



Curriculum Principles

*For Polish Students
Learning Abroad*

The document entitled ***Curriculum principles for Polish Students learning abroad*** constitutes the basis for developing local curricula for teaching Polish language, Poland's history, culture, and geography, as well as studies on contemporary Poland. It shall also be helpful in developing didactic materials for teaching the aforementioned subjects.

Editors: Jadwiga Turlej, Joanna Woźnicka

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Linguistic competencies (4-9 years of age)

Competences	Basic level	B – medium level (intermediate)	C – Advanced level
Listening	<p>Student:</p> <ul style="list-style-type: none"> • Identifies majority of sounds crucial for Polish language, • Understands simple commands, • Understands simple statements in monologue and dialogue form if provided with additional explanations, • Understands simple literary texts illustrated with pictures, gestures, props, and other culture texts if provided with additional explanations; 	<p>Student:</p> <ul style="list-style-type: none"> • Identifies sounds of contemporary Polish language except for the most difficult ones; • Understands complex commands; • Understands simple statements in monologue and dialogue form without additional explanations; • Understands simple literary texts (particularly those written in contemporary Polish) illustrated with pictures, gestures, props, and other culture texts; 	<p>Student:</p> <ul style="list-style-type: none"> • Identifies sounds of contemporary Polish language; • Understands extensive and complex commands; • Understands complex statements in monologue and dialogue form; • Understands literary texts (particularly those written in contemporary Polish) and other culture texts;
Speaking	<ul style="list-style-type: none"> • Utters learnt words in generally understandable way; • With teacher’s support, creates a short statement built up with simple sentences; • Communicate in simple communication situations; • Uses basic honorifics; • Reconstructs from memory ditties and other short, simple texts 	<ul style="list-style-type: none"> • Utters learnt words in understandable way; • Effectively communicates in everyday life situations, using appropriate forms of communication; • Participates in conversation, expresses in simple words his/her opinion; • Formulates a statement built up with few sentences, shares his/her own experiences, describes people, objects, places and situations; • Formulates wishes and invitation; • Using simple vocabulary, tells the plot of a literary work and describes the characters and their mutual relations, as well as the world presented in the culture texts; • Uses honorifics; • Recite poems; 	<ul style="list-style-type: none"> • Utters words and expressions correctly; • Speaks fluently; • Describes, relates, give description of a book character; • Participates in conversation and easy discussion; • Uses honorifics • Recites poems, using pause and intonation;

Linguistic competencies (4-9 years of age)

<p>Reading</p>	<p>Student:</p> <ul style="list-style-type: none"> • Knows all letters and corresponding sounds; • Divides words into syllables; • Reads aloud and quietly simple, short texts; • Understands simple, short application texts; • Understands simple and short literary works, supported with illustrative material, and other culture texts; • Uses pictorial dictionaries and encyclopedias; 	<p>Student:</p> <ul style="list-style-type: none"> • Reading aloud, correctly accentuates the words; • Understands short application texts; • Identifies the applied forms, such as invitations, wishes, announcements, letter, simple instructions; • Understands short literary works and other culture texts; • In a literary text, marks selected excerpts, defines time and place of action, identifies main characters; • Looks for needed information in the text; • Uses pictorial dictionaries and encyclopedias; 	<p>Student:</p> <ul style="list-style-type: none"> • Reads aloud, correctly and expressively, short and simple texts (also the ones read for the first time) • Understands literary works and other culture texts; • Defines basic elements of the world presented in a literary work or other culture text; • Understands both literal and figurative meaning of words used in a text; • Uses and looks up to dictionaries and encyclopedias;
<p>Writing</p>	<ul style="list-style-type: none"> • Writes small and capital letters, spots the difference between a letter and sound; • Writes down words and simple sentences; • After having discussed the correct spelling with a teacher, writes from memory (single words) and by ear (simple sentences), • With teacher's support, creates a short statement built up with simple sentences (description, greetings, wishes); • Using a model, writes a short text about himself/herself; • Uses basic honorifics; • Takes care for correct graphics of Polish letters. 	<ul style="list-style-type: none"> • Writes down short texts, • Writes from memory (few words) and by ear (simple, short texts); • With teacher's support, creates a short statement built up with simple sentences (description, personal letter, greetings, wishes); • Using a model, writes short texts on familiar subjects (for example related to his/her interests or hobbies); • Writes simple texts concerning the internalized literary works and other culture texts; • Uses basic honorifics; • In general, uses correct orthography and keeps to basics of punctuation. 	<ul style="list-style-type: none"> • Writes from memory (single sentences) and by ear (short texts) • Builds up a short statement (dialogue, story, recipe); • writes short texts on familiar subjects (for example related to his/her interests or hobbies), • Builds up a statement concerning the internalized literary works and other culture texts; • Uses basic honorifics; • Knows and generally follows the orthography and punctuation rules;

Linguistic competencies (10-13 years of age)

Competences	A – Basic Level	B – Medium Level (Intermediate)	C – Advanced Level
Listening	<p>Student:</p> <ul style="list-style-type: none"> • Identifies majority of Polish sounds (except of the most difficult ones); • Understands commands, and simple monologue and dialogue statements, • Understands short, contemporary literary works supported with illustrations, gestures, objects and other culture texts ; • Understands short statements of informative and applied character; 	<p>Student:</p> <ul style="list-style-type: none"> • Identifies majority of Polish sounds • Understands complex commands, simple instructions and monologue and dialogue statements – including those transmitted via • audiovisuals; • Understands literary texts (particularly those written in contemporary Polish) and other culture texts; • Understands statements of informative and applied character; 	<p>Student:</p> <ul style="list-style-type: none"> • Identifies all Polish sounds; • Understands complex commands, simple instructions and monologue and dialogue statements, including statements expressed in • discussions; • Understands literary works (coming from different époques) and other culture texts; • Understands complex statements of informative and applied character;
Speaking	<ul style="list-style-type: none"> • Utters learnt words in generally understandable way; • Builds up generally correct, few sentence-long statements, without assistance; • Communicate in characteristic, typical communication situations; • Uses basic honorifics; • Reconstructs short texts from memory; 	<ul style="list-style-type: none"> • Speaks in generally understandable way, using sentence stress; • Spontaneously and relatively fluently communicates in everyday situations, using correct forms of communication; • Shares his/her own experiences, describes people, objects, places and situations; • Formulates wishes, congratulations, invitations, • Formulates a relatively coherent utterance on familiar subjects (for example related to his/her interests or hobbies), as well as on internalized literary works and other culture texts; • Relates the plot of a given piece, characterizes its protagonists and their mutual relationships, as well as the world presented in the culture texts, including naming his/her reader's reactions and expresses his/her attitude towards protagonists; • Participates in conversation, expresses and supports his/her own opinions; • Uses diverse forms of honorifics; • Recite literary pieces, taking care of correct accentuation and intonation; 	<ul style="list-style-type: none"> • Pronounces words and sentences correctly; • Expresses in concise, fluent, and logical way; • Profiles, defines, and provides an accurate description of a literary character, gives the gist of events and comment on them, • Initiates discussion and participate in the discussion concerning the read culture texts; • Uses diverse forms of honorifics; • Recite literary works, using correct intonation and voice inflection;

Linguistic competencies (10-13 years of age)

<p>Reading</p>	<ul style="list-style-type: none"> • Knows all letters and corresponding sounds in Polish language; • Reads aloud and quietly simple literary and non-literary texts; • Understands simple informative and application texts; • Understands simple literary works and other culture texts; • Indicates the key information in the text; • Uses bilingual dictionaries and encyclopedias. 	<ul style="list-style-type: none"> • Reads aloud, stressing the words properly and using the sentence stress; • Understands longer, more complex informative and/or application texts; • Differentiates between the informative and argumentative texts • Differentiates sentences informing about facts from opinion expressing sentences; • Understands more complex literary works and other culture texts; • Identifies the sender and audience (receiver) within the literary text; • Recognizes selected elements of the world presented in the literary text; • Uses the students' dictionaries and other sources of information; • Distinguish between official and unofficial language; 	<ul style="list-style-type: none"> • Reads aloud, stressing the words properly and keeping sentence intonation; • With teacher's help, reads selected literary pieces (from different époques); • Understands literary pieces, informative and application texts, and other culture texts; • Differentiates between literary and non-literary language; • Finds and isolates all elements of the world presented in a literary text; • Uses information contained in encyclopedias, monolingual and bilingual dictionaries;
<p>Writing</p>	<ul style="list-style-type: none"> • Writes down correctly all letters of the Polish alphabet; • Writes down words and simple sentences; • Writes from memory and by ear single words and simple sentences; • Writes down some basic, personal information; • Using a model, writes short texts on familiar subjects (for example related to his/her interests or hobbies); • Builds up a short, generally correct, few-sentences long statement, consisting of simple sentences (description, dialogue, greetings, wishes); • Uses basic honorific forms, • In general, uses correct spelling and keeps to basics of punctuation 	<ul style="list-style-type: none"> • Writes down dictated texts, • describes events, own stories and personal experiences, • Builds up a statement concerning the internalized literary works and other culture texts and related to the issues known for him/her (such as for example his/her hobbies), • builds up simple written statements in selected genre forms (description, characteristics, narrative, dialogue, personal letter, page in a diary, announcement, invitation, wishes, notes) • develops the utterance outline, • Uses honorifics; • Writes correctly, taking into account existing spelling and punctuation rules. 	<ul style="list-style-type: none"> • Prepares a note on the read text; • Easily builds up written statements in learnt genre forms, implementing diversified vocabulary; • Uses in a written statement appropriate composition and graphic layout; • Uses both the official - formal, and unofficial - informal language; • Writes correctly, taking into account existing spelling and punctuation rules.

Subject matter areas of interest

4 – 9 years of age	10 – 13 years of age
<p>Me and my close family:</p> <ul style="list-style-type: none"> ■ basic information on himself/herself (name, last name, address, age); ■ external appearance; ■ skills and hobbies; ■ emotions, dreams, imaginary world; ■ closest family; ■ friends, mates. 	<p>Me and my close family:</p> <ul style="list-style-type: none"> ■ personal data (name, last name, age, address, date and place of birth); ■ external appearance and character; ■ interests, hobbies; ■ feelings, emotions, dreams, imaginary world; ■ professions and skills; ■ family and family relations; ■ friends, mates, people we know.
<p>Home and immediate surroundings:</p> <ul style="list-style-type: none"> ■ home (rooms, furniture); ■ toys; ■ courtyard, playground; ■ interesting places. 	<p>Home and immediate surroundings:</p> <ul style="list-style-type: none"> ■ home (rooms, equipments); ■ house surroundings (garden, street); ■ closest vicinity; ■ attractions in the place of residence.
<p>Everyday life:</p> <ul style="list-style-type: none"> ■ calendar (months, week days, hours, times of day); ■ basic activities performed everyday; ■ my class and school duties; ■ games, plays, interest groups; ■ nutrition (foodstuffs, meals and dishes); ■ shopping (buying, selling, figures and numbers); ■ services (for example a library); ■ clothing (elements of wardrobe). 	<p>Everyday life:</p> <ul style="list-style-type: none"> ■ calendar (months, week days, hours, times of day, plan of a day/week/month); ■ everyday activities and duties; ■ my class and school; ■ entertainment (i.e. cinema, amusement parks, etc.); ■ nutrition (foodstuffs, meals and dishes, preparation of meals, diets and nutrition - methods); ■ shopping (shops, goods, measures and weights, money); ■ services (for example post office, barber shop); ■ clothing and fashion.
<p>Health & sport:</p> <ul style="list-style-type: none"> ■ most important parts of the body; ■ cleanliness and tidiness; ■ well being/mood; ■ sport skills. 	<p>Health & sport:</p> <ul style="list-style-type: none"> ■ parts of the body; ■ personal hygiene; ■ diseases and treatment; ■ healthy food; ■ sport disciplines and events; ■ sport equipment and facilities;
<p>Travelling & tourism:</p> <ul style="list-style-type: none"> ■ holidays; ■ tourist attractions and highlights; ■ local means of transport. 	<p>Travelling & tourism:</p> <ul style="list-style-type: none"> ■ holidays, recreation; ■ familiar places and buildings; ■ tourist information services; ■ means of transport.

Natural environment: <ul style="list-style-type: none">■ weather, seasons;■ plants and animals.	Natural environment: <ul style="list-style-type: none">■ climate, weather, seasons;■ plants and animals;■ environmental protection.
Technology, media: <ul style="list-style-type: none">■ home appliances;■ TV, radio, Internet.	Technology, media: <ul style="list-style-type: none">■ discoveries and inventions;■ mechanical appliances;■ TV, radio, newspapers, Internet.
Polish social studies: <ul style="list-style-type: none">■ national symbols;■ famous Poles;■ celebrations and customs;■ Polonica in the place of residence.	Polish social studies: <ul style="list-style-type: none">■ prominent artists and their works;■ celebrations, traditions, and customs;■ Polonica in the place of residence.
Laanguage of learning / teaching: <ul style="list-style-type: none">■ basic terms concerning the linguistic knowledge;■ basic terms concerning the knowledge of literature;■ basic terms concerning history and geography.	Laanguage of learning / teaching: <ul style="list-style-type: none">■ basic terms concerning the linguistic knowledge;■ basic terms concerning the knowledge of literature;■ basic terms concerning history and geography

History, geography, natural science (4-9 years of age)

Objectives of education

Student:

- acquires basic knowledge concerning Poland's history, geography, and natural environment;
- acquires basic knowledge concerning culture and society of his/her ancestors' country of origin, identifies himself/herself with Polish culture and traditions, while keeping up respect for cultural diversity and traditions of the country of residence;
- learns classical texts of Polish children's literature;
- stimulates personal interest in Poland.

Skills

Student:

- locates Poland in Europe;
- knows and tells selected legends and traditions that illustrate the birth of Polish nation and state;
- names and lists national symbols, explains the significance thereof, recognizes national anthem;
- enumerates selected prominent personalities from Poland's history (Mikołaj Kopernik, Tadeusz Kościuszko, Adam Mickiewicz, Frederic Chopin, Jan Matejko, Maria Skłodowska-Curie, John Paul II, Lech Wałęsa);
- is able to tell the traditions of his/her own family, builds up own family tree, uses the terms that define the ties of kinship;
- tells the professions of his/her ancestors or known families in Poland;
- names the region his/her family comes from or known Polish families, describes the landscape of that region and enumerates the most important buildings/monuments thereof;
- describes different causes that can result in immigration;
- identifies the diversity of cultural tradition and respects the cultural differences amongst other nations;
- defines Poland's geographical position, lists present and past Poland's capital cities, enumerates the most important cities, mountains and rivers;
- is able to describe the most important Polish festivities and holidays and traditions related thereto, compares Polish traditions to the ones prevailing in the country of residence; knows by heart selected Polish poems, songs, proverbs, and sayings.
- describes Polish landscape with regard to particular seasons and corresponding traditions;
- describes Polish landscapes: regions located on the Baltic coast, lowland, upland, mountain.

History (10-13 years of age)

Objectives of education

Student:

- acquires basic knowledge concerning the history of Poland from the times of Poland's baptism to Solidarity times and regaining independence in 1989. this knowledge makes him/her able to learn better the country of his/her origin or ancestors, and to spot the links between the present and past;
- acquires basic knowledge concerning the culture and society of their ancestors' country of origin; gained knowledge will let them more fully identify with Polish culture and tradition, enabling to confront gathered information on Polish culture with the cultural realities and traditions of the country of residence;
- stimulates his/her interest in the history of Poland, ask questions concerning the causes and consequences of analyzed historic and contemporary events;
- uses the internalized terms, presenting own standpoint and trying to justify it.

Topic

Skills

1. Poland- my Homeland/ Homeland of my ancestors

Student:

- lists Polish national and state holidays and explains the significance thereof, describes the places bearing special significance for Polish national remembrance;
- enumerates and locates on the map the biggest diasporas of Poles worldwide, based on selected examples describes the life of Polish immigrants;
- identifies the institutions forming the political system of contemporary Poland: Two-chamber Parliament, the President and government.

2. In Poland of the Piasts

Student:

- tells the legends about Piast Kołodziej (Piast the Wheelwright), Prince Popiel, and Lech, Czech and Rus;
- is able to locate on the map Gniezno and the state of Mieszko I;
- describes the rule of Mieszko I, locating it in time and space;
- identifies the causes and enumerates consequences of Poland's adoption of Christianity;
- knows and tells the story of the Gniezno Convention, taking into account the personalities of St. Wojciech, Bolesław Chrobry (Bolesław I the Brave) and Otton III;
- is able to draw on the significance of Bolesław Chrobry's coronation;

<p>3. Jadwiga and Jagiełło (Jogaila)</p>	<p>Student:</p> <ul style="list-style-type: none"> ■ locates and points on the map Vilnius and the Grand Duchy of Lithuania; ■ explains the causes and enumerates the consequences of the Polish- Lithuanian Union; ■ provides an accurate description of Jadwiga and lists her merits for Polish culture; ■ describes the causes and draws on the aftermath of the Battle of Grunwald.
<p>4. Poland under Jagiellonian rules</p>	<p>Student:</p> <ul style="list-style-type: none"> ■ recognizes the monuments of Gothic style architecture in Poland, including Mariacki Church and Wit Stwosz's high altar; ■ knows and comments on Nikolas Copernicus' life, studies and his revolutionary ideas; ■ describes court life under the rule of last Jagiellonians; recognizes the masterpieces of Polish literature and art dating back to Jagiellonian times: the Wawel Cathedral and Sigimunt's Chapel, and selected poems by Jan Kochanowski.
<p>5. Scenes from the life of Polish noblemen</p>	<p>Student:</p> <ul style="list-style-type: none"> ■ describes the Polish nobleman's court and grange of corvee; ■ defines the nobleman's rights and duties towards the state, while drawing on the fundamentals of the democracy of nobles.
<p>6. In the Polish- Lithuanian Commonwealths</p>	<p>Student:</p> <ul style="list-style-type: none"> ■ explains the key principles and provisions of the Union of Lublin and locates on the map the territory of the Polish–Lithuanian Commonwealth; ■ explains the principles and character of the Free Election.
<p>7. History of Polish Army in the 17th century.</p>	<p>Student:</p> <ul style="list-style-type: none"> ■ locates in time and describes the events related to the Swedish Deluge, with special attention drawn to the defence of Częstochowa and the personality of Stefan Czarniecki; ■ locates in time and describes the Battle of Vienna and Jan III Sobieski; tells about Marysieńka and Jan III Sobieski in the context of the Succour of Vienna and everyday life in Wilanów Residence.
<p>8. Attempts to reform the Polish state and its final collapse</p>	<p>Student:</p> <ul style="list-style-type: none"> ■ explains the reasons behind weakening the Polish state in the 18th century; ■ provides some examples of reforming the Polish state, undertaken during the reign of Stanislaw August Poniatowski with special attention drawn to the role of the Commission of the National Education, and the Great Sejm, also known as the Four-Year Sejm, and the Constitution of May 3, 1791;
<p>9. By Napoleon's side</p>	<p>Student:</p> <ul style="list-style-type: none"> ■ identifies in the Polish national anthem some historic contexts related to Napoleon I of France; refers to the prominent personalities of that time: Jan Henryk Dąbrowski, Józef Wybicki and Prince Józef Poniatowski; ■ identifies correctly some selected historical contexts contained in Pan Tadeusz by Adam Mickiewicz

10. Times of national captivity

Student:

- set time frame for the November Uprising and January Uprising;
- points out main goals for the insurgents and examples of repressions suffered by Poles after the collapse of the two uprisings;
- tells about other forms of nationality-based persecutions.

11. In revived Poland

Student:

- indicates and describes the circumstances that were conducive to Poland's regaining independence;
- on the map, indicates the borders of the 2nd Republic of Poland and lists its directly neighbouring states;

12. Poland & Poles in II World War

Student:

- presents the key factors that determined the Nazis armed aggression against Poland;
- presents Stalin and Hitler's policy towards Poland;
- describes the fate of people living under occupied Poland's territory, with special focus on the tragic fate of Jewish citizens;
- Draws on the citizens' resistance towards the Occupiers, while taking into special consideration the role of the Home Army and the Warsaw Uprising;
- Presents the battles the Poles fought at the frontlines of the WW II, as well as their post-war ups and downs;

13. Living in Poland dependent on the Soviet Union

Student:

- indicates the post-war Poland's borders and its direct neighbours;
- refers to the great national effort of raising the country from decay and atrocities of the WW II;
- Comments on the epoch of the People's Republic of Poland, taking into account the process of reconstructing ruined Poland after the country had suffered from warfare damages, alphabetization, planned economy, dependence on the Soviet Union, the ultimate dictatorship of the communist wing, censorship, and democratic opposition.
- He/she draw on the social resistance towards the communist regime and authorities;
- Characterises the role and significance of the Catholic Church in the communist period, taking into account the following persons, Stefan Wyszyński, Karol Wojtyła and Jerzy Popiełuszko.

14. Times of the Solidarity in the reborn Republic of Poland

Student:

- Describes the activities and emergence of the Solidarity movement and its pivotal role in abolishing communist regime (using the terms: strikes, martial law, round table).
- Refers to the most significant social and political changes that took place in Poland after 1989, including Poland's accession to NATO and EU.
- Point out new Poland's neighbours after 1991

4. Man and his economic activity

Student:

- Characterises the population settlement patterns based on the map of Poland
- Enumerates the biggest Poland's agglomerations and locates them on the map; correctly pronounces their names;
- Enumerates the biggest tourist assets and advantages of the biggest Poland's agglomerations;
- Characterises the rural and agricultural landscape in Poland; enumerates the most important plants, crops, and farm animals; enumerates the traditional Polish meals and regional specialties;
- Identifies the strategic mineral and natural resources exploited in Poland;
- Characterizes the forms of environmental protection used in Poland, lists and locates national parks on the map, provides brief characteristics of a selected national park;
- Provides examples of up-to-date problems in social and economic areas of life in contemporary Poland, using different sources of information (adults, press, radio, TV, Internet);

5. Poland in contemporary world

Student:

- Characterizes the Poland's place within the European Union; identifies the Eastern borderline of the EU;
- Recognizes on the map of Europe the most important railway hubs, roads, airports and routes linking Poland with other countries, including the pupil's country of residence;
- Localizes on the map the biggest clusters of Polish Diasporas; explains the reasons underlying the emergence thereof.

Index of suggested readings and culture texts

For students aged 4 - 9

Primary readings

- Władysław Bełza, Katechizm polskiego dziecka
- Jan Brzechwa, wiersze dla dzieci (wybór)
- Kornel Makuszyński, Marian Walentynowicz, Przygody Koziołka Matołka
- Julian Tuwim, wiersze dla dzieci (wybór)
- Józef Wybicki, Mazurek Dąbrowskiego (2 pierwsze zwrotki)

Legends:

- smoku wawelskim
- Artur Oppman, O Warsie i Sawie
- śpiących rycerzach
- Piaście Kołodzieju
- Lechu, Czechu i Rusie

Songs:

- Zygmunt Gloger, Krakowiaczek jeden
- Mam chusteczkę haftowaną
- Edmund Wasilewski, Płynie Wisła, płynie
- Stary niedźwiedź, Wlazł kotek na płotek (za: Oskar Kolberg)
- Zasiłali górale...
- Kolędy polskie

Culture texts at choice

- Liliana Bardijewska, Zielony wędrowiec
- Wanda Chotomska, Dla najmłodszych
- Jan Grabowski, Puc, Bursztyn i goście
- Joanna Kulmowa, Zasypianki
- Mira Jaworzczakowa, Jacek, Wacek i Pankracek, Oto jest Kasia
- Grzegorz Kasdepke, Kacperiada

- Katarzyna Kotowska, Jeż
- Maria Kownacka, Plastusiowy pamiętnik
- Maria Kruger, Karolcia
- Anna Onichimowska, Najwyższa góra świata, Sen, który odszedł
- Marian Orłóń, Florentynka
- Joanna Papuzińska, Nasza mama czarodziejka
- Janina Porazińska, Szewczyk Dratewka
- Ewa Szelburg-Zarembina, Idzie niebo ciemną nocą, Królestwo bajki
- Barbara Tylicka, O krakowskich psach i kleparskich kotach,

Films:

- Akademia Pana Kleksa
- Bolek i Lolek
- Koziołek Matołek
- Miś Uszatek
- Reksio

MAGAZINES, WEBSITES, TVSERIES, CONTEMPORARY POPULAR SONGS FOR CHILDREN:

- Choice according to individual preference

Comics:

- Papcio Chmiel, Tytus, Romek i A'tomek
- Janusz Christa, Kajko i Kokosz
- I inne pozycje

For students aged 10 - 13

Primary readings

- Jan Kochanowski, Na dom w Czarnolesie, Na lipę, Na zdrowie
- Ignacy Krasicki, Lew i zwierzęta, Malarze, Ptaszki w klatce, Przyjaciele
- Adam Mickiewicz, Ballady (np. Pani Twardowska, Świtezianka, Powrót taty), Pan Tadeusz (Inwokacja, Koncert Jankiela, Polowanie)
- Juliusz Słowacki, W pamiętniku Zofii Bobrówny, List do matki
- Henryk Sienkiewicz, W pustyni i w puszczy (fragmenty)

Culture texts at choice

- Bolesław Prus, wybrana nowela (Katarzynka, Kamizelka, Z legend dawnego Egiptu)
- Czesław Miłosz (utwory wybrane, np. Świat. Poema naiwne,
- Piosenka o końcu świata, Który skrzywdziłeś, W mojej ojczyźnie)
- Zbigniew Herbert (wiersze wybrane, np. Pan od przyrody, Kamyk, O dwu nogach pana Cogito, Pudełko zwane wyobraźnią)
- Wisława Szymborska (wiersze wybrane, np. Kot w pustym mieszkaniu, Nic dwa razy, Radość pisania, Jarmark cudów)

- Adam Bahdaj, Wakacje z duchami
- Lilianna Bardijewska, Dom ośmiu tajemnic
- Paweł Beręsewicz, Co tam u Ciumków?
- Marta Fox, Niebo z widokiem na niebo
- Grzegorz Gortat, Do pierwszej krwi
- Irena Jurgielewiczowa, Ten obcy
- Aleksander Kamiński, Kamienie na szaniecTadeusz Konwicki, Zwierzoczekoupiór
- Janusz Korczak, Król Maciuś I
- Barbara Kosmowska, Buba
- Maria Kruger, Godzina pąsowej róży

- Stanisław Lem, Dzienniki gwiazdowe, Cyberiada
- Bolesław Leśmian, Przygody Sindbada Żeglarza
- Kornel Makuszyński, Szatan z siódmej klasy
- Małgorzata Musierowicz, Jeźycjada (od tomu Noelka)
- Zbigniew Nienacki, Pan Samochodzik i templariusze
- Ewa Nowacka, Małgosia contra Małgosia, Legendy rycerskie
- Joanna Olech, Dynastia Miziołków
- Anna Onichimowska, Duch starej kamienicy, Dziesięć stron świata, Lot komety
- Andrzej Sapkowski, Wiedźmin
- Alfred Szklarski, Tomek w krainie kangurów
- Dorota Terakowska, Władca Lewawu, Córka czarownicy, Dzień i noc czarownicy
- Maciej Wojtyszko, Bromba i inni

Comics:

- Grzegorz Rosiński, Legendarna historia Polski
- Dennis Wojda i Krzysztof Gawronkiewicz, Mikropolis

Films:

- Antonina Domańska, Historia żółtej cizemki
- Aleksander Ford, Krzyżacy
- Leonard Buczkowski, Skarb
- Andrzej Wajda, Panna Nikt
- Andrzej Maleszka, Magiczne drzewo
- Kazimierz Tarnas, Panna z mokrą głową
- Hubert Drapella, Pan Samochodzik i templariusze
- Jan Łomnicki, Akcja pod Arsenalem
- Elżbieta Jeżewska, W pustyni i w puszczy
- Stanisław Jędryka, Wakacje z duchami, Podróż za jeden uśmiech