

Introduction

Elements of civics are present in school subjects other than the Social Science taught in grades 7-12. For example, “The surrounding world and I” is a subject taught in 2-4 grades at schools. The main objective of the subject is the socialization of the child, the development of one's cognition, and the independence of acquiring knowledge about the surrounding world. The subject aims to help students to explore things and draw conclusions, contributes to the formation of media literacy, upbringing of love, respect and attitude towards saving and preserving the nature, people, Armenian language, to instill conscious and responsible attitude towards one's own and others' health, the desire to preserve historical and cultural heritage.

Elements of civics are also integrated into classes in grades 5 and 6. School subjects “Homeland Studies” (hayrenagitutyun) and “Natural Sciences” (bnagitutyun) are taught based on the knowledge and as a continuation of the “Surrounding World and I”. These subjects cover topics such as Armenian language, faith, myths, culture, health, rules of a healthy lifestyle, bad habits and their consequences. A few elements of civics are also included in Geography and Armenian History classes. However, the topics covered in Social Science (human rights, civil society etc.) are not taught in grades 5 and 6 in detail and separately. From 6th grade, students are also taught “Informatics”, which includes classes on media literacy.

Relevant to a 10-year old, the courses and topics taught in the 4th grade in frames of “The Surrounding World and I” are presented below:

grade	topic	# hours	Brief description
4	I am safe	8	Through group work, assignments, role and simulation games, discussions and other interactive means the course aims to help students understand the importance of healthy food for physical and mental health, to highlight the importance of water for the metabolism of the human body, to explain that some infectious diseases can be spread through water, explain the importance of first aid knowledge, help to realize that a person's health largely depends on his behaviour and decisions.
4	People and I: My homeland (10), The World Changes (9)	19	Through group work, creating drawings, charts and diagrams, fieldwork and assignments, excursions, creating small video products, the course aims to help expand students’ knowledge about the symbols of Armenia, nature, cities, villages, inhabitants, history, famous people, heroes, to develop love, responsibility for one's homeland, to promote the formation of the Armenian identity. The course also aims to form an idea about some of the ancient civilizations, to form a basic idea about the economy and its branches, to help form a personal budget, to have an idea about the exchange of goods, the origin of money and its significance.
4	Let’s respect each other:	6	Through the use of study games, situational analysis, discussions, role-plays, debates, written and oral presentations, the course aims to give an idea of the diversity of perceptions due to

	Rights, Conflict		cultural, gender, age and other differences, to help understand the interconnectedness of rights and responsibilities, to explain that equality, justice, honesty, the pursuit of friendship and peace are important in human relationships. It also aims to explain the importance and universal value of tolerance, to help realize that the world is rich in diversity, that diversity cannot lead to discrimination, to present the negative nature of stereotypes and prejudices.
4	The Nature and I	8	This course aims to explain how animals and plants get their food, strengthen the importance of water, explain how dirty water is dangerous for people, animals and plants, explain with examples how human activity affects the environment and biodiversity. Different study games, assignments, observations, small project implementations, movie screenings and discussions, group work and experiments are suggested to be included in the methodology.
4	The Universe and I	7	This course aims to strengthen the students' knowledge of the rotation of the earth, to explain the eclipses, to give an idea of the speed of light, to complete the idea of energy by interpreting the vital role of solar energy.