations within Polish lands and assesses the socio-cultural consequences of colonisation under German law;
- 4) characterize the process of overcoming the political breakdown of Polish territories, indicating the role of rulers and of the Church;
- 5) specify the most important events during the internal fragmentation of Poland and from the history of Europe.

## **3. Poland in the 14th and 15th century.**

### **The student shall:**

- 1) describe the territorial development of the Polish State in 14th and 15th century.
- 2) characterizes the development of estate monarchy in Poland, taking into consideration the structure of Polish society in the late Middle Ages and the development of privileges of nobility;
- 3) explain the international and internal conditions of Poland's relations with Hungary and Lithuania in the 14th and 15th century;
- 4) describe and assess the relations between Poland and the Teutonic Knights on political, economic and cultural level;
- 5) evaluate the reign of Casimir the Great;
- 6) assess the reign of the Piast dynasty in the history of Poland;
- 7) characterize the development of the state during the reign of the first Jagiellonian rulers;
- 8) evaluate the policies pursued by the Jagiellonian dynasty;
- 9) juxtapose the events from the history of Poland and Europe in the 14th and 15th century.

## **4. Culture of the Polish Middle Ages.**

### **The student shall:**

- 1) explain the universal nature of medieval culture;
- 2) assess the importance of incorporating Polish territories into the civilisation of the Western (Latin) world;
- 3) identify the cultural achievements of the Polish Middle Ages;
- 4) present the achievements of distinguished artists from that period and selected works of art created during Poland's Medieval Ages.

## **5. The Commonwealth in the days of noble democracy.**

### **The student shall:**

- 1) describe the territorial changes of the Polish-Lithuanian Commonwealth and characterize Poland's relations with its neighbours in the 16th century – Moscow, Turkey and the Teutonic Order;
- 2) describe and explain the functioning of the most important institutions of political life in 16th-century Poland, including local parliaments, the Polish Parliament - the Sejm



- and the Senate;
- 3) characterize the objectives and achievements of the enforcement movement;
  - 4) evaluates Polish specificity in the field of systemic solutions, social structure and model of economic life against the backdrop of Europe
  - 5) assess the pros and cons of the political situation of the country of last Jagiellonian rulers during the "Golden Age".

## **6. The Polish-Lithuanian Commonwealth.**

### **The student shall:**

- 1) determine the reasons and circumstances of the real union between the Crown and Lithuania, describe the consequences of the union;
- 2) assess Poland's cultural role in the transfer of achievements of Western civilization to Russian and Lithuanian territories;
- 3) discuss religious tolerance in Commonwealth territories in the 16th century and the Brest Union.

## **7. The Renaissance in Poland.**

### **The student shall:**

- 1) recognize and describe the most important monuments of Renaissance architecture and art in Poland;
- 2) present the achievements of outstanding artists of Poland's Renaissance.

## **8. First free elections and their consequences.**

### **The student shall:**

- 1) explain the causes and consequences of the election of the kings: Henri Valois and Stefan Batory;
- 2) describe the course of a free election;
- 3) discuss and evaluate the role of legal solutions (Henrician Articles, pacta conventa);
- 4) present the internal policy of King Stefan Batory
- 5) describe the Polish-Moscow War and its consequences;
- 6) juxtapose the most important events from the history of Poland and of Europe in the 16th century.

## **9. Domestic and foreign policy of the Commonwealth under the rule of the Vasa dynasty.**

### **The student shall:**

- 1) analyse the internal condition of the State and its impact on the international position of the Republic;
- 2) discuss the military and political conflicts of the Republic under the Governments of the Vasa dynasty with Sweden, Brandenburg, Russia, Turkey, the Crimean Khanate; the Cossack uprising;
- 3) determine the role of distinguished military commanders and politicians (Stanisław Żółkiewski, Stefan Czarniecki, Jerzy Lubomirski, Jeremi Wiśniowiecki, Jan Karol Chodkiewicz, Stanisław Koniecpolski);
- 4) describe Jan III Sobieski;
- 5) describe the internal situation and international position of the Republic in the years 1668-1696;
- 6) assess the importance of the Battle of Vienna to the fate of the Republic and Europe;
- 7) point out and describes the changes in the borders of the Republic in the 17th century

as a result of truce and peace agreements;

- 8) juxtapose the most important events from the history of Poland and of the world in the 17th century.

#### **10. The political system, society and culture of the Polish-Lithuanian Commonwealth in the 17th century Disciple:**

**The student shall:**

- 1) describe the process of oligarchization of the political life in the Republic, taking foreign influences, liberum veto and mutinies (rokosz) into consideration;
- 2) explain the causes of internal crises and of the economic downturn of the Republic in the 17th century;
- 3) assess the level of economic development at the end of the 17th century against the backdrop of Europe;
- 4) assess the specific nature of Poland within the scope of political solutions, social structure and model of economy as compared to Europe and synchronize the most important events from the Polish history in the 17th century with the events taking place in Europe;
- 5) characterize Sarmatism as an ideology and lifestyle of Poland's nobility;
- 4) list the features of Baroque architecture and art, identify and locate the most outstanding examples of Baroque architecture and art in Poland.

#### **11. The Commonwealth in 18th century. Enlightenment reforms and the partition of Poland.**

**The student shall:**

- 1) describe the policies of Russia, Prussia and Austria towards the Commonwealth and indicate the signs of diminishing sovereignty of the Polish State;
- 2) describe the measures taken to repair the Commonwealth;
- 3) describe and evaluate the deeds of the Great Sejm;
- 4) present the Polish historiographic assessments of the partitions, the reign of Stanisław August Poniatowski and the causes of the fall of the Commonwealth;
- 5) juxtapose the most important events from the history of Poland in 18th century with events in Europe and the United States.

#### **12. Enlightenment in the Commonwealth.**

**The student shall:**

- 1) describe the achievements of Enlightenment in the Commonwealth;
- 2) discuss the role of Enlightenment institutions (Załoski Library, theatre, the Commission on National Education);
- 3) present the distinguished authors of the Polish Enlightenment.

#### **13. The decline of the Commonwealth (war with Russia and the Kościuszko Uprising).**

**The student shall:**

- 1) describe the armed struggle for the independence of the Commonwealth in the second half of the 18th century;
- 2) present the course of war in defence of the Constitution on 3rd May;
- 3) describe the policies of Russia, Prussia and Austria towards the Commonwealth and indicate the signs of diminishing sovereignty of the Polish State after the Grand Sejm;
- 4) describe the course and assess the chances of Kościuszko Uprising;

- 5) assess Tadeusz Kościuszko as the first modern national hero of Poland.

#### **14. Polish case in the era of Napoleonic wars.**

**The student shall:**

- 1) present examples of Polish involvement on Napoleon's side, taking into account the fate of the Polish Legions in Italy;
- 2) describe the genesis, system and fate of the Duchy of Warsaw;
- 3) discuss Napoleon's attitude towards the Polish cause, including the importance of the "Polish War" of 1812.

#### **15. Polish people in the era of national uprisings (until the January Uprising).**

**The student shall:**

- 1) describe the provisions of the Vienna Congress concerning Polish lands;
- 2) describe the political, economic and cultural situation in the Kingdom of Poland and in lands seized in 1815-1830;
- 3) explain the causes of the outbreak of the November Uprising and list the consequences of the Uprising to the Polish people living in different partitions;
- 4) describe the actions of insurgent authorities, discuss the nature of hostilities and the condition of the Polish issue on international forum;
- 5) describe the situation of Polish people under the Prussian and Austrian rule, within the area of the Grand Duchy of Poznań, in the seized lands and in the Republic of Krakow;
- 6) present the main political groups of the Great Emigration and describe their size, programmes and the impact on political life in the country;
- 7) describe the events of 1846, including the Krakow Uprising and the Galician peasant uprising;
- 8) describe the course and indicate the aftermath of the Spring of Peoples in the Polish lands;
- 9) describe the participation of Polish people in the People's Spring in Europe.

#### **16. The January Uprising and its aftermath.**

**The student shall:**

- 1) explain the reasons for the January Uprising, present the programmes of the main political groups;
- 2) describe the actions of the National Government (underground state), discuss the nature of insurgent activities and the status of Polish cause on international forum, present the distinguished participants in the uprising, their accomplishments and fate;
- 3) analyse the problem of emancipation of peasants in Russian partition and compare it to the emancipation processes in other partitions;
- 4) present the consequences of the uprising, describe the activities undertaken by the Polish people exiled to Siberia;
- 5) assess the importance of national uprisings to the formation of a contemporary Polish nation, describe the impact of the uprisings upon cultural achievements.

#### **17. Polish lands under foreign rule in the second half of the 19th and early 20th century.**

**The student shall:**

- 1) explain and compare the objectives and methods of actions undertaken by the occupying forces against the inhabitants of former Polish lands (including the seized

- territories) – russification, germanization, Galician autonomy;
- 2) point out similarities and differences in the economic development of Polish lands, analyse the structure of the society in three partitions, explain the causes of migratory processes;
  - 3) distinguish between the attitudes of Polish society towards the occupying forces – tri-loyalism, organic work, cooperative movement, list the distinguished representatives in these fields;
  - 4) describe the process of forming the modern national identity of the Polish people; describe the importance of language, faith, education in maintaining national identity;
  - 5) discuss the birth, activities and compares the programmes of modern political movements (socialism, people's movement, national movement);
  - 6) describe the causes and effects of the 1905-1907 revolution in the Kingdom of Poland.

### **18. Polish culture and science during the Positivism and Young Poland Periods.**

#### **The student shall:**

- 1) describe the characteristics of positivism and Young Poland movements, list the outstanding representatives thereof and their works;
- 5) list the most important Polish scientists and their accomplishments.

### **19. Polish case on the eve and during World War I.**

#### **The student shall:**

- 1) describe the attitude of the occupying states to the Polish cause on the eve and following the outbreak of World War I;
- 2) present the political concepts adopted by the Polish political groups in the face of approaching global conflict.
- 3) analyse the internationalisation of the Polish cause (the act of 5th November 1916, the role of the US and of the Russian Revolution, the Declaration of 3rd June 1918);
- 4) specify the most important examples of military and political involvement of Polish people during the war.

### **20. The struggle for the rebirth of the Polish State after World War I.**

#### **The student shall:**

- 1) set out the internal and international conditions for regaining independence;
- 2) examine the formation process of central state authorities (from the October Declaration of the Regency Council to the "Small Constitution");
- 3) recount the most important events in the process of border formation, describe the genesis and course of the Polish-Bolshevik War, assess the political and civilisational importance of Polish victory, present the process of forming borders with Germany and Czechoslovakia in conjunction with the decisions of the great powers (the Versailles Conference) and the actions undertaken by the Polish people (Wielkopolska uprising, Silesian uprisings, plebiscites), the military operation in Galicia for Lviv and the seizure of parts of Lithuania with Vilnius;
- 4) Describe the territory, borders and the population of the Second Republic.

### **21. Reconstruction of the sovereign Republic**

#### **The student shall:**

- 1) describe the scale and consequences of wartime destruction, heritage from the partitions era.
- 2) describe the political system in Poland based on the March Constitution of 1921;
- 3) present and assess the achievements of the first years of reconstruction (reforms of

Władysław Grabowski and their impact on the economy, the creation of a national army, the unification of the school system, the unification of the law);

- 4) assess the role of prominent politicians in the reconstruction of Polish independence and the formation of its political system.

## **22. The May coup d'état and the "Sanacja" rule in 1926-1939.**

**The student shall:**

- 1) present the causes of the May coup d'état.
- 2) describe the political life in Poland under the "Sanacja" rule;
- 3) describe the political transformations following the May coup d'état (the August revision, the April Constitution):
- 4) describe the main directions of the foreign policy of the Second Republic (the system of alliances and the policy of equilibrium);

## **23. Poland's economy and society during the inter-war period;**

**The student shall:**

- 1) describe the consequences of the world economic crisis within the boundaries of Poland;
- 2) assess the economic achievements of the Second Republic, including in particular the building of the city of Gdynia, of the coal railway line and the Central Industrial District.
- 3) assess the economic and social policies of the Second Republic.

## **24. Student:**

**The student shall:**

- 1) list the most important scientific achievements in Poland and their authors;
- 2) specify the outstanding works of Polish architecture, art and literature during the inter-war period and the most distinguished artists;
- 3) give examples of achievements in the field of popular culture and sports;

## **25. Poland in the face of war**

**The student shall:**

- 1) analyse the internal policy adopted by the authorities and the attitudes of the society facing the threat of war;
- 2) describe the changes in Polish borders prior to the outbreak of the war;
- 3) assess the foreign policy in 1938 and 1939 in association with the international situation.

## **26. Poland's defence war in September 1939 and the aggression of Germany (01 September) and USSR (17 September).**

**The student shall:**

- 1) describe the international position of Poland on the eve of World War II;
- 2) explain the military goals of the III Reich and of the USSR;
- 3) describe and discuss the stages of the defensive war, give examples of heroism of defenders and of war crimes committed by the aggressors, point on maps the locations of warring parties
- 4) present the consequences of war hostilities, point border changes on the map, note the importance of creating Polish national authorities and armed forces in exile.
- 5) explain the reasons for the September defeat, evaluate the position taken by Poland's

allies,

## **27. Poland under German and Soviet occupation.**

### **The student shall:**

- 1) compare the assumptions and methods of German and Soviet policy in occupied Poland and the extermination of intelligentsia and clergy;
- 2) give examples of German and Soviet war crimes;
- 3) describe the Holocaust of Jews, the attitudes of Jewish population taking the Warsaw Ghetto Uprising into consideration, describe the position taken by the international public opinion in relation to the Holocaust, describe the position taken by the Polish society towards Holocaust;
- 4) explain the reasons and scope of the Polish-Ukrainian conflict, describe the genocide of Polish population in Wołyń and Eastern Małopolska;
- 5) describe the political and military operations of the Polish Underground State, with consideration to the Home Army (AK), the National Armed Forces (NSZ) and the Peasants' Battalions (BCh), describe the structure of PPP, indicate diverse forms of resistance against the occupiers, present methods of contacts between the government in exile with the country (emissaries, couriers, paratroopers);
- 6) describe the actions aimed at establishing a communist centre of power within the territory of Poland;
- 7) explain the conditions to Operation "Thunderstorm" (Burza), describe the struggle for Wilno and Lviv;
- 8) explain the political preconditions to the outbreak of the Warsaw Uprising, describe the course of fighting and consequences of the Uprising, assess the position taken by the allies and by the Soviet Union towards the uprising.

## **28. Polish cause during World War II;**

### **The student shall:**

- 1) describe the activities of the Polish Government in exile;
- 2) locate in space and time the operations of Polish military formations on different fronts and in different areas of the war, name the commanders;
- 3) analyse the politics of great powers in relation to the Polish cause during World War II.
- 4) explain the military and political conditions for the Great Three Conference (Teheran, Yalta, Potsdam), discuss the decisions taken there;
- 5) describe the disputes concerning the evaluation of actions undertaken by Polish authorities during World War II.

## **29. The beginning of communism in Poland in the years 1944-1948.**

### **The student shall:**

- 1) describe the consequences of World War II, highlighting the political, social, economic and cultural consequences to post-war Poland;
- 2) describe changes affecting the territory and population, note demographic, economic and cultural losses, indicate changes in the borders of the Polish state on the map;
- 3) clarify the circumstances accompanying the take-over of power in Poland by communists (the role of the Red Army and the NKVD, PKWN and the security apparatus, the trial of the sixteen in Moscow); the "people's referendum", the elections of 1947);
- 4) discuss the activities of legal opposition and of the armed anti-communist

- underground);
- 5) describe the restoration period and the consequences of land reform and nationalisation of industry and trade;
  - 6) discuss the condition of Polish political immigration and activities undertaken by the Polish Government in exile;

### **30. Stalinism in Poland and its consequences**

#### **The student shall:**

- 1) describe the process of sovietisation of Poland (transformation of the political system, national economy, society and culture), clarify the system of dependence from the USSR;
- 2) discuss the system of Stalinist terror in Poland and assess its consequences;
- 3) explain the causes and consequences of the Poznań June in 1956 and the significance of the October 1956 events, taking into consideration the role of "Free Europe" radio station.
- 4) describe the social realism art style and the prosecution of the Catholic Church.

### **31. Poland in the years 1957-1981.**

#### **The student shall:**

- 1) describe the power system in the People's Republic of Poland in the sixties and seventies, forms of dependence from the USSR, describe the process of industrialisation and the functioning of a centrally planned economy
- 2) explain the causes and consequences of the social crises in the years 1968, 1970 and 1976;
- 3) explain the role of Catholic Church in political and social relations;
- 4) describe the culture and everyday life in the People's Republic of Poland;
- 5) list Poland's most important post-war achievements in the field of science, culture and arts, taking expat creativity into consideration;
- 6) describe the role of State propaganda;
- 7) describe the activities of the political opposition in the years 1976-1980;
- 8) describe the role of John Paul II and assess his impact upon the social and political transformations;
- 9) explain the causes and consequences of the strikes in August 1980;
- 10) describe the "Solidarity" social movement and assess its impact upon the socio-political transformations;

### **32. Poland in the years 1981-1989.**

#### **The student shall:**

- 1) explain the reasons for introducing martial law, describe its course, assess its social, economic and political consequences;
- 2) describe the attitudes of Polish citizens to the martial law, the forms of social resistance;
- 3) list Poland's most important achievements in the field of independent culture and arts, taking expat creativity into consideration;
- 4) explain the reasons for executing the "Round Table" agreement, describe its consequences;
- 5) formulate and justify own opinion on the transformations in post-war Poland;

### **33. The birth of the Third Republic;**

#### **The student shall:**

- 1) describe the key political transformations in the years 1989-1997, explain the international background thereof;
- 2) explain the controversies concerning decommunization and lustration;
- 3) assess the process of political and economic transformations;
- 4) describe the socio-political, economic and cultural transformations in the nineties;
- 5) describe the disputes concerning the form of the Third Republic.

#### **34. The Republic of Poland as a constitutional democracy;**

##### **The student shall:**

- 1) explain the meaning of the Constitution as the supreme act of law in the Republic of Poland;
- 2) describe the political transformations stipulated in the Constitution of the Republic of Poland (democratic state of law, unitary form of the state, supremacy of the nation, guarantees of the rights and liberties of individuals, constitutionalism, division and balance of power, republican form of government, pluralism, decentralisation, self-governance, social market economy); analyse the formulations of the Preamble to the Constitution of the Republic of Poland;
- 3) based on the Constitution of the Republic of Poland, discuss the basic rights and liberties stipulated therein;
- 4) list the law enforcement bodies in Poland.

#### **35. Poland's electoral and party system.**

##### **The student shall:**

- 1) describe the forms of direct democracy.
- 2) explain how direct and general elections to public authorities are implemented, with reference to the elections to the Polish Parliament, the Sejm and to the Senate of the Republic of Poland, compare proportional and majority elections; explain that both presidential and parliamentary elections are held in Poland;
- 3) indicate the meaning of general elections to the political position of the President of the Republic of Poland
- 4) list the political parties sitting in the Polish Parliament, the Sejm and in the Senate; indicate the parties affiliated with the ruling coalition and those in opposition;

#### **36. Legislative and executive power in Poland.**

##### **The student shall:**

- 1) present the tasks and operating principles of the Polish Parliament, the Sejm, including how laws are created;
- 2) based on observations of parliamentary debates, produce a press report on the course of such debates and prepare a brief parliamentary address on a chosen topic;
- 3) indicate the most important responsibilities of the President of the Republic of Poland and seek information in mass media on the actions undertaken by the President currently in office;
- 4) explain how the Polish Government is appointed and what it does;
- 5) gives the Prime Minister's name, searches for the names of Government ministers and the tasks of the selected ministries.

#### **37. Poland in Europe and the world in the years 1989-2004.**

##### **The student shall:**

- 1) present the process of disintegration of the Warsaw Pact and the recovery of



- sovereignty by Poland;
- 2) describe and assess Poland's foreign policy (relations with the EU member states and the United States, relations with neighbouring countries);
- 3) explain what embassies and consulates do;
- 4) explain the causes and importance of Poland's accession to NATO in 1999;
- 5) describe Poland's defence policy, participation in international peacekeeping missions and military operations;
- 6) present Poland's relations with a selected country on the basis of information collected by the student;
- 7) explain the reasons and importance of Poland's accession to the European Union in 2004;
- 8) describe the economic and social changes in the modern world;
- 9) present cultural and civilisational transformations in the modern world.

### **Education objectives - general requirements in the field of geography**

The student makes use of plans, maps, photographs, drawings, graphs, statistical data, source texts, geoinformation technologies (GIS) and information and communication technologies to collect, process and present geographical information about Poland. The student shall use basic geographic vocabulary to describe and explain the phenomena and processes occurring in the geographic environment. The student shall identify relations and dependencies in the natural environment, economy and social life of Poland. Students expand their interest in the natural and cultural environment of Poland, acquire useful practical knowledge, leading to the creation of a holistic picture of the world.

### **Teaching content and specific requirements in the field of geography**

#### **1. Sources of geographical information, geoinformation technologies and spatial data presentation methods concerning Poland.**

##### **The student shall:**

- 1) demonstrate the ability to use diverse sources of geographical information and assess their usefulness;
- 2) read from the map the information presented there using different cartographic methods;
- 3) determine the location and characterize geographical objects on photographs, aerial and satellite photographs and topographic maps of Poland;
- 4) use plans, topographic, tourist, road maps of Poland (orient the map and identify geographical objects on the map, plan trips to Poland and tours of the country);
- 5) interpret the numerical data presented in the form of tables and graphs concerning Poland;
- 6) demonstrate the usefulness of satellite photography and photographs for obtaining information about Poland's geographical environment and interpret the content thereof;
- 7) give examples of the use of GIS tools for analysing the spatial diversity of geographical environment.

#### **2 . The location and regional diversity of Poland's natural environment.**

##### **The student shall:**

- 1) describe the administrative division of Poland;
- 2) give names and point on the map selected provinces and their capitals;

- 3) characterize the contemporary natural topography of Poland and explain the reasons underlying such diversity;
- 4) give the main characteristics of Poland's climate, taking climate-creating factors into consideration;
- 5) describe, using maps, the distribution of the main natural resources of Poland.
- 6) indicate on the map the main physico-geographical regions of Poland;
- 7) distinguish based on maps the main geological units present within Poland's territory and student's region of origin;
- 8) use maps to describe the distribution of Poland's main mineral deposits and assess their economic importance;
- 9) identify the association between the geological structure of Poland and the selected region and the main features of surface formations;
- 10) using maps, climate elements and climate data, describe the climate of Poland and student's region of origin;
- 11) explain climate diversity and assess the economic consequences of the duration of vegetation periods in different regions of Poland;
- 12) demonstrate the natural, social and economic importance, including tourist, of rivers, lakes and artificial lakes in Poland;
- 13) explain the causes and effects of water scarcity in selected regions of Poland;
- 14) using statistical data and GIS applications, analyse the condition of the environment in Poland and present ensuing conclusions.

### **3. The social diversity of Poland.**

#### **The student shall:**

- 1) explain and correctly apply basic demographic terms: population growth rate, births and deaths, life expectancy;
- 2) using various sources of information, give the population of Poland, in terms of natural growth rate, gender structure, life expectancy in Poland;
- 3) analyse the demographic structure of the Polish population based on statistical data and age and gender pyramids;
- 4) analyse population changes, growth rate and the actual population of Poland and predict the impact of contemporary demographic changes in Poland upon the socio-economic development of the country;
- 5) analyse the spatial diversity of migration balances in Poland, give reasons for internal and external migration, main directions of emigration of Polish citizens and present the migration situation in the region of student's origin;
- 6) describe, based on population density maps, the diversity of population distribution in Poland and student's country of residence and explain these differences, taking natural, historical, economic factors into consideration;
- 7) state the main problems currently affecting the labour market in Poland;
- 8) analyse, compare, describe the location and size of cities in Poland, explain the reasons for the establishment and development of the largest cities in Poland.

### **4. The economic diversity of Poland.**

#### **The student shall:**

- 1) describe the structure of land ownership in Poland;
- 2) list the most important crops and products of Polish agriculture;
- 3) compare the structure of the use of energy sources in Poland;
- 4) explain the causes of industrial changes in Poland and indicate the fastest growing

- manufacturing branches in Poland;
- 5) explain changes in employment structure;
  - 6) explain changes in urban planning and rural settlement processes in Poland;
  - 7) state the reasons for the post-1989 industrial changes and assess their effects;
  - 8) analyse changes and diversification of transport networks in Poland, indicate the main transport hubs and terminals and describe their importance to national economy.

## **5. The cultural diversity of Poland.**

### **The student shall:**

- 1) design and describe, based on tourist, topical, and geographical maps and family history, a journey along a chosen route in given region, taking into account their natural and cultural assets;
- 2) justify the need for actions aimed at protecting the natural environment in Poland, define the possibilities of student's involvement in this area and present various forms of nature protection in Poland and student's region of origin;
- 3) present social values, including cultural values, of facilities comprising Poland's cultural heritage based on an example of a given region or hiking trail;
- 4) design a virtual tour featuring a selection of tourist attractions within student's region of origin.