

MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF TAJIKISTAN

**PRIMARY EDUCATION
SUBJECT STANDARDS**

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INTRODUCTION

The Government of the Republic of Tajikistan recognizes the education sector as one of priority sectors in the country development and therefore, several initiatives are being implemented every year. In addition to construction of new schools, improving the infrastructure the government pays also more attention to the quality of education and effectiveness of the education contents and learning process. Development of new standards and syllabus will influence the development of the level and quality of secondary education.

Teachers play key roles in implementation of the state education policy. This is clearly stated in the speech of the Founder of Peace and National Unity, Leader of the Nation, the President of the Republic of Tajikistan made during Meeting with intelligentsia of the country (2015): “key to any type of achievements and independent thinking is the teacher and his/her moral and scientific knowledge (fund). Therefore, effective implementation of the learning and upbringing activities provides opportunities to develop students’ thinking skills, their knowledge and world outlook and stepping together with the modern world”.

The ministry of Education and Science of the Republic of Tajikistan initiated the development of subject standards to improve the quality of education and effectiveness of its outcomes.

The present standards are developed on competency based education and meet the requirements of the State Secondary Education Standards.

The structure and the instructional design approach used in the document covers different aspects of the primary education subjects and helps teachers to plan, teach and assess easily.

The present standards define/present the contents, competencies, indicators of achievement and learning assessment tools. By implementation on new education approach the students’ learning outcomes (competencies) become key objective of the evaluation and monitoring of the education quality.

During implementation of the subject standards the teachers’ professional skills and abilities, as well as students learning results will be recognized as the indicators of effectiveness of learning process.

In new educational approach the level of teachers’ responsibilities for improving the students’ learning outcomes will increase.

Teachers become key actors during the implementation of new standards and syllabus. Therefore, the effective implementation of the new standards and reform process depends on teachers understanding the core of the reforms, taking responsibilities, creativity and pedagogical skills.

The Ministry of Education and Science invites all teachers, school principals, region and district education departments and all employees of the education sector in the country to join implementation of the reforms that ensure the effectiveness and quality education for students.

I. GENERAL CONDITIONS FOR THE PRIMARY EDUCATION SUBJECT STANDARDS

1.1. KEY TERMS

Assessment – data collection process for evaluation. There are different assessment types and tools. The help to define the level of students' learning outcomes. The data collected through assessment is useful both for individuals and educational institutions. Different stakeholders, such as state agencies, individuals, parents, students and teachers use the assessment data for different purposes.

Evaluation – proves for defining the level of students' competencies (knowledge, skills and abilities) toward the defined subject standards. Evaluation helps to define the level of mastering competencies.

Didactics – pedagogy science direction that includes studying the theoretical basis of education, defining the concept, principles, education contents, types and method of teaching and monitoring of education processes.

Methodological Unit – a type organization of methodological activities at school level to spread best practices and in-service training of the secondary school teachers.

Project work – independent student's activity that is conducted out of the lesson time. Project works are organized at the specific learning process when students' already mastered new knowledge and skills.

Learning objective – advance planning of learning outcomes, student's development and intended learning outcomes. Learning objectives inform lesson flow, teaching methods and learning tools.

Skill – ability and capacity to carry out a task (to do something well) as the result of practicing.

Ability – actions that person would master as the result of learning and multilevel practice, this action became thoughtful and person does it with consciousness; skillful, proficient, capable, master are all abilities.

Practice – coherent activities to obtain skills, abilities and competencies.

Method (Greek. methods- way, approach, tool, theory, teaching) – theoretical and practical recognition of the realities; set of actions; arranging manageable activities of people to solve defined problem.

Criteria – evidence that is defined based on evaluation, findings or definition of something.

Teaching plan – document that includes teaching of educational subjects and their distribution during schooling year in the secondary education schools.

Students' centered learning/teaching – teaching concept that personal abilities and students' previous experience is core during teaching and is aimed at further development.

Indicators – set of knowledge, skills and abilities that are used as evidence for achieving competencies.

Portfolio – a compilation of learning work and other forms of educational evidence gathered to evaluate coursework quality, learning progress, and academic achievement and determine students have met competencies/standards

Student's portfolio – targeted gathering of student's works that shows his /her efforts during carrying out of works and his/her learning achievements on different subjects.

Principle – main educational rules that define the contents, types of learning arrangements, and teaching methods in connections with generic learning objectives and learning processes.

Learning process – targeted and organized process of mastering knowledge, skills and abilities.

Subject guides on implementation of the standards – teacher's guide on implementation of subject standards, additional methodological guide. It includes recommendations and sample of organization of learning process; supports teacher's to develop students' competencies.

Literacy – ability to work with information, including carrying out necessary calculations, comprehension of written text, scientific literature, writing and learning skills from oral and written texts.

Literate – one of the cognitive signs of a person. According UNESCO definition – a literate person who is able to read, write and express the meaning of simple text.

Competence – set of integrated knowledge, skills and abilities that are combined to solve specific life (social, economical, political) and learning (cognitive/metacognitive) problems.

Subject standards – a document that includes criteria for students' knowledge, skills and attitudes, subject learning contents, subject teaching methods, effective learning time management and requirements for student's learning assessment.

Strategy – ways and methods of achieving objectives.

Analyses – one of the teaching methods that teachers and students separate learning contents into specific parts and evaluate each part separately.

1.2. REGULATORY AND LEGISLATIVE BASES FOR THE PRIMARY EDUCATION SUBJECT STANDARDS

The present standard document is developed based on the below documents that define the aspects of education development strategy in the Republic of Tajikistan.

Primary Education Subject Standards is developed based on the Constitution of the Republic of Tajikistan, Law of the Republic of Tajikistan on Education and other regulatory and legislative documents of the Republic of Tajikistan in the education sector.

1.3. APPLICATION OF THE PRIMARY EDUCATION SUBJECT STANDARDS

The range of application of the Primary education subject standards is wide. The direct beneficiaries of the standards are primary education teachers who use the standards during planning, teaching and assessing students' competencies. The primary education specialists at primary education level of related institutions of the education sector who are in charge of providing methodological support, planning and implementation of activities to provide methodological support to primary education teachers can use these standards to inform their work.

The present standards are applied in the pedagogical universities, institutes and colleges as core document that define the contents of the methodology of teaching primary grades subjects.

Evaluation of competencies (knowledge, skills and abilities) of primary education students are carried out based on the requirements of these standards.

1.4. CORE PRINCIPLES OF PRIMARY EDUCATION SUBJECT STANDARDS

Primary education subject standards were developed based on the following principles:

- equal rights of the citizens to quality education;
- law based, respects for the human and citizens' rights and freedom;
- compulsory basic education;
- accessible of the secondary education and continuation of the education at other levels of education based on the competitions;
- prioritization of the national and humanitarian values, humanitarian basis of the education contents and personal development;
- love for motherland, family and environment;
- scientific, secular and humanity basis of teaching and upbringing in the secondary education schools;
- unity of educational, cultural, cultural development and protection of national traditions;
- humanitarian, democratic and state and social management of the education system and transparency of its activities;
- continued education;

- motivation of person's education and developing his/her abilities;
- consistency of education processes that ensures the link between levels of education and unity of teaching and upbringing;
- integration of education, science and production;
- focus on individual student's abilities

Learning process is organized based on student's prior knowledge and skills and should meet his/her learning needs. Taking into consideration students' abilities in carrying out learning activities and develop their skills and abilities are core in the teaching process. Teachers have both moral and professional responsibilities for students' learning outcomes.

Learning will almost always occur most efficiently when:

- students are able to build upon what they already know and can do;
- the goal of learning tasks are seen by students as achievable
- students are interested and engaged in what they learn
- adequate opportunities are given to consolidate new learning through practice;
- both teacher and student accept responsibility for learning
- teachers use a variety of methods to so that students can revisit and lock in new learning in stimulating ways;
- students have opportunities to interact with each other when problem solving and building skills
- it is recognized that failure is also part of learning.

Considering students' multiple intelligences.

Some students master skills through practice, and some gain knowledge through observation. Some students like active learning, but some like calm learning environment. Teachers should pay equal attention to all students, help them and deliver learning activities in accordance with their learning abilities.

Humanitarian aspects of education process.

Teachers should not only enhance students' knowledge and support their competency development. They are also responsible for creation of favorable learning environment and encourage students for cooperation and mutual understanding.

Development of values.

The present standards along with learning competencies set development of students' values. These values are important both in learning competence development and civic education.

Link between education and life.

New standards ensure development of knowledge, skills and abilities for today's and future development of Tajikistan and support lifelong learning. New learning concept is also aimed at adapting learning outcomes with the life requirements. It means that as the result of learning students will be able to apply knowledge, skills and abilities in everyday life.

Lifelong learning.

Learning and development processes are endless. A person can spend almost whole life to master some competencies. Therefore, competency based education encourages lifelong learning processes.

Evaluation of learning outcomes.

Students' learning outcomes are regularly evaluated and when necessary teaching and learning approaches are changed to make learning process more effective.

1.5. CROSS CURRICULUM COMPETENCIES IN PRIMARY EDUCATION

Rapid development of science and technologies makes a modern citizen to adapt learning, social and professional activities with the new requirements. The development speed does not allow us to transfer all available knowledge, therefore, teaching and learning should focus on development of students' skills and abilities to empower them to plan and apply the sequence of learning activities, collection of needed information to solve cognitive problems, compare and analyze ideas and data, evaluate the implementation process, defining error and correct them, manage effective communications with other participants. Nowadays, cross curriculum, competencies (social, metacognitive, communicative) are developed along with subject content competencies (knowledge, skills and abilities). Therefore, during planning, teaching and assessment the following cross curriculum competencies should be taken into consideration:

Cross curriculum competencies:

- ability to comprehend the learning objectives and plan to achieve them;
- ability to prioritize objectives;
- ability to monitor and manage the time for carrying out defined activities;
- ability to make decision in challenging situation through constructive negotiation;
- ability to monitor the process and results of learning activities;
- ability individually assess the appropriateness of activities and make changes to achieve intended results;
- ability to predict possible situations during performing learning tasks.

Cross curriculum communicative competencies

- ability to consider different ideas and try to establish collaborations among different parts;
- ability to express own position and provide evidences to support own position and come to consensus through collaboration and selection of mutual decision;
- ability to compare different ideas before making final decision;
- ability to ask questions to establish learning and collaboration activities with peers;
- ability to evaluate and monitor each other and collaborate to perform learning activity;
- ability to use appropriate language structure during planning and managing own activities;
- ability to use language tools to solve communication issues; develop topic based narrative text;
- ability to establish effective team work, create favorable cooperation environment;
- ability to use appropriate language tools to express feelings, thoughts, ideas, motivations and own needs;
- ability to explain (provide definition, describe) own activities in in oral and written text.

Cognitive – Metacognitive Cross Curriculum Competencies:

- ability to conduct teacher guided observation and experiment;
- ability to search for information, including library and Internet resources;
- ability to construct and change the models and structures to perform learning tasks;
- ability to select effective ways to solve issues in accordance with specific conditions;
- ability to group relations, features, terms and models;
- ability of logical thinking, including defining cause – effect relationship;
- ability to apply main skills on skimming and scanning text to learn, to strengthen knowledge and search for information;

- ability to divide main idea from the secondary, define core topic of the text and show the sequence of events.

Samples of cross curriculum competencies

Cognitive - analytical competencies:

- apply own and others' knowledge, experience and ideas in new learning and life situation;
- evaluate the links and relationship between ideas, experiences or natural and non-natural materials;
- understanding of that whole consists of part.

Cognitive-creative competencies:

- develop interest and cognitive motivation to world occurrences, experience, new learning materials and different interesting and unusual events and puzzles.

Cognitive-research competencies:

- analyse and evaluate objects, events, experiences, ideas, theories, conditions and other phenomenon;
- define the difference between factors, ideas, theories and values;
- use different measurement tools to evaluate ideas, events, evidences, reasons and actions.

Self-awareness and independence competencies:

- recognize that culture and language, rules and experiences impact the personal values, self-awareness and behavior;
- analyze the family, society and social conditions to the person development;
- show confidence, self-management and ability to mobilise.

Recognize, respect and protect others:

- be open minded;
- learn different people, culture and respect them;
- recognize and respect that people have different values, understanding and not always others' ideas can be the same as "mine";
- analyze ideas, selection and person's behavior would influence living and non-living objects.

Developing literacy

Develop knowledge on different literacy aspects:

- recognize the importance of different knowledge in everyday life;
- accept that literacy consists of words, pictures, numbers, sounds, movements and other indicators and there have different definitions and meaning;
- evaluate ideas and information that are received from different sources (e.g. people, data base and other natural and artificial sources).

Research and analyse world phenomenon through specific knowledge:

- search and comprehend ideas and experience by applying different strategies, resources, tools and technologies;
- select and evaluate information sources and tools/instruments related to performance of specific tasks;
- applying specific knowledge to define and evaluate ideas and terms.

Demonstrate comprehension and convey meaning through specific knowledge:

- construct, count and communicate through different products, strategies and technologies to express understanding of ideas and experiences;
- select and apply appropriate technologies to communicate effectively and respectfully.

Develop social responsibilities

Following behavioral rules:

- evaluate the possible impact of own and other's actions to the environment and specific situations;
- take into consideration the results of actions in different situations;
- continued following the main moral values;
- show principal position in moral issues such as “respect for every person”.

Be involved in discussion and dialogues:

- keep balance in speaking, listening and responding;
- provide opportunities for every person to contribute;
- demonstrate respect during discussions, meetings.

Carry out social task:

- show respect and confidence to human rights, conventional rights and stable environment;
- contribute creation of favourable environment and conflict resolution in classroom, school, family and society;
- during maintaining relations and provision of support take into consideration independence, culture, traditions and abilities of all participants/people;
- support other people to achieve the stated objectives;
- take measures to avoid biased and unfair relations to one and others.

1.6. AIMS AND OBJECTIVES OF PRIMARY EDUCATION SUBJECT STANDARDS

The present standard document is developed to implement the requirements of the State Secondary Education Standards and National Education Development Strategy of the Republic of Tajikistan for 2020.

The aims and objectives of Primary Education Subject Standards are:

- define and state set of primary education students competencies (indicators of knowledge, skills and abilities) in “Mother Tongue”, “Math”, “Natural Science”, “Art and Crafts”, “Song and Music”, “Physical Instructions”, “Russian language” and “English Language” subjects.
- organize contents and processes for planning, teaching and assessment of “Mother Tongue”, “Math”, “Natural Science”, “Art and Crafts”, “Song and Music”, “Physical Instructions”, “Russian language” and “English Language” subjects in primary education (grades 1-4).
- Learning contents, meaning and activities are aimed at developing students' competencies and the strong link between these aspect should be ensured;
- Different subject skills are presented in specific and comprehensive ways. Indicators of achievement of each competencies are shown;
- In spite of covering different aspects of teaching the subjects, the present standards do not limit teachers' creativity, but guide them to manage the education process in more meaningful and effective ways;
- Contents and number of competencies are presented in accordance with the subject learning load that is defined by the teaching plan.

II. Objectives, competencies and indicators

2.1. INTRODUCTION

In this section the competencies are presented for each grade from 1 to 4. In all subjects they have the following characteristics.

- they are organized to show a progression of difficulty from one grade to the next. It is organized this way so teachers can see both where the ministry expects students are achieving in the grade before and where they will need to be at the end of the current grade.
- they are grouped by broad strands relating to skills knowledge and attitudes. Obviously they do not follow the order of any textbook.
- they are written in such a way that the observable result of student learning and so competency achievement is defined in the indicators. So they are not necessarily a clear definition of what a teacher must teach.
- each competency is numbered. For example: 3. 1.1. The first number refers to the grade level. The second number refers to the strand. The third number refers to the competency in the strand. Thus, 4.1.1. refers to the first competency in Grade 4, strand 1.

2.2. “Mother tongue” subject for grades 1-4

2.2.1. GENERAL SPECIFICATIONS OF “MOTHER TONGUE” SUBJECT IN PRIMARY EDUCATION

Language is a product of thinking and a social phenomenon. It is one of the unique characteristics of being human. It serves as a means to develop thinking, express personal opinions, develop social communication and interaction, and understand the world we live in. It is the primary mechanism with which we transmit our culture from generation to generation. An important cultural objective of this subject is to support the students’ equality through knowing of language and literature, and it is considered as a main source of their development as citizens of Tajikistan.

The ability to read and listen to and then respond to language through written and spoken communication are highly complex skills and so the gaining of competency in these areas is the core of any language programme.

Tajik language as a subject empowers students with the communication skills necessary for learning in other subjects and consequently is a main subject in all stages of teaching and also has a significant role in integration of various subjects.

Many of the skills taught in a first language programme, such as the ability to write an essay apply across all languages and so this standard has application for any school where mother tongues other than Tajik are taught.

2.2.2. AIMS OF “MOTHER TONGUE” AS SUBJECT IN PRIMARY EDUCATION

Main aims of Mother Tongue as a subject in grades 1 to 4 are to have students be able to:

- correctly and consistently apply the conventions of reading, writing, speaking and listening;
- use the language to actively engage with others to communicate ideas, values and opinions in both oral and written forms.

2.2.3. Table of competencies for “Mother tongue” for primary education.

Grade 1 (ABC period)	Grade 1 (Mother Tongue)	Grade 2	Grade 3	Grade 4
Listening				
A. 1.1.1. Follow simple communication conventions in narrow range of situations.	1.1.1. Follow simple communication conventions in a wider range of situations.	2.1.1. Follow common communication conventions in a wider range of situations	3.1.1. Follow common communication conventions in a wider range of situations and explain the importance of following these conventions.	4.1.1. Follow communication conventions in a wider range of situations, understand their context and take active part in ensuring all can participate fully.
A. 1.1.2. Use heard information in very simple spoken and written texts.	1.1.2. Use heard information in simple spoken and written texts.	2.1.2. Use heard information in more complex spoken and written texts.	3.1.2. Use heard information in more complex spoken and written texts.	4.1.2. Use heard information in different types of spoken and written texts.
A. 1.1.3. Extract simple ideas and meaning from simple forms of speech and written texts commonly used at this age.	1.1.3. Extract basic ideas and meaning from more complex narratives and forms of speech commonly used at this age.	2.1.3. Extract ideas and meaning from a range of more complex narratives and forms of speech commonly used at this age.	3.1.3. Extract more complex ideas and meaning to reflect upon a range of more complex narratives and forms of speech commonly used at this age.	4.1.3. Extract meaning and reflect upon and evaluate a wide range of more complex narratives and forms of speech commonly used at this age.
Speaking				
A.1.2.1. Follow simple communication conventions in narrow range of situations.	1.2.1. Follow simple communication conventions in a wider range of situations.	2.2.1. Follow common communication conventions in a wider range of situations.	3.2.1. Follow common communication conventions in a wider range of situations and understand their context.	4.2.1. Follow communication conventions in a wider range of situations, understand their context and take active part in

				ensuring all can participate fully.
A.1.2.2. Use age appropriate speaking strategies.	1.2.2. Use age appropriate speaking strategies.	2.2.2. Use age appropriate speaking strategies.	3.2.2. Use age appropriate speaking strategies.	4.2.2. Use age appropriate speaking strategies.
A.1.2.3. Convey simple ideas and meaning for a narrow range of purposes in simple short narratives and forms of speech.	1.2.3. Convey basic ideas and meaning for a narrow range of purposes in simple narratives and other forms of speech of increasing length.	2.2.3. Convey ideas and meaning for a range of purposes in different types of narratives and other forms of speech of increasing length.	3.2.3. Convey complex ideas and meanings for a wider range of purposes in longer and more complex types of narratives and other forms of speech.	4.2.3. Convey increasingly complex ideas and meanings for variety of purposes in longer and wide a range of types of narratives and other forms of speech.
Reading				
A.1.3.1. Recognize and apply very basic print conventions.	1.3.1. Recognize and apply basic print conventions of the text.	2.3.1. Recognize and apply more print conventions of the text.	3.3.1. Recognize and apply print conventions of the text.	4.3.1. Recognize different print conventions of the text and their implications.
A.1.3.2. Apply a very limited number of reading strategies with limited efficiency to unknown words.	1.3.2. Apply a small number of reading strategies with some efficiency to unknown text.	2.3.2. Apply a small number of reading strategies with increasing efficiency to unknown text.	3.3.2. Apply an increasing number of reading strategies with unknown text.	4.3.2. Efficiently apply a range of reading strategies to bigger volume unknown text.
A.1.3.3. Extract meaning from simple sentences containing familiar vocabulary.	1.3.3. Extract meaning from and simply respond to short simple (up to 100 words) predictable narrative texts with 1-2 new	2.3.3. Extract meaning from and respond to a range of short to medium level narrative texts up to 200 words) with 3-4 unknown vocabulary.	3.3.3. Extract meaning from and reflect upon a range of medium level narratives and other text types (up to 300 words) with 5-6	4.3.3. Extract meaning from and apply critical thinking to longer narratives (up to 400 words) and other text types with 7-8 unknown words.

	vocabulary.		unknown vocabulary.	
Writing				
A.1.4.1. Follow very simple writing rules in accordance with indicators	1.4.1. Follow simple writing rules in accordance with indicators.	2.4.1. Follow other writing rules in accordance with indicators.	3.4.1. Follow more writing rules in accordance with indicators.	4.4.1. Follow different writing rules in accordance with indicators.
A.1.4.2. Use appropriate writing strategies.	1.4.2. Use appropriate writing strategies to create short texts.	2.4.2. Use appropriate writing strategies to create short texts.	3.4.2. Use appropriate writing strategies to create bigger texts.	4.4.2. Use appropriate writing strategies to create bigger volume texts.
A. 1.4.3. Based on own simple idea/s form short written sentences.	1.4.3. Based on own simple idea/s form a short text.	2.4.3. Communicate through writing basic linked ideas and meaning for a narrow range of purposes in simple narratives and other forms of speech of increasing length.	3.4.3. Communicate through writing linked ideas and meaning for a range of purposes in different types of narratives and other forms of speech of increasing length.	4.4.3. Communicate through writing complex and linked ideas and meanings for a wider range of purposes in longer and more complex types of narratives and other forms of speech.

**2.2.4. COMPETENCIES AND INDICATORS FOR “MOTHER TONGUE” SUBJECT FOR GRADE 1
(LITERACY DEVELOPMENT PERIOD)**

Grade 1 (literacy development period)
Listening
<p>A. 1.1.1. Follow simple communication conventions in narrow range of situations.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – maintains attention when listening to peers and the teacher; – look at the partner during talking; – do not pay attention to other interrupting voices; – keep body straight and opened.
<p>A. 1.1.2. Use heard information in very simple spoken and written texts.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – differentiate between the sounds; – isolate initial, middle and last sounds of one and two syllable words; – match simple spoken high frequency words with their written forms; – repeat fairly accurately simple poetries, rhymes, riddles and tongue twisters; – use heard vocabulary in speech; – comprehend simple questions and give appropriate answer.
<p>A. 1.1.3. Extract simple ideas and meaning from simple forms of speech and written texts commonly used at this age.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – carry out one-two step oral instructions; – form and answer simple questions; – recall the main meaning of simple retold texts/stories.
Speaking
<p>A.1.2.1. Follow simple communication conventions in narrow range of situations.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – pronounce common Tajik language sounds correctly; – demonstrate correct grammatical forms when using high frequency vocabulary when speaking; – reflect correct syntax forms when forming spoken phrases and sentences; – choose the right words from high frequency vocabulary; – reflect appropriate tone for the narrow range of situation; – speak using appropriate speed and tone most of the time; – accurately pronounce high frequency words; – segment sentences into words in speech; – use appropriate volume to the situation; – take turn to speak; – show respect to others through speech in and out of school; – show confidence and seeks to overcome fears when speaking.
<p>A.1.2.2. Use age appropriate speaking strategies.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – use simple mimes and gestures during speaking;

<ul style="list-style-type: none"> – control their voices such as gently, loudly, politely to suit the situation.
<p>A.1.2.3. Convey simple ideas and meaning for a narrow range of purposes in simple short narratives and forms of speech.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – describe and compare simple characteristics (form, color, volume, number) of objects; – respond to the questions about the pictures or stories; – describe objects of interest such as toys or pets to the class; – discuss characters in heard, seen and read to stories; – talk about their experiences; – role-play characters in stories told or read to them; – talk about own drawing, writing and reading to others; – talk about favourite books and stories; – help to formulate class rules and reflect upon behavior. – ask the teacher and peers simple questions using “What?”, “Who?”, “When?” and “Where?” to clarify the meaning and own curiosity.
Reading
<p>A.1.3.1. Recognize and apply very basic print conventions.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – show cover page, title and list of contents of the books; – demonstrate the awareness of directional conventions (from left to right, from top to bottom, follow from one line to another) and flip pages; – differentiate print, handwriting, lower and uppercase letters; – differentiate sounds from letters names; – differentiate letters, words and sentences; – decode simple one-two syllable words; – decode by segmenting three or more syllable words.
<p>A.1.3.2. Apply a very limited number of reading strategies with limited efficiency to unknown words.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – read sentences from the text using reading technics (read aloud, paire reading, choral reading); – predict ideas and words while reading; – read along with others in big book shared - reading experiences; – comment about the pictures when reading the text; – read own written and picture texts such as simple sentences, short recounts of their experiences, word lists with pictures; – maintain the ability to extraxt meaning by reading at age appropriate speed.

A.1.3.3. Extract meaning from simple sentences containing familiar vocabulary.

Indicators of achievement:

- ask and answer very simple questions on the meaning of the text;
- retell the meaning of the simple text;
- define the characters and objects of very simple and short texts;
- reflect on the behavior of characters in very short texts;
- provide life examples related to the meaning of the sentence;
- willingly participate in shared reading of different types of texts such as poems, rhymes, chants, narrative, lists, letters, invitations, recipes, advertisements, procedures, reports, explanations, exposition, discussions, responses, reviews;
- find and read/spell learned letters from different sources.

Writing competencies

A.1.4.1. Follow very simple writing rules in accordance with indicators.

Indicators of achievement:

- hold pen/pencil correctly;
- place the notebook in right position;
- form letters at correct height and width;
- correctly form lower and upper case letters;
- form appropriate shape of the letters;
- use appropriate slope in writing (to the right on 65°);
- use capital letter at the beginning of the sentences;
- use capital letter to write people's names;
- put a dot at the end of the sentence.

A.1.4.2. Use appropriate writing strategies.

Indicators of achievement:

- write own name and surname and other objects without model;
- legibly write print words and sentences from models.

A. 1.4.3. Based on own simple idea/s form short written sentences.

Indicators of achievement:

- write own name and surname and other objects without model;
- write sentences they have created told to teacher and wrote by the teacher.

2.2.5. COMPETENCIES AND INDICATORS FOR “MOTHER TONGUE” SUBJECT FOR GRADE 1 (MOTHER TONGUE)

Listening

1.1.1. Follow simple communication conventions in a wider range of situations.

Indicators of achievement:

- maintains attention when listening to peers and the teacher during read aloud, performance, learning tasks and listening to the tape;
- look at the partner during talking;
- do not pay attention to other interrupting voices;
- keep body straight and opened.
-

1.1.2. Use heard information in simple spoken and written texts.

Indicators of achievement:

- repeat correct pronunciation of words;
- use small number of heard vocabulary during speaking;
- understand simple questions and respond appropriately;
- write correctly grade one appropriate words that have different pronunciation and forms;
- define incorrect pronunciation of sounds and correct them;
- define happiness and sadness of the speaker and choose appropriate tone of speech.

1.1.3. Extract basic ideas and meaning from more complex narratives and forms of speech commonly used at this age.

Indicators of achievement:

- understand the oral classroom instructions (tasks, activities) and follow them;
- answer simple comprehension questions (why?) based on the text read by others;
- listen to the meaning of the information (partner, recordings, TV programs) and tell what is the text about and who are main characters;
- retell the meaning of the heard stories.

Speaking

1.2.1. Follow simple communication conventions in a wider range of situations.

Indicators of achievement:

- follow simple Tajik literature language rules;
- use appropriate tone/intonation of speech;
- follow the greeting and good-bye rules in the classroom, school and out of the school;
- take turn to speak;
- follow simple expressing gratitude behavior;
- speak with confidence.

1.2.2. Use age appropriate speaking strategies.

Indicators of achievement:

- develop oral text on the syllabus topics that has beginning, main part and ending;
- use proper simple non-verbal tools (gestures, mimes) while speaking;
- manage the speed and intonation of voice during speaking.

1.2.3. Convey basic ideas and meaning for a narrow range of purposes in simple narratives and other forms of speech of increasing length.

Indicators of achievement:

- talks on age appropriate topics;
- create short oral text on the syllabus topics (3-5 sentences);
- tell heard or seen events in reasonable sequence;
- ask the teacher and peers simple logical questions (using “Why?”, “How?”) to clarify the meaning and own curiosity;
- explain how to complete simple classroom instructions;
- name the features of the object.

Reading
<p>1.3.1. Recognize and apply basic print conventions of the text.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – read multi-syllable grade one appropriate words; – read fluently age appropriate narrative and poetry texts; – practice reading the texts by syntagma; – follow the intonation of punctuation marks while reading; – correct errors during reading independently
<p>1.3.2. Apply a small number of reading strategies with some efficiency to unknown text.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – use different reading techniques (read aloud, pair reading, reading by roles) to read the text; – use different strategies to define different aspects of the texts (author, title, picture, characters, time and place of the events); – differentiate narrative texts from poetry; – answer pre, while and post reading questions; – predict the meaning of narrative texts; – define beginning, main part and end of the text; – define the meaning of the new vocabulary using different sources (vocabulary list, peers, teachers, dictionaries); – willingly read newspapers, magazines and children's books regularly.
<p>1.3.3. Extract meaning from and simply respond to short simple (up to 100 words) predictable narrative texts with 1-2 new vocabulary.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – ask and answer questions on the meaning of simple texts; – tell the meaning of short simple narratives by own words; – define the characters of short texts; – define the good or bad behaviors of characters of short texts; – provide simple life examples related to the meaning of the short texts; – define fiction and real meaning of the short simple texts.
Writing
<p>1.4.1. Follow simple writing rules in accordance with indicators.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – write the parts of lower and upper case letters, write neatly, write appropriate shape (to the right on 65°), follow the letter connection rules while writing words, follow the distance between words in the sentence; – spell one, two and three syllable grade 1 appropriate words; – use capital letter for the first letter of the sentence and put full stop at the end of the sentence; – use capital letters for the names of people, cities and villages; – put appropriate punctuation marks at the end of the sentence (dot, question marks); – use commas after repeated same category of words, names, characteristics and movements.

1.4.2. Use appropriate writing strategies to create short texts.

Indicators of achievement:

- copy the printed sentences and texts neatly, clearly and correctly;
- write simple sentences and put full stop at the end of the sentence;
- use limited number of new vocabulary in the written text;
- in order to clarify the information or satisfy own cognition writes questions;
- write the names and features of the object from the picture;
- define and write the name of people and objects and their adjectives;
- write with appropriate speed (10-15 words per minute).

1.4.3. Based on own simple idea/s form a short text.

Indicators of achievement:

- writes own and school address;
- write short (two-three linked sentences) on familiar topics.

2.2.6. COMPETENCIES AND INDICATORS FOR “MOTHER TONGUE” SUBJECT FOR GRADE 2

Listening

2.1.1. Follow common communication conventions in a wider range of situations.

Indicators of achievement:

- listen to a speaker (peers, teachers, adults, read alouds or recorded text, role plays, retelling of the seen and heard stories);
- look at the partner while talking;
- do not pay attention to the thoughts that interrupts listening;
- while listening to the partner do not pay attention to other's speaking;
- regularly nod head;
- keep body straight and opened.

2.1.2. Use heard information in more complex spoken and written texts.

Indicators of achievement:

- repeat correct way of pronunciation of words;
- use more heard new vocabulary in speech;
- understand the meaning of inferential questions and respond appropriately;
- write short listened texts;
- write correctly the words with complex spelling where the print is different from the pronunciations;
- define incorrect pronunciation and demonstrate the correct one;
- define the partners' mode and use appropriate tone.

2.1.3. Extract ideas and meaning from a range of more complex narratives and forms of speech commonly used at this age.

Indicators of achievement:

- perform three action learning instructions;
- answer factual, inferential and creative questions;
- define the meaning of heard information (partner's speech, read text, recorded textm TV programs, discussion);
- define the topic and main idea of the speaker/s;
- retell the meaning of heard stories.

Speaking

<p>2.2.1. Follow common communication conventions in a wider range of situations.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – speak tajik literature language; – express own ideas and thoughts using correct sentence structures; – follow the communication code of conduct in known and unknown situations(greetings, appologising, requesting, thanking); – take turn to speak; – respect others while communication in the classrooms, school and out of school; – speak with confidence.
<p>2.2.2. Use age appropriate speaking strategies.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – define beginning, main part and end of the speech; – use mimes and gesture to make the communication more expressive; – manage the speed, hight and width and ntonation of voice during communications.
<p>2.2.3. Convey ideas and meaning for a range of purposes in different types of narratives and other forms of speech of increasing length.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – select appropriate topic and meaning to establish discussion; – in order to inform about something, retell the story in details; – in order to clarify the information or satisfy own curiosity ask logical, inferential and creative questions; – provide instructions to convince someone to do something; – use oral advertisement to invite others to an event; – tell anecdotes to keep the conversation interesting; – congratulate others on different events; – name the features of the objects to demonstrate knowledge.
Reading
<p>2.3.1. Recognize and apply more print conventions of the text.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – read the text following syntagma; – read grade two appropriate complex words; – read different types of texts (poetry, narratives, stories, descriptive); – read text fluently (pronunciation of words in accordance with pronunciation rules); – follows the intonation of punctuation marks; – correct errors independently while reading.
<p>2.3.2. Apply a small number of reading strategies with increasing efficiency to unknown text.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – read fluently (with stable speed 40-50 words per minute); – use reading technics (imagining repeated reading, defining the meaning of the new vocabulary) to read the text; – use different reading strategies to define text aspects (author, title, picture, characters, time and place of events); – differentiate texts by types (poetry, narrative); – read grade two appropriate text for different purposes (skimming, scanning, defining needed information, comprehension).

- Answer pre, while and postreading questions;
- Predict the meaning of the narrative texts;
- Read aloud individually and answer the questions;
- Define beginning main part and end of the text;
- Define the meaning of the words using different sources (list of vocabulary, peers, teachers);
- read simple tables, figures and diagrams;
- read willingly and regularly newspaper, magazines and children’s books.

2.3.3. Extract meaning from and respond to a range of short to medium level narrative texts up to 200 words) with 3-4 unknown vocabulary.

Indicators of achievement:

- ask and answer questions (simple, inferential, higher order) on the meaning of the read text;
- retell in details and selective parts of the meaning of the texts (children’s stories);
- evaluate the speech and behavior of the text characters;
- make conclusions on the meaning of the text;
- analyze, compare and evaluation of the meaning of different texts;
- connect the meaning of the text with the real life;
- define the imagination and real meaning of the simple texts.

Writing

2.4.1. Follow other writing rules in accordance with indicators

Indicators of achievement:

- write clearly, neatly;
- write the grade two appropriate words in accordance with Tajik language spelling rules (spelling of letters Ӣ, Ӣ̄, ҂, ҂̄, ю, я, й, д, т, х, ӯ);
- follow the word wrapping rules;
- use capital letter at the beginning of the sentences and poetry lines;
- use capital letter at the beginning of people’s names, animals nicknames and geographical locations;
- use appropriate punctuation mark at the end of the sentences;
- use comma after repeated same group words, such as names, adjectives and movements;
- use headline appropriately while copying the text.

2.4.2. Use appropriate writing strategies to create short texts.

Indicators of achievement:

- use limited number of new vocabulary in written text;
- in order to clarify the information or meeting the own curiosity write simple and inferential questions;
- write with the appropriate speed (approximately 15-20 words per minute);
- use different dictionaries to develop correct spelling of words;
- develops a small dialogue text based on the given topic;
- differentiate the structure of different types of texts (advertisement, postcard, letter, story);
- develop own writing skills and abilities individually, use notebooks, different worksheets, including “Spelling Notebook”, “My first dictionary”;
- fill in the short and simple applications, crosswords and scan words.

2.4.3. Communicate through writing basic linked ideas and meaning for a narrow range of purposes in simple narratives and other forms of speech of increasing length.

Indicators of achievement:

- practice writing essays, stories and tales to demonstrate knowledge and experience gained from other language skills (listening, reading);

- based on the sample write an advertisement to invite others to an event;
- write short congratulation letter based on the given sample;
- write short letter to maintain written communications.

2.2.7. COMPETENCIES AND INDICATORS FOR “MOTHER TONGUE” SUBJECT FOR GRADE 3

Grade 3

3.1.1. Follow common communication conventions in a wider range of situations and explain the importance of following these conventions.

Indicators of achievement:

- listen to a speaker (peers, teachers, adults, read alouds or recorded text, role plays, retelling of the seen and heard stories);
- look at the partner while talking;
- do not pay attention to the thoughts that interrupts listening;
- while listening to the partner do not pay attention to other's speaking;
- regular nod head;
- keep body straight and opened;
- explain the importance of following the rules using age appropriate examples.

3.1.2. Use heard information in more complex spoken and written texts.

Indicators of achievement:

- repeat correct way of pronunciation of composed words;
- use more heard new vocabulary in speech;
- understand the meaning of inferential questions and respond appropriately;
- write short listened texts;
- write correctly the words with complex spelling where the print is different from the pronunciations;
- define incorrect pronunciation and demonstrate the correct one;
- define the partners' mode and use appropriate tone.

3.1.3. Extract more complex ideas and meaning to reflect upon a range of more complex narratives and forms of speech commonly used at this age.

Indicators of achievement:

- perform multi-action learning instructions;
- answer factual, inferential and creative questions;
- define the meaning of heard information (partner's speech, read text, recorded textm TV programs, discussion);
- define the topic and main idea of the speaker/s;
- retell the meaning of heard stories using direct and indirect speech.

Speaking

3.2.1. Follow common communication conventions in a wider range of situations and understand their context.

Indicators of achievement:

- pronounce words in accordance with spelling rules of Tajik literature language;
- express own ideas and thoughts using correct sentence structures;
- follow the communication code of conduct in known and unknown situations(greetings, appologising, requesting, thanking);
- take turn to speak;
- respect others while communication in the classrooms, school and out of school;
- speak with confidence.
- explain the importance of following the spealing rules using age appropriate examples,

encourage others to follow these rules.
<p>3.2.2. Use age appropriate speaking strategies.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – plan own speech in advance; – define who is the conversation with; – think, defines what and how to say; – define beginning, main part and end of the speech; – use mimes and gesture to make the communication more expressive; – manage the speed, height and width and intonation of voice during communications.
<p>3.2.3. Convey complex ideas and meanings for a wider range of purposes in longer and more complex types of narratives and other forms of speech.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – select appropriate topic and meaning to establish discussion; – in order to inform about something, retell the story in details and selected parts; – in order to clarify the information or satisfy own curiosity ask logical, inferential and creative questions; – provide instructions to convince someone to do something; – use oral advertisement to invite others to an event; – tell anecdotes to keep the conversation interesting; – congratulate others on different events; – name the features of the objects to demonstrate knowledge.
Reading
<p>3.3.1. Recognize and apply print conventions of the text.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – read different types and genre of texts (poetry, narratives, stories, descriptive etc.); – read the text following syntagma; – read fluently (with stable speed 60-70 words per minute); – read text fluently (pronunciation of words in accordance with pronunciation rules); – read grade three appropriate complex and composed words; – follows the intonation of punctuation marks; – correct errors independently while reading.
<p>3.3.2. Apply an increasing number of reading strategies with unknown text.</p> <p><i>Indicators of achievement:</i></p> <ul style="list-style-type: none"> – use reading techniques (imagining repeated reading, defining the meaning of the new vocabulary) to read the text; – use different reading strategies to define text aspects (author, title, picture, characters, time and place of events); – differentiate texts by types and genres (poetry, narrative, story, tale, scientific texts and popular scientific); – read grade three appropriate text for different purposes (skimming, scanning, defining needed information, comprehension); – Answer pre, while and postreading questions; – Predict the meaning of the narrative texts;

- Read aloud individually and answer the questions;
- Define beginning main part and end of the text;
- Define the meaning of the words using different sources (list of vocabulary, peers, teachers);
- read simple tables, figures and diagrams;
- read willingly and regularly newspaper, magazines and children's books.

3.3.3. Extract meaning from and reflect upon a range of medium level narratives and other text types (up to 300 words) with 5-6 unknown vocabulary.

Indicators of achievement:

- ask and answer questions (simple, inferential, higher order) on the meaning of the read text;
- retell in details and selective parts and briefly of the meaning of the texts (children's stories);
- define logical sequence of the narrative texts;
- evaluate the speech and behavior of the text characters;
- define the topic and main meaning of the text that is clearly stated in the text;
- analyze, compare and evaluation of the meaning of different texts;
- compare the meaning of two texts;
- connect the meaning of the text with the real life;
- define the imagination and real meaning of the simple texts.

Writing

3.4.1. Follow more writing rules in accordance with indicators.

Indicators of achievement:

- write clearly, neatly;
- write the grade two appropriate words in accordance with Tajik language spelling rules;
- follow the word wrapping rules;
- differentiate words (nouns, verbs, adjectives, prepositions) and use them correctly;
- use capital letter at the beginning of the sentences and poetry lines;
- use capital letter for common nouns;
- use appropriate punctuation mark at the end of the sentences;
- use comma after repeated same group words, such as nouns, adjectives and verbs;
- use headline appropriately while copying the text.

3.4.2. Use appropriate writing strategies to create bigger texts.

Indicators of achievement:

- express thoughts, ask questions, convince someone to do something through narrative, affirmative sentences and uses appropriate punctuation marks;
- use more new vocabulary in written text;
- in order to clarify the information or meeting the own curiosity write simple and inferential questions;
- write with the appropriate speed (approximately 25-30 words per minute);
- use different dictionaries to develop correct spelling of words;
- use synonyms and antonyms in the written texts;
- develops a small dialogue text based on the given topic;
- differentiate the structure of different types of texts (advertisement, postcard, letter, story);
- develop own writing skills and abilities individually, use notebooks, different worksheets, including "Spelling Notebook", "My first dictionary";
- fill in the short and simple applications, crosswords and scanwords;
- use the ways of connection between sentences.

3.4.3. Communicate through writing linked ideas and meaning for a range of purposes in different types of narratives and other forms of speech of increasing length.

Indicators of achievement:

- practice writing essays, stories and tales (50-60 words) to demonstrate knowledge and experience gained from other language skills (listening, reading);
- based on the sample write an advertisement to invite others to an event;
- write short congratulation letter based on the given sample;
- write short letter to maintain written communication;
- write short instructions to guide the sequence of performing an activity.

2.2.8. COMPETENCIES AND INDICATORS FOR “MOTHER TONGUE” SUBJECT FOR GRADE 4

LISTENING
<p>4.1.1. Follow communication conventions in a wider range of situations, understand their context and take active part in ensuring all can participate fully.</p> <p><u>Indicators of achievements</u></p> <ul style="list-style-type: none"> – listen to a speaker (peers, teachers, adults, read alouds or recorded text, role plays, retelling of the seen and heard stories); – look at the partner while talking; – do not pay attention to the thoughts that interrupts listening; – while listening to the partner do not pay attention to other’s speaking; – regularly nod head; – demonstrate appropriate mime; – keep the body strain and opened; – explain the importance of following the rules using age appropriate examples and encourage others to listen carefully.
<p>4.1.2. Use heard information in different types of spoken and written texts.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> – repeat correct way of pronunciation of complex words; – use more heard new vocabulary in speech; – understand the meaning of inferential questions and respond appropriately; – write short listened texts; – write correctly the words with complex spelling where the print is different from the pronunciations; – define incorrect pronunciation and demonstrate the correct one; – define the partners’ mode and use appropriate tone.
<p>4.1.3. Extract meaning and reflect upon and evaluate a wide range of more complex narratives and forms of speech commonly used at this age.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> – perform multi-action learning instructions; – answer factual, inferential and creative questions; – define the meaning of heard information (partner’s speech, read text, recorded textm TV programs, discussion); – define the topic and main idea of the speaker/s; – define the partners’ mode and use appropriate tone; – retell the meaning of heard stories using direct and indirect speech.
Speaking
<p>4.2.1. Follow communication conventions in a wider range of situations, understand their context and take active part in ensuring all can participate fully.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> – speak Tajik literature language; – express own ideas and thoughts using correct sentence structures; – follow the communication code of conduct in known and unknown situations(greetings, appologising, requesting, thanking); – take turn to speak;

- respect others while communication in the classrooms, school and out of school;
- speak with confidence;
- explain the importance of following the speaking rules using age appropriate examples, encourage others to follow these rules.

4.2.2. Use age appropriate speaking strategies.

Indicators of achievement:

- plan own speech in advance;
- define who is the conversation with;
- think, defines what and how to say;
- define beginning, main part and end of the speech;
- use mimes and gesture to make the communication more expressive;
- manage the speed, height and width and intonation of voice in different situations.

4.2.3. Convey increasingly complex ideas and meanings for variety of purposes in longer and wide a range of types of narratives and other forms of speech.

Indicators of achievement:

- select appropriate topic and meaning to establish discussion;
- in order to inform about something, retell the story in details and selected parts;
- in order to clarify the information or satisfy own curiosity ask logical, inferential and creative questions;
- provide instructions to convince someone to do something;
- use oral advertisement to invite others to an event;
- tell anecdotes to keep the conversation interesting;
- congratulate others on different events;
- name the features of the objects to demonstrate knowledge;
- the volume of text, length of the conversation, length of the sentences is longer than in grade 3.

Reading

4.3.1. Recognize different print conventions of the text and their implications.

Indicators of achievement:

- read the text following syntagma;
- read grade four appropriate complex and composed words;
- read different types and genre of texts (poetry, narratives, stories, descriptive etc.);
- read text fluently (pronunciation of words in accordance with pronunciation rules);
- follows the intonation of punctuation marks;
- correct errors independently while reading.

4.3.2. Efficiently apply a range of reading strategies to bigger volume unknown text.

Indicators of achievement:

- read fluently (with stable speed 80-90 words per minute);
- use reading technics (imagining repeated reading, defining the meaning of the new vocabulary) to read the text;
- use different reading strategies to define text aspects (author, title, picture, characters, time and place of events);
- differentiate texts by types and genres (poetry, narrative, story, tale, scientific texts and popular scientific) and define familiar structure;
- compare narrative, descriptive and concept texts and define the differences;
- read grade four appropriate text for different purposes (skimming, scanning, defining needed information, comprehension);
- Answer pre, while and postreading questions
- Predict the meaning of the narrative texts and compare with the read text;
- Read aloud individually and answer the questions;
- Define beginning main part and end of the text;
- Define the meaning of the words using different sources (list of vocabulary, peers, teachers);
- read tables, figures and diagrams;
- read willingly and regularly newspaper, magazines and children's books.

4.3.3. Extract meaning from and apply critical thinking to longer narratives (up to 400 words) and other text types with 7-8

Indicators of achievement:

- ask and answer questions (simple, inferential, higher order) on the meaning of the read text;
- retell in details and selective parts and briefly of the meaning of the texts (children's stories);
- define logical sequence of the narrative texts;
- evaluate the speech and behavior of the text characters;
- define the topic and main meaning of the text that is clearly stated in the text;
- analyze, compare and evaluation of the meaning of different texts;
- compare the meaning of two texts;
- connect the meaning of the text with the real life and other subject contents;
- define the imagination and real meaning of the simple texts.

Writing

4.4.1. Follow different writing rules in accordance with indicators.

Indicators of achievement:

- write clearly, neatly;
- write the grade two appropriate words in accordance with Tajik language spelling rules;
- follow the word wrapping rules;
- differentiate words (nouns, verbs, adjectives, prepositions) and use them correctly;
- use capital letter at the beginning of the sentences and poetry lines;
- use capital letter for common nouns;
- use appropriate punctuation mark at the end of the sentences;
- use comma after repeated same group words, such as nouns, adjectives and verbs;
- use headline appropriately while copying the text.

4.4.2. Uses appropriate writing strategies to create bigger volume texts.

Indicators of achievements:

- use more new vocabulary in written text;
- in order to clarify the information or meeting the own curiosity write simple and inferential questions;
- write with the appropriate speed (approximately 40-50 words per minute);
- use different dictionaries to develop correct spelling of words;
- use synonyms and antonyms in the written texts;
- develops a small dialogue text based on the given topic;
- differentiate the structure of different types of texts (advertisement, postcard, letter, story);
- develop own writing skills and abilities individually, use notebooks, different worksheets, including “Spelling Notebook”, “My first dictionary”;
- fill in the short and simple applications, crosswords and scanwords;
- use the ways of connection between sentences.

4.4.3. Communicate through writing complex and linked ideas and meanings for a wider range of purposes in longer and more complex types of narratives and other forms of speech.

Indicators of achievement:

- practice writing essays, stories and tales (60-70 words) to demonstrate knowledge and experience gained from other language skills (listening, reading);
- based on the sample write an advertisement to invite others to an event;
- write short congratulation letter based on the given sample;
- write short letter to maintain written communication;
- write short instructions to guide the sequence of performing an activity.

2.3. “MATH” SUBJECT STANDARDS FOR GRADES 1-4

2.3.1. GENERAL SPECIFICATIONS OF “MATH” SUBJECT IN PRIMARY EDUCATION

Teaching “Math” subject in primary grades plays important role in everyday life and supports learning of other subjects and developing of the generation. Teaching “Math” in primary education level helps students to develop their cognitive and higher order thinking skills that demonstrate cognition and real qualities of a personality.

The “Math” learning course at primary education level has its own specification and solves that problems that ensures sequence of learning process and its progression

Key issues of teaching “math” in primary education consist of:

- Develop understanding of natural numbers, improves counting using natural numbers and zero, teaching application of natural numbers in solving math problems;
- Covering primary math action experience that is linked with learning geometric shapes, their drawing, measuring geometric dimensions and equations and inequalities.
- Develop primary skills to explain individual actions and improving oral skills, teaching using signs and key terms;
- Support development of child’s personal development, develop higher order thinking skills, student’s improving intellectual and communicative skills;
- Support developing vision on math as science, summarizing of the real situations and comprehension of the realities;
- Develop knowledge, skills and abilities that are useful for student’s life and continue education in basic schools.

2.3.2. AIMS OF “MATH” AS A SUBJECT IN PRIMARY EDUCATION

The aims of teaching “Math” subject in primary education level are:

- Develop child’s personality through math contents, cognitive and communicative strategies, also prepare children independently gain knowledge, perform works, recognize social culture and history;
- Develop mathematical thinking skills, improve moral and humanity features of students;
- Comprehensive preparation of students to continue study at basic education level and apply math skills in real life;
- Cover specific math knowledge that are applied in real actions and are necessary for learning other subjects;
- Cognitive development of students, develop best features of cognition through math activities and are valued by the society;
- Develop vision on math concepts and methods, and math as way of imagination and cognition of existence;
- Develop vision about math as integrated part of the world culture, and its value in developing of human society.

2.3.3. TABLE OF COMPETENCIES “MATH” FOR PRIMARY GRADES

Grade 1	Grade 2	Grade 3	Grade 4
Numbers and Math Symbols			

<p>1.1.1. Read, write and compare numbers from 1 to 20; can encode ones and tens number positions</p> <p>1.1.2. Identify basic mathematics symbols and their meaning («+», «-», «>», «<», «=») and use them in representing operations</p>	<p>2.1.1. Read, write and compare numbers from 21 to 100; can encode ones tens and hundreds number positions</p> <p>2.1.2. Identify a range of mathematics symbols and their meaning («+», «-», «·», «:», «>», «<» «=») and use them in representing operations.</p>	<p>3.1.1. Read, write and compare numbers from 100 to 100000 and can encode into ones, tens, hundreds, thousands, ten thousands, hundred thousand and number positions</p> <p>3.1.2. Identify a range of mathematics symbols and their meaning («+», «-», «·», «:», «$\frac{\quad}{\quad}$», «>», «<» «=») and use them in representing operations.</p>	<p>4.1.1. Read, write and compare numbers from 100000 to 1,000,000 and can encode into positions.</p> <p>4.1.2. Identify a wider range of mathematics symbols and their meaning and use them in representing operations.</p>
Math Operations and Problem Solving			
<p>1.2.1. Add and subtract numbers ranging from 1 to 20, and solve simple problems using addition and subtraction.</p> <p>1.2.2. Apply mental strategies to basic addition facts.</p> <p>1.2.3. Solve simple equations with missing addend.</p>	<p>2.2.1. Add and subtract whole numbers ranging up to 100, and solve one-two action problems presented in either words or numbers.</p> <p>2.2.2. Apply mental strategies to basic addition and subtraction facts.</p> <p>2.2.3. Solve simple equations with missing number (addition or subtraction)</p> <p>2.2.4. Use estimation to check validity when calculating sums less than 100.</p>	<p>3.2.1. Add, subtract, multiply, and divide whole numbers ranging from to 100,000 and solve complex problems presented in either words or numbers.</p> <p>3.2.2 .Apply mental strategies to addition and subtraction facts and basic multiplication facts.</p> <p>3.2.3. Solve equations with missing number (addition or subtraction)</p> <p>3.2.4. Use estimation to check validity when calculating addition or subtraction sums less than 100 000</p>	<p>4.2.1. Add, subtract, multiply, and divide whole numbers ranging up to 1000,000, 000</p> <p>4.2.2. Apply mental strategies to addition, subtraction, multiplication facts.</p> <p>4.2.3. Solve equations containing two operations.</p> <p>4.2.4. Use estimation to check validity when calculating with all operations</p>
Geometry			

1.3.1. Identify and describe basic types of lines and draw them.	2.3.1. Identify and describe a range of types of lines, and 2D shapes and measure their dimensions.	3.3.1. Identify and describe a wide range of types of lines, and 2D shapes and measure their dimensions and build models of basic shapes.	4.3.1. Identify compare and describe a wide range of types of lines and shapes and measure their dimensions and build models of basic shapes.
1.3.2. Use basic terms to describe movement and position.	2.3.2. Use a variety of terms to describe movement and position.	3.3.2. Use a variety of terms to describe movement and position and represent them on paper.	4.3.2. Use a wide variety of terms to describe movement and position and represent them on paper.
Measurement units			
1.4.1. Recognize denominations of money and determine combinations to pay exact sums.	2.4.1. Calculate basic money operations (addition and subtraction)	3.4.1. Calculate money problems in words and numbers in all four operations.	4.4.1. Calculate money problems in words and numbers in all four operations and compare relative costs.
1.4.2. Identify and use basic terms to describe length, mass and capacity.	2.4.2. Use basic terms when calculating length, mass and capacity volumes.	3.4.2. Calculate a range of length, mass and capacity values.	4.4.2. Calculate a range of length, mass and capacity values of complex shapes.
1.4.3. Apply simple terms to define time of varying lengths and identify key times.	2.4.3. Make basic decisions based on availability of time.	3.4.3. Make decisions based on availability of time using a variety of tools such as timetables and schedules.	4.4.3. Make basic decisions based on availability of time.
Handling Data			
1.5.1. Sort or organize data or objects in a simple way.	2.5.1. Collect and record data in a simple way and draw basic conclusions.	3.5.1. Collect and represent data and draw conclusions from the data.	4.5.1. Find solutions to problems by collecting appropriate data and representing it and then drawing conclusions.

2.3.4. COMPETENCIES AND INDICATORS FOR “MATH” GRADE 1

Numbers and Math Symbols
<p>1.1.1. Read, write and compare numbers from 1 to 20; can encode ones and tens number positions</p> <p>Indicators of achievement:</p> <ul style="list-style-type: none"> – read and write numbers from 1 to 20; – write the numbers in grids; – add the list of the numbers from 1 to 18 with other numbers; – understand the terms one is odd and no one; – differentiate numbers for one and several; – calculate numbers according to their progression correctly; – form pre and post numbers; – differentiate tenth from single digits; – differentiate paired and single numbers; – show addition of two single numbers to form one paired number.
<p>1.1.2. Identify basic mathematics symbols and their meaning. («+», «-», «>», «<», «=») and use them in representing operations</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> – recognize the math symbols («+», «-», «>», «<», «=») and apply them; – define the position of math symbols «+», «-», «>», «<», «=»; – compare one digit numbers with one digit number and two digit numbers with two digit numbers; – can develop numeric expressions; – apply the rule for comparison of numeric expressions; – find the sum for numeric expressions and compare them.
Math Operations and Problem Solving
<p>1.2.1. Add and subtract numbers ranging from 1 to 20, and solve simple problems using addition and subtraction.</p> <p>Indicators of achievement:</p> <ul style="list-style-type: none"> – calculate and compare the things in the classroom; – differentiate items from each other; – add calculated items; – add using simple method; – add number 2 with other numbers from 1 to 20; – add number 3 with other numbers from 1 to 20; – add number 4 and other numbers (up to 18) with numbers from 1 to 20; – add beyond table of tenth; – add one digit numbers with one digit numbers; – add one digit numbers with two digit numbers; – use table of similar one digit numbers; – add several similar numbers.
<p>1.2.2. Apply mental strategies to basic addition facts.</p> <ul style="list-style-type: none"> - Indicators of achievement: – count objects and match with the numbers; – differentiate objects by shapes, quantity, colour and compare them;

- develop expressions to solve a problem and solve it;
- develop a math problem based on the expression;
- write two digit numbers in the sum of tens and singles/units;
- recognize the methods for adding and subtracting of specific objects and create expressions (7+1+1, 9-3 etc.), apply how subtract and add numbers.

1.2.3. Solve simple equations with missing addend.

Indicators of achievement:

- apply how to measure and compare;
- understand the meaning of the math problems;
- form correctly the statement and questions for math problem;
- solve the math problem correctly;
- write the result and the responds to the math problems correctly;
- write texts for the math problem based on the picture;
- understand how many is more and how many is less while calculating prompts and problems;
- define the unknown numbers while solving math problems and prompts;
- differentiate bigger and smaller number;
- differentiate adding and subtracting numbers (order of adding and subtracting);
- correctly insert signs (< >) for bigger and smaller number.

Geometry

1.3.1. Identify and describe basic types of lines and draw them.

- Indicators of achievement:
 - differentiate items by volume, form and quantity: big-small, many-few, high-short; long-short;
 - understand the location of items toward each other: on, under, higher, lower, on the right, on the left, in front of, behind;
 - have primary understanding of imagination/dimension;
 - show the movement direction;
 - lines: understand the difference between lines and draw lines;
 - understand the geometric shapes and draw them..

1.3.2. Use basic terms to describe movement and position.

- Indicators of achievement:
 - tell about the name, colour, number of objects, shapes of the objects and compare the objects based on the volume, shape, quantity compare big-small, many-few, high-short; long-short;
 - differentiate paired and single objects;
 - tell the position of the objects toward each other: on, under, higher than, lower than, on the right, on the left, in front of, after, between, next to;
 - recognize terms wide, narrow, long, short etc. and apply them;
 - recognize movement directions, such as from right to left, from left to right, from bottom to top, from top to down and use them.

Measurement units

<p>1.4.1. Recognize denominations of money and determine combinations to pay exact sums.</p> <p>Indicators of achievement:</p> <ul style="list-style-type: none"> – recognize national currency and perform simple math actions; – solve simple math problems using currencies.
<p>1.4.2. Identify and use basic terms to describe length, mass and capacity.</p> <ul style="list-style-type: none"> - Indicators of achievement: <ul style="list-style-type: none"> – recognize measure of length – santimeter and write abbreviations (cm).
<p>1.4.3. Apply simple terms to define time of varying lengths and identify key times.</p> <p>Indicators of achievement:</p> <ul style="list-style-type: none"> – differentiate terms “earlier, later, morning, afternoon, quarter, evening, night, today, tomorrow, the day after tomorrow, week”; – name the days of the week; – name the seasons of the year; – name the months of the year.
Handling Data
<p>1.5.1. Sort or organize data or objects in a simple way</p> <p>Indicators of achievement:</p> <ul style="list-style-type: none"> – count single object and groups of objects; – tell about the name, colour, number of objects, shapes of the objects and compare the objects based on the volume, shape, quantity compare big-small, many-few, high-short; long-short; – differentiate paired and single objects.

2.3.5. COMPETENCIES AND INDICATORS FOR “MATH” GRADE 2

Numbers and Math Symbols
<p>2.1.1. Read, write and compare numbers from 21 to 100; can encode ones tens and hundreds number positions</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> – read numbers from 21 to 100; – write numbers from 21 to 100; – read and write signs for < >, multiplication and division; – differentiate signs for < and >; – differentiate equality and inequality of numbers; – compare equality and inequality of numbers; – recognize signs for multiplication and division; – know the names for actions multiplication and division signs; – compare the sum with sum and difference with difference; – compare two-digit numbers with one-digits and three-digits; – compare two-digit numbers with two-digits and three-digits; – differentiate digits on units, tenth and hundredth; – read, count and write numbers up to 100;

- differentiate, read and write digits for tenth, units (accels);
- segment numbers into the sum of digits;
- read the numbers and write the digits;
- read the digits and write number;
- read the tenth according to the progression and regression;
- read and write numbers according to the progression and regression;
- segment three-digit addition sum into digits.

2.1.2. Identify a range of mathematics symbols and their meaning ($\langle + \rangle$, $\langle - \rangle$, $\langle \cdot \rangle$, $\langle : \rangle$, $\langle > \rangle$, $\langle < \rangle$, $\langle = \rangle$) and use them in representing operations.

Indicators of achievement:

- read and write symbols for addition, subtraction, multiplication and division;
- recognize symbols for addition, subtraction, multiplication and division;
- tell the actions in symbols for addition;
- tell the actions in symbols for multiplication;
- compare the sum with the sum and difference with difference;
- differentiate the sum of multiplications and division.

Math Operations and Problem Solving

2.2.1. Add and subtract whole numbers ranging up to 100, and solve one-two action problems presented in either words or numbers.

Indicators of achievement:

- follow the order of the counting (e.g. units with units, tens with tens are added or subtracted);
- gradually add on 2, 5, 10 numbers up to 100;
- write the sum of addition of two digits and three digits into single digits;
- name two digit numbers, and add and subtract;
- add two digit numbers with one digit numbers;
- add numbers up to ten;
- subtract up to tens
- subtract and add two digit numbers under tens;
- apply addition actions and written subtraction;
- tell the table of multiplication;
- change addition into multiplications and otherwise;
- add and divide numbers under 100 and check the results;
- apply the rule for multiplicand change;
- apply the rules for multiplication and division to 0 and 1.

2.2.2. Apply mental strategies to basic addition and subtraction facts.

Indicators of achievement:

- add and subtract units with units, test with tens;
- write tens with different unit sum;
- change the sum and difference;
- check the result of multiplication using converse action;
- explain subtraction and use it during math problem solving;
- add and subtract two digit numbers;
- complete written addition and subtraction;
- check the addition and subtraction results;
- tell the table for addition and subtraction;

- apply the rule for changing the position of additions while doing math tasks;
- apply the rule for changing the position of multiplier while doing math tasks;
- apply the rule for multiplying zero and zero with numbers and while doing math tasks;
- apply the rule for multiplying to 10 and while doing math tasks.

2.2.3. Solve simple equations with missing number (addition or subtraction)

Indicators of achievement:

- differentiate known and unknown and writes expression;
- develop equation based on short clause and solve the math problem;
- develop math problems on given equation and solve them;
- solve the math problem based on one clause and different requirements;
- Differentiate additions, subtracts and subtraction;
- Find unknown multiplier, addition, subtractions.

2.2.4. Use estimation to check validity when calculating sums less than 100.

Indicators of achievement:

- Perform the sum of the addition using reverse actions;
- Check the result of subtraction through addition actions;
- Check the results of multiplications through division;
- Check the result of the division through multiplications.

Geometry

2.3.1. Identify and describe a range of types of lines, and 2D shapes and measure their dimensions.

Indicators of achievement:

- Use divider and rules to draw geometric shapes; draw and compare straight line, line segment, ray;
- Differentiate rectangle from square;
- Differentiate different corners;
- Recognizes circle, center and radius;
- Differentiate radius and diameter;
- Define equal line segments in the geometric shapes;
- Show the numbers in the number ray.

2.3.2. Use a variety of terms to describe movement and position.

Indicators of achievement:

- Differentiate objects by shape and quantity: big-small, more-less, high-short, long-short; tell the position of the objects toward each other: on, under, higher than, lower than, on the right, on the left, in front of, after, between, next to;
- recognize terms wide, narrow, long, short etc. and apply them;
 - recognize movement directions, such as from right to left, from left to right, from bottom to top, from top to down and use them.

Measurement units

2.4.1. Calculate basic money operations (addition and subtraction)

Indicators of achievement:

- change somoni into dirams;
- apply somoni and dirams in calculations.

2.4.2. Use basic terms when calculating length, mass and capacity volumes.

Indicators of achievement:

- recognize measurement of capacity – liter and use abbreviations;
- recognize measurement of length: centimeter, decimeter and meter and apply in limited cases;
- recognize measurement for weight: kilogram, center and ton and apply in limited cases;
- differentiate hour, minutes and seconds, tell the time;
- divide the day into hours;
- differentiate the day and weeks;
- differentiate the day and months;
- differentiate months and year;
- tell/show the days and months in calendar;
- differentiate the year and century.

2.4.3. Make basic decisions based on availability of time.

Indicators of achievement:

- individually solve math life problem applying new knowledge and skills;
- define the timetable.

Handling Data

2.5.1. Collect and record data in a simple way and draw basic conclusions.

Indicators of achievement:

- present the data in simple structure;
- read the text, present the information in simple diagram or figures;
- make simple decision based on the data from the table.

2.3.6.COMPETENCIES AND INDICATORS FOR “MATH” SUBJECT IN GRADE 3

Numbers and Math Symbols

3.1.1 Read, write and compare numbers from 100 to 100000 and can encode into ones, tens, hundreds, thousands, ten thousands, hundred thousand and number positions.

Indicators of achievement:

- recognize, read and write numbers under 100 000;
- name the segments of digits up to 100 000, add and subtract them;
- use addition and subtraction tables;
- divide numbers by units, tens, hundreds;
- change the three digit numbers to the sum of addition;
- solve given problems with the use of subtraction;
- segment tens based in the given pictures;
- differentiate segments of units, tens, hundreds, thousands, ten thousands and hundred thousands;
- read and write segments by numbers;
- increase numbers gradually to 1 (tens);
- define the number of objects on the picture, tells how many segments of hundreds, tens and units;
- add, subtract and compare hundreds;

- read and write numbers by increasing and decreasing;
- recognize paired and single numbers and differentiate them;
- apply the sequences of calculation of math actions (addition, subtraction, division and multiplication) with parentheses and without parentheses
- know table of division and multiplications.

3.1.2. Identify a range of mathematics symbols and their meaning («+», «-», «·», «:», « $\frac{\quad}{\quad}$ », «>», «<» «=») and use them in representing operations.

Indicators of achievement:

- recognize the math symbols and apply them doing math actions;
- define the position of the math symbols +, -, ·, :, =, >, <
- compare two digit numbers with two digit numbers, and three digit numbers with three digit numbers;
- create inequality and equality samples;
- differentiate inequality from equality;
- develop letter and digit expressions;
- find the sum of digit expressions and compare them;
- know how to write symbols for multiplication and division and apply them in doing math actions.

Math Operations and Problem Solving

3.2.1. Add, subtract, multiply, and divide whole numbers ranging from to 100,000 and solve complex problems presented in either words or numbers.

Indicators of achievement:

- know the sequence of addition action;
- calculate the sum and difference orally;
- add the single tens with the sums of tens;
- add the single hundreds with the difference of tens;
- recognize the order of tens numbers under 100000;
- apply addition and subtractions with the numbers under 100000;
- apply addition and subtractions with one digit and two digit numbers under 100000;
- know the table of multiplication and division of one digit numbers;
- apply multiplications and division;
- apply multiplication of 1 and 0, division of a:a, 0:a;
- calculate the sum of the number expressions of two-three actions;
- differentiate the number and text math problems;
- analyse text math problems;
- write brief plan of the math problem;
- solve inverse math problems;
- change the statement of the problem to create a new math problem;
- develop math problem from narratives and solve it.

3.2.2. Apply mental strategies to addition and subtraction facts and basic multiplication facts.

Indicators of achievement:

- recognize the features of the number expressions;
- apply the sequence of the math actions;
- do the math actions with the number expressions without parentheses using symbols for addition, subtractions, multiplications and divisions;

- apply the sequence of doing math expressions with three-four actions without parenthesis;
- apply the sequence of doing math expressions with three-four actions with parenthesis;
- apply the rules for change additions during doing math actions;
- know the definition for fractions and can find the fractions of numbers;
- apply the rule for grouping additions and easily define the sum of three-four numbers;
- know the rule for changing the position in multiplications and apply it during multiplications
- apply the rule for grouping in multiplications and easily define the sum of three-four one or two digit numbers;
- find numbers based on the fractions;
- compare the fractions of the numbers;
- create math problems on fractions.

3.2.3. Solve equations with missing number (addition or subtraction).

Indicators of achievement:

- develop number expressions and calculate the sum;
- read and write latin math letters;
- differentiate letter expressions from the number expressions;
- read and write letter expressions;
- calculate the letter expressions;
- know the definition for equation and read and write it;
- solve the equations and check the results;
- define unknown parts of additions, subtraction, multiplication and division in equation;
- solve equations by defining unknown addition segment.

3.2.4. Use estimation to check validity when calculating addition or subtraction sums less than 100 000.

Indicators of achievement:

- recognize the link between addition and subtraction actions;
- explain the addition and check the results based on the given picture;
- do written additions and check the results;
- find the addition segments and the sum of unknown, fill in the calculation table;
- apply the methods of checking the results of subtractions;
- check the subtraction results by using additions;
- use addition table to check the sum;
- check the table subtractions;
- check the results of multiplication through division;
- calculate the actions using table of sums and check the results;
- develop inverse math problems to check the division action;
- check the navigations of multiplication through division.

Geometry

3.3.1. Identify and describe a wide range of types of lines, and 2D shapes and measure their dimensions and build models of basic shapes.

Indicators of achievement:

- recognize the letters that are used to show the points;

- use letters to signify the geometric shapes, read and write them;
- measure line segments and sides of polygon and calculate their parameters;
- recognize the types of polygon and differentiate them;
- recognize rectangles and differentiate them from other types of polygons;
- tell the definition for triangles and can draw it;
- know the parameters and calculate the perimeters of polygons;
- know the definition for area;
- visually compare the area of the geometric shapes;
- compare the areas of shapes by putting them on top of each other;
- know the features of the sides of rectangles and measure their areas;
- compare the square and rectangle, define the common and difference;
- create square and measure its perimeter;
- know the compass and its functions and use it during drawing geometric shapes;
- divide the circle into equal parts;
- draw circle and ellipse;
- differentiate radius, diameter and center of the circle;
- recognize the common and difference between circle and ellipse.

3.3.2. Use a variety of terms to describe movement and position and represent them on paper.

Indicators of achievement:

- show the movement directions;
- lines: tell allocation of lines and draw them;
- recognize that the line is endless;
- draw two rays from one point;
- segment line from the ray;
- create line by folding the sheet of paper;
- compare line strings with the objects around.

Measurement units

3.4.1. Calculate money problems in words and numbers in all four operations.

Indicators of achievement:

- recognize national currency – Somoni and Diram and differentiate them;
- know the connections between diram and somoni and exchange it from one type to another;
- calculate national currency diram and somoni;
- calculate prices with dirams and somoni;
- exchange the national currency.

3.4.2. Calculate a range of length, mass and capacity measurements.

Indicators of achievement:

- recognize decimeter, centimeter, millimeter and meter and use their acronyms;
- recognize measurement of area and use during calculations;
- change one type of measurements of area
- use ruler and meter to measure;
- recognize measure of mass and differentiate them;
- calculate different equations on changing measurements of mass;
- can measure/weigh different objects and products;

- recognize different types of scales and able to use them;
- recognize the segments of measurement of mass and write their abbreviations;
- change the measurements of mass;
- develop math problems using measurements of mass and solve them;
- recognize different types of clock and explain the functions of arrows;
- recognize the measurements of time and explain them;
- define the difference between the measurements of time;
- can respond to the question “What time is it now?”;
- recognize the segments of measurements of time and can change them;
- change the time measurements into hours, minutes and seconds.

3.4.3. Make decisions based on availability of time using a variety of tools such as timetables and schedules.

Indicators of achievement:

- solve simple life math problems applying mastered knowledge, skills and abilities;
- recognize the day time and can segment it into hours;
- follow the lesson and doing homework schedule;
- know the schedule for recreation, eating food, sleeping and follow it;
- recognize type and functions of calendars and differentiate them;
- segment holidays and public holidays in the calendar;
- design a calendar and use it.

Handling Data

3.5.1. Collect and represent data and draw conclusions from the data.

Indicators of achievement:

- present data in simple ways;
- read text and present the data in very simple diagrams and figures;
- review data tables and make short conclusions;
- use data tables to add or do given calculations;
- insert the data values into the table to manage their links;
- follow the logical sequence of math actions, follows them and make conclusions;
- read ready data tables and make simple conclusions.

2.3.7. Standards and indicators for “Math” in grade 4

Numbers and Math Symbols

4.1.1. Read, write and compare numbers from 100000 to 1,000,000 and can encode into positions.

Indicators of achievement:

- recognize, read and write numbers under 1000 000 000;
- name the segments of digits up to 100 000 000, add and subtract them;
- use addition and subtraction tables;
- divide numbers by units, tens, hundreds;
- change the three digit numbers to the sum of addition;
- solve given problems with the use of subtraction;
- segment tns based in the given pictures;
- differentiate segments of units, tens, hundreds, thousands, ten thousands and hundred

thousand;

- read and write segments by numbers;
- increase numbers gradually to 1 (hundreds);
- define the number of objects on the picture, tells how many segments of hundreds, tens and units;
- add, subtract and compare hundreds;
- read and write numbers by increasing and decreasing;
- recognize paired and single numbers and differentiate them;
- know table of division and multiplications under 100.
- apply the sequences of calculation of math actions (addition, subtraction, division and multiplication) with parentheses and without parentheses

4.1.2. Identify a wider range of mathematics symbols and their meaning and use them in representing operations.

Indicators of achievement:

- recognize the math symbols and apply them doing math actions;
- define the position of the math symbols «+», «-», «·», «:», «⁺», «⁻», «>», «<» «=»;
- compare multi digit numbers with multi digit numbers;
- create inequality and equality samples;
- differentiate inequality from equality;
- develop letter and digit expressions;
- find the sum of digit expressions and compare them;
- know how to write symbols for multiplication and division and apply them in doing math actions.

Math Operations and Problem Solving

4.2.1. Add, subtract, multiply, and divide whole numbers ranging up to 1000,000, 000

Indicators of achievement:

- know the sequence of addition action;
- calculate the sum and difference orally;
- add the single tens with the sums of tens;
- add the single hundreds with the difference of tens;
- recognize the order of tens numbers under 100000;
- apply addition and subtractions with the numbers under 100000;
- apply addition and subtractions with multi digit and multi digit numbers under 100000;
- know the table of multiplication and division of multi digit numbers;
- apply multiplications and division;
- apply multiplication of 1 and 0, division of a:a, 0:a;
- calculate the sum of the number expressions of two-three actions;
- differentiate the number and text math problems;
- analyses text math problems;
- write brief plan of the math problem;
- solve inverse math problems;
- change the statement of the problem to create a new math problem;
- develop math problem from narratives and solve it.

4.2.2. Apply mental strategies to addition, subtraction, multiplication facts.

Indicators of achievement:

- add and subtract multidigit numbers;
- multiple the multidigit numbers with two and three digit numbers;
- divide the multidigit numbers with two and three digit numbers;
- multiply and divide numerals;
- apply the sequence of doing math expressions with three-four actions without parenthesis;
- apply the sequence of doing math expressions with three-four actions with parenthesis;
- know the rules for navigation of additions and use it during additions;
- know the segment of numbers and define the segments;
- қонуни гурӯҳбандии additionро медонад ва бо тарзи осон суммаи се-чор ададро ёфта метавонад;
- know the rule for changing the position in multiplications and apply it during multiplications
- apply the rule for grouping in multiplications and easily define the sum of three-four one or two digit numbers;
- apply the rule for grouping in multiplications and easily define the sum of three-four one or two digit numbers;
- find numbers based on the fractions;
- compare the fractions of the numbers;
- create math problems on fractions.

4.2.3. Solve equations containing two operations.

Indicators of achievement:

- develop number expressions and calculate the sum;
- read and write latin math letters;
- differentiate letter expressions from the number expressions;
- read and write letter expressions;
- calculate the letter expressions;
- know the definition for equation and read and write it;
- solve the equations and check the results;
- define unknown parts of additions, subtraction, multiplication and division in equation;
- solve equations by defining unknown multiplication;
- solve equations by defining unknown division.

4.2.4. Use estimation to check validity when calculating with all operations

Indicators of achievement:

- recognize the link between addition and subtraction actions;
- explain the addition and check the results based on the given picture;
- do written additions and check the results;
- find the addition segments and the sum of unknown, fill in the calculation table;
- apply the methods of checking the results of subtractions;
- check the subtraction results by using additions;
- use addition table to check the sum;
- check the table subtractions;
- check the results of multiplication through division;
- calculate the actions using table of sums and check the results;
- develop inverse math problems to check the division action;
- check the navigations of multiplication through addition.

Geometry

4.3.1. Identify compare and describe a wide range of types of lines and shapes and measure their dimensions and build models of basic shapes.

Indicators of achievement:

- recognize the letters that are used to show the points;
- use letters to signify the geometric shapes, read and write them;
- measure line segments and sides of polygon and calculate their parameters;
- recognize the types of polygon and differentiate them;
- recognize rectangles and differentiate them from other types of polygons;
- tell the definition for triangles and can draw it;
- know the parameters and calculate the perimeters of polygons;
- know the definition for area;
- visually compare the area of the geometric shapes;
- compare the areas of shapes by putting them on top of each other;
- know the features of the sides of rectangles and measure their areas;
- compare the square and rectangle, define the commons and difference;
- create square and measure its perimeter;
- know the compass and its functions and use it during drawing geometric shapes;
- divide the circle into equal parts;
- draw circle and ellipse;
- differentiate radius, diameter and center of the circle;
- recognize the common and difference between circle and ellipse

4.3.2. Use a wide variety of terms to describe movement and position and represent them on paper.

Indicators of achievement:

- show the movement directions;
- lines: tell allocation of lines and draw them;
- recognize that the line is endless;
- draw two rays from one point;
- segment line from the ray;
- create line by folding the sheet of paper;
- define the direction of speed, time and length.

Measurement units

4.4.1. Calculate money problems in words and numbers in all four operations and compare relative costs.

Indicators of achievement:

- recognize national currency – Somoni and Diram and differentiate them;
- know the connections between diram and somoni and exchange it from one type to another;
- calculate national currency diram and somoni;
- calculate prices with dirams and somoni;
- exchange the national currency;
- develop math problems using national currency and solve them.

4.4.2. Calculate a range of length, mass and capacity values of complex shapes.

Indicators of achievement:

- know the units and table of measurements of length and write their abbreviations;
- know the units and table of measurements of time and write their abbreviations;
- know the units and table of measurements of speed and write their abbreviations;
- change one length measurement with another;

- calculate different equations on changing measurements of mass;
- can measure/weigh different objects and products;
- recognize different types of scales and able to use them;
- change the measurements of mass;
- develop math problems using measurements of mass and solve them;
- recognize different types of clock and explain the functions of arrows;
- recognize the measurements of time and explain them;
- define the difference between the measurements of time.

4.4.3. Make basic decisions based on availability of time.

Indicators of achievement:

- solve simple life math problems applying mastered knowledge, skills and abilities;
- recognize the day time and can segment it into hours;
- follow the lesson and doing homework schedule;
- know the schedule for recreation, eating food, sleeping and follow it;
- recognize type and functions of calendars and differentiate them;
- segment holidays and public holidays in the calendar;
- design a calendar and use it.

Handling Data

4.5.1. Find solutions to problems by collecting appropriate data and representing it and then drawing conclusions.

Indicators of achievement:

- present data in simple ways;
- read text and present the data in very simple diagrams and figures;
- review data tables and make short conclusions;
- use data tables to add or do given calculations;
- insert the data values into the table to manage their links;
- follow the logical sequence of math actions, follows them and make conclusions;
- read ready data tables and make simple conclusions.

2.4. “NATURE” SUBJECT STANDARDS FOR GRADE 1-4

2.4.1. GENERAL SPECIFICATIONS OF NATURE SUBJECT IN PRIMARY EDUCATION

Primary education is a basis for sustainable development of future leaning and recognized as important level of young students’ personal development.

Students do not only learn to read, write and count, but also study natural events and conditions and improving living environment.

According to new requirements primary students start learning aspects of nature and environment from grade one and improve it up to grade four.

Teaching “Nature” should support the below concepts:

- comprehension of nature, natural occurrence and environment, unity of human and nature, it’s interrelation and integration, cognition of realities;
- cognition of careful relation to the nature and its’ wealth;
- provide students with opportunities to develop their cognitive skills;
- development of a personality and improving citizenship characteristics, motherland love through introduction to national and world values.

2.4.2. AIMS AND OBJECTIVES OF “NATURE” AS A SUBJECT IN PRIMARY EDUCATION

Aims and objectives of teaching “Nature” subject in primary education is to provide students with comprehensive knowledge to empower them to:

- comprehend the environment, primary aspects of world recognition, aesthetic feeling, behavior, ecology, diligence, protection of health;
- respect the nature and demonstrate informed and cognitive relation;
- tell and express own feeling about nature and express meaning through oral and written texts;
- willingly read different books about the environment, comprehend the presence and appearance of nature;
- be able to listen and ask, pay attention to other’s ideas, express own ideas, differentiate true and false information about the nature;
- develop skills to work with different models (figures, pictures, diagrams, etc.);
- select different types of natural texts, read, explain and evaluate;
- value the ecology rules and understand the impact of human to the natural changes;
- use different tools and instruments, including technical to observe, draw and analyze the natural objects develop own knowledge;
- differentiate between terms, objects, bodies, events and occurrence, objectives and features, and manage own knowledge on nature;
- during field work and summer tasks conduct observation and comprehend the features of the natural objects;
- take care of environment and be responsible for protection and use of natural resources;
- have logical thinking and communication skills, establish good behavior and healthy file style;
- take into consideration the hygiene and sanitary norms, show the ways to protect health and establish healthy lifestyle;
- value the material values that are developed by parents and other adult and take part in increasing these resources.

During learning “Nature” subject students perform different leaning activities that support implementation of aims and objective of the subject. During teaching of the subject students will master the following knowledge: comprehend the environment, love for the life, protect natural resources, and value the material assets.

In order to develop students’ skills on the above mentioned aspects teachers’ should have professional skills, plan the lessons appropriately, and implement aims and objectives of the “Nature” subject.

2.4.3. TABLE OF COMPETENCOES FOR GRADES 1-4 “NATURE” SUBJECT

Grade 1	Grade 2	Grade 3	Grade 4
Human and the Nature			
1.1.1. Identifies and can describe basic features of common animate an inanimate things in their environment.	2.1.1. Compare and contrast common and some less common animate an inanimate things in a wider environment.	3.1.1. Compare and contrast and describe uses of a wider range of animate an inanimate things in their environment.	4.1.1. Compare and contrast and describe uses of a wider range of animate an inanimate things in Tajikistan and the world.
1.1.2. Values and takes	2.1.2. Values and takes	3.1.2. Values and takes	4.1.2. Values and

simple actions to protect their immediate environment.	a range of actions to protect their community environment.	a wider a range of actions to protect their wider environment.	protects environment through a wide range of actions and evaluate and comment upon the action of others in relation to others.
Human and Society			
1.2.1. Identify and describe the positions and roles in their extended family and simple ways they as children can contribute to their family.	2.2.1. Describe ways they, can contribute to their family and community. Identify and describe key features in their wider community.	3.2.1. Describe and demonstrate a range of ways they can contribute to their family, community and country.	4.3.1. Describe and compare basic ways communities differ in the way they are organized and demonstrate a wide range of ways they can contribute to their community.
Life safety rules			
1.3.1. Identify hazards in the home and classroom and simple ways to minimize danger.	2.3.1. Identify hazards in the home, school, and community and simple ways to minimize danger.	3.3.1. Act specific actions to avoid hazards and dangerous factors to their health.	4.3.1. Work out best ways to follow safety life rules and acts them.

2.4.4. COMPETENCIES AND INDICATORS “NATURE” SUBJECT GRADES 1

Grade 1
Human and the Nature
<p>1.1.1. Identifies and can describe basic features of common animate an inanimate things in their environment.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> - explain terms for nature and environment; - Students can name common animals and insects found in their community - Students can identify common plants and trees in their community - Retell own observation of surrounded objects; - Apply the pictures and figures in accordance with aims and objectives.
<p>1.1.2. Values and takes simple actions to protect their immediate environment.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> - describe simple ways they can protect their immediate environment; - explain why they like visiting natural sites; - explain the necessity of protection of domestic animals; - draw the picture of favorite plant and pet (domestic animals).

Human and Society
<p>1.2.1. Identify and describe the positions and roles in their extended family and simple ways they as children can contribute to their family.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> - list family duties. - draw simple one level family tree. - Explain term “Motherland” and name own “Motherland”; - Explain the flag of the RT and draw it; - describe the location and basic purpose of the clinic/ school/ shops; - describe the rules we have in the classroom and why we have rules.
Life safety rules
<p>1.3.1. Identify hazards in the home and classroom and simple ways to minimize danger.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> - identify and describe the dangers of poisons at home; - demonstrate care when working with sharp objects; - describe the reasoning behind class rules relating to safety when moving around the class.

2.4.5. STANDARDS AND INDICATORS “NATURE” SBJCT IN GRADE 2

Grade 2
Human and the Nature
<p>2.1.1. Compare and contrast common and some less common animate and inanimate things in a wider environment.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> - differentiate animate and inanimate features of the nature; - name insects and when we see them; - identify and compare the fruit trees found in Tajikistan; - name and basically compare lakes, mountains, rivers, valleys, etc. - provide brief information on the animate and inanimate nature; - write short essay on the natural aspects and natural occurrence. -
<p>2.1.2. Values and takes a range of actions to protect their community environment.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> - apply and explain the reasoning behind simple actions which will protect their environment. (For example, picking up food scraps to prevent rats.) - write poems about their natural and why they like it; - Willingly take part in rubbish collection; - Differentiate good and bad human relation to the nature; - Write short essays about protection of plants and domestic animals. -
Human and Society

2.2.1. Describe ways they, can contribute to their family and community. Identify and describe key features in their wider community.

Indicators of achievement:

- describe a few ways they can support extended family members.
- describe simple ways they can help those outside their family.
- Explain national flag and national coat of arms;
- locate Tajikistan on a map;
- name nationalities of Tajikistan;
- differentiate urban and rural life;
- name national holidays and festivals and explain their features.

Life safety rules

2.3.1. Identify hazards in the home, school, and community and simple ways to minimize danger.

Indicators of achievement:

- describe the consequences of electric shock and how we can prevent it;
- safely cross the road and describe simple road safety rules for pedestrians;
- describe safe practices with basic agricultural implements.

2.4.6. COMPETENCIES AND INDICATORS “NATURE” SUBJECT GRADE 3

Grade 3

Human and the Nature

3.1.1. Compare and contrast and describe uses of a wider range of animate and inanimate things in their environment.

Indicators of achievement:

- explain the features of animate and inanimate things;
- describe animals found in Tajikistan by their shape, size, habits and uses for humanity;
- name and locate key the biggest mountains and rivers in Tajikistan;
- identify the ways we use water, soil and air;
- provide evidences to show the link between human being and nature;
- explain general structure of human body, show the integration of human's parts of body.

3.1.2. Values and takes a wider a range of actions to protect their wider environment.

Indicators of achievement:

- explain the ter, “Ecology” provide examples of nature pollution;
- obser the situation in their school and community and make appropriate conclusions;
- provide examples of appropriate use of natural resources;
- explain the importance of “Red Book” national parks;
- write a short essay on learned materials;
- conduct home surveys on water use;
- develop posters/ reports and present them on environmental hazards.

Human and Society

3.2.1. Describe and demonstrate a range of ways they can contribute to their family, community and country.

Indicators of achievement:

- describe the different cultural groups in the community and how their cultural practices differ;
- draw family tree for their family;
- describe a variety of ways they can support extended family members;
- name the capital, big cities and regions of the Republic of Tajikistan;

- name the Tajikistan neighboring countries and allocate them on the map;
- differentiate terms for “a citizen and a foreigner”;
- explain the main occupations of the Tajikistan population in different fields;
- use different writing models, pictures and maps.

Life safety rules

3.3.1. Act specific actions to avoid hazards and dangerous factors to their health.

Indicators of achievement:

- explain the reasons for danger of fire, water, gaz and electricity;
- explain how to cross roads in busy towns;
- when using public transportation follows the safety rules;
- explain concept behind “Healthy Life Style”;
- provide evidences to explain the hazards of bad behaviors to the health;
- explain the importance of consuming fresh food, doing sports and appropriate use of personal hygienic things;
- write a short essay on healthy life style.

2.4.7. COMPETENCIES AND INDICATORS FOR “NATURE” SUBJECT IN GRADE 4

Grade 4

Human and the Nature

4.1.1. Compare and contrast and describe uses of a wider range of animate and inanimate things in Tajikistan and the world.

Indicators of achievement:

- Describe the uses of agricultural and medicinal plants;
- identify which animals are only found in Tajikistan and some animals that are found elsewhere;
- study own community and tell the influence of different natural factors to the variety of animals and plants;
- explain the roles of animate and inanimate nature to the human life and activities;
- name some celestial objects, explain some space phenomenon;
- name instruments to define horizontal directions and define the directions in their community;
- allocate some natural aspects of the Republic of Tajikistan and start contour maps.

4.1.2. Values and protects environment through a wide range of actions and evaluate and comment upon the action of others in relation to others.

Indicators of achievement:

- gather data from community on areas of climate change in their community;
- evaluate the ecological situation of the Planet Earth using own words;
- name the organization on environmental protection and tell their input in keeping the environment clean;
- name national parks of the Republic of Tajikistan and tell their support in protection of plants and animals of Tajikistan
- allocate natural parks of Tajikistan on the map and start contour maps;
- tell how students can support keeping the community environment clean.

-
Human and Society
<p>4.3.1. Describe and compare basic ways communities differ in the way they are organized and demonstrate a wide range of ways they can contribute to their community.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> - Name the aspects of economy and explain the role of economy as basis for social development; - Show the structure of the economy based on the Tajikistan and their community as examples; - Explain the export and import relationship between Tajikistan and neighboring countries; - Compare main specifications of one of the neighboring countries with Tajikistan; - Explain terms “budget”, “benefit” and “expenditure” using examples; - Explain Tajikistan as democratic, secular and law based state and explain the role of Tajikistan in solving world problems.
Life safety rules
<p>4.3.1. Work out best ways to follow safety life rules and acts them.</p> <p><u>Indicators of achievement:</u></p> <ul style="list-style-type: none"> - name dangerous factors of nature that badly influence human health; - describe techniques to stay safe in mountains and when crossing rivers. - recognize severe weather hazards and what action - explain the importance of “Safety Rules” and follow them during performing household works; - name own rights in the family, school and public places.

– 2.5. Fine arts and Labour Standards for Grade 1-4

2.5.1. BASIC DESCRIPTION OF TEACHING FINE ARTS AND LABOUR IN PRIMARY STAGE OF EDUCATION

Fine arts and Labor as an aesthetic course should teach students creativity with the understanding of the nuances of creative and constructive activity promoting the love of children to different kinds of fine arts and labor. During the Fine arts and Labor course, it is necessary to discover the drawing and crafts skills of students and further ensure their participation at school circles (depending on the school resources) such as weaving, drawing, modeling, carpentry, tailoring, designing, wood carving, sculpturing, etc.

Mankind has developed through labor. Each individual shall learn life skills, get prepared to work and love it, and be industrious. This is how we develop both, physically and psychologically.

2.5.2. GOAL AND OBJECTIVES OF FINE ARTS AND LABOUR IN PRIMARY STAGE OF EDUCATION

Teaching of fine arts and labor in primary grades develop basic working and drawing skills of students, preparing them to life through hands-on activities.

The main purpose of teaching fine arts and labor course includes the following:

- gradually develop labor, drawing, decorative and creative skills;
- labor, aesthetic and vocational training of students;
- familiarity with the basics and types of graphic fine arts and developing graphic drawing skills;
- training them to make efforts, be industrious, respect own and others work;
- prepare students for self-learning and self-development;
- develop practical and thinking skills as well as creativity or students.

The main task of teaching and learning Fine arts and Labor is to prepare students to work and develop the sense the appreciation of beauty. It is considered as first intervention on polytechnic training in this age. As a result of purposeful and conscious learning of this course, students get ready for practical trainings in further grades. At the same time, the combination of physical work and creative thinking provide opportunities to students in gaining life skills.

The final and the most important objective of this subject for the students is learning the simplest labor activities, their preparation to work, drawing, understanding of colors, constructing of shapes, and learning business operations, and so on.

- The main objective of Fine arts and Labor course is to develop individual capability of students;
- Recognizing the needs to work and the world of fine arts in life;
- Development of creativity and imagination of students;
- Introducing students to handicraft activities;
- Teaching activities on labor elements and decorative painting;
- Introducing students to handicraft industry and fine arts;
- Promoting industriousness and love to fine arts;
- Educating students to respect own labor and the ones of adults, workers;
- Through the subject education, training students on efficiency and protection of natural resources.

Fine arts and Labour in primary grades should be practical and develop basic life skills, drawing skills in students and thus, prepare them for life.

2.5.3. Table of Fine arts and Labor Course Competences for Grades 1-4

Grade 1	Grade 2	Grade 3	Grade 4
Performance			
1.1.1. Can use several fine arts tools in a simple way.	2.1.1. Can use several fine arts tools in a simple way.	3.1.1. Can use more fine arts tools.	4.1.1. Can use many fine arts tools.
Creativity			
1.2.1. Within limited topics can create simple and new idea.	2.2.1. Within limited topics can create simple and new idea.	3.2.1. Within different topics can create a new idea.	4.2.1. Within wider topics can create a new idea.
Assessment			
1.3.1. Assesses certain fine arts examples and can describe them	2.3.1. Assesses common fine arts examples in simple ways and can describe them.	3.3.1. Assesses specific imaginary fine arts examples in several ways and can describe them.	4.3.1. Assesses imaginary fine arts examples in different ways and can describe them.

2.5.4. FINE ARTS AND LABOUR COURSE COMPETENCES AND INDICATORS FOR GRADE 1

Grade 1
Performance
<p>1.1.1. Can use several fine arts tools in very simple ways.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none">– Can use a pencil and a painting brush;– Can draw different simple lines (straight, curve lines, triangle, square and circle);– In a simple way, can use a ruler, crayons, pencils, markers and paint;– Can name colors;– Can correctly color pictures (in the pictures book) based on the provided examples;– Based on the examples provided, can draw simple pictures like a table, a chair, an apple, etc.;– Can separate the outlines of items with the use of crayons;– Can color the picture drawn by him/herself with crayons;– Exercises painting with brush;– Can make simple shapes (triangle, square and circle) of plasticine;– Using buttons, nuts, beans, leaves, pebble and other available resources can make various shapes;– Can make congratulatory cards from paper and cardboard;– Can use glue;– Can use scissors in a very simple way (can cut a piece of tissue, thread, a piece of paper or cardboard);– Can easily use paper, clay, plasticine, tissue, nuts, pebble and other resources as means for decoration;– Can follow the sanitary and safety rules when working with fine arts and decorative instruments;– Understands simple concepts (pencil, mix, color, paint, brush, glue) and correctly uses them when performing a task or expressing thoughts.
Creativity
<p>1.2.1. Within limited topics can create a new simple idea.</p> <p><u>Indicators of Achievement</u></p> <ul style="list-style-type: none">– Can observe the wildlife beauty (flora, fauna, landscape);– Using pictures can express own viewpoint in a simple way;– Within limited topics can create the simplest ideas and convey it in a simple way.

Assessment
1.3.1. Assesses specific examples of fine arts in simple way and describes them <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Analysis and interprets specific examples of fine arts; – Enjoys observing examples of fine arts, ornamentations and architecture; – Talks about things observed; – Knows simple types of labor and appreciates them; – Respects own and others labor, expresses his/her viewpoint in a very simple manner.

2.5.5. FINE ARTS AND LABOR COURSE COMPETENCES AND INDICATORS FOR GRADE 2

Grade 2
Performance
2.1.1. Can use several fine arts tools in simple manner. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Can use pencil and brush; – Can draw various geometric shapes; – can use ruler, crayons, pencils, and paint. Can differ their functions; – can group colors; – based on provided examples, can draw simple pictures, such as flowers, animals, fruits, etc.; – can color pictures that draws with the use of crayons and brush; – with the use of clay or plasticine can make simple things (fruits, animals, man, etc.); – using available resources (buttons, nuts, beans, leaves, pebble) can make simple toys; – can make congratulatory cards and simple landscapes using paper and cardboard; – can properly use glue; – can use scissors (can cut various shapes of material, thread, paper and cardboard); – to a certain extent, can use paper, cardboard, clay, plasticine, tissue, thread and other surrounding materials for ornamentation. – Follows the sanitation and safety rules when working with tools and fine arts instruments; – Understands the concepts of the course (drawing, view, shape, landscape, model, etc.) and applies them correctly when performing a task or expressing thoughts.
Creativity
2.2.1. Within limited topics can create a new simple idea. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Has simple creative view on the surrounding environment (surrounding items, nature, landscape); – Expresses his ideas and opinion in a simple manner through fine arts; – Within the imaginary topics creates new ideas and conveys them.
Assessment

2.3.1. Assesses typical examples of fine arts in a simple way and describes them.**Indicators of Achievement:**

- Analyzes and interprets typical examples of fine arts in a simple way;
- Can make simple comparison and analyze the samples of national creative works;
- Can simply explain his/her attitude to fine arts;
- Knows some types of labor and appreciates them.

2.5.6. FINE ARTS AND LABOR COMPETENCE AND INDICATORS FOR GRADE 3**Grade 3****Performance****3.1.1. Can use more fine arts tools.****Indicators of Achievement:**

- Can draw and make different geometric shapes;
- Can use correctly and with more confidence a ruler, crayons, pencils, markers and paint;
- Can mix couple of colors and produce a different color;
- Can paint simple landscapes with brush;
- Can draw pictures of animals, landscapes and marine life;
- Can express feelings through drawing in a simple manner;
- Can color the drawn picture with brush and crayons;
- Can draw simple pictures with black pencil putting strokes;
- Constructs models with the use of clay, plasticine, paper, cardboard and other natural resources;
- Can use origami and application method with the use of paper and cardboard
- Can use different sorts of glue;
- Can properly use scissors (effectively cuts designs from cloth, thread, paper, and cardboard);
- can use paper, cardboard, clay, plasticine, tissue, thread and other surrounding materials for ornamentation.
- Can use needle in a simple manner (puts thread through needle, sews in simple way, can sew buttons on clothes, etc.);
- Plans actions ahead;
- Can replicate his works;
- Follows sanitation and safety rules when working with sharp objects and fine arts and ornamentation tools;
- Understands the subject's vocabulary (story, still life, shape, stroke, model, etc.) and uses them correctly when performing a task or expressing opinion.

Creativity
3.2.1. Can create new idea on different topics. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Has creative view on the surrounding environment (surrounding items, nature, landscape); – Expresses his ideas and opinion through some fine arts tools; – Within the imaginary topics creates new ideas and conveys them.
Assessment
3.3.1. Can assess certain imaginary fine arts samples in several ways and explain them. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Can analyse, interpret and compare specific and imaginary fine arts samples; – Can assess the results of own work; – Knows various types of labor and appreciates them; – Understands the importance and effect of some forms of fine arts and comments his/her attitude towards them.

2.5.7. FINE ARTS AND LABOR COMPETENCES AND INDICATORS FOR GRADE 4

Grade 4
Performance
4.1.1. Can use many fine arts tools. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Can use a ruler, crayons, pencils, markers, paint (gouache), and brush correctly and with confidence; – Can mix 2-3 colors and produce a new color; – Can draw pictures of animals, sea life and complex landscapes with the use of brush; – Can express feelings through drawing; – Can paint shades on the picture drawn with crayons and brush; – Can draw pictures with black pencil, applying strokes; – Constructs various complicated models with the use of clay, plasticine, paper, cardboard and other natural resources; – Can use origami and application method with the use of paper and cardboard – Can use different sorts of glue; – Can properly use scissors (effectively cuts complicated designs from cloth, thread, paper, and cardboard); – can widely use paper, cardboard, clay, plasticine, tissue, thread and other surrounding materials for ornamentation. – can use needle in different ways (sewing with the use of different threads, embroidery, sewing fine arts of tissue together, etc.); – plans actions and time ahead; – can reproduce accurately the samples of his/her works; – observes sanitation and safety rules when working with sharp objects and fine arts and ornamentation tools; – understands the subject's vocabulary (background, outline, sketch, stroke, model, etc.) and uses them correctly when performing a task or expressing opinion.
Creativity

4.2.1. Can create new idea on wider topics.**Indicators of Achievement:**

- can choose objects and topics from the setting for creative work;
- Expresses his ideas and opinion through different fine arts tools;
- Within the imaginary topics creates new and complex ideas and conveys them.

Assessment**4.3.1. Can assess imaginary fine arts samples in various ways and explain them.****Indicators of Achievement:**

- Can analyse, interpret, compare and draw conclusion on specific and imaginary fine arts samples;
- Can assess the results of own work, and explain it;
- Can differ wider types of labor and appreciates them;
- Understands the importance and effect of some forms of fine arts and comment his/her attitude towards them.

2.6. Physical Training Standards for Grades 1-4**2.6.1. GENERAL DESCRIPTION OF PHYSICAL TRAINING IN PRIMARY GRADES**

The goal and objectives of Physical Training in primary grades, first and foremost, relate to the introduction of students to the sports' world and its relationship with the healthy lifestyle, right use of fresh air, water and sunshine for spiritual and physical health. The development of healthy cognition of students, which supports the moral education of a person through sports is fostered via physical training in primary grades.

Physical training in primary grades develops students' creativity, appreciation of beauty, patriotism and industriousness, creating basis for future understanding of the development of society and the formation of their consciousness. Physical training develops flexibility, braveness, strong will in students, emphasizes the observance of safety rules and healthy lifestyle and motivates them to study and work.

The criteria reflected in the State Learning Standards for General Education Institutions of the Republic of Tajikistan as well as in the present Standards are compulsory in the process of activities, which during the training process teaches the students the importance of physical development.

Continuous physical training in accordance with the age group set standards ensures good health, formation of body and healthy life style.

Meeting these requirements much depends on the qualification of the sports teacher and availability of modern sports equipment and training techniques at the educational institutions. Regular supervision of pedagogical, medical and sports-related criteria based on students' age is considered as the most important tool for the development of the physical dynamics of students, encouraging them to physical exercises.

2.6.2. GOAL AND OBJECTIVES OF PHYSICAL TRAINING IN PRIMARY STAGE OF EDUCATION

The main purpose of physical training in primary grades focuses on the development of the following competences:

- the development of personal physical culture, understanding the concept of physical training as way of promoting healthy lifestyle;
- encouraging the individual to physical training;
- ensuring students' good health conditions through various forms and methods of physical training;
- development of important life skills that ensure high level of physical preparedness, critical thinking abilities and basis for general safety.

One of the main objectives of the Physical Training course in primary grades is formation of the main physical characteristics of schoolchildren.

Physical training in primary grades shall reach the following objectives:

- comprehensive physical and mental development in order to understand the notion and the environment;
 - creation of favorable conditions for physical and mental development;
 - coordination and consolidation of efforts for physical training and formation of healthy lifestyle in the primary stage of education;
 - recognition of the importance of family and community for improved health of students and their attraction to the process of Sports - Healthy Society;
 - observing the rules of personal hygiene, sports standards and safety during sports activities;
 - teaching sports knowledge and individual sports load control;
 - educating moral and ethical characteristics, good attitude to the environment through physical training and choosing a healthy lifestyle.
- 2.6.3. Table of Physical Training Competences for Grades 1-4

Grade 1	Grade 2	Grade 3	Grade 4
Basic Knowledge			
1.1.1. With the help of teacher can explain the importance of physical training and exercises for health.	2.1.1. Knows the significance of physical training, observes the routine, can regularly do morning exercises.	3.1.1. Observes personal hygiene, can train body and do complex physical and personal development exercises.	4.1.1. Observes personal hygiene, can train body and do complex physical and personal development exercises. Becomes aware of the sports history and recognizes its relation with healthy life.
Movement			
1.2.1. Manages his/her movements at a minimum level in the process of a limited number of sports games and simple physical training exercises.	2.2.1. Manages his/her movements at a minimum level in the process of a limited number of sports games and simple physical training exercises. Lines up.	3.2.1. Manages his/her movements at a minimum level during the sports games and simple physical training exercises. Lines up and controls	4.2.1. Manages his/her movements at a minimum level in the process of a number of sports games and moderate physical training exercises. Lines up and fully controls

		himself/herself in the line.	him/herself in the line.
Body Training			
1.3.1. Can show average level of body training exercises appropriate to age.	2.3.1. Can show average level of body training exercises appropriate to age and explain their usefulness.	3.3.1. Can show average level of body training exercises appropriate to age and explain their usefulness and follow individual body training in simple ways.	4.3.1. Can show body training exercises appropriate to age and explain their usefulness and follow individual body training in simple ways; can plan training routine and follow it.
Safety			
1.4.1. Follows almost all rules and simple procedures. Doesn't drink cold water after training.	2.4.1. Follows rules and simple procedures provided. Doesn't drink cold water after training.	3.4.1. Follows rules and specified procedures; can explain their roles. Doesn't drink cold water after physical trainings.	4.4.1. Follows all rules and specified procedures; Conveys their roles and acknowledges that he/she may not be the winner in all competitions.
Values			
1.5.1. Appreciates opportunities of participation in physical/sports activities and participates in them.	2.5.1. Appreciates opportunities of participation in physical/sports activities and participates more in such activities.	3.5.1. Appreciates opportunities of participation in physical/sports activities, participates in them and comments his/her participation.	4.5.1. Appreciates opportunities of participation in physical/sports activities, participates more in such activities and correctly comments his/her participation.

2.6.4. PHYSICAL TRAINING COMPETENCES AND INDICATORS FOR GRADE 1

Grade 1
Basic Knowledge
<p>1.1.1. With the help of teacher can explain the importance of body training and physical exercises for health.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Knows how useful the physical training is for health; – Observes routine; – Trains body and does complex exercises for physical and personal characteristics development.

Movement
<p>1.2.1. Manages his/her movement at the level of limited sports games and simple physical exercises.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – When ordered, can fulfill simple movements in formation (line); – Can differentiate ranks and columns; – Fulfills the “Line Up!” order; – Finds his/her place in column easily with no confusion; – Finds his/her place in rank easily with no confusion; – Can fulfill simple gymnastics movements.
Body Training
<p>1.3.1. Can show average age appropriate body training exercises.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – knows the usefulness of physical exercises for body; – understands the role of physical training and sports in healthy lifestyle; – trains body and does set of exercises for proper physical and personal characteristics development; – can get relaxed engaged in sports; – knows the right way of doing athletics and understands the role of athletics for the health; – does sports exercises when walking or running; – running 30- meter distance takes him/her 6,4 seconds; – long jumps 1.80 meters. – throws small ball 18 meters far; – holds small ball and trains independently with it; – knows how correctly to enter into water; – jumping into water moves forward with the help of arms; – can move with hands and legs in depth of 50-80 cm.
Safety
<p>1.4.1. Observes almost all rules and simple procedures. Doesn’t drink cold water after trainings.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Understands correctly the idea of safety rules when doing sports exercises; – Approaches the sports equipment correctly; – When doing physical exercises puts on sports clothes and is careful; – Learns sports criteria and safety rules, and observes them; – Knows how to enter into water and observes safety rules when swimming.
Values

1.5.1. Appreciates the opportunities of participation in sports activities and takes part.

Indicators of Achievement:

- Can explain his/her role in the team;
- Observes code of conduct;
- When doing team exercises doesn't bother class mates;
- Partially controls his activity;
- Tries to correct his/her mistakes;
- Attentively observes trainings of others;
- Partially assesses his/her activity and training;
- Is proud of national values;
- Recognizes nationality, gender, confession, location.

2.6.5. PHYSICAL TRAINING COMPETENCES AND INDICATORS FOR GRADE 2

Grade 2
Basic Knowledge
2.1.1. Is aware about the physical training significance; observes daily routine and regularly does the morning exercises. <i>Indicators of Achievement:</i> <ul style="list-style-type: none">– Knows the usefulness of physical training for health;– Follows personal hygiene norms;– Observes the daily routine;– Trains body and does set of exercises for physical and personal characteristics development.
Movement
2.2.1. Manages his/her movements at minimum level of limited number of sports games and simple physical exercises. Lines up. <i>Indicators of Achievement:</i> <ul style="list-style-type: none">– Fulfills simple movement orders when in line;– Differentiates rank from column;– Fulfills the order Line Up In One Column!;– Fulfills the order Line Up In One Rank!;– Gets place in column correctly and with no confusion;– Gets place in rank correctly and with no confusion;– Does simple gymnastics movements;– Fulfills simple acrobatics.
Body Training
2.3.1. Can show age appropriate average level of body training exercises and conveys their usefulness. <i>Indicators of Achievement:</i> <ul style="list-style-type: none">– Knows the usefulness of physical exercises for body training;– Understands the role of physical training and sports to healthy lifestyle;– Does body training and set of exercises for physical and personal characteristics development;– Can relax doing sports;– Know how to correctly do athletics and understands its importance for the physical health;– Does sports exercises when walking or running;– Takes him/her 6.2 seconds to run 30 meter distance;– Long jumps 2.0 meters.– Can throw a small ball at 20 meter far;– Holding a small ball can train with it independently;– Can enter correctly into water;– Jumping into water moves forward with the help of arms;– Can move forward with hands and legs in depth of 50-80 cm.

Safety
<p>2.4.1. Follows the specified safety rules and simple procedures. Doesn't drink cold water after trainings.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Understands correctly the idea of safety rules when doing sports exercises; – Approaches the sports equipment correctly; – When doing physical exercises puts on sports clothes and is careful; – Learns sports criteria and safety rules, and observes them; – Knows how to enter into water and observes safety rules when swimming.
Values
<p>2.5.1. Appreciates the opportunities of participation in sports activities and more often participates in them.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Can explain his role in the team; – Is active in group discussions and explains the group assignment when doing simple exercises; – Follows code of conduct; – Doesn't hinder class mates when doing team exercise; – Controls his activity; – Identifies mistakes when exercising; – Tries to correct the mistakes made; – Can attentively observe training of others and provide recommendations; – Can assess his activity and exercise; – Is proud of national values; – Recognizes nationality, gender, confession and location.

2.6.6. PHYSICAL TRAINING COMPETENCES AND INDICATORS FOR GRADE 3

Grade 3
Basic Knowledge
<p>3.1.1. Observes daily routine and individual hygiene; can train body and does set of exercises for the physical and personal characteristics development.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Knows the usefulness of physical exercises for health; – Follows personal hygiene; – Observes daily routine; – Trains body and does set of exercises for the physical and personal characteristics development; – Is aware about sports history.

Movement
<p>3.2.1. Manages his/her movement at the level of limited sports games and simple physical exercises. Can line up and control himself/herself in the line (formation).</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Does gymnastics; – Can navigate in the formation in accordance with the given orders; – Fulfills the order Line Up In One Column!; – Fulfills the order Line Up In Rank!; – Knows the elements of rank, column, interval, distance; – Gets place in column correctly and with no confusion; – Gets place in rank correctly and with no confusion; – Fulfills orders in formation such as: Right Turn!; Left Turn!; About Turn!; – Fulfills orders Close Ranks! Forward March! Mark Time, March! Halt and Freeze! – Does simple gymnastics movements; – Fulfills simple acrobatics; – Does balance keeping exercises.
Body Training
<p>3.3.1. Can show age appropriate average level of body training exercises and explains their usefulness; observes individual body training in simple ways.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Knows the usefulness of physical exercises for body training and conveys it; – Understands the role of physical training and sports in healthy lifestyle; – Does body training and a set of exercises for physical and personal characteristics development; – Can relax doing sports; – Knows the history of sports – Knows how correctly do athletics and understands its importance for the physical health; – Does sports exercises when walking or running; – Takes him/her 6.0 seconds to run 30 meter distance; – Long jumps 2.5 meters. – Can throw a ball 23 meter far; – Holding a small ball can train with it independently; – Can enter correctly into water; – Jumping into water moves forward with the help of arms; – Can move forward with hands and legs in a pool 50-80 cm depth
Safety
<p>3.4.1. Follows rules and procedures provided. Doesn't drink cold water after trainings.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Understands correctly the idea of safety rules when doing sports exercises; – Approaches the sports equipment correctly; – When doing physical exercises puts on sports clothes and is careful; – Learns sports criteria and safety rules, and observes them; – Knows how to enter into water and observes safety rules when swimming. – Knows the simplest monitoring principles of the personal physical development – Follows the age appropriate sports criteria.

Values
<p>3.5.1. Appreciates the opportunities of participation in sports activities, participates in them and comments his participation.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Can explain his role in the team; – Is active in group discussions and explains the group assignment when exercising; – Presents the results of team exercise; – Follows code of conduct; – Doesn't hinder class mates when doing team exercise; – Controls his training activity; – Identifies mistakes when exercising; – Tries to correct the mistakes made; – Can attentively observe training of others and provide recommendations; – Can assess his training activity and the ones of class mates; – Is proud of national values; – Recognizes and respects nationality, gender, confession and location.

2.6.7. PHYSICAL TRAINING COMPETENCES AND INDICATORS FOR GRADE 4

Grade 4
Basic Knowledge
<p>4.1.1. Observes daily routine and individual hygiene; can do trainings and set of exercises for the physical and personal characteristics development. Becoming aware of the sports history understands its connection with healthy life</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Knows the usefulness of physical exercises for health; – Follows personal hygiene; – Observes daily routine; – Trains body and does set of exercises for the physical and personal characteristics development; – Is aware about sports history. – Becoming aware of the sports history understands its connection with healthy life.
Movement
<p>4.2.1. Manages his/her movement at the level of a number of sports games and average level physical exercises. Can line up and fully controls himself/herself in the line (formation).</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Can move in the formation in accordance with the given orders; – Fulfills the order Line Up In One Column!; – Fulfills the order Line Up In One Rank!; – Knows the elements of rank, column, interval, distance; forward, turn. – Gets place in column correctly and with no confusion; – Gets place in rank correctly and with no confusion; – Fulfills orders such as: Right Turn!; Left Turn!; About Turn!; – Fulfills orders Close Ranks! Forward March! Mark Time, March! Halt and Freeze! – Can correctly do gymnastics and acrobatics exercises and understands their importance in physical health; – Fulfills correctly the gymnastics exercises such as: squatting, bending of arms and legs and

- truck bending
- Does balance keeping exercises correctly

Body Training

4.3.1. Can show age appropriate body training exercises and explains their usefulness; observes individual body training in simple ways, plans simple body training routine and carries it out.

Indicators of Achievement:

- Knows the usefulness of physical exercises for body training and explains it; can plan simple body training routine and carry it out
- Understands the role of physical training and sports in healthy lifestyle;
- Does body training and a set of exercises for physical and personal characteristics development;
- Can relax doing sports;
- Knows the history of sports
- Knows how to correctly do athletics and understands its importance for the physical health;
- Does sports exercises when walking or running;
- Takes him/her 5.8 seconds to run 30 meter distance;
- Long jumps 2.8 meters.
- Can throw a ball 26 meter far;
- Holding a small ball can train with it independently;
- Can enter correctly into water;
- Jumping into water moves forward with the help of arms;
- Can move forward with hands and legs in a pool 80-100 cm depth

Safety

4.4.1. Follows all safety rules and specified procedures, can explain them and acknowledges that he/she may not always be the winner in competitions.

Indicators of Achievement:

- Understands correctly the idea of safety rules when doing sports exercises;
- Approaches the sports equipment correctly;
- When doing physical exercises puts on sports clothes and is careful;
- Learns sports criteria and safety rules, and observes them;
- Knows how to enter into water and observes safety rules when swimming.
- Knows the simplest monitoring principles of the personal physical development and his/her pulse
- Follows the age appropriate sports criteria

Values

4.5.1. Appreciates the opportunities of participation in sports activities, participates in them more often and comments his participation correctly.

Indicators of Achievement:

- Can explain his role in the team;
- Is active in group discussions and explains the group assignment when exercising;
- Presents the results of team exercise;
- Follows code of conduct;
- Doesn't hinder class mates when doing team exercise;

- Controls his training activity;
- Identifies mistakes when exercising;
- Tries to correct the mistakes made;
- Can attentively observe training of others and provide simple recommendations;
- Can assess his training activity and the ones of class mates;
- Is proud of national values;
- Recognizes and respects nationality, gender, confession and location

2.7. SINGING AND MUSIC STANDARDS FOR GRADES 1-4

2.7.1. GENERAL DESCRIPTION OF TEACHING SINGING AND MUSIC IN PRIMARY STAGE OF EDUCATION

The Singing and Music Subject is focusing on giving the students an opportunity to gain experience and value the beauty of art, learn elementary music and develop skills.

Introduction to acoustics, patterns of folklore, music works, classic music. Modern culture and addressed pedagogical advice on different types of musical activities with students helps the students to enter the world of music and develop communication and the musical culture. Different types of music performance (chorus, singing, etc), improvisation (creativity, creative thinking on a work) and composing music will create a ground for revealing and improving the creativity of students.

The main aim of teaching Singing and Music in primary grades is to develop in students cognition, memory, imagination, creative thinking, also improving creativity, sense of beauty and fostering desire and love to music, sense of mutual understanding, interest, team spirit, industriousness and other features and characteristics.

In primary stage of education, it is very important to develop reflection of music, understanding the main roles (characters) in performing of various musical activities.

2.7.2. GOAL AND OBJECTIVES OF SINGING AND MUSIC IN PRIMARY STAGE OF EDUCATION

Goal and objectives of the Singing and Music in primary stage of education, first of all, is familiarizing students with the world of music, human contact with the environment by listening to the sounds and music. Formation of music knowledge of students that contributes to the moral and psychological development strengthens in Grade 4 through teaching singing and music.

Learning Music and Singing subject in primary stage of education includes performance components (solo performance, chorus), listening to music (perception of music), musical literacy (knowledge of music) and creativity. These components encompass the following objectives: teaching sense of beauty, understanding effective musical opportunities, civic education, feel of responsibility, love of homeland, formation of informed attitude to music, understanding music as the reflection of life, basic information on musical instruments, compositions and Tajik folklore, works of composers, understanding of images, supporting the process of learning of the basics of musical literacy in the process of singing, listening to folk or professional music, performing creative works, contributing to the overall development of young school students (memory, attention, rhythm, etc.), supporting the development of ear for music: beautiful and effective singing of songs, playing in practice, applying the gained knowledge, enhancing the students' understanding about the surrounding world, introducing elementary world outlook elements.

3.7.3. Table of Singing and Music Competences for Grades 1-4

Grade 1	Grade 2	Grade 3	Grade 4
Singing or Performing			
1.1.1. Shall be able to perform elementary singing rules and vocal exercises.	2.1.1. Shall be able to perform correct singing rules (pleasant and in rhyme).	3.1.1. When singing, shall be able to control breath, sing softly and smoothly.	4.1.1. Based on singing rules, shall be able to perform singing in two voices.
Listening to Music			
1.2.1. When listening to children's musical composition, can fancy the simplest images.	2.2.1. When listening to sad/minor or joyful/major musical composition, can tell their differences.	3.2.1. When listening to musical compositions, can see images and express personal feelings.	4.2.1. Can fancy images in musical compositions and express or describe them creatively.
Musical Literacy			
1.3.1. Knows the simple elements of notes, their rules and performs.	2.3.1. Knows and performs simple elements and rules of composing music (notes).	3.3.1. Can determine types of voices, tones, halftones, firm and non-firm stages, write the range of notes.	4.3.1. Knows the changing and dynamic features, can separate the composition of songs performed in two voices by notes.
Composing music			
1.4.1. Sings to simple music, creatively performs musical movements and actions to beat.	2.4.1. Tells musical sounds, composes, selects and arranges notes in simple ways.	3.4.1. Extempore performs a couplet, arranges the sounds and conveys how the selection is done.	4.4.1. Based on the musical rules, finds necessary sounds, verifies them, plays extempore and composes a piece of own musical work.

2.7.4. SINGING AND MUSIC COMPETENCES AND INDICATORS FOR GRADE 1

Grade 1
Singing or Performing
1.1.1. Performs elementary singing rules and vocal exercises <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Knows how to sing standing and performs it; – Knows how to sing sitting and performs it; – Performs breathing rules correctly; – Knows how to get short breath, save it and can perform it; – Pronounces musical syllables and sentences. – Pronounces letters and sounds distinctly; – Can pronounce the syllables softly and sharply; – When singing can listen to each other; – Can sing the musical notes C, D, E, F (do, re, mi, fa) in one breath and G, A, B, C (sol, la, si, do) in second breath back and forth.

Listening to Music
<p>1.2.1. When listening to children’s musical compositions, can fancy the simplest images.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – When listening to notes of musical instruments, can tell the differences and similarities of sounds; – Identifies the similarities of musical instruments’ sounds with the sounds in the environment (water fall, animals and birds sounds); – Can express his/her opinion about the listened parts of music (for example, the sound of a musical instrument, what else it sounds like, etc.); – Can express the images in simple words (sad, happy).
Musical Literacy
<p>1.3.1. Knows the simple elements of notes, their rules and performs.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – Have notion about the prelude, refrain, culmen and coda segments of a song; – When singing, can nicely perform the refrain and coda; – Performs the culmen (or a segment of it) pleasantly and correctly; – Memorizes the refrain rules; – Knows the focus, musical breath, prelude, culmen and coda of a composition; – Learns the signs of conductor and sings under conductor’s guidance; – Has general information about composers; – Has general information about poet; – Tells the differences between a song and a music; – Knows the difference between a composer and a poet; – Obtains information about the sounds features; – Can identify fine and fat sounds in musical instruments and various tones; – Gets aware about percussive, wind and string musical instruments; – Compares the sounds of musical instruments with the sounds in the environment; – can explain simple low and high voice features; – can list classic and variety show instruments.
Composition of music
<p>1.4.1. Sings to simple musics, creatively performs musical movements and actions to beat.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – sings small portions of songs; – exercises duet singing, follows the singing rules; – can perform simple dancing movements; – can demonstrate beats with hands and fingers; – can perform feet movements to beat; – composes own verbal music to the offered rhyme; – does improvisations with the use of dancing elements.

2.7.5. SINGING AND MUSIC COMPETENCES AND INDICATORS FOR GRADE 2

Grade 2
Singing or Performing
2.1.1. Performs correctly (pleasantly and smoothly) the rules of singing

Indicators of Achievement:

- singing in pairs listen to each other, aligns voice to the music's tone;
- when singing tune up their voices to music;
- use deep or chain-like breath;
- can use various breathings;
- pronounces correctly syllables and words based on the song's notes;
- learning the song's music, perform simple melodic intervals;
- pronounces the text of a song distinctly and sing the notes.

Listening to Music

2.2.1. When listening to sad or happy musical composition, can identify and tell their differences.

Indicators of Achievement:

- can express his viewpoint on a segment of a happy/major composition;
- can express his viewpoint on a segment of a sad/minor composition;
- can explain the difference between major and minor compositions;
- listening to some music patterns can express his/her feelings.

Musical Literacy

2.3.1. Knows and performs simple elements and rules of composing music (notes)

Indicators of Achievement:

- can differentiate low and high, tenor and bass, melodic and non-melodic voices;
- knows 7 notes and can write them;
- knows the writing and placing of treble clef in notes.
- Knows the range of sounds (A, B,C,D,E,D,G) and put them down in note paper;
- Can use correctly notes in music text and can use supplementary lines correctly;
- Can count whole notes, half notes, quarters and can write them;
- Knows how to count whole notes, half notes and quarters;
- Can identify repeated signs in musical compositions;
- Knows major and minor scales;
- Is aware of music and songs beat.

Music Composition

2.4.1. Tells the music sounds, builds, selects them and arranges them in simple order of notes.

Indicators of Achievement:

- Names 7 sounds;
- Based on written notes, can show whole notes, half notes, quarters, 1/4 and 1/8ths;
- Based on short and long sounds, can compose small piece of own music;
- Can perform simple elements of movements in simple ways.

2.7.6. SINGING AND MUSIC COMPETENCES AND INDICATORS FOR GRADE 3

Grade 3

Singing or Performing

3.1.1. When singing, controls breath, sings softly and smoothly.

Indicators of Achievement:

- Breaths in and out correctly;
- Can sing the sounds (do, re, my, fa, sol, la, si) smoothly;
- Methodically sings three main C-major scale (do, mi, sol);
- Performs correctly legato sign when singing;
- Sings correctly the text based on its dynamics features.

Listening to Music
3.2.1. When listening to musical compositions, can fancy images and express his/her opinions. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Describes the images in the composition listened; – Explains the roles of musical instruments in description of images; – Expresses own views comparing various compositions and genre; – Based on the perception of the listened composition, can describe the images in various ways (verbally, picture, mime and gesture).
Musical Literacy
3.3.1. Can determine types of voices, tones, halftones, firm and non-firm stages, write the range of notes. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Can explain different types of notes as simple voice extension; – Knows the signs of voice extension and can write it on note paper; – Knows tones and half tones; – Knows the writing and placement of notes in note paper and can identify firm and non-firm stages.
Music Composition
3.4.1. Extempore performs a couplet, arranges the sounds and explains how the selection is done. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Sings extempore a couplet,; – Writes the extempore sang sounds; – Based on the sang melody, shows the notes and their extension; – Can introduce own composed music.

2.7.7. SINGING AND MUSIC COMPETENCES AND INDICATORS FOR GRADE 4

Grade 4
Singing or Performing
4.1.1. Based on singing rules, shall be able to perform singing in two voices.. <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Can sing in different genres and tel the differences; – Has knowledge about chorus and solo singing; – Sing dual voice songs melodically; – Sings dual voice songs and can separate their compositions; – Can correctly sing dual voice songs based on score.
Listening to Music
4.2.1. Can fancy images in musical compositions and express or describe them creatively <u>Indicators of Achievement:</u> <ul style="list-style-type: none"> – Comparing different genres of music, can explain the roles of instruments in the composition; – Depending on the music tone, can separate effective means of music; – Can justify his opinion and assess the listened genre; – Conveys his feeling on different features of musical genres; – Based on the perception of the listened composition, can creatively describe the images.

Music Literacy
<p>4.3.1. Knows the changing and dynamic features, can separate by notes the composition of songs performed with two voices.</p> <p><i>Indicators of Achievement:</i></p> <ul style="list-style-type: none"> – Can differ signs flat, sharp and natural; – Conveys their writing style and positions; – Comprehends their effect when singing; – Can differ dynamic signs (f, ff, mf, p, mp, pp) from each other; – Conveys their writing style and positions; – Comprehends their effect when singing; – Based on the score can identify the dual voice segments of a song.
Composition of Music
<p>4.4.1. Based on singing rules, can find the necessary sounds, verifies them, sings extempore and composes a piece of own music.</p> <p><i>Indicators of Achievement:</i></p> <ul style="list-style-type: none"> – Sings 1 or 2 lines of a song extempore; – Based on the sang song, can show the notes and their extension; – Can introduce his/her composed music.

2.8. RUSSIAN LANGUAGE STANDARDS FOR GRADES 2-4

2.8.1. MAIN CHARACTERISTICS OF TEACHING RUSSIAN IN PRIMARY GRADES

The education sector has been recognized as one of the priority areas in the development of the country by the President and the Government of the Republic of Tajikistan. Annually, various measures are taken to improve this area of social life, including building of new schools, creation of new types of educational institutions, improvement of the laws and regulations on education. Particular attention is paid to the quality of education and improvement of the content and the learning process. Development of the school education standards and new curricula is the next step, which aims at improving the level and quality of secondary stage of education and, accordingly, to positively influence the efficiency of the entire education system.

The Ministry of Education and Science of the Republic of Tajikistan, with the aim of improving the quality and effectiveness of education has initiated the development of standards. That initiative includes the development of Russian language standards for Grades 2-4.

According to the curriculum, studying Russian Language is one of the compulsory subjects in schools with Tajik language of instruction, because, further it is studied in all sorts of educational institutions.

As a conceptual basis for learning Russian language, a communicative and activity based approach has firmly asserted itself, according to which the overall purpose of this academic discipline is the development of communicative competences, i.e. ability to communicate: listen, speak, read and write.

School competence is an integrated system of knowledge, skills and values acquired by students through learning and using it in specific contexts, adapted to the age and cognitive level of a student, and resolution of some problems that he/she may encounter in real life.

The methodological recommendations and suggestions on assessment set out in the standards are designed to help the teachers to develop their own system of principles and techniques for teaching and assessing students' knowledge and skills. However, assessment should perform several functions at the same time: 1) *diagnostics* to determine the level of language proficiency in accordance with the curriculum requirements; 2) *learning* (it facilitates the repetition and

consolidation of the earlier learned materials); 3) *managing* (it provides management of the language mastering process through the use of special training materials and developed methods for their application); 4) *corrective*, which represents introduction of changes by teacher in the process of language learning based on the obtained data from observations; 5) *motivating* (creates positive motivations for learning) and; 6) *assessment function* that allows judging the results of the activity of both the student and the teacher - the efficiency of the learning process as whole.

Russian as a subject in general education institutions with the Tajik language of instruction is introduced from Grade 2. It begins with the preliminary oral course (34 hours in Grade 2), an alphabetic period (50 hours in Grade 2), post ABC period (includes the end of Grade 2 and Grades 3-4). In primary grades (Grades 2-4), the practical skills of speaking, reading, elementary writing, grammar are formed based on the simplest linguistic/speech materials without reference to terms. Russian language in the primary grades ensures the students' readiness for communication in day-to-day life, communication in non-native (Russian) language and understanding; it develops the creativity of the students, their thinking skills, memory, imagination, and forms the skills of independent activity. Here, learning of Russian language should be as specific as possible, emotional and contain learning methods through play. During this period, children develop initial notions about the different forms of real and conditional communication of people with each other; about the wildlife and things around and compare verbal and non-verbal forms of communication. At this stage of learning, the formation of students' Russian vocabulary begins; they learn words with specific meanings.

In the secondary schools with Tajik language of instruction, the Russian language is studied simultaneously with the the native tongue: learning of Russian language starts in Grade 2, after the younger students have learned reading and writing in their native language.

The present standards are developed on the basis of the competences (knowledge and skills) acquired by students in Grades 2,3,4 and reflects the requirements of the State standards of secondary general education institutions. The Russian language standards for primary grades is an integral part of the standards of this subject, which finalizes the initial stage of teaching non-native (Russian) language.

The structure and style of the standards are presented in such a way that facilitate the activity of teacher in planning, teaching and assessing, covering various aspects of teaching the Russian language in primary grades.

In contemporary conditions of Tajikistan similar to other developed countries, the Internet and TV, i.e. the sophisticated digital and multimedia technologies, are widely spread. Therefore, it is not enough for youth graduating the secondary school to be armed only with knowledge and applying it in practice. These knowledge and skills constitute the core of these standards.

Education in primary schools forms the base, the foundation of the further learning processes. First and foremost, it includes the formation of basic competences, skills and methods of running activities, where significant part of the responsibility lays on schools regarding the successful learning.

The level of their development is determined by the nature of the cognitive activity of a student, his ability to organize it purposefully, to master the speaking skills and the methods of working with information, etc. Relying on the children's curiosity features, the need for independent learning of the surrounding world, cognitive activity and initiative, a learning environment is created in primary schools that stimulate active forms of cognition: observation, experience, discussion of different opinions, assumptions, school-based dialogues, etc. The junior schoolchildren should be provided with the conditions for developing the ability to evaluate their thoughts and actions "from the side," to correlate the result of the activity with the objective, to determine their knowledge and gaps, etc. This ability of reflection is the most important quality determining the social role of the child as a student. Practical mastering of Russian language begins in Grade 2 and continues in Grades 3 and 4. The practical orientation of the learning focuses on the main principle – communication due to which the speaking skills are ensured in the learning process and the setting is maximally brought

closer to the real communication environment. This principle contributes to the development of such personal features such as, communication skills in various situations and willingness to cooperate.

Knowledge of Russian language by non-Russian students, understanding its patterns has its own specifics, which results from the correlation of the structure of the Russian language and the skills a student has in own native language. For example, if one learns Russian phonology and phonetics that are different from the sound system of own native language, he/she should realize that there are some sounds in Russian which don't exist in native language and these phonemes are pronounced differently. Then, he or she has to reconstruct articulatory base and develop new pronunciation skills, different from the previous ones. Therefore, in order to find rational ways of learning the sounds system of the Russian language, it is necessary to identify specific features of the perception and reproduction of certain elements of the sound system in native language. Students do experience, but psychophysiological characteristics should be taken into consideration.

In the process of teaching the Russian language at the primary level of schools with the Tajik language of instruction, it is necessary to create a Russian speech ground, a base for further mastering the Russian language and studying it.

The Ministry of Education and Science of the Republic of Tajikistan introduces a new competence-based education system approach and this way forms the competence of students in practical use of their knowledge and skills.

The level of competence development of students is checked via the national assessment system. The results of tests are used for the improvement and effective organization of the learning process.

The present standards define the content, competences, indicators of achievement and assessment tools. With the introduction of the new education system, the learners' outcomes (competences) become the main benchmark for the quality control.

In organizing new system of education, the responsibility of teachers substantially increases, which contributes to the improvement of the students' learning outcomes.

2.8.2. GOALS AND OBJECTIVES OF LEARNING RUSSIAN LANGUAGE IN PRIMARY GRADES

Russian literary language is studied at school. That is why the closest and organic links of the Russian language as a subject are realized with literature. When teaching the Russian language, programmatic art works are widely used to observe the application of individual words, grammatical structures, various syntactic constructions, connection ways of sentences and parts of the text.

When connected with the courses of history, geography, arts, including music and painting, the subject ensures a better comprehension of materials and a higher level of students' proficiency in Russian language. The main aim of teaching Russian language in primary grades is the formation and development of the elementary communicative competences of younger students: listening, speaking, reading and writing.

The objectives of teaching Russian in primary grades are:

- understanding the role of language in life, understanding of verbal and non-verbal behavior in the process of communication;
- initial skills of listening, speaking, reading and writing;
- the need for interaction with classmates and teacher;
- formation of opinion about Russian as an international language and the language of Russian people;
- formation of communication skills in Russian taking into account speech capabilities, needs and interests of younger students - elementary skills in speaking, listening, reading and writing;
- development of the child's personality, his speech habits, attention, thinking, memory and imagination;

- motivation for further study of the Russian language in upper grades;
- development of elementary linguistic notions understandable to younger schoolchildren and necessary for mastering oral and written speech in Russian;
- formation of some universal linguistic concepts (sound, letter, word, sentence, parts of speech, intonation, etc.), observed in and peculiar to native and Russian languages;
- introducing new social experiences using the Russian language – familiarization with certain customs, children's songs, poetic and fairy-tale folklore in Russian as well as understandable for children fictions in Russian; fostering a friendly attitude with the representatives of other nations;
- formation of speech, intellectual and cognitive abilities of younger students, as well as basic educational skills;
- development of the emotional range of children in the process of educational games, educational performances using Russian language;
- introduction of younger students to a new social experience through playing different roles in Russian regarding typical situations in the family, domestic affairs, educational activities and communication.

Based on the formulated objectives, learning of Russian is aimed at the solution of the following issues:

- achieving mutual understanding between people speaking/writing in Russian;
- developing speech habits, thinking, imagination of students, their ability to choose language means.

In accordance with the goal, objectives and conditions of communication:

- facilitating in mastering the skills to correctly write and read, participate in dialogues, compose.
- simple monologic statements and written texts - small volume narration;
- ensuring communicative and psychological adaptation of younger students to a new language world for overcoming the psychological barrier in future and using Russian language as a means of communication;
- developing and fostering communication culture of students, expanding and enriching their communicative and life experience in the new context of communication, expanding the students' horizons;
- teaching to appreciate friends, participate in joint activities, properly organize leisure time, follow healthy lifestyle rules, behave politely at the table;
- introducing them to the world of Russian peers and teach them to treat with respect the representatives of other nations;
- showing the importance of learning Russian as a means of communication;
- developing the emotional range of children in the process of educational games, educational performances using Russian language

According to the basic curriculum, learning of Russian as a language of international communication in general education institutions with Tajik language of instruction begins in Grade 2 and continues in Grades 3 and 4. The duration of and academic year in Grades 2-4 is at least 34 academic weeks (except for the vacations)/102 hours a year.

Grade	Number of educational weeks	Number of hours per week	Number of hours per year
2	34	3	102
3	34	3	102
4	34	3	102

The ability to read, listen, and oral and written expression of one's thoughts are complex skills, which are considered as the main objective of learning specified in the standards of Russian language.

Russian language is the language of international communication. It serves as a means:

A) communication in all spheres of life (at home, with people in the communities and in the institutions, in scientific and art works); B) storage and transmission of information

Table of Russian Language Competences for Grades 2-4

Subject Competences	Personal Competences	Metasubject Competences
SC-1: gaining initial communication skills in oral and written form with native Russian speaker based on own speech capacity and needs; Mastering the rules of verbal and non-verbal behavior	<i>PC-1: Recognition of language as the main means of human communication</i>	<i>MSC-1: The ability to use the language for seeking necessary information in various sources to address learning tasks</i>
SC-2: mastering the initial linguistic concepts necessary for mastering the oral and written speech in Russian at the elementary level, expanding the linguistic horizons	<i>PC-2: Perception of Russian language as a phenomenon of national culture</i>	<i>MSC-2: Ability to focus on goals, objectives, means and conditions of communication</i>
SC-3: the ability to compare, classify, characterize such linguistic units as sounds, letters, parts of a word, parts of speech, simple sentences	<i>PC-3: Understanding the correct oral and written speech as indicators of individual culture</i>	<i>MSC-3: The ability to choose adequate language tools for the successful solution of communication (dialogue, monologue, written speech), taking into account different types of speech and communication situations</i>
SC-4: Enriching the active and potential vocabulary base, expanding the amount of grammatical tools used in speech for free expression of thoughts and feelings adequate to the situation and style of communication	<i>PC-4: Ability of self-assessment based on the observation of one's own speech</i>	<i>MSC-4: Ability to ask questions</i>
		<i>MSC-5: Ability to work with educational models (speech patterns)</i>

Subject Competences (SC)

Student's subject results includes the subject specific experience on obtaining new knowledge, its transformation and application, as well as the system of fundamental elements of scientific knowledge laying in the basis of the modern scientific world. The main subject competences in learning Russian at the primary stage of education include:

- SC-1: acquisition of initial oral and written communication skills with native Russian language speakers on the basis of one's own capabilities and needs; mastering the rules of verbal and non-verbal behavior;
- SC-2: mastering the initial linguistic conceptions necessary for elementary oral and written speech in Russian; expanding the linguistic horizons;
- SC-3: the ability to compare, classify, characterize such linguistic units as sound, letter, part of a word, part of speech, simple sentence; formation of a friendly and tolerant attitude towards the speakers of Russian language getting acquainted with the life of peers in Russia, with children's folklore and accessible samples of children's literature.

Metasubject Competences (MSC)

The **metasubject** results of students include the universal educational activities they mastered (cognitive, regulative and communicative), which ensure mastering of key competences that constitute the core of the ability to learn, and interdisciplinary concepts. Metasubject competences in learning Russian at primary school include:

- MSC-1: mastering the ability to accept and preserve the goals and objectives of learning activities, search for the implementation means;
- MSC-2: mastering creative and explorative problem resolution ways;
- MSC-3: formation of abilities to plan, monitor and evaluate learning activities against the set objectives and conditions for its realization; identify the most effective ways to achieve the outcomes;
- MSC-4: formation of the ability to understand the reasons for success/failure of a learning activity and the ability to act constructively even in situations of failure;
- MSC-5: mastering the initial forms of cognitive and personal reflection

Personal Competences (PC)

Students' **personal** results in mastering the basic learning program of primary education include the readiness and ability of students to self-development, formed motivation for learning and cognition, value based and meaningful orientation of students that reflect their individual and personal positions, social competences and personal characteristics. The main personal competences of Russian language in primary grades include:

- **PC-1: formation of respectful attitude to others' opinions, history and culture of other nations;**
- **PC-2: mastering the initial skills of adaptation in a dynamically changing and developing world;**
- **PC-3: accepting and mastering the social role of a student, development of the motives for learning activities and formation of personal learning motives;**
- **PC-4: development of independence and personal feel of responsibility for one's actions, including for the information activities, on the basis of moral norms, social justice and freedom;**
- **PC-5: formation of aesthetic needs, values and feelings;**
- **PC-6: development of ethical feelings, goodwill and emotional and moral responsiveness, understanding and empathizing others' feelings;**
- PC-7: development of cooperation skills with adults and peers in different social situations, the ability to avoid conflicts and find ways out of controversial situations;

- PC-8: formation of notions regarding a safe, healthy lifestyle, motivation for creative work, results oriented work, careful attitude to material and spiritual values.

Subject competences by types of speech activity (SCL-listening, SCS-speaking, SCR-reading, SCW-writing, ISC-integrated subject competences)

2.8.3. Grades 2-4, Table of Russian Language Competences

Grade 2	Grade 3	Grade 4
Listening		
2.1.1. Observes elementary rules of listening in limited situations.	3.1.1. Observes the rules of listening in various situations, understands the idea.	4.1.1. Observes the rules of listening in various situations, understands its idea.
2.1.2. Comprehends information presented in plain text by ear.	3.1.2. Comprehends information presented in text by ear.	4.1.2. Comprehends whole information presented in text by ear.
Speaking Competences:		
2.2.1 Chooses elementary language means in accordance with the aims and conditions of communication for the effective solution of communicative objective.	3.2.1. Chooses language means in accordance with the aims and conditions of communication for the effective solution of communicative objective.	4.2.1. Chooses language means in accordance with the aims and conditions of communication to effectively solve the communicative objective.
2.2.2. Uses the opportunity to listen and reproduce what was heard, observing simple norms of communication.	3.2.2. Uses the opportunity to listen and reproduce what was heard, observing communication norms.	4.2.2. Uses the opportunity to listen and reproduce the heard, observing communication norms in various situations.
Reading Competences:		
2.3.1. Reads short text observing reading techniques, orthoepic and accentological norms and understands its content. Recognizes letters and sounds	3.3.1. Reads the text according to the age observing reading techniques, orthoepic and accentological norms and understands its content.	4.3.1. Reads the text observing reading techniques, orthoepic and accentological norms and understands its content.
2.3.2. Reads short text using specific elements of reading strategies	3.3.2. Reads text using specific reading strategies.	4.3.2. Reads text using specific reading strategies.
Writing Competences:		
2.4.1. Writes slowly, legibly according to the model, taking into account hygienic requirements; Writes letters observing each of its elements and elementary rules of writing (forming skills	3.4.1. Writes quickly and legibly according to the model, taking into account hygienic requirements.	4.4.1. Writes quickly, legibly and correctly, taking into account hygienic requirements.

of calligraphically correct spelling of words)		
2.4.2. Writes his/her opinion on the content of the text in the volume of 2-3 or more simple sentences.	3.4.2. Writes his/her opinion on the content of the text in the volume of 3-4 or more simple sentences.	4.4.2. Writes his opinion on the content of the text in the volume of 4-5 or more simple sentences.

GRADE 2, RUSSIAN LANGUAGE COMPETENCES AND INDICATORS

Grade 2
- Listening
<p>2.1.1. Observes elementary listening rules in limited situations. <i>In order for a student to have this competence, he/she shall:</i></p> <ul style="list-style-type: none"> – reproduce what was heard; answer to the key questions of the text; – understand the speech of the teacher and the ones of peers; – Perceive by ear a poetic text (a riddle, a tongue twister, a tongue cleaner, a fairy tale); – understand the essence of task.
<p>2.1.2. Comprehends information presented in plain text by ear <i>In order for a student to have this competence, he/she shall:</i></p> <ul style="list-style-type: none"> – find key words in the text; – convey the content of what was heard; – determine the subject of the text; – determine the main idea of the text; – identify the emotional components of the text (sadness, happiness, etc.)
Speaking
<p>2.2.1. Chooses elementary language means in accordance with the aims and conditions of communication for the effective solution of communicative objective</p> <p><i>In order for a student to have this competence, he/she shall:</i></p> <ul style="list-style-type: none"> – Be able to run dialogue; – begin, support and end conversation on the topic given in the course of the lesson; – compile an oral monologic statement on a given topic; – have the norms of speech etiquette in situations of educational and everyday communication (greeting, parting, apologizing, thanking, requesting, congratulating, etc.); – observe orthoepic norms and correct intonation; – participate in Q@A conversation on learning and everyday life topics; – determine the mood of the interlocutor based on the facial expressions and gestures (happiness, sadness); choose the appropriate tone of conversation; – learn a poetic text, tongue twister or riddle listening to teacher; – retell the heard or read text with the use of visual aids or without such materials
<p>2.2.2. Uses opportunity to listen and reproduce what was heard, observing elementary</p>

communication norms

In order for a student to have this competence, he/she shall:

- answer to questions based on the content of the listened or read text;
- participate in conversations and discussions;
- ask simple, logical questions on the basis of the topic;
- be able to communicate in the family environment.

Reading**2.3.1. Reads short text following reading techniques, orthoepic and accentological norms and understands its content.**

In order for a student to have this competence, he/she shall:

- have the skills of selective reading in order to find the necessary material in the text;
- find the information specified in the text;
- make simple conclusions based on the information contained in the text;
- assess the content of textual information;
- be able to distinguish structural elements of the text;
- construct questions on the text read;
- answer questions of the text;
- title the text read;
- read the text expressively observing necessary intonation;
- read texts fluently and clearly (20-30 words) observing punctuation marks

2.3.2. Reads short text using specific elements of reading strategies.

In order for a student to have this competence, he/she shall:

- read expressively and comprehend simple narrative texts;
- distinguish the main idea in the text (with the help of teacher);
- draw up the text plan;
- formulate simple questions on the read text (based on the model);
- answer to questions on the read text.

Writing**2.4.1. Writes slowly, legibly according to the model, taking into account hygienic requirements**

In order for a student to have this competence, he/she shall:

- write words observing the spelling rules of Russian language;
- be able to write down a text containing the learned rules;
- write dictated text with the learned orthograms;
- write small texts within the topics studied;
- write a dictated text (15 - 20 words);
- correctly write words containing soft sign
- break words in syllables;
- observing the spelling rules, correctly pronounce and write words with combinations of “жу, уи, ча, уа, чу, уу, чн, чк,” distinguish soft hushing sounds in words and correctly mark in writing the combinations of these sounds with vowels;
- Start writing of a new sentence with capital letter, write proper names, names of animals, and geographical names with capital letter;
- write separately prepositions with subsequent words;
- correctly write prepositions with nouns;
- rewrite texts (15 -20 words) for memorization;
- divide words into syllables for hyphenation;

– compose written dialogues (2 - 3 remarks)
2.4.2. Writes his/her opinion on the content of the text in the volume of 2-3 or more simple sentences. <u>In order for a student to have this competence, he/she shall:</u> <ul style="list-style-type: none"> – construct 2-3 sentences on the content of the text; – construct phrases and sentences using a picture; – using the pattern, write a letter, a congratulatory card, a small announcement.

GRADE 3, RUSSIAN LANGUAGE COMPETENCES AND INDICATORS

Grade 3
- Listening
3.1.1. Observes the rules of listening in various situations, understands its idea <u>In order for a student to have this competence, he/she shall:</u> <ul style="list-style-type: none"> – reproduce what was heard, answer the key questions of the text; – understand the speech of the teacher and peers; – perceive by ear a poetic text, a story or a fairy tale; – understand the point of the learning task.
3.1.2. Comprehends information presented in text by ear <u>In order for a student to have this competence, he/she shall:</u> <ul style="list-style-type: none"> – find the key words of the text; – convey the content of what was heard; – determine the subject of the text; – determine the main idea of the text; – by intonation of the statement, determine the type of a simple sentence: narrative, interrogative, causative; – identify the emotional components of the text (sadness, happiness, etc.)
Speaking
3.2.1. Chooses language means in accordance with the aims and conditions of communication for the effective solution of communicative objective <u>In order for a student to have this competence, he/she shall:</u> <ul style="list-style-type: none"> – own a dialogical form of speech; – begin, support and end conversation on the topic given in the course of the lesson; – compile an oral monologic statement on a given topic; – have the norms of speech etiquette in situations of educational and everyday communication (greeting, parting, apologizing, thanking, requesting, congratulating, etc.); – observe orthoepic norms and correct intonation; – participate in Q&A conversation on learning and everyday life topics; – determine the mood of the interlocutor based on the facial expressions and gestures (happiness, sadness); choose the appropriate tone of conversation; – learn a poetic text, tongue twister or riddle listening to teacher; – retell the listened or read text with the use of visual aids or without such materials
3.2.2. Uses the opportunity to listen and reproduce what was heard, observing communication norms. <u>In order for a student to have this competence, he/she shall:</u> <ul style="list-style-type: none"> – answer to questions based on the content of the listened or read text; – participate in conversations and discussions; – ask simple, logical questions on the topic;

– be able to communicate in the family environment.
Reading
3.3.1. Reads the text in accordance with the reading techniques, orthoepic and accentological norms and comprehends the content. <i>In order for a student to have this competence, he/she shall:</i> <ul style="list-style-type: none"> – have the skills of selective reading in order to find the necessary material in the text; – find the information provided in the text; – make simple conclusions based on the information contained in the text; – interpret and summarizes textual information; – assess the content of textual information; – analyze the linguistic peculiarities of the text; – be able to distinguish structural elements of the text; – construct questions to the text read; – answer to questions of the text; – title the text read; – read the text expressively observing necessary intonation; – read texts fluently and clearly (20-30 words) observing punctuation marks
3.3.2. Reads text, using specific reading strategies <i>In order for a student to have this competence, he/she shall:</i> <ul style="list-style-type: none"> – read expressively and comprehend simple narrative texts; – distinguish the main idea in the text; – draw up the text plan; – formulate questions on the read text (based on the pattern); – answer to questions of the read text.
Writing
3.4. 1. Writes quickly, legibly taking into account hygienic requirements. <i>In order for a student to have this competence, he/she shall:</i> <ul style="list-style-type: none"> – write words observing the spelling rules of Russian language; – be able to write down a text containing the learned rules; – write dictated text with the learned orthograms; – write small texts within the topics studied; – write a dictated text (15 - 25 words); – correctly write words containing soft sign – break words in syllables; – observing the spelling rules, correctly pronounce and write words with combinations of “<i>жи, ши, ча, ща, чу, уу, чн, чк,</i>” distinguish soft hushing sounds in words and correctly mark in writing the combinations of these sounds with vowels; – start writing of a new sentence with capital letter; also capital letter is used in all proper names, names of animals, and geographical names; – write separately prepositions with subsequent words; – correctly write prepositions with nouns; – rewrite texts (20-25 words) for memorization; – divide words into syllables for hyphenation; – compose written dialogues (5-6 remarks)
3.4.2. Writes his/her opinion on the content of the text in the volume of 4-5 or more simple sentences.

In order for a student to have this competence, he/she shall:

- construct 4-5 sentences based on the content of the text;
- construct phrases and sentences using a picture;
- using the pattern, write a letter, a congratulatory card, a small announcement.

GRADE 4, RUSSIAN LANGUAGE COMPETENCES AND INDICATORS

Grade 4
- Listening
<p>4.1.1. Observes the rules of listening in various situations, understands its idea</p> <p><u>In order for a student to have this competence, he/she shall:</u></p> <ul style="list-style-type: none"> – reproduce what was heard, answer the key questions of the text; – understand the speech of the teacher and peers; – perceive by ear a poetic text; – understand the point of the learning task.
<p>4.1.2. Comprehends information presented in text by ear</p> <p><u>In order for a student to have this competence, he/she shall:</u></p> <ul style="list-style-type: none"> – find the key words of the text; – convey the content of what was heard; – determine the subject of the text; – determine the main idea of the text; – by intonation of the statement, determine the types of a simple sentence: narrative, interrogative, causative; <p>identify the emotional components of the text (sadness, happiness, etc.)</p>
Speaking
<p>4.2.1. Chooses language means in accordance with the aims and conditions of communication for an effective solution of communicative task</p> <p><u>In order for a student to have this competence, he/she shall:</u></p> <ul style="list-style-type: none"> – be able to run dialogue; – begin, support and end conversation on the topic given in the course of the lesson; – compile an oral statement on a given topic; – have the norms of speech etiquette in situations of educational and everyday communication (greeting, parting, apologizing, thanking, requesting, congratulating, etc.); – observe orthoepic norms and correct intonation; – participate in Q@A conversation based on the learning patterns and everyday life topics; – determine the mood of the interlocutor based on the facial expressions and gestures (happiness, sadness); choose the appropriate tone of conversation; – retell the listened or read text with the use of visual aids or without such materials
<p>4.2.2. Uses the opportunity to listen and reproduce what was heard, observing communication norms.</p> <p><u>In order for a student to have this competence, he/she shall:</u></p> <ul style="list-style-type: none"> – answer to questions based on the content of the listened or read text; – participate in conversations and discussions; – participates in pair work or group works; – ask simple, logical questions on topic (What for? Why? How?); – be able to communicate in the family environment.
Reading

4.3.1. Reads the text in accordance with the reading techniques, orthoepic and accentological norms and understands its content.

In order for a student to have this competence, he/she shall:

- have the skills of selective reading in order to find the necessary material in the text;
- find the information provided in the text;
- make simple conclusions based on the information contained in the text;
- interpret and summarizes textual information;
- assess the content of textual information;
- analyze the linguistic peculiarities of the text;
- be able to distinguish structural elements of the text;
- construct questions on the text read;
- answer to questions of the text;
- title the text read;
- read the text expressively observing necessary intonation;
- read texts fluently and clearly (30-50 words) observing punctuation marks.

4.3.2. Reads text, using specific reading strategies

In order for a student to have this competence, he/she shall:

- read expressively and comprehend simple narrative texts;
- distinguish the main idea in the text;
- draw up the text plan;
- formulate questions on the read text (based on the pattern);
- answer to questions of the read text.

Writing

4.4. 1. Writes quickly, legibly taking into account hygienic requirements.

In order for a student to have this competence, he/she shall:

- write words observing the spelling rules of Russian language;
- be able to write down a text containing the learned rules;
- write dictated text with the learned orthograms;
- **write small texts within the topics studied;**
- write a dictated text (25 - 35 words);
- correctly write words containing soft sign
- break words in syllables;
- observing the spelling rules, correctly pronounce and write words with combinations of “жу, уи, ча, уа, чу, уу, чн, чк,” distinguish soft hushing sounds in words and correctly mark in writing the combinations of these sounds with vowels;
- start writing a new sentence with capital letter; also capital letter is used in all proper names, names of animals, and geographical names;
- write separately prepositions with subsequent words;
- correctly write prepositions with nouns;
- rewrite texts (35-40 words) for memorization;
- divide words into syllables for hyphenation;
- be able to answer questions on the text content in written;
- compose written dialogues (5-6 remarks)

4.4.2. Writes his/her opinion on the content of the text in the volume of 4-5 or more simple sentences.

In order for a student to have this competence, he/she shall:

- construct 4-5 sentences based on the content of the text;
- construct phrases and sentences using a picture;

- compile a small text;
- using the pattern, write a letter, a congratulatory card, a small announcement.

2.9. ENGLISH LANGUAGE STANDARDS, GRADES 3-4

2.9.1. GENERAL DESCRIPTION OF TEACHING ENGLISH IN PRIMARY GRADES

English language is taught as a foreign language in general secondary schools of the Republic of Tajikistan. The principles, approaches and methods of teaching a foreign language differs very much from teaching native tongue. Native tongue is taught in conditions while a student talks it at home, at school in the street and other settings; hears it from early childhood and communicates. As for teaching a foreign language, the communication opportunities, in such a case, are limited. Younger students have fewer opportunities to hear others talking or communicating. Given these factors, teaching of English language creates a challenge - limited opportunities of communication in this language. The process of lesson is the main environment where younger students can communicate in that language. Hence, each academic hour should be used effectively and reasonably.

The main objective in teaching English as a foreign language is arming primary grade students with basic linguistic and communication skills.

2.9.2. GOAL AND OBJECTIVES OF TEACHING ENGLISH IN PRIMARY GRADES

Teaching of English in primary stage of education is undertaken based on specific goals and objectives. These goals and objectives regulate the process of teaching the language. Goals and objectives of teaching English may be expressed as follows:

- upbringing of a well-bred, tolerant and educated person;
- development of younger students' communication, social, cultural and educational competences;
- development of a perception on diversity (in terms of language, culture)
- creating access for students to the world literature, modern equipment and technology through teaching English;
- developing linguistics skills of students (reading, writing, listening and speaking);
- developing the world outlook of younger students through reading and discussing different issues.

3.9.3. TABLE OF ENGLISH LANGUAGE COMPETENCES, GRADES 3-4

Grade 3	Grade 4
- Listening	
3.1.1. Follows the simplest listening rules in limited range of situations.	4.1.1. Follows simple listening rules in wider range of situations.
3.1.2. Determines simple content and main purposes of usual forms of verbal speech in accordance with age.	4.1.2. Determines certain compound contents and main purposes of common forms of verbal speech in accordance with age.
Integrated Speaking and Listening Competences	
3.2.1. Equally uses speaking and listening opportunities in very simple forms of verbal speech.	4.2.1. Equally uses speaking and listening opportunities in simple forms of verbal speech.

Speaking	
3.3.1. Observes the simplest speaking rules in certain (limited) situations.	4.3.1. Observes simple speaking rules in relatively wider situations.
3.3.2. Asks simple questions and gives the simplest instructions in limited situations.	4.3.2. Asks simple logical questions and gives easy instructions in various situations.
3.3.3. Conveys simple ideas for certain (limited) purposes in various forms of oral speech.	4.3.3. Conveys the basic ideas for certain (limited) purposes in various forms of oral speech.
Reading	
3.4.1. Knows and applies the simplest elements of text	4.4.1. Knows and applies simple elements of text.
3.4.2. Using few methods, reads familiar smaller texts.	4.4.2. Using few methods, reads smaller texts that have some unfamiliar words.
3.4.3. Comprehends the idea of simple sentences that have familiar words (names, names of objects and actions).	4.4.3. Comprehends the idea of short stories, which are easy to guess and have very few unfamiliar words.
3.4.4. Appreciates reading and writing and reads and writes very small and simple texts.	4.4.4. Appreciates reading and writing and reads and writes small and simple texts.
Writing	
3.5.1. Observes the simplest rules of writing based on the patterns; writes slowly.	4.5.1. Observes the rules of writing based on the patterns; writes faster.
3.5.2. Writes his/her opinions (thoughts, reflections) in shorter sentences.	4.5.2. Writes his/her opinions (thoughts, reflections) in 2 or 3 simple, logically connected sentences.

2.9.4. GRADE 3, ENGLISH LANGUAGE COMPETENCES AND INDICATORS

Grade 3
- Listening
3.1.1. Follows the simplest listening rules in limited range of situations <i>Indicators of Achievement:</i> <ul style="list-style-type: none"> – Knows the names of English letters; – Knows English phonemes and diphthongs.
3.1.2. Determines simple content and main purposes of common forms of verbal speech in accordance with the age <i>Indicators of Achievement:</i> <ul style="list-style-type: none"> – understands and performs shorter instructions and guidance containing 1 or 2 words (such as: Spell words! Read words! etc.); – understands and answers a number of shorter questions asked about him/her (name, age, place of residence); – understands and answers a number of shorter questions on topics provided in Grade 3 curriculum (about the student, his/her family, etc.), personal information (name, age, place of residence); – comprehends the topic and the purpose of short conversations on the basic subjects provided within the curriculum;

- comprehends some specific information and short conversations on general topics provided in the curriculum
- understands very short stories on certain (limited) topics provided within the curriculum.

Integrated Speaking and Listening Competences

3.2.1. Equally uses speaking and listening opportunities in very simple forms of verbal speech

Indicators of Achievement:

- understands simple and general topics provided in the curriculum; participates in questions and answers sessions and very simple dialogues.

Speaking

3.3.1. Observes the simplest speaking rules in certain (limited) situations.

Indicators of Achievement:

- tells appropriate words and phrases when working in pairs, in groups and in general discussions;
- takes turn when discussing general and simple topics.

3.3.2. Asks simple questions and gives the simplest instructions (verbal) in limited situations.

Indicators of Achievement:

- can give short instructions containing of 1 or 2 words (such as: Spell words! Read words! etc.);
- can ask short personal questions (name, age, place of residence);
- can ask questions on the topics provided in the curriculum of Grade 3 (personal data, family, etc.), personal information (name, age, place of residence);
- asks questions on personal information and educational activities;
- answers to key questions on educational activities and daily routine;
- asks special questions using *Which? What? Where? How?*;
- understands and can ask some kinds of special questions: What colour is it? Where is ...?

3.3.3. Conveys simple ideas for certain (limited) purposes in various forms of oral speech.

Indicators of Achievement:

- can provide (tell) detailed personal information;
- uses a few of words, phrases and sentences that state classroom items, educational activities and daily routine;
- uses appropriate words and phrases to describe people and things.

Reading

3.4.1. Knows and applies the simplest elements of text

Indicators of Achievement:

- uses the skills and knowledge on text elements gained in Native and Russian language when learning English (see the corresponding competence in "Native Tongue" and "Russian Language");
- knows the names and sounds of English alphabet;
- knows the phonemes and phonetic structure of English, and reads words connecting phonemes;
- determines the pairs and connectivity of phonemes and frequently used English letters, and memorizes them (eg. *sh, ch, th, ir, er, ar, etc.*, see the curriculum);

<ul style="list-style-type: none"> – uses simple vocabularies and pictures with the help of others
<p>3.4.2. Using very few methods, reads familiar smaller texts.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – knows familiar words and sentences, defines and pronounces them; – reads frequently used words fluently; – knows some phonemes with different writing.
<p>3.4.3. Comprehends the idea of simple sentences that have familiar words (names, names of objects and actions).</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – understands the meaning of very simple phrases and sentences in familiar and general topics.
<p>3.4.4. Appreciates reading and writing, reads and writes very small and simple texts</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – eager and interested to read; – reads small texts containing familiar words observing punctuation signs; – regularly looks for the learned letters in various print media (newspapers, magazines, posters, ads) and reads them; – independently improves his/her writing skills (writing letters, words and short sentences in a small notebook and papers.)
<p>Writing</p>
<p>3.5.1. Observes the simplest rules of writing based on the patterns; writes slowly.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – in studying English, uses the elements of writing skills (clear handwriting, capital and small letters, space between words, etc.) achieved in Native Tongue and Russian Language courses (see the corresponding competences in sections of Native Tongue and Russian Language); – writes familiar words that imply people, locations and things; – writes correctly English letters, common and frequently used words and phrases; – when writing the names and locations, writes capital and small letters correctly; – observes the spelling rules of some common and frequently used words when doing exercises; – when copying simple and common sentences, puts full stop (period) in the end.
<p>3.5.2. Writes his/her opinions (thoughts, reflections) in shorter sentences.</p> <p><u>Indicators of Achievement:</u></p> <ul style="list-style-type: none"> – in writing names of things and people, uses singular and plural as well as proper nouns; – for description of a person, uses adjectives and colors; – for description of things, uses possessive pronouns; – for describing the location of a thing or a person, uses definite and indefinite articles “a and the”, and demonstrative pronouns “this and these”; – to indicate a thing, uses demonstrative pronouns “this and these”; – for instructing or commanding, uses imperative verbs; – uses Present Continuous Tense to describe a continued or an ongoing action (positive,

- negative and interrogative statements);
- to describe possession uses the combination of “have got + noun”
- uses adverbial modifier of place to describe location of things, such as: here, there;
- uses modal verb can/can't;
- uses prepositions to describe the location of a person or a thing, such as: at, in, near, next to, on;
- for the expression of the days of week and time, uses prepositions “on and in”

2.9.4. GRADE 4, ENGLISH LANGUAGE COMPETENCES AND INDICATORS

Grade 4
- Listening
4.1.1. Observes simple rules of listening in wider range of situations. <i>Indicators of Achievement:</i> <ul style="list-style-type: none"> – Knows pronunciation of certain number of words from the curriculum topics; – Determines the first, the middle and the final phonemes of words.
4.1.2. Determines simple content and main purposes of usual forms of verbal speech in accordance with the age. <i>Indicators of Achievement:</i> <ul style="list-style-type: none"> – Understands the brief, main and common instructions/tasks of the course; – Understands more shorter questions on personal information; – Understands more shorter questions on general topics and curriculum topics; – Defines specific information of a number of short conversations on general and curriculum topics; – Understands short textual stories on general and curriculum topics.
Integrated speaking and listening competences
4.2.1. Equally uses speaking and listening opportunities in very simple forms of verbal speech <i>Indicators of Achievement:</i> <ul style="list-style-type: none"> – participates in discussions of topics concerning personal information, general topics and topics of curriculum.
Speaking
4.3.1. Observes simple speaking rules in wider situations. <i>Indicators of Achievement:</i> <ul style="list-style-type: none"> – tells appropriate words, phrases and sentences when working in pairs, in groups and in general discussions; – takes turn when discussing general and simple topics
4.3.2. Asks simple logical questions and gives easy instructions in various situations. <i>Indicators of Achievement:</i> <ul style="list-style-type: none"> – for identification of the place of a thing or a person, uses interrogative pronoun “Where?”; – for identification of color, time uses the interrogative pronoun “What?” (What time ...? What colour ...?); – uses interrogative pronouns “who, what, where, how many” to talk about familiar topics.
4.3.3. Conveys the basic ideas for certain (limited) purposes in various forms of oral speech. <i>Indicators of Achievement:</i> <ul style="list-style-type: none"> – talks about personal information and curriculum topics;

- asks questions to find out more about a person;
- tells/describes main actions in general and curriculum based topics using present simple and past simple tenses;
- uses the minimum active vocabulary from general and curriculum-based topics;
- briefly describes the characteristics of people and things in English;
- tells very short stories and events from the general and curriculum based topics.

Reading

4.4.1. Knows and applies simple elements of text.

Indicators of Achievement:

- Uses the skills of understanding English text elements; these skills are gained in Native Tongue and learning Russian Language (see this competence in Native Tongue and Russian Language);
- Recognizes, defines and pronounces the words of the texts provided in the curriculum;
- With a little support, uses the vocabularies with pictures

4.4.2. Using few methods, reads smaller texts that have some unfamiliar words.

Indicators of Achievement:

- Reads common instructions/assignments in the process of the lesson and fulfill them;
- Reads short story texts and reports with confidence and interest;

4.4.3. Comprehends the idea of short stories, which are easy to guess and have very few unfamiliar words.

Indicators of Achievement:

- comprehends the gist of very short and simple texts in general and curriculum based topics;
- defines some specific information from very short and simple texts of general and curriculum based topics;
- realizes the meaning of simple and short sentences in familiar themes.

4.4.4. Appreciates reading and writing and reads and writes small and simple texts.

Indicators of Achievement:

- eager and interested to read;
- reads small texts containing familiar words observing punctuation marks;
- regularly looks for the learned words and phrases in various print media (newspapers, magazines, posters, ads) and reads them;
- independently improves his/her writing skills (using Spelling Notebook, My First Dictionary Book, etc.)

Writing

4.5.1. Observes the rules of writing; writes faster based on the patterns.

Indicators of Achievement:

- uses skills and competences gained in Native Tongue and Russian Language when connecting letters together and writing solid words;
- writes short familiar tasks with the help of classmates;
- correctly writes capital and small letters when performing writing exercises and writing names of people, locations and simple sentences;
- writes correctly a bigger number of the most familiar and common words;

- correctly puts full stop (period) and question marks when exercising the writing of simple sentences.

4.5.2. Writes his/her opinions (thoughts, reflections) through 2 or 3 simple, logically connected sentences.

Indicators of Achievement:

- writes short and simple sentences on familiar topics and checks them;
- writes short and simple sentences about oneself;
- form singular and plural nouns, knows some exception rules in plural forms);
- to indicate smth. belonging to smb. uses 's / s';
- can count from 1 to 50 in English;
- describing a person or a thing, uses adjectives;
- to describe familiar things, uses articles “a” and “the”, as well as quantitative pronouns “some”, “any”, demonstrative pronouns “this”, “these”, “that”;
- uses demonstrative pronouns “this”, “these”, “that”, “those” in writing shorter texts and answering to questions;
- uses personal pronouns when writing or talking about a person;
- to describe and show the owner of a thing uses possessive pronouns (mine, yours);
- when writing or telling instructions (commands) uses positive and negative forms of imperative mood;
- uses simple present tense when writing or talking about a person
- when writing or telling familiar stories or events, uses past tense of common verbs;
- to describe the events taking place currently, uses verbs in present continuous tense;
- writes short sentences using “there is..” and “there are...” constructions;
- uses adverbial modifiers of time and place “now, today, over, there” to answer “when?” and “where?” questions;
- uses modal verb can to ask permission or make a request;
- correctly uses prepositions of place, condition and direction: at, behind, between, in, in front of, near, next to, on, to;
- to ask for a favor, applies correctly the phrase “would you like to ...”;
- when linking words and phrases, uses conjunctions “and”, “or”, “but”;
- in expressing of events and actions, uses “when” conjunction.

III. Competence-based Education Assessment

3.1. OBJECTIVES, PRINCIPLES AND CHARACTERISTICS OF COMPETENCE-BASED EDUCATION ASSESSMENT

Assessment of competence-based education has specific objectives, principles and features. Compared with knowledge-based approach, the competence-based education focuses on the development of skills. Therefore, in competence-based education the approach, methods and assessment tools are more complicated and require from teacher good planning skills.

Assessment of the learning outcomes in competence-based education shall focus on: (1) identifying the basic knowledge and skills of students; (2) determining the process of learning new skills; (3) determining the final learning outcomes.

3.1.1. ASSESSMENT OBJECTIVES

Assessment which is done to determine the basic knowledge and skills is called the **diagnostic assessment**. The competence-based education methodology focuses on the theory of the **actual student's development area** recommends undertaking the teaching process on the basis of the basic knowledge and experience of a student. Therefore, it is very important to determine what a student knows and can perform. This provides teachers an opportunity to start the education process

purposefully. The teaching goal is identified on the basis of the actual (real) level of knowledge and skills taking into consideration the **nearest needs for the development**, i.e. the further development of a student is identified based on the baseline knowledge and skills.

The assessment which is used to determine the process of learning of new skills and abilities is called **formative assessment**. The objective of this kind of an assessment is to determine the process of gaining of knowledge, skills and abilities which are provided in the lesson teaching aims. Formative assessment allows teachers and students to monitor the learning process, identify challenges and address them timely. By means of the formative assessment tools, teachers and students determine their stands against the learning aims. Therefore, formative assessment is part of teaching process.

The assessment which is done to determine the final learning outcomes results is called summative assessment. This assessment is applied in the end of a certain stage of education (a chapter, series of lessons conducted to teach specific knowledge, skills and abilities.) The main purpose of such an assessment is to verify the learning outcomes, i.e. what can a student perform as a result of learning a particular section.

3.1.2. BASIC ASSESSMENT PRINCIPLES

In competence-based education approach, assessment helps to improve the teaching and learning process. It allows to follow-up students achievements. Assessment of competences differs from the existing evaluation or marking methods. In competence-based teaching, teacher has the opportunity to work with students individually. A teacher, based on such an assessment can diagnose students gained skills, assist in the first period and ensure the proper education process. In this case, a student takes more responsibility for learning.

Diagnosing Assessment Principles

Diagnostic assessment is applied in order to determine the basic knowledge, skills and abilities of students. This helps to determine the further teaching steps. After determining the basic knowledge of students, teacher sets further educational aims and plans the teaching process accordingly

Diagnostic assessment ensures the connectivity of transition from one to another level. Diagnostic assessment tools are developed based on the learning materials and gained skills of students in the previous chapter. This provides ground for learning new skills and materials and ensures consistency of educational stages.

Principles of Formative Assessment

Assessment shall be the main part of the lesson plan. A teacher during lesson planning needs to take into account the activities, which provide both, the teacher and students opportunity to control the education process. According to the given principle, the assessment methods and tools are designed after the learning objectives and activities are determined. The idea behind is that, in the process of planning the assessment methods and tools should be in place and their degree of reliability verified.

Assessment should be focused on the analysis of the education process. In the course of assessment, students shall answer to questions on how they achieved the result, what challenges they faced and why they succeeded. This makes students to review the process of education and gain confidence. After completion of each activity, the teacher through the assessment tools assigns students tasks to analyze the process of the performance, draw up conclusions and identify the follow-up activities.

Assessment shall be recognized as the axis of a lesson. Most of the educational activities that are performed in the classroom should carry about assessment (analytical) features. Sums and problems, questions and other educational issues should be designed a way that provide students an opportunity to analyze the learning process.

Assessment shall be recognized as a core pillar in professional preparedness of teachers. Teachers should have the skills and ability to use assessment tools. These skills and abilities are formed in pre-service universities, colleges and in-service training courses or through self-education. Teacher should correctly undertake the planning, organizing, analyzing and assessment tools, and provide proper recommendations, questions and problems.

An assessment must be reasonable and acceptable. When presenting recommendations and assessment results, teacher should take into account their effects, i.e. to what extent the recommendations may cause negative or positive impact on students. Recommendations, notes and comments should be focused on student's learning activities, not on his/her personality. Recommendations and feedbacks should be rationale facilitating a student to achieve further levels of development.

Assessment shall take into account students' motivation. Assessment plays a significant role in motivating of students. In doing so, attention should first be paid to the positive achievements of a student, then review other activities, including the correction of mistakes, spelling of words, etc. It is recommended that a teacher when talking to a student has to mention at least three good things about the student's achievements and then suggest the improvement ways. In this case, the student will not lose learning motivation.

Assessment and understanding the learning aims shall support the assessment criteria. A student needs to know the lesson objectives and understand its significance. Moreover, he/she should review the objectives and feel responsible for learning. A teacher shall introduce the lesson aim and objectives to students and discuss the final results. Students have to know why this issue is being reviewed and how it is related with his/her previous knowledge and skills. Knowing the assessment criteria enables a student to bring in an order all her/his educational activities and be determined in achieving certain objectives and outcomes. Participation of students in reviewing of the assessment criteria is compulsory.

Specific recommendations should be provided for the further development of students through the assessment tools and these recommendations have to cover further development areas of students. Recommendations should be specific, achievable, appropriate and timely. Recommendations are presented as a guide so that the student fully understands areas for improvement.

Assessment shall improve self-assessment skills of students. Teacher fosters skills of students to control their educational activities. Students are the core of the learning process; therefore, teacher guides them in this direction. Becoming educated, knowledgeable and competent principally depends on students themselves.

This can be proved again through involving students in the process of reviewing learning issues. How? What tools had been used for solving the problems? What were the challenges? How did they overcome the problems? These questions force students to analyze the process of education.

Assessment shall take into account all students' academic achievement. Teacher should take into account all academic achievements of a student and appreciate them. Each student should have the opportunity to get recommendations, feedbacks and reviews of his/her learning activities.

Ignoring student's academic achievements will have an adverse effect on the student's learning. Hence, it is recommended to esteem each academic achievement of a student whenever possible.

Principles of Summative Assessment

An assessment shall be rationale. Rationale assessment implies the development of items and tasks as well as assessment criteria for the effective evaluation of students' competences in compliance with the standards.

An assessment must be credible. Credibility of the assessment process involves clear and decent (logical) development, evaluation and ranking of test items and assignments.

Information about the assessment shall be accurate, accessible and transparent. Specific, correct and timely information on assessment items and the assignment procedure shall be made available to students, teachers and other external assessors.

An assessment shall be inclusive and fair. To the possible extent and based on the standards, assessment should be inclusive and fair; tests and the assessment procedures should not put a group or a person in an awkward situation.

Assessment shall be an integral part of the curriculum development and directly linked with the educational goal and outcomes. The questions and assignments of assessment should primarily reflect the substance of the subject. In addition, the assessment should help to develop basic skills and abilities

The total number of assessment items and assignments shall be relevant. Assessment procedures and the set of testing tasks shall produce correct and reliable results. The process of assessment shall not overload teachers and students.

Formative and summative assessments shall be part of any curriculum. Formative and Summative Assessments shall be incorporated into curricula in order to fully reflect the assessment aims. It should be noted that the majority of curricula also include diagnostic assessment.

Ensuring timely feedback improves the education process. Students, after fulfilling the learning activities need to get feedbacks (recommendations, advice). The need and timeframe for providing feedbacks shall be discussed with students in advance.

The teachers' in-service training programs shall cover the issues of assessment. All experts and teachers who are engaged in the assessment of students' knowledge, skills and abilities shall be reliable and competent.

3.2. BASIC CHARACTERISTICS FEATURES IN COMPETENCE-BASED EDUCATION

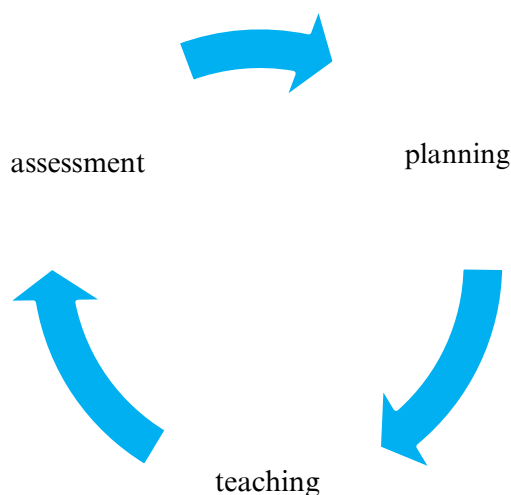
The following characteristics make the assessment and reporting effective:

- shall be applied for the improvement and development purposes;
- shall be permanent (we shouldn't wait till the end of the subject or till the end of academic year. In that case we won't have time to change and improve the education process);
- shall be specifically related to the learning aims of a lesson and developed based on the results of educational standards and curriculum;
- shall be relevant (i.e. test items must assess specific skills and knowledge. For example, in order to test reading skills of a student, we usually ask the student to read louder. This is not an appropriate test, as it doesn't provide sufficient information about the reading skills and comprehension of the gist. This point is very important, because the purpose of reading is about comprehending the main idea of the text.);
- shall be realistic (this means that if we test several students with similar competences we obtain same results);

- shall be double checked (i.e. the results should also be checked by a different person. For example, if an oral testing is administered and a mark is given to a student. If the same student is tested by a different teacher, the student may get a different mark);
- assessment shall be arranged on the basis of the criteria, which then will ensure its accuracy (for example, if a teacher gives 20 scores for writing of essay, then she/he has to explain what these 20 scores are: 8 scores for grammar and spelling rules; 6 scores for the logical structure of the text; 3 scores for appropriate application of words, and 3 more scores for providing unique and interesting opinions);
- various assessment methods shall be applied (we should not be satisfied only with oral tests);
- shall take into account the abilities of the majority of students (tests should be developed in a way that provide sufficient information for both, weaker and good students);
- observe principles of equality (the assessment tools shouldn't reflect the interests of a specific group.)

3.3. ROLE OF ASSESSMENT IN THE PROCESS OF EDUCATION

Assessment is an integral part of the learning process. The assessment methods shall be determined in the stage of planning. The assessment methods are selected after determining the results or learning aims of a lesson. Assessment is done after accomplishment of learning activities aimed at achieving the learning aims. In this stage, the assessment allows to check the level of achievements of students. If the assessment outcomes don't meet the set objectives, the teacher needs to choose and ensure other ways to achieve those set objectives. On the basis of the assessment outcomes, further education planning process will be undertaken. Teacher, finding out the achievements or failure of students (this would be possible only based on the results of assessment) can plan the teaching/learning process accordingly.



The first step: Determining the subject-based competences.

The second step: Selecting the teaching materials.

The third step: Selecting the teaching methods.

The fourth step: Selecting and adapting assessment tools

For easy work of teachers, the examples of indicators for each expected achievement are provided in the subject standards. This allows teachers to assess the level of achievements and skills learned.

Primary Education Subject Standards

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