



*Ministria e Arsimit, e Shkencës dhe e Teknologjisë*  
*Ministarstvo Obrazovanja Nauke i Tehnologije*  
*Ministry of Education Science & Technology*

# **KOSOVO CURRICULUM**

## **CORE CURRICULUM FOR LOWER SECONDARY EDUCATION IN KOSOVO (Grades 6, 7, 8, and 9)**

**August 2012**

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## MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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## **Students, teachers, parents, representatives of education and citizens of Kosovo,**

A year ago, the Ministry of Education, Science and Technology, after approving the Kosovo Curriculum Framework for pre-university education, disseminated to all pre-university education stakeholders. This new Core Curriculum document provides more thorough and concrete vision and explanation of the new curriculum from our Government.

This document is for the attention of teachers, students, parents, school directors and the community in general. The importance of the Core Curricula, the structure, aims and principles of pre-university education constitute a core document that determines and regulates the path of teaching, learning, methodology, evaluation. The content of this document is mandatory and is to be implemented by all public and private education institutions.

The Core Curricula contains the entire structure of pre-primary and primary education, lower secondary and upper secondary education. The content determines, in detail, the specifics of education of all pre-university education levels, learning competences, curricula stages, learning outcomes, teaching plans, optional instruction, guidelines (methodologies) for the organization of instruction, students' evaluation and other aspects related to implementation. I believe these documents meet all the requirements of society for each formal level of pre-university education. This is how new opportunities are created for students to develop knowledge, skills, attitudes and values by nurturing personal, national, state and cultural belonging identity, through promotion of overall cultural and civic rights, development of responsibilities towards themselves, others, society and environment, as well as through providing life and work skills in different social and cultural contexts, by developing entrepreneurship and technology use, as a lifelong learning process. Professional commitment enabled the implementation of Core Curricula in coherence and sustainability of all formal levels of pre-university education. This objective was achieved on the basis of the principle of inclusiveness, development of competences, integrated and coherent teaching and learning, the autonomy and flexibility at the school level, responsibility and accountability. These are principles that will undoubtedly affect the enhancement of the quality of education.

All the documents of the Core Curricula are structured around a system of six key competences and are built on seven curriculum areas.

I want to assure all, the document is dedicated to, that formal levels of pre-university education of Kosovo comply with the International system for classification of education (ISCED) developed by UNESCO. Therefore, I hope that substantial work with long term sustainability has been done to ensure that the Core Curricula are applicable to all formal levels of pre-university education, starting from pre-primary grade and primary education, lower secondary education, upper secondary education (gymnasia and vocational schools). In this way, the Ministry is achieving another goal of the governmental project for this document to enable progress in developing competences of students, developing successful teachers and parents that are able to accurately monitor their children's achievement of competences. The Core curricula enable school-based development of teaching plans, textbooks and other sources, as well as many other documents that facilitate competency based teaching and learning. With this important and reflective step in the reform process, the educational system is becoming complete and this demonstrates commitment for the finalization of our project for an internationally recognized European education.

Sincerely yours,  
**Prof. Dr. Ramë Buja, Minister**

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|-------------|--|
| <b>CC</b>   | <b>Core Curriculum</b>                               |
| <b>ELO</b>  | <b>Essential Learning Outcomes</b>                   |
| <b>CA</b>   | <b>Curriculum Area</b>                               |
| <b>CS</b>   | <b>Curriculum Stage</b>                              |
| <b>KC</b>   | <b>Kosovo Curriculum</b>                             |
| <b>KCF</b>  | <b>Kosovo Curriculum Framework</b>                   |
| <b>LO</b>   | <b>Learning Outcomes</b>                             |
| <b>MEST</b> | <b>Ministry of Education, Science and Technology</b> |
| <b>Sk</b>   | <b>Skills</b>  |
| <b>S</b>    | <b>Subject</b>                                       |
| <b>SLO</b>  | <b>Subject Learning Outcomes</b>                     |
| <b>S</b>    | <b>Syllabus</b>                                      |
| <b>T</b>    | <b>Theme</b>   |
| <b>TLO</b>  | <b>Thematic Learning Outcomes</b>                    |
| <b>WG</b>   | <b>Working Group</b>                                 |

## I. INTRODUCTION

### The importance of the Core Curriculum, structure, goals and principles of pre-university education, cross-cutting issues of the Core Curriculum

#### Importance of the Core Curriculum

The Core curriculum is a document that serves to help implementation of the Kosovo Curriculum Framework, which was approved by MEST in August 2011. It sets forth outcomes and competencies for various spheres of life reflected in factual and procedural knowledge, skills, attitudes and values that need to be developed in students during given timeframes, as well as approaches, implementation methodologies, monitoring and assessment. It also sets out a time allocation for Curriculum Areas and linkages between them, which allows for progress in developing student competencies.

The Core Curriculum document supports:

- **Students** in their gradual development, in developing competencies for life-long learning and in facilitating their social integration by preparing them to face life challenges;
- **Teachers** in the successful planning and implementation of their work with students, class and outdoor teaching and learning, in answering the questions **Why** and **For what purpose** should children learn, as well as **What, When** and **How** to assess student achievement, implementation and effectiveness of teaching and learning activities; and
- **Parents** in following up closely with the children's achievements and competencies in given periods based on the knowledge, behaviour, feelings and attitudes that they manifest in various life situations in line with the learning outcomes for learning areas and Curriculum Stages.

#### The structure of pre-university education

Formal levels of pre-university education in Kosovo are in line with the International System of Classification of Education (ISCED) drafted by UNESCO, with a difference that the structure of core curriculum ISCED level 1 includes the pre-primary class, which is part of pre-primary education. All formal levels of education are divided in formal sub-levels called Curriculum Stages, each with specific goals in line with their titles. (See below the table with names of each curriculum stage in the second section of this document.)

The Core Curriculum is developed for every formal level of pre-university education, including:

- Core curriculum for early childhood development (birth – five years)
- Core curriculum for pre-primary class and primary education
- Core curriculum for lower secondary education
- Core curriculum for upper secondary education (core curriculum for gymnasias and core curriculum for vocational schools)

| <b>International System for Classification of Education - ISCED</b> | <b>Formal levels of pre-university education in Kosovo</b> | <b>Curriculum Stages</b>       |   | <b>Core Curriculum</b>  |
|---|--|--------------------------------|---|---|
| ISCED 3   | Upper secondary education (Grades X-XII)                   | Grade XII                      | Curriculum Stage 6: <b>Consolidation and specialisation</b>           | Core curriculum for Grades X-XII of upper secondary education                 |
|   |  | Grades X-XI                    | Curriculum Stage 5: <b>Basic general and vocational development</b>   |   |
| ISCED 2   | Lower secondary education (Grades VI-IX)                   | Grades VIII-IX                 | Curriculum Stage 4: <b>Consolidation and orientation</b>              | Core curriculum for Grades VI-IX of lower secondary education                 |
|   |  | Grades VI-VII                  | Curriculum Stage 3: <b>Further development and orientation</b>        |   |
| ISCED 1   | Primary education (Grades I-V)                             | Primary education Grades III-V | Curriculum Stage 2: <b>Consolidation and development</b>              | Core curriculum for pre-primary grade and for Grades I-V of primary education |
|   |  | Primary education Grades I-II  | Curriculum Stage 1 <b>Basic acquisition</b>                           |   |
| ISCED 0   | Pre-school education                                       | Pre-primary grade              | Preparation level of the curriculum: <b>Early childhood education</b> | Core Curriculum for pre-school education                                      |
|   |  | Age 0-5                        |   |   |

Every core curriculum is in line with the overall goals of pre-university education and is implemented by observing the main principles of the Kosovo Curriculum Framework.

### Goals of pre-university education

Every level of pre-university education should develop students' knowledge, skills, attitudes and values in line with the needs of a democratic society by:

- Nurturing personal and national identity and state and cultural affiliation;
- Promoting overall cultural and civic values;
- Developing responsibility to oneself, to others, to society and to the environment;
- Building their skills for life and work in various social and cultural contexts;
- Developing entrepreneurship and utilisation of technology; and
- Preparing them for life-long learning.

## **Principles of pre-university education**

Implementation of the core curriculum provides coherence and sustainability across all formal levels of pre-university education relying in the following principles:

**Inclusion** of all children and youth equally in quality education

**Development of competencies** that are reflected in learning outcomes, expected in turn to be achieved progressively and continuously by all students at different school levels.

**Integrated and coherent teaching and learning** that reflects the interconnections and interdependencies of the natural and man-made world with knowledge and information that students have about them.

**Autonomy and flexibility at the school level** in implementing the core curriculum and the optional curriculum that are reflected in annual planning and in teaching and learning.

**Responsibility and accountability** that is reflected in creating a culture for continuous assessment – following on from the progress made in implementing curriculum requirements by collecting and analysing data, documenting challenges and solutions to better performance in meeting curriculum requirements and improving quality of education.

## **Common issues of the core curriculum documents**

All core curriculum documents are structured around a system of six key competencies that are in line with the goals of pre-university education and with the seven curriculum areas. The six competencies are present in all core curricula:

- Communication and expression competence
- Thinking competence
- Learning competence
- Life, work and environment competence
- Personal competence, and
- Civic competence

On the other hand, the seven curriculum areas present in all core curricula are the following:

- Languages and communication
- Arts
- Mathematics
- Sciences
- Society and Environment
- Health and Wellbeing
- Life and Work

Learning outcomes for stages and learning outcomes for areas distinguish competencies and learning areas for every formal level of education and Curriculum Stage (see Sections II and III of this document).



### **Structure of the core curriculum**

The core curriculum contains the following structure:

- An overall scope and description of the formal level of the respective education level;
- The scope of Curriculum Stages including the respective formal level;
- Core learning outcomes (CLO) for Curriculum Stages that describe the necessary level of the mastering of key competences on the completion of every curriculum stage;
- The way core learning outcomes are used in the process of teaching and assessment
  - Requirements for progress through formal levels of education, including minimum requirements for transition from one curriculum stage to another,
  - Criteria and forms of assessment;
- Curriculum Areas and their distribution through Curriculum Stages;
- Core learning outcomes for respective curriculum areas;
- The way to use core learning outcomes in the process of teaching and assessment,
- Requirements for progress through formal levels of education, including minimum requirements for transition from one curriculum stage to another,
- Criteria and forms of assessment;
- Lesson plan;
- Subjects within the learning areas and their scopes;
- (Methodological) guidelines for organisation of the teaching and learning process;
- Student assessment;
- Implementation considerations.

## **II. CORE CURRICULUM FOR LOWER SECONDARY EDUCATION GRADES 6-9**

### **Core Curriculum**

#### **What is Core Curriculum for Lower Secondary education?**

#### **Characteristics of lower secondary education**

#### **Learning competencies**

#### **Curriculum key stages**

#### **Application of curriculum key stage learning outcomes**

#### **Core Curriculum learning areas**

### **1. Core Curriculum?**

The Core Curriculum for lower secondary education is a fundamental document that regulates the process of teaching, learning, methodology and assessment, etc., at the second level of education in Kosovo. This document, with its provisions set by MEST, is a requirement for all education institutions in Kosovo. The core curriculum is drafted based on the Kosovo Curriculum Framework.

This document serves teachers, students, parents, school directors and the community in general.

The core curriculum presents a detailed description of:

- Lower secondary education
- Learning competencies for this level
- Curriculum stages
- Learning outcomes by Key Stages
- Description of Curriculum Areas
- The teaching plan
- Optional curriculum
- Guidelines (methodologies) for the organisation of the learning process
- Student assessment
- Other aspects related to implementation

The Core Curriculum covers seven curriculum areas, which are determined by the central education authority (MEST) and as such are required learning areas for all (public and private) schools in Kosovo.

## 2. Characteristics of the lower secondary education

Lower secondary education provides students with new challenges for their cognitive, physical, personal, social and moral development. Their natural curiosity should be further encouraged in order to ensure that knowledge, skills, values and attitudes gained at this level make a sustainable foundation for further levels of education.

The main goal of this level is to prepare students for further education and career orientation with the help of a mentor/career counsellor. In addition, this level helps students to develop their personal interests and define their expectations of future as clearly as possible.

At this level the curriculum is enhanced by exposing students to a wider scope of experiences (ex. combination of conceptual and practical approaches; abstract thinking and contextualized actions, contact with actual and virtual reality), in order to help them identify their preferences and interest areas.

## 3. Learning competencies

The key competencies are reflected through learning outcomes. They are general in nature and define what needs to be achieved in a progressive and consistent way throughout compulsory education. Competencies involve an integrated and coherent system of applicable and transferable knowledge, skills and attitudes that will help students face the challenges of the digital era, a free market and knowledge-based economy in a world of interdependent relations. The key competencies envisaged in the KCF derive from the general pre-university education aims and define the main learning outcomes that learners need to achieve in a progressive and consistent way throughout their pre-university education.

The key competencies envisaged for the pre-university education system in Kosovo are:

- Communication and expression competence
- Thinking competence
- Learning competence
- Life-, work- and environment-related competence
- Personal competence
- Civic competence

Key competencies such as *communication and expression, thinking and learning* are of an instrumental nature: they form the basis for the other competencies that are more context- and content-linked, such as competencies needed in private, public and professional life.

### Communication and expression competencies (“Effective communicator”)

In order to develop as a personality, learn and participate actively in society, it is important that people are able to understand messages and express themselves adequately through languages, symbols, signs and artistic codes and expressions. In order to become effective communicators, learners are supported to use such communication and expression means and possibilities in an independent, critical and creative way.

### **Thinking competencies (“Creative thinker”)**

In addition to being able to identify and access appropriate information/knowledge sources, learners need to develop the capacities to approach knowledge critically, creatively and interactively.

### **Life-long learning competencies (“Successful learner”)**

For a “successful learner”, schools need to engage so as to continuously foster the curiosity of students to learn, as well as to develop learning to learn competencies. In addition, the school must be aware of effective learning styles and strategies.

### **Life-, Work-, Environment- Related Competencies (“Productive contributor”)**

Schools engage to prepare learners to live and work independently and to build awareness on their role in protecting and nurturing the environment.

### **Personal competencies (“Healthy individual”)**

Schools empower learners to participate in an effective and constructive way in family, social and working life. In this context, students are supported so that they develop self-awareness and self-confidence, while also developing openness towards and having confidence in others.

### **Civic competence (“Responsible citizen”)**

Learning to live together is seen as the main challenge of today and tomorrow’s world. This competence enables students to be able to act as responsible citizens by taking into account both their closer and wider context.

## **4. Curriculum Key Stages**

The Kosovo Curriculum Framework for pre-university education defines the concept of Curriculum Key Stages as representing the number of common features in terms of children’s social and emotional development.

The common features of the Curriculum key stages are:

- key competencies to be mastered,
- student progress requirements,
- the mechanism organising learning experiences, and
- assessment criteria.

#### **4.1 Curriculum Key Stages for lower secondary education**

The Curriculum Framework defines Curriculum Key Stages as periods of 1-3 years that have common characteristics in terms of social and emotional development of children. The Curriculum Key Stages represent the main reference points for the progress of learning, organising learning activities and the approach and assessment criteria for mastering the CCF key competencies. The Core Curriculum for level two consists of two Key Stages – Stage 3 (grades 6 and 7) and Stage 4 (grades 8 and 9).

#### **Curriculum Key Stage three– Further development and orientation**

This stage includes grade VI and grade VII. It aims to deepen the knowledge in various curriculum areas, by ensuring a good starting point for academic and career orientation. Students are exposed to challenges such as:

- development of abstract and complex thinking (e.g.. higher order intellectual skills), necessary for better understanding the world and the self and for problem solving;
- nurturing of interest for deeper knowing of self, others and the social and natural environment;
- development of self-assessment skills;
- development of effective communication skills, including mathematical and scientific codes;
- expansion of opportunities for verbal and written communication in their mother tongue, in the English language and in the second foreign language /one of the official languages;
- development of responsibility for active participation in social life and for environment protection.

#### **Curriculum Key Stage four – Reinforcement and orientation**

This stage Includes grades VIII and IX. The purpose of this stage is to guide students to consider various career opportunities. They are exposed to challenges such as:

- use of information sources and critical approach to different data;
- development of interest for public life through direct involvement in various out of school activities;
- facing various issues related to topics from real life through projects that enable consolidation of knowledge and further development of skills and attitudes;
- learning about different opportunities for academic and career orientation;
- practical preparation and orientation activities that enable students to clarify their aspirations;
- enforcement of self-assessment skills;
- enforcement of competences for independent individual and team work.

Table: Structure of level two

| <b>International System or Classification of Education</b> | <b>Levels of the Formal Education System</b> | <b>Curriculum Key Stages</b>   | <b>Grades</b> | <b>Age</b> |
|--|--|--|---------------|------------|
| ISCED 2  | Lower secondary education (Grades VI-IX)     | <b>Key Curriculum Stage 4:</b><br><i>Enforcement and orientation</i>         | IX            | 14         |
|  |  |  | VIII          | 13         |
|  |  | <b>Curriculum Key Stage 3:</b><br><i>Further development and orientation</i> | VII           | 12         |
|  |  |  | VI            | 11         |

#### 4.2 Curriculum stage learning outcomes

Learning outcomes convey a clear picture of what students are required to know, be able to express or do after the completion of a curriculum key stage. Outcomes express a range of domains, which include: knowledge, understanding, skills, attitudes, competencies and values. Key stage learning outcomes are expected to be achieved at the end of a key curriculum stage. Learning outcomes do not cover everything students have learned or should have learned during a given key stage. They express key achievement requirements towards accomplishment of the key competencies at the completion of a given key stage.

Key stage learning outcomes promote further integration of curriculum areas serving for further development of key competencies as set out in the curriculum framework. They express expectations of teachers, education authorities, parents and the society in relation to concrete and measurable student achievements at the end of a curriculum key stage.

Learning outcomes convey a clear picture of what students are required to know, be able to express or do after the completion of a curriculum key stage and are at the same time a Learning outcomes are a condition for moving from one level of education to another.

#### Curriculum Key Stage 3 – Further development and orientation (grades 6 and 7)

This stage aims to deepen the knowledge in various curriculum areas, by ensuring a good starting point for academic and career orientation. Students are exposed to challenges such as:

- development of abstract and complex thinking (e.g. higher order intellectual skills), necessary for better understanding the world and the self and for problem solving;
- nurturing of interest for deeper knowing of self, others and the social and natural environment;
- development of self-assessment skills;
- development of effective communication skills, including mathematical and scientific codes;
- expansion of opportunities for verbal and written communication in their mother tongue, in the English language and in the second foreign language /one of the official languages;

- development of responsibility for active participation in social life and for environment protection.

By the end of Curriculum Stage 3 (grades 6 and 7) students are expected to have mastered the following competences

### Learning outcomes for Key Stage 3

| No.      | Learning outcomes for Key Stage 3 and key competencies  | Level of student achievement |   |   |   |   | Types of support for students |      |                            |      |
|----------|---|------------------------------|---|---|---|---|-------------------------------|------|----------------------------|------|
|          |   | 1                            | 2 | 3 | 4 | 5 | Corrective support            | Ways | Support to gifted students | Ways |
| <b>I</b> | <b>Communication and expression competence –Effective communicator</b>  |                              |   |   |   |   |                               |      |                            |      |
| 1.       | Reads fluently a certain narrative, descriptive, scientific or journalistic etc. text by using appropriate intonation and comments on it based on a verbal or written request.                          |                              |   |   |   |   |                               |      |                            |      |
| 2.       | Listens actively to presentation and comments made by others regarding the topic on a certain area and asks questions, makes comments, gives explanations and provides suggestions.                     |                              |   |   |   |   |                               |      |                            |      |
| 3.       | Draws the key message he/she read or heard from a source, such as a book, newspaper, magazine, Internet, radio, TV, etc. Gives comments about it and uses it during drafting of a project/written task. |                              |   |   |   |   |                               |      |                            |      |
| 4.       | Expresses his/her opinion on a certain topic or artistic presentation, verbally or in writing, as well as by using other ways of communication.   |                              |   |   |   |   |                               |      |                            |      |
| 5.       | Writes a text up to 500 words according to the given task, such as a letter, request, essay, etc., while respecting the rules of organization/structuring of the writing and linguistic standard.       |                              |   |   |   |   |                               |      |                            |      |
| 6.       | Explains clearly and accurately, verbally or in writing, the meaning of new expressions (words, concepts) by using adequate and correct language and vocabulary.  |                              |   |   |   |   |                               |      |                            |      |
| 7.       | Uses software programmes for correct long distance communication through certain communication ways, be it for his needs or as a school task.   |                              |   |   |   |   |                               |      |                            |      |

|            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 8.         | Expresses correctly opinion or request, either verbally or in writing, in a language that is not his/her mother tongue or in a foreign language, in relation to certain assumed situations, if needed, by interacting in a group or classroom (service, assistance, information, orientation, etc.). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>II</b>  | <b><i>Thinking competence – Creative thinker</i></b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.         | Puts forward arguments that are in favour or against a stance or an opinion on a certain topic/problem during a debate or published in the media.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.         | Expresses his/her opinion about a literary or artistic piece by singling out analogies and differences with other similar work.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.         | Compiles the work plan to realize a work/task by setting main stages according to educational area (literary, scientific, and artistic).   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.         | Solves a problem (mathematical, geometric, linguistic, social, scientific, etc.) provided as text or as text and numbers, experimental and justifies selection of relevant procedures.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.         | Selects and demonstrates different steps/strategies to solve a problem (mathematical, linguistic, scientific, artistic or social) by proving reaching of a conclusion, respectively the same result.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.         | Interprets rules of the development of a natural or social process, by providing concrete examples such as illustration, a sketch or in writing.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.         | Compares similarities and differences of the most important stages through which a social, natural or artistic process/phenomenon was carried out.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.         | Uses comparison and contrast in order to find main differences and similarities between two or more natural and social phenomena, literary or artistic works.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>III</b> | <b><i>Learning competence – Successful learner</i></b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.         | Looks for and selects data from different sources (such as books, magazines, manuals, dictionaries, encyclopaedia or Internet) which he/she uses to write about the given topic/carry out the task and classifies those sources according to their importance for the topic.                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



|           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 2.        | Uses the data in order to demonstrate comprehension of numerical and graphic concepts, symbols, formula in natural and social studies, mathematics or arts by explaining them through using different forms of expression. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.        | Implements independently instructions contained in a book or in another source in order to learn a topic, action, activity or task he/she is required to do.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.        | Uses his/her personal portfolio to identify advantages and disadvantages for the purpose of self-assessment of progress and improvement of success in certain area.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.        | Interrelates the given topic he/she is learning with previous knowledge and experience by presenting it in different ways of expression (columns, tables, graphic presentation) in logical order.                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.        | Uses suitable software programmes to solve problems and do school tasks/work and those that do not pertain to school in different areas of knowledge.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.        | Asks himself/herself (why, what, how, when?) and organizes his/her thoughts in writing about the given topic or problem and assesses his/her progress until he/she finds necessary solution for a certain problem.         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.        | Manages emotions and feelings, time, use of materials, tools that he/she has while carrying out a task/activity, work of art (in the classroom/at school or elsewhere).  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>IV</b> | <b><i>Life, Work and Environment related competence – Productive contributor</i></b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.        | Prepares the plan for organization of a certain activity at school or in community and realizes it successfully.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.        | Carries out an individual project or in cooperation with group members, in order to carry out an environmental or social activity that is of importance for the school or the community.                                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.        | Discusses in the group of contemporaries the importance of protection of environment, consequences of damage caused to environment and suggests measures that have to be taken in order to avoid them.                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

KOSOVO CURRICULUM

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| 4.       | Identifies and assesses necessary sources (for example equipment, materials, human resources, time, etc.) to carry out an activity at school or in community.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.       | Uses computer programmes to prepare necessary materials (such as graphical ones, necessary illustrations, designing of invitations, leaflets, announcements or other publications) for class and school needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.       | Assists in planning and realizing voluntary or humanitarian activities in school and community and then expresses his/her experiences, feelings in writing and through other ways of expression.               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.       | Interacts actively with contemporaries and others (irrespective of their social, ethnic, etc. status) to carry out a joint activity (the project/activity on class/school basis or out of it).                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.       | Takes part in a jury (at class or school level) to assess sports, scientific, artistic, etc. activity/competition, based on predetermined criteria.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>V</b> | <b><i>Personal competence – Healthy Individual</i></b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.       | Presents to students the process of preparation of food that is a domestic speciality according to a healthy food recipe.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.       | Evaluates the content of positive and negative values of at least three kinds of food which are consumed in his location or in the surrounding area.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.       | Discusses in a group of contemporaries by providing arguments about the importance of daily regime and physical activities on human health and life.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.       | Takes care of physical and mental health during physical and sports activities of recreation and competitive character, but also by respecting others during the competition or the game.                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.       | Identifies signs of danger on products or concrete objects and explains to others their visual message or requirement.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.       | Assesses causes of a possible conflict situation between contemporaries or between group members and suggests alternative solutions to prevent danger and provide the best solution for them                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|           | by sharing experiences and ideas on group cohesion.  |  |  |  |  |  |  |  |  |  |
| 7.        | Does not hesitate to ask for help/advice from relevant persons and services for support in situations suspected /assumed of being potentially dangerous which harm physical and mental health.   |  |  |  |  |  |  |  |  |  |
| 8.        | During a debate or presentation provides verbal or written explanation regarding consequences of smoking, consumption of alcohol, drugs and other substances that harm the health and wellbeing of an individual.  |  |  |  |  |  |  |  |  |  |
| 9.        | Describes physical, psychological and emotional changes of the puberty phase by presenting facts about its influence on the way (style) of living.   |  |  |  |  |  |  |  |  |  |
| 10.       | Takes part in or leads a group that cooperates with community representatives to help contemporaries and other community members that are faced with health, social, economic, etc. problems, and then provides verbal or written report on personal experiences gained. |  |  |  |  |  |  |  |  |  |
| <b>VI</b> | <b><i>Civic competence – Responsible citizen</i></b>   |  |  |  |  |  |  |  |  |  |
| 1.        | Implements and respects rules of behaviour in the classroom, at school, etc., and shows active stance towards persons that avoid them by explaining the effect it has on them and the group he/she belongs to.   |  |  |  |  |  |  |  |  |  |
| 2.        | Expresses his/her opinion about the school rules and other rules he/she wants to change and justifies the need and advantages/benefits their change brings.  |  |  |  |  |  |  |  |  |  |
| 3.        | Reacts to inappropriate behaviour in school/classroom and out, which impact interpersonal relations, analyses causes of their manifestation and suggests means to improve them.  |  |  |  |  |  |  |  |  |  |

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| 4. | Expresses understanding/compassion towards persons that suffered violation of any of their rights, by providing illustration of examples from the daily life from the media, historical data, and characters of novels he/she read or from movies he/she saw in order to prevent them from being repeated again. |  |  |  |  |  |  |  |  |
| 5. | In different ways of expression, explains the necessity to respect and implement rules and laws on healthy relations in different social communities or groups of interest.  |  |  |  |  |  |  |  |  |
| 6. | Shows high self-esteem in taking decisions on actions he/she undertakes, without damaging interests of others, which contribute to increasing the quality of the activity of the social group or the community.  |  |  |  |  |  |  |  |  |
| 7. | Identifies prejudices that might exist in school and in the surrounding area and suggests concrete actions to fight them.  |  |  |  |  |  |  |  |  |
| 8. | Takes part in activities that promote tolerance and cultural, ethnic, religious, gender, etc. diversity at school or in community which involve contemporaries of all abovementioned backgrounds that live in that location and wider community.   |  |  |  |  |  |  |  |  |

When implementing learning outcomes for key Curriculum Stages the teacher should divide each outcome into five levels of achievement in order to accurately assess the achievement of each student for a given learning outcome. Depending on the level of achievement of each outcome, the teacher will then plan/make up activities for students who fail to meet the learning outcome and additional activities for those who have attained all levels of achievement for a given outcome; for illustration, see an analysis of a learning outcome in the following table.

| No | Learning outcomes for KS 1 and key competencies   | Student's level of ACHIEVEMENT  |   |   |   |  | Types of support for the student  |   |   |   |
|----|---|---|---|---|---|--|---|---|---|---|
|    |   | 1   | 2   | 3   | 4   | 5  | Corrective support  | Ways  | Support to gifted students  | Ways  |
| I  | <b>Communication and expression competence– Effective communicator</b>                                      |   |   |   |   |  |   |   |   |   |
| 1. | <b>Reads aloud an unfamiliar text of minimum half a page on a topic that is appropriate to his/her age.</b> | The student starts the task without scanning the text; he/she has difficulty in pronouncing letters and in reading some words, linking of words in a sentence, etc. | The student starts without scanning the text; he/ she has difficulty in pronouncing letters, is good reading some words; still has difficulty in fluently reading whole sentences, etc. | The student starts after a quick scan of the text: he/she pronounces letters well, linking words into sentences; he/she still has difficulty with fluent speaking . | The student starts the task after a quick scan of the text he/she articulates letters very well, linking words into sentences; the tone, speed and accent are in place; speaks very fluently. | The student starts the task after a quick scan of the text: he/she articulates letters very well, linking words into adequate sentences ; the tone, speed and accent are in place; speaks very fluently. | The teacher decides how to support the student in a given activity or with remedial activities. | What method to apply, taking into consideration a student's learning style. | The teacher decides how to support the student in a given activity or with additional activities. | What method to apply, taking into consideration the student's learning style. |

After every stage the level of achievements of the learning outcome for the first competence should be broken into parts as an example for the implementation of other learning outcomes (3, 4).

#### Curriculum Key Stage 4 – Reinforcement and development (Grades 8 and 9)

In this stage, students should be supported to consider various options for further education and career. At this level, students are exposed to challenges, such as:

- use of information sources and critical approach to different data;
- development of interest for public life through direct involvement in various out of school activities;

- facing various issues related to topics from real life through projects that enable consolidation of knowledge and further development of skills and attitudes;
- learning about different opportunities for academic and career orientation;
- practical preparation and orientation activities that enable students to clarify their aspirations;
- enforcement of self-assessment skills;
- enforcement of competences for independent individual and team work.

By the end of Curriculum Stage 4 (grades 8 and 9) students are expected to have mastered the following competences:

| No.      | Learning outcomes for Key Stage 4 and key competencies   | Level of student ACHIEVEMENT |   |   |   |   | Types of support for students |      |                            |      |
|----------|--|------------------------------|---|---|---|---|-------------------------------|------|----------------------------|------|
|          |  | 1                            | 2 | 3 | 4 | 5 | Corrective support            | Ways | Support to gifted students | Ways |
| <b>I</b> | <b>Communication and expression competence –Effective communicator</b>   |                              |   |   |   |   |                               |      |                            |      |
| 1.       | Conveys correctly collected data on a certain topic, in a textual, numerical, verbal, electronic or any other manner of expression.  |                              |   |   |   |   |                               |      |                            |      |
| 2.       | Describes an event, given as a task, he/she read about or heard before, in a verbal or visual manner or in writing by maintaining its logical course.  |                              |   |   |   |   |                               |      |                            |      |
| 3.       | Discusses a certain topic in mother tongue, in English or in the second foreign language in different subjects, while respecting rules of effective participation for exchange of information and ideas. |                              |   |   |   |   |                               |      |                            |      |
| 4.       | Drafts a text of up to five hundred words, continuing with a verbal story or a text he/she read beforehand based on his/her imagination.   |                              |   |   |   |   |                               |      |                            |      |
| 5.       | Presents to others a project on a given topic, which he/she prepared on his/her own or in cooperation with the group by using ways of verbal, electronic communication and practical action.             |                              |   |   |   |   |                               |      |                            |      |
| 6.       | Analyses the content and meaning of new notions (concepts), while using adequate, suitable and correct vocabulary and makes them part of educational portfolio.  |                              |   |   |   |   |                               |      |                            |      |

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| 7.        | Identifies different sources of information on education, professional orientation and develops an individual plan for career development in the area of communication. (journalist, etc.)  |  |  |  |  |  |  |  |  |  |  |
| 8.        | Initiates social conversations with contemporaries and adults on topics of educational/social interest by asking questions about the topic and answering and picking out the main information.  |  |  |  |  |  |  |  |  |  |  |
| <b>II</b> | <b>Thinking competence – Creative thinker</b>   |  |  |  |  |  |  |  |  |  |  |
| 1.        | Presents special arguments to reinforce his/her opinion or stance about a problem from certain areas, verbally or in writing, in a graphic manner or with symbols.  |  |  |  |  |  |  |  |  |  |  |
| 2.        | Selects information from different sources on a concrete topic, classifies them based on a certain criterion and uses them to take a decision or to solve a problem/a task.   |  |  |  |  |  |  |  |  |  |  |
| 3.        | Analyses an artistic or non-artistic piece (for example newspaper article, picture, etc.) by finding analogy and differences in similar works of different authors.   |  |  |  |  |  |  |  |  |  |  |
| 4.        | Elaborates his/her idea in a written project on a certain matter by suggesting main activities, determines the main aim, deadlines, place, persons, necessary material and means to carry out those activities and also envisages possible obstructions during their fulfilment.      |  |  |  |  |  |  |  |  |  |  |
| 5.        | Justifies taking of concrete steps that resulted in completion of a task/activity, solution of a problem or any project carried out in the classroom/school or elsewhere.   |  |  |  |  |  |  |  |  |  |  |
| 6.        | Demonstrates solution of a (mathematical, linguistic, etc.) problem based on textual or textual-numerical, experimental data which takes place in the classroom/school or out of it by providing verbal justification on implementation of relevant progress in achieving the result. |  |  |  |  |  |  |  |  |  |  |

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| 7.         | Interprets in his/her own words, in writing/verbally, a certain rule, concept or process by illustrating it with concrete examples from daily life situation.  |  |  |  |  |  |  |  |  |  |  |
| 8.         | Through comparison identifies differences and similarities between laws and phenomena that take place in nature and in society, by noting connection cause-consequence between these two phenomena.                              |  |  |  |  |  |  |  |  |  |  |
| <b>III</b> | <b>Learning competence – Successful learner</b>  |  |  |  |  |  |  |  |  |  |  |
| 1.         | Conducts registration of information or facts on a certain topic in writing, graphically, through the use of IT, etc., by picking out through different techniques the most and less important parts for the given topic/task.   |  |  |  |  |  |  |  |  |  |  |
| 2.         | Uses efficiently dictionaries, encyclopaedias and information technology or other sources during creation of an idea or project based on class/school or out of it.  |  |  |  |  |  |  |  |  |  |  |
| 3.         | Registers in files and other special techniques, IT, etc., information and facts or formula on a certain topic by ranking them according to their type, source and educational importance.                                       |  |  |  |  |  |  |  |  |  |  |
| 4.         | Asks himself/herself questions about issues he/she is dealing with and organizes ideas in order to find an answer to the certain topic or problem by recording the progress or stagnation until he/she finds the final solution. |  |  |  |  |  |  |  |  |  |  |
| 5.         | Presents/sketches his/her ideas on the progress and the manner of development of an activity by explaining and arguing this to others.   |  |  |  |  |  |  |  |  |  |  |
| 6.         | Follows independently instructions or designs provided in books, design, plan, music books, script, choreography etc. or of any other source in order to carry out an action, activity or task required from him/her.            |  |  |  |  |  |  |  |  |  |  |
| 7.         | During learning of the topic, uses different techniques effectively by separating information he/she   |  |  |  |  |  |  |  |  |  |  |



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|            | understands from those that are new, unknown as well as information that still remain unclear.  |  |  |  |  |  |  |  |  |  |
| 8.         | Implements elements of personal portfolio to identify his/her advantages, uses them for future professional orientation as well as self-evaluation of progress, be it improvement or stagnation in different educational areas.   |  |  |  |  |  |  |  |  |  |
| <b>IV.</b> | <b><i>Life, Work and Environment related competence – Productive contributor</i></b>  |  |  |  |  |  |  |  |  |  |
| 1.         | Assesses the importance of individual and group work on community development by presenting concrete examples from daily life in different ways of expression.  |  |  |  |  |  |  |  |  |  |
| 2.         | Carries out different activities (exhibition, performance, installation, campaign, peaceful protest, gathering, advocating, etc.) according to the project drafted with the group members in order to solve a problem of social importance for the school or the community. |  |  |  |  |  |  |  |  |  |
| 3.         | Analyses consequences of the environment damaging on human life and biodiversity, expresses, in writing or in any other way of expression, his opinion and stance on this issue, but also organizes any activity for environment protection.                                |  |  |  |  |  |  |  |  |  |
| 4.         | Uses computer programmes for data processing and presentation of necessary drawings/diagrams for preparation of individual materials or/and different school publications.  |  |  |  |  |  |  |  |  |  |
| 5.         | Develops a plan for monthly personal, family or class expenses and savings, and then justifies the importance of creating the habit to plan.  |  |  |  |  |  |  |  |  |  |
| 6.         | Uses different information materials, sources and technology in school and everyday life as assistance to progress in learning and for orientation in career.   |  |  |  |  |  |  |  |  |  |
| 7.         | Suggests criteria for impartial evaluation of sports, scientific, technological, artistic, etc. activity  |  |  |  |  |  |  |  |  |  |

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|          | as member of a jury established at class, school or civil society level.   |  |  |  |  |  |  |  |  |  |
| 8.       | Researches school or community needs (by using photographs, video-projecting of data from the field) and based on them organizes voluntary and humanitarian actions to meet or improve those needs.                                |  |  |  |  |  |  |  |  |  |
| <b>V</b> | <b>Personal competence – Healthy individual</b>  |  |  |  |  |  |  |  |  |  |
| 1.       | Assesses the content and nutritious values of types of food consumed by people, by categorizing them based on individual's needs for them in different situations such as during seasons, illness etc.                             |  |  |  |  |  |  |  |  |  |
| 2.       | Argues the need to respect the regime for healthy eating and daily, weekly or monthly recreation in line with instructions read or heard from the doctor during a class, school or family discussions.                             |  |  |  |  |  |  |  |  |  |
| 3.       | Assesses the necessity to have good hygienic conditions for preparation and consumption of food and drinks and explains possible circumstances of poisoning from food and dirtiness.   |  |  |  |  |  |  |  |  |  |
| 4.       | Conducts physical and sports activities of recreation or competitive character by striving to achieve certain standards, with engagement and likable behaviour but also by managing his/her emotions during results demonstration. |  |  |  |  |  |  |  |  |  |
| 5.       | Analyses causes of a conflict or emotional reaction student-student and suggests alternatives for a fair and consequences free solution by sharing experiences, ideas and feelings with group members.                             |  |  |  |  |  |  |  |  |  |
| 6.       | Distinguishes attributes of good behaviour from contemptuous ones towards others during group work or in emotional situations and suggests measures to prevent/overcome them.  |  |  |  |  |  |  |  |  |  |
| 7.       | Through different ways and means of communication, explains to contemporaries the importance of identification of competent persons and services, one by one, which are necessary for support in situations                        |  |  |  |  |  |  |  |  |  |

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|           | that are considered to be potentially dangerous for physical and mental health.  |  |  |  |  |  |  |  |  |  |
| 8.        | Describes possibilities, dangers and consequences of infections and sexually transmitted diseases and explains ways and means for their prevention by using different forms of presentation (spoken, written, graphic, posters, leaflets, plays, artistic performances, etc.).   |  |  |  |  |  |  |  |  |  |
| 9.        | Reacts against anti-social behaviour of his/her contemporaries by identifying causes of its occurrence and possible consequences on individual's health and wellbeing due to negative phenomena and habits (for example, smoking, consumption of alcohol or drugs) etc.  |  |  |  |  |  |  |  |  |  |
| <b>VI</b> | <b>Civic competence – Responsible citizen</b>  |  |  |  |  |  |  |  |  |  |
| 1.        | Practices civic rights and obligations in concrete situations of daily life, be it in the classroom, school or elsewhere (such as during discussions, showing respect for other person's opinion, etc.).   |  |  |  |  |  |  |  |  |  |
| 2.        | Through different forms of expression, reacts to persons who in any way violate, impinge or deny the rights of others by illustrating this with examples of prominent historic personalities, movie or literature characters and also justifies consequences of these actions for the individual, the group and the community. |  |  |  |  |  |  |  |  |  |
| 3         | Expresses solidarity with people in need or at risk, by undertaking concrete actions/steps to provide assistance according to their needs.   |  |  |  |  |  |  |  |  |  |
| 3.        | Takes part in preparing and organizing voting that is carried out in the classroom or in the school about a particular activity by implementing relevant rules and then reports in writing how the entire process was developed.   |  |  |  |  |  |  |  |  |  |
| 4.        | Reacts warily to bad behaviour or action that takes place in the class/school or out of it, promotes   |  |  |  |  |  |  |  |  |  |

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|    | good behaviour and actions by noting causes and consequences of their demonstration for the individual and others.  |  |  |  |  |  |  |  |  |  |
| 5. | Identifies prejudices or bad phenomena in class, school or community, adopts a stance against them by suggesting concrete actions for their fight.  |  |  |  |  |  |  |  |  |  |
| 6. | In co-participation with others, prepares an activity by using tolerance as means for promotion of cultural, ethnic, gender, religious, social, etc. diversity in school or community.                                  |  |  |  |  |  |  |  |  |  |
| 7. | By using different forms of expression, describes procedures and responsible institutions for drafting and amending laws by arguing the necessity of their implementation in daily life.                                |  |  |  |  |  |  |  |  |  |
| 8. | Presents without hesitation the past of his/her family, social circle or key personalities and events of his/her nation with the purpose of comparing the present with the past and to draw conclusions for the future. |  |  |  |  |  |  |  |  |  |
| 9. | Practices civic rights and obligations in concrete daily life situations, be it in class, school or elsewhere (such as during discussion, respect for other person's opinion, etc.).                                    |  |  |  |  |  |  |  |  |  |

In the implementation of the curriculum stage learning outcomes the teachers in the leading schools need to break down every learning outcome into five levels in order for them to be able to assess the level of student achievement of the learning outcomes. Then, depending on the level of student achievement of each learning outcome the teacher plans additional activities for students with underachievement.



### III. CURRICULUM AREAS FOR LOWER SECONDARY EDUCATION

**Language and Communication**

**Arts**

**Mathematics**

**Science**

**Society and the Environment**

**Health and Well-being**

**Life and Work**

#### **Curriculum Areas**

Kosovo Curriculum is organised into seven curriculum areas. Curriculum areas constitute the basis for mastering the key curriculum competences, defined by the Curriculum Framework from early childhood stage up to upper secondary education, including both general and vocational education. The link among curriculum areas, subjects and modules should support the development of key curriculum competences.

Curriculum areas constitute the basis for organizing the educational process in schools at respective levels and key curriculum stages. Curriculum areas are the following:

1. Language and Communication
2. Arts
3. Mathematics
4. Sciences
5. Society and the Environment
6. Health and Well-being
7. Life and Work

Learning outcomes are set for each curriculum area. These enable the accomplishment of key competencies. Curriculum areas include one or more subjects or learning modules. Subjects and modules aim for the accomplishment of the same learning outcomes set for the respective curriculum area. Some subjects of a curriculum area may appear as integrated at different levels of the curriculum.

**CURRICULUM AREA - LANGUAGE AND COMMUNICATION****Introduction****Rationale and description****Concepts and description****Competence-based approach****Curriculum area learning outcomes****Cross-curriculum approach****Time allocation (schedule of classes – description)****Methodology guidelines****Assessment guidelines****Teaching and learning materials and resources****1. Introduction**

Based on the Curriculum Framework, the Language and Communication curriculum area includes the following subjects: mother tongue, the first foreign language (English language), local language, and other foreign languages. This area enables students to develop and nurture the use of language as a tool of communication at school, in everyday life, in their professional life and in public life. Through this curriculum area, in every subject, all key competencies should be achieved, as defined in the Curriculum Framework.

The main goal of the Core Curriculum for the Language and Communication area is to enable students to develop basic skills in subjects included in this area. As a result, at every key stage or level, students may apply communication skills based on the development of language skills of listening, speaking, reading and writing. Therefore, the Language and Communication curriculum area enables communication realized through: listening, speaking, reading and writing, which are interdependent with one-another.

The goals of the Language and Communication area are:

- Development of communication skills,
- Listening comprehension,
- Speaking for giving and receiving information,
- Reading comprehension,
- Understanding of written texts,
- Writing of literary and non-literary texts,
- Distinguishing between literary and non-literary texts,
- Analysis and interpretation of literary and non-literary texts,
- Knowledge about the linguistic system: phonetics, morphology, syntax, lexis,

- Development of skills to respond in writing and verbally in various situations,
- Development of skills of expression through various audio, visual, and information media,
- Development of communication skills by using Information and Communication Technology (ICT),
- General linguistic, literary, cultural and life development.

## 2. Rationale and description

The Language and Communication curriculum area enables all students to study subjects within the respective area. The Core Curriculum for level two defines competencies and how to achieve these competencies, expressed in essential learning outcomes of the curriculum area and according to key curriculum stages.

The Core Curriculum consists of the goal, general learning outcomes, essential learning outcomes, methodological guidelines for teaching and learning as well as assessment criteria by curriculum area and key stage. The curriculum also presents a clear picture of knowledge, skills, attitudes and values that students need to develop, acquire, and achieve by key stages and levels.

This Curriculum is dedicated to students, teachers, parents and the wider community and enables schools to meet students' individual needs. The Curriculum offers equal opportunities for all students and ensures inclusion and opportunities for success, regardless of difficulties. It enables students to develop a deep understanding of their responsibilities as citizens; it helps them deal with various moral and social issues and situations in their lives.

The Core Curriculum is structured according to the principles set out in the Curriculum Framework (key stages and levels). It outlines what students should learn from subjects included in the learning area: Language and Communication for Key Stages 1-6.

## 3. Concepts and description

Based on the concepts of the subject *Language and Literature* learning outcomes for the curriculum area *Language and Communication* are:

- Literary and non-literary texts
- Figurative and non-figurative language
- Stage presentations, theatre, drama, etc.
- Critique, theory, history
- Language system (grammar, vocabulary, phonetics, syntax, orthography).

## 4. Competence-based approach

The *Languages and Communication* curriculum area and the subjects it contains needs to achieve the six competencies defined by the KCF: effective communicator, creative thinker, successful learner, productive contributor, healthy individual, and responsible citizen, which are achieved through essential learning outcomes. They need to be achieved through key



curriculum stages, during the process of instruction as well as selection and organisation of learning experiences.

Competencies are integrated in a balanced way to include knowledge, skills, attitudes and values. Through competencies defined by the Curriculum, in the Languages and Communication curriculum area students should:

- communicate and express their opinions through languages, symbols, signs and codes;
- speak, listen, read and write and express themselves in their mother tongue and in (at least) one foreign language;
- engage in and contribute to a respectful and productive dialogue;
- give and receive feedback in a constructive and creative way;
- respect general rules of and engage creatively in any communication and interaction;
- manifest knowledge in the field of culture, linguistics, literature and in individual and public life;
- make effective and responsible use of ICT and media as important means of information, learning, communication and interaction.

## 5. Curriculum area learning outcomes

Learning outcomes (LOs) are developed based on key concepts for curriculum areas; learning outcomes for the Languages and Communication curriculum area contain requirements that every student needs to achieve at the end of every key stage.

Organisation of LOs contains knowledge, skills, attitudes and values that will be developed and gradually strengthened in respective key stages, taking into consideration the physical and psycho-motor development of the students. These outcomes enable achievement of the six competencies defined in the Curriculum Framework. LOs offer an opportunity for development and achievement of values for the Languages and Communication curriculum area: demonstration of communication skills (listening, speaking, reading, writing), demonstration of interpersonal communication skills, assessing solutions for a problem, application of abstract ideas to concrete situations, utilization of adequate technology, application of ethical principles in decision-making, working as a team member to achieve common goals, discussion, comparison of characteristics of a certain culture with those of another, etc.

Learning outcomes (LO) for the Language and Communication curriculum area enable a holistic integration and approach in the teaching of specific subjects within a given curriculum area. Learning outcomes for learning areas ensure:

- linkage between subjects and learning activities, to be realised under the Language and Communication curriculum area curriculum area aimed at integrating prior knowledge, skills, attitudes and values provided through those subjects in general, and fostering integrated learning;
- that a competency-based approach is promoted, enabling a joint system of learning interrelated experiences, thus ensuring a platform for the development of subject syllabi;

- that the implementation of new teaching practices in school level is enabled, thus encouraging school-based curriculum.

Learning outcomes are set for each curriculum area. These enable the accomplishment of key competencies. Curriculum areas include one or more subjects or learning modules. Subjects and modules aim for the accomplishment of the same learning outcomes set for the respective curriculum area. Some subjects of a curriculum area may appear as integrated at different levels of the curriculum.

| <b>LEARNING OUTCOMES FOR KEY STAGES 3 AND 4</b>   |  |
|---|--|
| <b>Stage 3<br/>Grades 6, 7</b>  | <b>Stage 4<br/>Grades 8, 9</b>   |
| <b>COMMUNICATION SKILLS</b>   |  |
| <p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>• Compare and summarize opinions of others (through questions and answers) about topics contained in listened, watched or presented materials and reflect about them.</li> <li>• Take part in social talks with contemporaries and adults on known topics by asking and answering questions.</li> </ul>   | <p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>• Use the language to understand the event, purpose, ideas for communication ways (such as talks, monologues, dialogue, etc.) and answer more complex questions in front of a certain audience.</li> <li>• Take part in social talks with contemporaries and adults on unknown topics by asking and answering questions and stress the information.</li> </ul> |
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Analyse and understand elements of most complex literary, non-literary and abstract texts (for example the word, the sentence, graphs, tables, titles, motives, highlighted writing, professional vocabulary).</li> <li>• Read and identify basic characteristics of the text: title, content, tables, etc.</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Understand and analyse description and illustration of common topics contained in the text, vocabulary and language use in complex materials (literary and non-literary texts)</li> <li>• Read and answer about known stories and other texts by answering questions to find out cause and effect.</li> </ul>   |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Distinguish and use ways of organizing writing as organizing paragraphs, ideas and apply rules of language and vocabulary use in order to express ideas, aims, feelings on certain topics in certain ways of writing.</li> <li>• Write certain texts by using accurate spelling.</li> </ul>                            | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use effective ways of writing to present the information, idea and opinions having in mind the aim behind the way of writing (for example sketches, poems, presentations, reports, etc.)</li> <li>• Write texts for a purpose by using accurate spelling.</li> </ul>  |
| <b>II. READING COMPREHENSION AND TEXT ANALYSIS</b>  |  |
| <ul style="list-style-type: none"> <li>• Interpret and comment on the event, aim, author's aim, ideas, story, cause-effect relation, figurative language, place, space for literary works and draw conclusions about them.</li> <li>• Understand main elements of texts that were read.</li> </ul>  | <ul style="list-style-type: none"> <li>• Analyse and describe characteristics of literary works by identifying type, genre, topic, motive, idea, figure, symbols, etc., and justify the structure of their built.</li> <li>• Analyse and describe characteristics of different texts.</li> </ul>   |

|   |   |
|---|---|
| <b>III. DEVELOPMENT OF CREATIVITY</b>   |   |
| <ul style="list-style-type: none"> <li>• Create certain studies for projects in order to explore certain topics and express ideas and feelings about different society matters.</li> </ul>  | <ul style="list-style-type: none"> <li>• Create different projects by using certain models about topics, events, aims and express opinions, ideas, emotions on some society matters.</li> </ul>   |
| <b>IV. IDENTITY AND CULTURE</b>   |   |
| <ul style="list-style-type: none"> <li>• Reviews his/her and other's experiences in relation to culture expressed in works created by him/her or others (ceremony, different holidays) and uses them as basis for stories, poems, etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identifies materials from culture that is relevant for his/her experience including opinions, ideas in his/her creations for a certain period of the history of the country where he/she lives.</li> </ul> |
| <b>V. MEDIA</b>   |   |
| <ul style="list-style-type: none"> <li>• Identifies different materials that he/she uses to exchange messages through advertisements, announcements, notifications and presents them in media.</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses play rules, plans organization, presents and evaluates works for different plays (finds published materials, events, writes comments, etc.) for presentation in media.</li> </ul>                     |
| <b>VI. USE OF ICT</b>   |   |
| <ul style="list-style-type: none"> <li>• Uses numerous types of technology in creative activities to create texts, graphics, tables, designs, figures, photographs, animations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses technology to plan and produce different literary and non-literary creations (software programmes, recording equipment) in order to create a video.</li> </ul>  |
| <b>VII. VALUES AND ATTITUDES</b>  |   |
| <ul style="list-style-type: none"> <li>• Communicates well.</li> <li>• Participates in discussions.</li> <li>• Co-operates.</li> <li>• Asks for help and helps others.</li> <li>• Respects opinion of others.</li> <li>• Is attentive.</li> <li>• Develops personality and humanity.</li> <li>• Comes up with initiatives and shows interest in different approaches.</li> <li>• Is motivated for development of skills.</li> <li>• Develops imagination and creativity for problem-solving.</li> <li>• Uses information technology.</li> <li>• Proves willingness and readiness for individual and group work.</li> <li>• Respects principles of other people.</li> <li>• Shows confidence in independent work.</li> <li>• Uses imagination and creativity.</li> <li>• Is independent in decision-making and actions.</li> <li>• Asks questions and answers in a responsible way.</li> <li>• Gives feedback supported by argument.</li> <li>• Shows curiosity about research.</li> <li>• Takes care of himself/herself, the others and the environment.</li> </ul> |   |
| <b>VIII. Knowledge</b>  |   |
| <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening to informative texts.</li> <li>• Effective listening (articulation of sounds, broadening of vocabulary).</li> <li>• Listening and learning new words.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speaking as a giver and receiver of information.</li> </ul>   |   |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Active speaking in a group.</li> <li>• Speaking for extending vocabulary.</li> <li>• Verbal and non-verbal communication.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Recognize various literary and non-literary texts.</li> <li>• Reading comprehension, reading of presentation texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Competencies and knowledge demonstrated in writing.</li> <li>• Ability and understanding.</li> <li>• Habits and skills.</li> </ul> |
| <b>IX. Skills</b>   |
| <ul style="list-style-type: none"> <li>• Communication.</li> <li>• Listening.</li> <li>• Speaking.</li> <li>• Writing.</li> <li>• Reading.</li> <li>• Understanding.</li> <li>• Using information technology.</li> <li>• Problem solving.</li> <li>• Thinking ability.</li> <li>• Processing of information.</li> <li>• Creative thinking.</li> </ul>   |

## 6. Cross-curriculum approach

In the subject curriculum 'Languages and Communication', cross-curriculum issues should also be addressed, which should be achieved through the learning of certain subjects and themes, such as:

- Education for human and child rights
- Civic education
- Intercultural education
- Media education
- Education for peace
- Education for sustainable development.

## 7. Time allocation

In Key Stage 1 (pre-primary grade and Grades 1 and 2) and Key Stage 2 (Grades 3, 4, and 5) the Languages and Communication learning area consists of two subjects: mother tongue and the first foreign language (English language).

*Mother tongue* is taught at all curriculum stages, from pre-primary grade to Grade 12.

*English language* starts in Key Stage 1 and is taught until the last grade of upper secondary education. At Key Stage 1 it is mainly taught through games, drawings and songs with a focus on speaking, and continues with reading in the next key stages.

*Albanian language for students of non-Albanian communities* is taught from Key Stage 2 (Grade 3) of the curriculum.

Planning of time is done in line with the learning outcomes foreseen for the key stage and curriculum area. Time is allocated and drawn from the percentage presented in the following table and is then divided into subjects. It should be noted by teachers and schools that most of the time allocated for this curriculum area in these key stages should be dedicated to the mother tongue.

**Plan A**

| Curriculum areas                     | KS1         |          |              |           | KS2          |           |                          |           |
|--------------------------------------|-------------|----------|--------------|-----------|--------------|-----------|--------------------------|-----------|
|                                      | Pre-primary |          | Grades 1 – 2 |           | Grades 3 – 5 |           | Level 1 (primary school) |           |
|                                      | %           | No hrs   | %            | No hrs    | %            | No hrs    | %                        | No hrs    |
| <b>Languages and communication *</b> | <b>33%</b>  | <b>6</b> | <b>37%</b>   | <b>15</b> | <b>33%</b>   | <b>23</b> | <b>28%</b>               | <b>28</b> |

**Plan A1**

| Curriculum areas                   | Pre-primary grade | %      | <u>Grade 1;</u><br><u>weekly hrs</u> | <u>Grade 2</u><br><u>Weekly hrs</u> | Total grades 1&2 | %      |
|------------------------------------|-------------------|--------|--------------------------------------|-------------------------------------|------------------|--------|
| <b>Languages and communication</b> | 6                 | 33.33% | 7                                    | 8 9                                 | 16               | 38.10% |

**8. Methodology guidelines**

Application of methods, techniques and forms of teaching and learning is critical for the implementation and achievement of learning outcomes for curriculum areas and key stages. The teacher needs to use various methods of work in order to meet the requirements of a curriculum area.

Learner centered teaching methodologies provide students motivation for learning, development of creativity, exchange of ideas, debate, easier learning, cooperation, problem solving and researching various sources of information.

The teacher should choose instruction methods and techniques (such as Brainstorming) that support the achievement of learning outcomes, and are adapted to student ability and knowledge, their needs, place where the lesson is implemented, space and material situation of the school (class).

**9. Assessment guidelines**

The implementation of the core curriculum involves on-going assessment of students which helps the teacher to monitor the gradual development of students' skills, attitudes and values. The purpose of assessment is to check the extent to which students have mastered

the competences and learning outcomes for key stages of the core curriculum. Assessments helps the teacher identify the difficulties students encounter, their advantages and the obstacles, and it helps students in their on-going improvement and achievement of the goals of the curriculum area through assessing curriculum stage and curriculum area learning outcomes. The methodology of teaching and learning is closely linked to the process of student assessment. We need to assess the competences and the LO's which are foreseen in the core curriculum and which students should achieve by the end of the grade, stage or level. Student assessment in the curriculum area Language and Communication at the first level aims at the assessment of competences presented through learning outcomes.

### *Types of assessment*

Assessment can be classified into formative, diagnostic, summative and motivating assessment:

- Formative assessment (assessment to learn) is conducted in a continuous manner in order to collect information on students' achievements during every learning activity.
- Diagnostic assessment aims at collecting information on students' achievements regarding the level of acquisition of knowledge, skills, habits, attitudes and values, and helps the teachers for further work.
- Summative assessment (assessment of learning) – includes overall activity of students' learning. Summative assessment is conducted at the end of certain periods (semester, end of the school year, etc.).
- Motivating assessment – is used to encourage the interest and desire of students to learn.

During assessment teachers should use various types of assessment such as:

- Direct and continuous assessment, continuous monitoring of student achievements; Indirect assessment through tests;
- Student peer assessment – when students work in groups or when they answer questions and add and assess based on arguments;
- Self-assessment.

Special attention during assessment should be paid to on-going verbal communication during interactions and written communication.

## **10. Materials and learning resources**

The use of various materials and learning resources is very important for achieving competencies in the Languages and Communication curriculum area. For an adequate implementation of learning outcomes for the curriculum area and for the achieving of key stage learning outcomes, the learning materials and resources need to meet the requirements of these outcomes for curriculum areas and key stages. School textbooks are only some of the sources for acquiring information, and the teacher should not limit him/herself to only using textbooks as learning resources. In this regard, they should use many other resources, such as information technology. Information can be acquired from every source of information that supports achieving of learning outcomes for competencies.

## CURRICULUM AREA – ARTS

|  |
|--|
| <b>Introduction</b>                                  |
| <b>Rationale and description</b>                     |
| <b>Concepts and description</b>                      |
| <b>Competence-based approach</b>                     |
| <b>Curriculum area learning outcomes</b>             |
| <b>Cross-curriculum approach</b>                     |
| <b>Time allocation</b>                               |
| <b>Teaching and learning materials and resources</b> |
| <b>Methodology guidelines</b>                        |
| <b>Assessment guidelines</b>                         |

### 1. Introduction

The **Arts** curriculum area includes figurative arts and music as required subjects of the core curriculum of the first level of education in Kosovo, with the name, **Figurative Education** and **Musical Education**. Schools are encouraged to use the optional curriculum (of additional or optional subjects or activities) to offer students the opportunity to become familiar with other forms of artistic expression, such as, drama, dancing, design, etc.

### 2. Rationale and description

Arts enable the personal, intellectual and social development of students by stimulating creativity and imagination and by developing abilities of artistic expression. Arts are an integral part of life and include material, spiritual, intellectual and emotional aspects of interaction between culture and society.

Culture - as a wider activity that among other forms includes popular art and created art and is manifested through elements from the national cultural heritage, behaviour, life-style, system of social values in the historical context and in interaction with cultures of other peoples in the region and wider.

Students should understand the connection between arts and culture through active involvement in various arts and culture activities in and out of the school.

Education through arts enables the development of an active and creative citizen who:

- creates, shapes and participates actively in increasing the quality of his/her life and living environment;

- participates in the social, cultural and intellectual interaction of various ethnic and cultural groups by focusing on the human side of this interaction;
- possesses the basic technical skills and abilities that are important for life and work;
- understands and influences complex development in the living environment.

**Arts** contribute to all these aspects. They develop intuition, imagination, creativity, courage, higher order intellectual skills (such as judgement and evaluation), sensitivity to various forms of expression and artistic communication. Arts also contribute to the development of confidence, patience, and responsibility towards joint work, co-operation, self-discipline, enthusiasm and in the shaping of a range of important personality qualities that aim towards becoming well educated and well mannered.

### 3. Concepts and description

Curriculum area Arts at level two primarily aims to fulfil three main functions:

- a) the development of (practical) skills for various forms of artistic expression according to individual talents and dispositions, by applying knowledge and expression techniques of various arts disciplines;
- b) aesthetic education that includes the understanding of the processes of artistic creation, observation techniques and nurturing of the taste for the beautiful in the arts in various artistic disciplines, developing students' abilities for judging various forms and works of artistic expression;
- c) education for a positive attitude towards the traditional and arts creations at local, national and global level, continuous development of the ability for the aesthetical experience, understanding and judging of various forms and works of artistic expression.

| I. VALUES AND ATTITUDES PROMOTED THROUGH ARTS  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Self-confidence</li> <li>• Will for independent expression and communication</li> <li>• Active participation</li> <li>• Socialisation</li> <li>• Co-operation</li> <li>• Respect for oneself and for others</li> </ul> | <ul style="list-style-type: none"> <li>• Positive attitude towards the arts and the beautiful</li> <li>• Positive attitude towards national cultural heritage</li> <li>• Positive attitude and respect for other different cultures</li> <li>• Co-operation and responsibility</li> <li>• Concentration and patience</li> </ul> |



**Skills that are developed through the Arts**

- Observation/listening
- Development of experience and perception ability
- Development of artistic competences (singing, playing various instruments, dance, drawing, painting, shaping, etc.)
- Musical skills
- Movement skills
- Figurative expression skills
- Will and motivation
- Development of attention and memory
- Initiative and interest
- Imagination and interest
- Imagination and creativity
- The aptitude to observe and distinguish rhythm and harmony (of sounds, colours, forms, structures, movement, etc.)
- The aptitude to observe formal structural wholes
- Ability to analyse and synthesize thoughts, expressions
- Artistic communication
- Presentation skills
- Skills for team-work
- Processing and understanding of information (audio, visual, textual, movement, etc.)
- Analytical, critical and creative thinking
- Creative problem solving.

**Key concepts learned through the Arts**

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Sound</li> <li>• Line</li> <li>• Colour</li> <li>• Form</li> <li>• Space</li> <li>• Structure</li> <li>• Balance</li> <li>• Perspective</li> <li>• Movement</li> <li>• Rhythm</li> <li>• Melody</li> <li>• Harmony</li> <li>• Tonality</li> <li>• Dynamic</li> <li>• Style</li> </ul> <p><b>Principles</b></p> <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Repetition</li> <li>• Change (variation)</li> <li>• Comparison</li> <li>• Accent</li> <li>• Equilibrium</li> <li>• Holistic</li> </ul> | <ul style="list-style-type: none"> <li>• Genre</li> <li>• Instruments and musical teams</li> <li>• Bodies</li> <li>• Time</li> <li>• Energy</li> <li>• Relations</li> <li>• Role/character</li> <li>• Tension</li> <li>• Composition</li> <li>• Songs</li> <li>• Instrumentals</li> <li>• Dances</li> <li>• Drama</li> </ul> | <ul style="list-style-type: none"> <li>• Comedy</li> <li>• Tragedy</li> <li>• Graphs</li> <li>• Landscape</li> <li>• Portrait</li> <li>• Design</li> <li>• Sonata</li> <li>• Nature</li> <li>• Symphony</li> <li>• Quartet</li> <li>• Orchestra</li> <li>• Choir</li> <li>• Exhibition</li> <li>• Performance, etc.</li> </ul> |
|---|--|--|

#### 4. Competence-based approach

According to the Kosovo Curriculum Framework, competencies include an integrated and coherent system of skills, habits, knowledge, and attitudes of students as an achievement of learning to which all curriculum areas contribute.

Arts contribute in a particular way and through instruments and forms of artistic expression to the achievement of six key competencies - effective communicator, creative thinker, successful learner, productive contributor, healthy individual and responsible citizen.

#### 5. Curriculum area learning outcomes

Learning outcomes in this curriculum area range within the following main dimensions: Creativity, performance, and artistic presentation.

Through Arts, students are encouraged to:

- Experience various works of art;
- Perform (participate) in artistic activities both individually and in groups, depending on their talents, dispositions and interests;
- Create new works of art using various means of artistic expression using their own original ideas;
- Present freely their personal artistic ideas; and
- Interpret artistic ideas of other people's creative works.

##### *Means of expression, techniques and processes*

Students know, understand, and effectively and purposefully use techniques for using means of expression of various arts, such as, words, sounds, colours, forms, movement, etc., for artistic expression and communication.

They apply expression techniques and various creative and performing processes in various artistic forms, types, and genres.

##### *(Artistic) Communication and expression*

Students are encouraged and supported to:

- To use gained knowledge and skills to express themselves in an artistic, free and independent manner;
- Use the means of expression of various arts to express themselves in an artistic manner on themes that are of interest to them;
- Reflect on and evaluate personal activities and the activities of others in various forms of artistic expression.

*Arts – Society Relationship*

Students:

- Know, understand and evaluate the role of interaction between art and society in various historical, social, cultural and other contexts;
- Know most important works and authors at various (national, intercultural and global) levels of the creative arts.

|   |  |  |
|---|--|--|
|   | <b>ISCED 2</b>   |  |
|   | <b>Key Stage 3</b> Grades 6, 7   | <b>Key Stage 4</b> , Grades 8, 9   |
| <p><b>I. Knowledge, understanding and skills that are developed through arts and are related concretely to:</b></p> <ol style="list-style-type: none"> <li>1. Active participation and practicing in various arts through interpretation, creation and presentation</li> <li>2. Exploring (knowing and understanding) of elements (means of expression), processes and creative techniques in arts (music, figurative art, drama, dancing, etc.)</li> <li>3. Communication and artistic expression</li> <li>4. Understanding of relations between Art and Society</li> <li>5. Appreciation and evaluation of aesthetic values in arts</li> <li>6. Use of arts for nurturing and expression of appropriate individual, group, social, cultural, national, regional, European and global identities.</li> </ol> |  |  |
| <p><b>1. PERFORMANCE, CREATION AND ARTISTIC PRESENTATION</b></p>  |  |  |
| <p><b>In harmony with own individual interest the student develops skills for artistic communication in artistic musical, figurative, dancing and acting activities.</b><br/> <b>He/she:</b></p>  |  |  |
|   | <b>Key Stage 3</b> , Grades 6, 7   | <b>Key Stage 4</b> , Grades 8, 9   |
| <b>PERFORMANCE (INTERPRETATION)</b>   |  |  |
|   | <p><b>Demonstrates successful use of means of expression, relevant techniques of artistic disciplines in music, drama, visual arts and dancing</b><br/> <b>He/she:</b></p> <ul style="list-style-type: none"> <li>• Sings and/or interprets in musical instruments, songs and simple melodies according to imitation and the text of musical notes</li> <li>• Interprets parts from different roles/characters (drama, comedy)</li> <li>• Interprets dances of a different character individually or in a group</li> </ul> | <p><b>Excels with individual performing (interpretation) skills in one or more artistic activities</b><br/> <b>He/she:</b></p> <ul style="list-style-type: none"> <li>• Sings and/or interprets in musical instruments, individually or in a group, songs and melodies of different genres (artistic, popular, slow music)</li> <li>• Interprets entirely different roles (characters)</li> <li>• Interprets in different combined performances (music, drama, dancing)</li> </ul> |

|   |   |
|---|---|
| <b>CREATION</b>   |   |
| <p><b>Creates by using different artistic means of expression in order to express individual experience, personal feelings and ideas</b></p> <p><b>He/she:</b></p> <ul style="list-style-type: none"> <li>• draws, colours, models (by pen, colour pens, plasticine, paper and other materials) in a free and creative manner or on given topics</li> <li>• creatively improvises on melodies and rhythms known before</li> <li>• creates melodies, rhythms, songs and instrumentals of songs</li> <li>• creates original and creative moves while dancing</li> <li>• creates original and creative elements in roles, dialogues in line with the given topic.</li> </ul> | <p><b>Creates by creatively and originally using materials, techniques and expression means of relevant arts</b></p> <p><b>He/she:</b></p> <ul style="list-style-type: none"> <li>• draws, colours, models, landscapes, portraits, two and three dimension compositions, etc. as free drawing or according to the given topic</li> <li>• creates songs and instrumental tunes in different genres (popular, artistic, entertaining)</li> <li>• creates original choreography according to given music, text or situation</li> <li>• creates and contributes to scenic realization of texts for different plays (drama, comedy, musical).</li> </ul> |
| <b>PRESENTATION</b>   |   |
| Is presented successfully and with self-confidence in different artistic individual or group activities in school, community or wider   |   |
| <b>2. PROCESSES, TECHNIQUES AND MEANS OF EXPRESSION</b>   |   |
| <b>The student knows and understands elements of expression, basic processes and techniques of artistic creativity in music, visual arts, drama, and dancing.</b>   |   |
| <p>Recognizes and understands basic principles, expression and artistic forms and techniques.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• understands principles of creation of a melody, harmony, rhythm, etc.</li> <li>• understands the principle of contrast, shadow-light report in the drawing, etc.</li> <li>• understands aspects of role building</li> <li>• understands aspects of expression by movement, mimic, voice intonation, etc.</li> </ul>  | <p>Recognizes and understands the use of different expression artistic means to realize artistic works of different artistic forms, genres and styles.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• understands the manner of form building of music works in different styles (fugue, sonata etc.) in different genres (popular songs, slow music, rock, pop, jazz, etc.)</li> <li>• understands different ways for modelling, sculpturing etc.</li> </ul>   |
| <b>3. ARTISTIC EXPRESSION AND COMMUNICATION</b>   |   |
| <b>Student demonstrates the ability to use various means of expression in arts (voice, instruments, colours, forms, words, movement, etc.) to communicate and express his/her experiences and ideas.</b>  |   |
| Expresses individual ideas, feelings, and experiences using one of the artistic forms of expression in music, visual arts, drama and dance.   |   |
| <p>E.g.</p> <ul style="list-style-type: none"> <li>• draws, colours, models to express the experience of the music he/she has listened to</li> <li>• moves and dances with the music he/she hears</li> <li>• through essays, poetry and literary works he/she expresses his/her experiencing of music or his artistic experiencing of exhibitions, theatre, etc.;</li> <li>• experiences a work of art and expresses his/her feelings by words, essay, etc.</li> </ul>  |   |

|   |   |  |
|---|---|--|
| <b>4. UNDERSTANDING OF THE RELATION ART – SOCIETY – ART</b><br><b>The student understands the development, role and influence of art in society and vice-versa in various historical, social and cultural contexts.</b>   |   |  |
|   | <ul style="list-style-type: none"> <li>recognizes artistic and creative works, prominent artists of popular and artistic creations national and world ones that belong to different periods</li> <li>understands stylistic developments in different forms of artistic works (for example portrait in different styles, opera of different styles and in different periods, etc.</li> </ul> | <ul style="list-style-type: none"> <li>knows in a more complete manner artistic master pieces at national and global level (for example Beethoven’s Ninth Symphony, symphonic poem “Skenderbeu” of F. Beqiri, etc.)</li> <li>understands interrelation between social developments in different time periods and influence on styles, genres, forms, formations and elements of artistic expression for example (Baroque, Classicism, Romantics, etc. and distinctive characteristics or specifics of artistic, musical, figurative creations in these styles).</li> </ul> |
| <b>5. AESTHETIC APPRECIATION AND EVALUATION</b><br><b>The student appreciates and evaluates in an informed and critical way individual artistic creations of others in music, the visual arts, dramatic art and dance according to his/her talents and abilities.</b> |   |  |
|   | They respond emotionally to works of art through experience, perception, observation, listening and interpretation.   | Appreciates and evaluates his/her own and others’ artistic creations by analysing the shape, elements of expression and manners and techniques of their use to the function of artistic expression.  |
| <b>6. IDENTITY AND CULTURE</b><br><b>The student nurtures relevant identity/ies: (individual, group, social, cultural, national, regional, European and global) through arts.</b>   |   |  |
|   | <ul style="list-style-type: none"> <li>Experiences and knows masterpieces of popular and other communities’ arts for example interprets national and other peoples’ songs and dances, uses national and other cultures’ figurative motives in their works.</li> </ul>   | <ul style="list-style-type: none"> <li>Expresses himself/herself in an artistic manner on different topics at global level by maintaining elements of cultural and national identity.</li> </ul>   |

## 6. Cross-curriculum approach

Arts interact with and interrelate between one another; this is also reflected in the process of instruction whereby various forms of expression are combined, such as, for example songs with movement and dances, music and figurative expression, music and literary expression, figurative expression and literary expression, syncretic artistic performance, etc.

In this level of education, in particular, the integrated approach can be applied whereby various forms of artistic expression are combined in given topics. Arts can also interact with other subjects and other Curriculum Areas. Linking (mother tongue and foreign) language with music can be very successful. The figurative expression, which visualises linguistic expression (writing, symbols, figures, illustrations, etc.), can also be linked with language.

Arts can also be linked successfully with the curricula areas of Sciences, Social Studies, Mathematics, Health and Wellbeing, and Life and Work, etc. Every particular theme and instructional content that is processed at this level is made clearer and easier to understand when linked with artistic expression (illustrations, graphs, songs, music, dances, video-materials, etc.).

## 7. Time allocation

According to the Kosovo Curriculum Framework, a total of twelve school hours have been allocated to the Arts curriculum area in the lesson plan for the first level.

In the third curriculum key stage (Grades 6 and 7), there is a total of four school hours planned (divided into two hours for each grade); the same number of hours (4) have also been planned for Arts also for the curriculum Key Stage 4 in every grade).

Since this curriculum area consists of two required subjects - Figurative Arts and Musical Education – school hours are divided equally between these two subjects. However, the school can and should offer within the optional curriculum sufficient time for arts activities such as: choir, orchestra, drama sections, dance, etc., as per student interests and dispositions.

| Stage     | Learning area | Subject                 | Nr. Of hours per week | Percentage (%) of hours |
|-----------|---------------|-------------------------|-----------------------|-------------------------|
| 4 (6-7)   | Arts          | Music arts/culture      | 1                     | 50%                     |
| 5 - (8-9) | Arts          | Figurative arts/culture | 1                     | 50%                     |

## 8. Materials and learning resources

Arts have their means of expression, techniques and specific procedures that condition the utilization of various materials for the implementation of various parts in this curriculum field. For example, instruction materials in the figurative arts relate to the working materials like paper, canvas, plasticine, organic materials, etc. Apart from materials, other learning resources are used, such as school textbook, photos, video materials, internet, etc.

In the art of music the main material is the musical sound that is produced by the human voice or by musical instruments. Learning resources include school textbooks and sound resources (i.e. CDs, musical CDs, DVDs, recordings from the internet, TV, public concerts etc.).

## **9. Methodological guidelines**

Arts are successful in education only when the suitable artistic methodology of teaching and learning is applied with the highest accuracy in every arts discipline (music, visual arts, drama, dance, etc.). Methods of teaching in arts subjects include teaching techniques and specific methods for learning concepts, skills, and knowledge that need to be acquired through those subjects. Artistic perception, curiosity, imagination and freedom of expression are the key principles of the methodology of teaching in the curriculum area of arts. Assuming that artistic experiencing has largely been dealt with at level one, at this level students gradually learn various concepts and artistic phenomena through intuitive instruction and a constructive learning approach. In each specific subject of the Arts curriculum area students learn about and understand creative processes and techniques by learning how to apply in practice various means of artistic expression in order to realize their artistic creations/interpretations. The instruction at this level is delivered by specialist teachers of respective arts subjects, who carefully develop students' artistic skills according to their individual dispositions and interests.

## **10. Assessment guidelines**

Assessment in the curriculum area of arts requires special attention and is based on the principle of individualism, whereby every student has various dispositions and gifts for various forms of artistic expression. Therefore, assessment should include courage, imagination, original and creative expression, interest, artistic perception, interpretation, etc.

Achievements in the curriculum area of arts are individual in nature and should therefore be assessed as such, by using assessment to motivate and encourage the development of students' creative abilities. In arts, teachers should take into consideration students' interest and active participation (both individual and in a group) in various artistic activities organised at school and in the community. The assessment of the most talented students should include various music groups, drama groups, etc., in-school presentations and individual and group exhibitions. For less talented students teachers should assess their interest and courage in engaging in one of the various forms of artistic expression.

**MATHEMATICS****Introduction****Rationale and description****Concepts and description****Competence-based approach****Cross-curriculum approach****Time allocation (the plan of classes)****Materials and learning resources****Methodology guidelines****Assessment guidelines****1. Introduction**

The curriculum of the Mathematics learning area is reflected in national education policies that will have an impact on improving quality of teaching and learning of Mathematics and of education in general. The curriculum of the Mathematics area states that it is the statutory right of every student to learn Mathematics. It presents competencies of what shall be taught and learned and defines the course of main achievements of learning of Mathematics. The curriculum also determines how student performance will be assessed and reported. Therefore, the curriculum gives students, teachers, parents and the wider community a clear picture of the understanding and abilities that students need to acquire at school. This curriculum enables schools to meet individual student needs to develop a distinctive character and fundamental characteristic features in their community. It also presents a model in which partners in education can support students in their further path of learning. In itself, the curriculum presents a difficult but balanced solution; it is consistent and strongly underpins the cultural knowledge and experience which is the inherent right of every student; at the same time it has to be flexible enough to enable teachers to manage and build their own way of teaching that will best transfer the curriculum to the students.

The main focus of the curriculum in the Mathematics area is to allow students to develop from their first days at school the essential abilities they need to acquire in Mathematics, to provide them with the guaranteed and full right to education, to maintain their creativity and to give teachers the right to find best ways to inspire in their students the pleasure and commitment to learn in a life-long perspective.

Content of the document will be in harmony with the principles defined in the Curriculum Framework. The content should:

- present the legal requirements of the Mathematics curriculum;
- offer information to help students to become competent in what is learned and to help teachers implement Mathematics competently at school.



The order of presentation is mainly based on the hierarchy of key stages and levels. The curriculum for students of the first level (Grades 0-5) is presented for teachers of primary schools. The curriculum for students of the second level (Grades 6-9) is presented for teachers of lower secondary students. The Curriculum for students of the third level (Grades 10-12) is presented for teachers of upper secondary schools for:

- a. general education – gymnasias; and
- b. vocational education and art schools.

## **2. Rationale and description of the curriculum area of Mathematics**

Mathematics enables the student to develop the skills and ability to think critically, to develop their personality, to develop their skills to work independently and systematically, to motivate and encourage research, the building of new knowledge aimed at their application and integration with other learning areas and solving of problems in everyday life.

Through essential learning outcomes (ELO) and General Learning Outcomes (GLO), Mathematics deals both with learning in spiritual, moral, social and cultural areas, as well as with key abilities and abilities of thinking.

## **3. Concepts and description**

The main concepts in Mathematics are the following:

- Number and algebra
- Form, space, measurements, and geometry
- Processing of data and probability
- Utilisation and application of Mathematics.

Mathematics is taught at all levels of the curriculum. In the first and second key stages a linkage is established with knowledge of numbers, geometric figures, space positioning, measurements and calculation skills for solving of problems.

In the third and fourth key stages this link is integrated with knowledge from algebra, geometry and statistics, while the fifth and sixth key stages expand further and move deeper into trigonometry, mathematical analysis and probability.

A description of the level provides the basis for making decisions on student performance at the end of each Key Stage (1-6) and for all three levels.

## **4. Competence-based approach**

According to the KCF, teaching and learning are based on competencies. The organisation of instruction is focused on what students should know how to do and what they should be ready to do. In order to do something, certain knowledge, habits, and skills are needed, including certain attitudes. Based on this, the curriculum of Mathematics is conceptualized in a system built at level, key stage and grade level, which is justified with general learning outcomes for Curriculum Area and key stage. This is why there are three levels of competencies, the achievement of which refers to the most important aspects of teaching and are oriented and ordered according to students' real needs, which require time planning

and sufficient training. The competence-based approach for the curriculum area of Mathematics is achieved through recommending methods: review, conversation, giving and illustration of examples, giving guidance, presentation of solutions, and presentation of group work, supervised practice of groups of students, group discussion, and practice. Essential learning outcomes in Mathematics are based on the following Mathematics competencies:

## 5. Curriculum area learning outcomes

1. Solving of mathematical problems
2. Justification and mathematical evidence
3. Mathematical communication
4. Linkages in Mathematics
5. Mathematical representation
6. Mathematical modelling
7. Mathematical thinking
8. Use of technology in Mathematics.

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|---|---|
| <b>ISCED 2</b>  |   |
| <b>Key Stage 3</b> , Grades 6 and 7 (age 11 -13)  | <b>Key Stage 4</b> , Grades 8 and 9 (age 13 -15)  |
| <b>I. Knowledge, understanding and skills developed through learning experience related to:</b> <ol style="list-style-type: none"> <li>1. <i>Problem solving</i></li> <li>2. <i>Mathematical justification and evidence</i></li> <li>3. <i>Communication in and through Mathematics</i></li> <li>4. <i>Mathematical linkages</i></li> <li>5. <i>Mathematical representation</i></li> <li>6. <i>Promotion of mathematical modelling</i></li> <li>7. <i>Structuring of mathematical thinking</i></li> <li>8. <i>Use of ICT in and for Mathematics.</i></li> </ol> |   |
| <b>1. Problem solving</b><br>The student:   |   |
| Uses symbols, facts, suitable means and strategies to solve problems dealing with rational numbers, relations between them as well as measuring of 2D shapes and 3D objects.  | Uses mathematical concepts that are interrelated to real numbers, algebra expressions and geometric transformations for the solution of different mathematical problems.                          |
| <b>2. Mathematical justification and evidence</b><br>The student:   |   |
| Presents empirical data on 2D shapes and 3D objects and starting from them develops mathematical thinking (for example suggests formulas, constructs geometrical figures and uses rational numbers).  | Justifies and certifies mathematical assertions through direct and indirect methods, implemented in actions with real numbers, geometric transformations, measuring, probability and statistics). |

|   |   |
|---|---|
| <b>3. Communication in and through Mathematics</b><br>The student:  |   |
| Uses mathematical methodology ( for example decimal, fraction, percentage, mode, median, etc.) and algebra and geometric symbols to describe different situations from mathematics and daily life.  | Collects and processes information from different sources that are related to real numbers and their features, algebra expression, statistics and probability; translates from natural language into mathematical one and vice versa.       |
| <b>4. Mathematical links</b><br>The student:  |   |
| Integrates/links different mathematical concepts in order to solve different problems.  | Links concepts and other mathematical models with those absorbed before from the area of mathematics and other areas.   |
| <b>5. Mathematical representations</b><br>The student:  |   |
| Uses symbolic forms of representation through lines and graphics with the purpose of describing and solving different problems in mathematics, other subjects and daily life.   | Uses mathematical symbols and actions to represent different situations from daily life; selects alternative forms of representation in compliance with the given situation.  |
| <b>6. Promoting mathematical modelling</b><br>The student:  |   |
| Creates models that contain basic mathematical concepts such as decimals, fractions, percentage, exponents, angles, congruence and symmetry.  | Creates large variety of concepts based on the principle of mathematical modelling (for example square root, similarity, linear function, polynomes, etc.). Uses the principle of mathematical modelling to solve problems from daily life. |
| <b>7. Structuring of mathematical thinking</b><br>The student:  |   |
| Demonstrates application of rational numbers; measures 2D forms and 3D objects; creates models and implements gained knowledge; thinks of mathematics as part of human culture.   | Generates relevant mathematical conclusions by collecting and processing the data.  |
| <b>8. Use of ICT in and for Mathematics</b><br>The student:   |   |
| Uses advanced calculators for verification and solution of complicated mathematical problems.   | Verifies results of different problems by using ICT tools and programmes (for example MS EXCEL).  |
| <b>II. Structured attitudes and values as a result of education through Mathematics</b>   |   |
| <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Motivation to study Mathematics</li> <li>• Imagination and creativity for solving problems</li> <li>• Persistence, perseverance and strength in focusing on problems</li> <li>• Self-assessment, self-critical</li> <li>• Independence in thinking and in action</li> <li>• Attitude towards questions</li> </ul> |   |

|   |
|---|
| <ul style="list-style-type: none"><li>• Doubts and confidence</li><li>• Constructive critique</li><li>• Initiative and interest in various approaches</li><li>• Confidence in own strength</li><li>• Confidence in using technology</li><li>• Respect in accepting other opinion (including contrary opinions)</li><li>• Will power</li><li>• Respect for well completed work</li><li>• Respect for personal and group efforts</li><li>• Respect for accuracy</li><li>• Respect for the values Mathematics provides to individuals and the society.</li></ul> |
| <b>III. Mathematical abilities and skills</b>   |
| <ul style="list-style-type: none"><li>• Identification</li><li>• Description</li><li>• Formulation</li><li>• Rationalizing</li><li>• Application</li><li>• Calculation</li><li>• Measurement</li><li>• Evaluation</li><li>• Outlining</li><li>• Modelling</li><li>• Constructing</li><li>• Use of sources and information.</li></ul>  |
| <b>IV. Knowledge and concepts promoted by the Mathematics learning area (Arithmetic, Algebra, Measurement, Geometry, Statistics, Probability)</b>   |
| <ul style="list-style-type: none"><li>• Real numbers</li><li>• Shape</li><li>• Space</li><li>• Measurement</li><li>• Geometry</li><li>• Statistics</li><li>• Probability</li><li>• Unions.</li></ul>  |

## 6. Cross-curriculum approach

Learning in Mathematics will be focused on basic skills with numbers, objects and figures, and on developing thinking and problem-solving by using mathematical methods.

Mathematics and its teaching will pay due attention to the following cross-curriculum issues:

- Personal development and skills for life, team work, problem-solving, decision-making, and planning of personal budgets;
- Sustained development, economic awareness, linguistic and communication skills, electronic learning (ICT), production of virtual mathematical models;
- Collection of data presented in various forms.

## 7. Time allocation

The plan of lessons sets the minimum and maximum number of hours for every curriculum area; it is necessary to allocate a larger proportion of time to the Mathematics curriculum area. At the second level, (Grades 6-9), at least 4 and no more than 5 hours a week are needed.. Assessment of learning outcomes is done in line with the KCF.

| Key stage/<br>Grades | Learning area | Subject     | No. of hours | Percentage of<br>hours (%) |
|----------------------|---------------|-------------|--------------|----------------------------|
| 3- (6-7)             | Mathematics   | Mathematics | 10           | 17,86 %                    |
| 4 - (8-9)            | Mathematics   | Mathematics | 15           | 13,33%                     |

## 8. Materials and learning resources

- The teacher understandably teaches using materials and resources that students can access by looking at them, listening to them, by touching them, etc. The teacher uses simple and accurate unambiguous words and sentences, visual tools, adequate technology, involves students in drawing activities, modelling, offers special support, adapts examples, creates a friendly environment, provides alternative activities, etc.
- The teacher provides access to appropriate texts and materials that are in harmony with the students' age and learning aptitude, offers needed brochures, dictionaries, uses clear language, etc. The teacher will present/clarify for students certain content or skills. The focus is on transferring information (including educational video materials, student presentations, etc.);
- Through demonstration by the teacher or students: the teacher provides visual information that can help verbal explanation.

## 9. Methodology guidelines

The teacher uses modern interactive and inclusive teaching and learning methods, diverse working techniques and forms for an entire set of procedures (new information, revision, reinforcement, exercises, project work, material resources, such as: drawings, models, diagrams, graphs, and other state-of-the-art equipment, internet, computers, etc.). These methods should help to stimulate independent, critical and creative thinking. The selection of

methods is the responsibility of the subject teacher. It is done in harmony with the students' needs and demands, with the nature of the lesson theme, the didactic base, level of student aptitude, etc.

Working techniques and methods applied with students should be combined and diverse in order to stimulate class dynamics, break the monotony and motivate student learning.

Methods techniques and forms of work with students should serve for easier acquisition of learning content and for faster and more accurate application of other knowledge, habits, skills, attitudes and values that are part of the entire undertaking of shaping of their personality that will serve to help them face life challenges.

## 10. Assessment guidelines

Assessment includes all activities that help the judgement of achievement of learning outcomes at the grade level by students and the mastering of competencies in the Mathematics curriculum area.

When assessing, the teacher should keep in mind program content in achieving learning outcomes according to curriculum areas and key stages and levels, and should consider assessment as an integral part of teaching and engage students in the instruction process and help them prepare for independent work.

Assessment should be supported by a significant amount of data that will include the following elements:

- Assessment of oral responses
- Assessment of group support
- Assessment of activity during class debates
- Assessment of homework
- Tests on a group of given themes
- Tests at the end of the content category
- Tests at the end of the semester/term, or end of school year tests.

The teacher is also independent in choosing:

- The types of assessment (formative, summative, diagnostic, motivating, etc.);
- Assessment methods (self-assessment, conversations with students, portfolio, observations, projects, etc.)
- Assessment instruments (analytic self-assessment sheet, coordination diaries (know, want to know, learnt), diagrams (e.g. the 'Plus, Minus, Interesting' approach), traffic lights, conversation partner (peer assessment, etc.).

Assessment should provide feedback for the purpose of improving the instruction, the student motivation for learning, it should help in identifying the causes of underachievement or progress, improvement of teaching, and the individual development of students. (For more information see Section V on assessment).

Here is an example of homework related to the above presented lesson unit:

- ***Thinking competence in mathematics – Mathematical communication***
- ***Learning outcomes for stage three (III):***

- Uses mathematical terminology (e.g. fractions, percentage, mode, median, etc.) and algebra and geometry symbols to describe various situations in mathematics and in real life.
- **Thinking competence – creative thinker**
- **Learning outcome for stage three (III):**
- Solves an experimental problem (arithmetic, geometry, language, social, science... etc.) given in textual form or textual-numerical form and explains the selection of applied procedures.

| 1                                 | 2   | 3  | 4   | 5   | Support for improvement   | Methods   | Support for the talented  | Methods  |
|-----------------------------------|---|--|---|---|---|---|---|--|
| The student has not done anything | The student only sets the price of the article after the rise | If the student only sets the price of the article after the rise and its price after the reduction | If the student only sets the price of the article after the rise and its price after the reduction and the difference between those two | If the student only sets the price of the article after the rise and its price after the reduction and presents the prices in a table | <i>The teacher decided how to support the student, eg. members of the group who have not managed to complete the task are relocated to other groups</i> | <i>What methods will the teacher use considering the various learning styles of students, eg. for homework the students should try again to solve the task with his friends</i> | <i>The teacher decides in what activities to support the student or what additional activities to organize, eg. gives additional homework, asking the student to find on his/her own an additional task</i> | <i>What methods will the teacher use considering the various learning styles of students</i> |

## **CURRICULUM AREA - SCIENCE**

### **Introduction**

#### **Rationale and description of the area**

#### **Basic concepts of Science**

#### **Aims of learning the sciences**

#### **Competence based approach**

#### **Learning outcomes in the area of Science**

#### **Cross-curriculum issues**

#### **Time allocation**

#### **Teaching and learning materials and resources**

#### **Methodology guidelines**

#### **Assessment guidelines**

### **1. Introduction**

The core curriculum of Science is compulsory for the three pre-university education levels. This education area includes competence achievement (knowledge, understanding, habits, skills, attitudes and values) which will be achieved by students when having completed each pre-university education level.

The Science curriculum enables students to know, to understand, to explore Nature and the animate and inanimate (organic and inorganic) world and the human being. Scientific knowledge and achievements are applied in food production and other material goods, in medicine, traffic, communication, energy production, exploration and utilisation of natural resources, the preservation of the living environment, cultural achievements, and art and space exploration.

### **2. Rationale and description of the area**

The function of Science is to:

- Explain the material world, its characteristics and transformations
- Apply methods of exploring natural phenomena and processes
- Describe the Earth as a celestial body with suitable life conditions for living creatures and human beings
- Describe the animate world, inanimate world, and the relation between them
- Describe energy resources



- Describe natural processes in time and space
- Define the relations of human beings with the nature and their mutual influence.

### **3. Basic concepts of Science**

The basic concepts of Science must be based on six main categories (pillars - orientations):

1. Scientific exploration/research
2. Application of science and technology
3. Matter, its characteristics and transformations
4. Physical processes
5. Life processes
6. Earth and the Universe.

In Science, the basic concepts, competencies and methodology for Stages 1, 2, 3, 4 are presented as integrated, whereas for Stage 5 and Stage 6 the content is taught through separate subjects: Chemistry, Physics, Biology and Astronomy.

In vocational schools these concepts are taught in integrated contents based on topic approach for certain occupations.

### **4. Aims of learning the sciences**

- The development of knowledge, habits, skills, attitudes and values for Nature, the living environment and the worlds around us;
- Showing skills to explain the essential concepts of the science in order to explain Nature;
- The development of skills, values and attitudes for life long learning of science;
- An exploration of the natural man made environment, through games, evidence and simple models, by asking questions, through discussions, excursions, drawings, etc.;
- Accurate use of scientific language and terminology;
- The application of security measures and undertaking the necessary steps in cases of danger;
- The evaluation of the role and impact of scientific achievements on the daily life of human beings;
- The description of the Earth as a celestial body and as a source of material goods;
- The creation of right attitudes regarding social, moral, ethical, economic and environmental issues;
- The creation of an educated citizen in relation to advancing science and technology, in order to facilitate and improve the life of human beings and for the student's career orientation.

## 5. Competency-based approach

According to KCF, the teaching of Science is based on competences and a learner-centered approach. The organization of teaching is focused on what students should know and be able to do. In order to do something they need relevant knowledge, habits, skills and certain attitudes, which can be positive, negative or indifferent.

## 6. Learning outcomes in the area of Science

### Stage 3 and Stage 4

| ISCED 2   |   |
|---|---|
| Stage 3, Grades 6 & 7 (age group 12-13 years)   | Stage 4, Grades 8 & 9 (age group 14-15 years)   |
| <b>I. KNOWLEDGE, UNDERSTANDING AND DEVELOPMENT OF SKILLS THROUGH THE LEARNING PROCESS:</b> <ol style="list-style-type: none"> <li>Structuring scientific opinion about concepts, models, theories and laws on how matter is structured, processes and phenomena in nature: <ul style="list-style-type: none"> <li>Animate and inanimate matter and their characteristics</li> <li>Physical, chemical and biological phenomena on the Earth and in the Universe.</li> </ul> </li> <li>The development of scientific research skills to learn about the structure of matter, processes and phenomena in nature.</li> <li>Relations between the subjects of the Science and other curriculum areas;</li> <li>Application of science and technology in everyday life.</li> <li>The development of communication skills in science and through science.</li> </ol> |   |
| <b>1. Structuring scientific opinion about the concepts, models, theories and laws on how the matter is structured, processes and phenomena in nature</b> <ul style="list-style-type: none"> <li>Animate and inanimate matter and their characteristics</li> <li>Physical, chemical and biological phenomena on the Earth and in the Universe.</li> </ul>   |   |
| Distinguishes and compares materials by origin, composition, characteristics, size, shape, transformations and their use in daily life.   | Describes and analyses elements that are part of the structure of inorganic and organic composition, structure, physical and chemical features, their functioning and interrelation with the living and non-living world. |
| Explains composition of geosphere, hydrosphere, atmosphere, biosphere, processes in them  | Analyses components of the Earth's crust, and of natural resources (especially those of Kosovo).  |
| Distinguishes and describes growing and survival of living beings depending on environment conditions, building and function of main systems of human bodies, structures and processes involved in growing and reproduction of plants, animals and human.   | Describes composition and function of the cell, organs and their systems, causes of human diseases and animals and manners of their controlling; metabolism and sustainability of ecosystems.                             |
| Describes sources of energy, forms and its transformations.   | Distinguishes forms of presence of energy in nature, their mathematical formulations and possibilities to use.  |

|  |  |
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| Demonstrates interactions between troops that meet and that don't.   | Analyses laws that describe gravitational and electromagnetic interaction together with their aftermaths.  |
| <b>2. Development of scientific research skills to learn about the structure of matter, processes and phenomena in nature</b>  |  |
| Plans and carries out simple researches individually or in group, in and out of class by collecting, analysing and interpreting data with the purpose of explaining natural processes and phenomena.   |  |
| <b>3. Relation between the subjects of Science and other curriculum areas</b>  |  |
| <p><b>Integration of common concepts in Science (Biology, Chemistry, Physics,):</b></p> <ul style="list-style-type: none"> <li>- subject and energy in development of life, interpretation of natural processes and phenomena and their influence on humans, living beings and environment, troops and living beings, atoms, molecules, the law of preservation of mass and energy, solutions, photosynthesis, breathing, healthy food.</li> </ul> <p><b>Integration in scientific research method:</b></p> <ul style="list-style-type: none"> <li>- observation, classification, measuring, modelling, putting forward of hypothesis, experiment, substantiation, use of measuring instruments, planning and projecting of simple scientific researches, results processing, safety during lab work.</li> </ul> <p><b>Integration of Science with other areas</b></p> <ul style="list-style-type: none"> <li>- <b>Communication and expression</b><br/>Communicate in mother tongue and foreign languages during group work, enrich vocabulary with new expressions and symbols through discussion, written reports, practical work, researches and measurements.</li> <li>- <b>Mathematics</b><br/>Uses formulas, mathematical models to stimulate different processes and phenomena, mathematical actions during calculation of results gained during measuring of different physical sizes.</li> <li>- <b>Society and the Environment</b><br/>Deals with natural-social environment as wealth that should be protected and used for the benefit of society.</li> <li>- <b>Health and Welfare</b><br/>Protects health by respecting rules of hygiene, food, body and organism movement, rests and becomes aware of protection from alcohol, smoking, drugs, HIV/AIDS and unwanted pregnancy.</li> <li>- <b>Life and Work</b><br/>Respects principles of group work and actively participates in achieving the set objectives by showing manoeuvring skills in using tools, equipment and information and communication technology to obtain information during research.</li> </ul> |  |
| <b>4. Application of science and technology in the daily life</b>  |  |
| Uses ICT and new communication equipment, different tools and means produced through science to understand natural processes and solve problems in daily life.   | Explains historical nature of scientific ideas; describes the influence of scientific technological discoveries during history and their effects in enhancing quality of human life. |

|  |  |
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| <b>5. Development of communication skills in science and through science</b>   |  |
| Plans simple scientific research, presents data in tables and diagrams, interprets verbally or in writing information collected from different sources.  | Uses simple ways of interpretation of scientific data verbally and in writing; plans research of a simple scientific problem, formulates a hypothesis, verifies through experiment, draws conclusions and communicates them. |
| <b>II. STRUCTURED ATTITUDES AND VALUES FROM EDUCATION THROUGH THE AREA OF SCIENCE</b>  |  |
| Students are expected to demonstrate:  |  |
| <ul style="list-style-type: none"> <li>▪ Positive stand on scientific study in general</li> <li>▪ Tolerance towards opinions expressed by others</li> <li>▪ Curiosity for stimulation and modelling of natural phenomena through experiment</li> <li>▪ Motivation to study science as an important area in social and professional life</li> <li>▪ Initiative and interest to approach different tasks</li> <li>▪ Interest and use of specific scientific concepts and methods in solving scientific problems in daily life</li> <li>▪ Take care of quality and protection environment</li> <li>▪ Critical and positive thinking, honesty and tolerance</li> <li>▪ Interest in applying knowledge in daily life</li> <li>▪ Interest in new achievements and progress in science</li> <li>▪ Respect natural and human diversity, preserve and protect environment.</li> </ul> |  |
| <b>III. SKILLS AND ABILITIES IN SCIENCE</b>  |  |
| <ul style="list-style-type: none"> <li>• Identification</li> <li>• Description</li> <li>• Application</li> <li>• Formulation</li> <li>• Rationalizing</li> <li>• Application</li> <li>• Counting</li> <li>• Measuring</li> <li>• Sketching</li> <li>• Creation of models</li> <li>• Constructing</li> <li>• Use of sources and information</li> <li>• Cooperation skills</li> <li>• Communication skills</li> <li>• Psycho-motor skills</li> <li>• Creativity</li> <li>• Critical thinking skills</li> <li>• Information technology skills</li> <li>• Numerical skills</li> <li>• Problem solving skills</li> <li>• Management skills</li> <li>• Study skills.</li> </ul>  |  |
| <b>IV. CONCEPTS AND SUBJECTS IN THE AREA OF SCIENCE</b>  |  |
| <ul style="list-style-type: none"> <li>• Science</li> <li>• Chemistry</li> <li>• Physics</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>• Biology</li> <li>• Geography</li> <li>• Geology</li> <li>• Astronomy</li> <li>• Chemical reactions</li> <li>• Experiment</li> <li>• Laboratory</li> <li>• Acids</li> <li>• Basis</li> <li>• Salts</li> <li>• Oxides</li> <li>• Diversity</li> <li>• Evolution</li> <li>• Heritage</li> <li>• Ecosystems</li> <li>• Atom</li> <li>• Molecule</li> <li>• Ions</li> <li>• Structure</li> <li>• Function</li> <li>• Chemical link</li> <li>• Time</li> <li>• Space</li> <li>• System</li> <li>• Photosynthesis</li> <li>• Laws</li> <li>• Hypothesis</li> <li>• Theories</li> <li>• Principles</li> </ul> |  |
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## 7. Cross-curriculum issues

The integration of cross-curriculum issues in the area of Science helps students to recognise and understand the world and cope more easily with the challenges of life.

Cross-curriculum issues which can be integrated in the curriculum of Science for this age group of students are:

- Education for entrepreneurship
- ICT and e-learning
- Career awareness
- Media awareness
- Health and sexual education
- Religions
- Personal development and life skills.

## 8. Time allocation

The number of hours in the core curriculum has been determined for each learning area, whereas the elective curriculum is determined by each individual school.

The area of Science in the core curriculum Stage 1/Stage 2 includes subjects such as: Chemistry, Biology, Physics, Geography and Astronomy, which have been integrated and the number of classes per week for each year is one hour.

The criteria for the core curriculum of Science in each subject are: volume, balance, horizontal and vertical connection of learning outcomes with six main competencies (6) and continuation of their implementation from Grades 1-5.

| Grade     | Learning area | Subject | No of hours | Percentage (%) of hours |
|-----------|---------------|---------|-------------|-------------------------|
| 3- (6-7)  | Science       | Science |             | 14,29                   |
| 4 - (8-9) | Science       | Science |             | 16,67                   |

## 9. Teaching and learning materials and resources

In order to successfully master the competencies in Science it is necessary to create the conditions, lesson tools and an appropriate learning environment.

- Text materials: textbooks, workbooks, teachers' books, professional guidelines, dictionaries, newspapers, magazines, psycho-pedagogic materials, encyclopaedia etc.
- Visual tools: white board, pictures, paintings, models, flipcharts, diagrams, graphic tools etc.
- Audio-listening tools – radio, tape recorder, telephone, cassette player etc.
- Audio-visual tools: television, movies, videos, video projector, video cassette player, computer, internet, tele-text, CDs, e-mails.
- Learning environment (classroom, lab, workshop, nature, farm, etc.).

## 10. Methodology guidelines

Students' success in the subject of Science depends on the work and engagement of both teacher and student. This is achieved by applying an inter-active contemporary and inclusive approach, methods, techniques and diverse forms of work. A whole complex of procedures is used, eg. new information, revision, reinforcement, exercises, tasks, project work, practical work, etc. Technical material tools are also used, such as models, charts, chemicals, kitchen utensils, lab equipment, instruments, computers and other education technologies). These approaches and methods should serve the function of encouraging independent, critical and creative thinking. Selection of methods is in the hands of a subject teacher. The methods should be suitable for the students' needs, the nature of the topic content, the didactic basis and the level of students' education, etc.

Methods, techniques and forms of work with students should make it easier for the student to digest the learning content, knowledge, expressions, abilities, attitudes and other values and thus to cope with life challenges.

In order to fulfil the requirements for a qualitative learning experience, several methods, forms and different techniques of work are suggested:

- Direct teaching (explain, clarify, practical exercises and examples)
- Indirect teaching (analysing, discovering, problem solving)
- Teaching by asking questions (the technique of questions addressed to students)
- Discussions and collaborative learning (in small groups, larger groups and with all students)
- Teaching which stimulates critical and creative thinking, and problem solving
- Learning through projects, research tasks in the field
- Teaching through observation, demonstration and experimenting
- Teaching and learning through multi-media equipment, particularly through computers
- Teaching which stimulates independent research
- Learning in nature and through visits to industrial premises.

In all cases, the implementation of teaching methods or techniques should be accompanied by the use of appropriate didactic materials and tools, without which the expected results cannot be achieved.

## **11. Assessment guidelines**

Assessment is the process of systematic, qualitative and quantitative accumulation of information regarding students' achievements during the learning process and drawing conclusions about them.

The function of assessment is to:

- Provide necessary information about the students' progress and their motivation to learn
- Identify difficulties during the learning process
- Draw conclusions on students' achievements during the learning process
- Self-assessment of students and teachers
- Improve teaching and learning.

Assessment can be classified into formation, diagnosing, summarising and motivating assessment.

- Formative assessment (assessment to learn) is conducted in a continuous manner in order to collect information on students' achievements during every learning activity.
- Diagnosing assessment aims at collecting information on students' achievements regarding the level of acquisition of knowledge, skills, habits, attitudes and values, and helps the teachers for further work.

- Summative assessment (assessment of learning) – includes overall activity of students' learning. Summative assessment is conducted at the end of certain periods (semester, end of the school year, etc.).
- Motivating assessment – is used to encourage the interest and desire of students to learn.

Students' assessment for the subjects of the core curriculum and for elective subjects is done by marks, in compliance with the criteria defined by MEST. Assessment of students with marks is done for oral and written answers, for homework, skills shown while working in groups, tests, work in projects, etc.

The forms of assessment should be in compliance with different learning styles. A teacher is independent when selecting methods, techniques and tools of assessment. Assessments should be transparent to students, parents and the community.

An important tool for assessment, self-assessment, and for collecting information on the students' progress or their lagging behind is the student's portfolio.



**CURRICULUM AREA SOCIETY AND ENVIRONMENT****Introduction****Rationale and description****Concepts and description****Competency-based approach****Learning outcomes for the learning area****Time allocation****Cross-curriculum issue****Teaching and learning materials and resources****Methodology guidelines****Evaluation guidelines****1. Introduction**

The curriculum area **Society and Environment at level two** is delivered through subject or integrated instruction. The subjects of this curriculum area at this level are: History, Geography and Civic Education. Teachers should bear in mind that if this area is delivered through subject instruction then they should consider the common goals of the curriculum area which will be achieved through the subject content of History, Geography and Civic Education. If this curriculum area is delivered through integrated instruction then they should consider the interrelated content aspects of these subjects.

The Society and Environment learning area helps students to better learn and understand various historical and social concepts at the local, national, regional and international level, including the rise and the development of civilizations and the events and role of personalities from the ancient time until nowadays.

This area helps students deepen their knowledge about places and space, physical and human systems, and regions and their characteristics. It also helps students develop habits, values and attitudes in relation to cultural diversity, social identity, cultural heritage, social organization, human rights and freedoms, and the role and the functioning of democratic institutions.

**2. Rationale and description**

The learning area of Society and Environment in the third and fourth curriculum stage (Grades 6, 7, 8 and 9) aims the development of abilities, skills, values and attitudes in order for them to become responsible citizens, develop their personal identity and gain better understanding of the collective identity (social, national, state, ethnic, religious, racial, gender, cultural, regional). This area supports the development of abilities for proper judgement and responsible decision making in real life situations and the nurturing of habits and the taking of initiatives for the protection of the environment.

The learning area of Society and Environment at this level helps students to develop and further strengthen their knowledge in order to ensure a good foundation for further academic and career orientation.

### **3. Concepts and description**

General concepts of the Society and Environment learning area, which are taught at all level of pre-university education, in Curriculum Stages 3 and 4, are taught more comprehensively and more deeply.

#### **Social groups and relations**

Groups and social relations in the area of Society and Environment include, at the second level, the development of students' abilities and habits to play roles and to build sustainable social rapports in the family, social group and in the community and the society in general. The content of this concept includes the development of the ability for active participation in various social structures and organizations.

#### **Social processes**

This concept involves social processes, developments and changes that have happened and are happening in the country, in the region and world-wide. This concept includes knowledge, attitudes and assessments of the developments of population, habitats, migrations, cultural diversity, sustainable development, cultural communication, technology and globalization.

#### **Norms, rights and responsibilities**

In the frame of this area, students understand and adhere to social norms and rules in the surroundings in which they live. They learn that freedom and their rights require responsibility towards their own selves, family, school, country, and their surroundings, both where they live and beyond. This also implies an awareness regarding the importance of human rights and freedoms, gender equality, tolerance, solidarity, fight against discrimination and prejudice, the need for cooperation and communication with others about the past and present.

#### **Decision making**

It is important, at this level, to nourish self-confidence and reasoning regarding decision-making in particular cases, by supporting it with sustainable arguments. Students understand that the right decision-making, based on sound arguments, is an added value for their own selves, for others, but also for their social and natural environment. Practise giving and receiving sustainable ideas and information that will help students make decisions in a conscious and responsible manner.

## Environment

This implies a basic knowledge about the relation of a human being to the environment, their mutual influences, factors which influence the preservation and protection of the environment, and an awareness of the preservation of the environment, ecosystems and biodiversity for sustainable development. This concept also implies knowledge on space (the Earth and the Space) natural and socio-geographical elements of the natural and manmade environment, regions and countries, including knowledge about natural and cultural heritage monuments and their preservation. Students should be encouraged to develop habits for preservation, protection and improvement of the environment.

## 4. Competency-based approach

Knowledge about the area Society and Environment enables students to gain and cultivate gradually the main competencies set forth in KCF. The organization of teaching and learning should be focused on what students should know and be able to do. These are reflected through the knowledge, skills, habits, but also attitudes and behaviour that they should demonstrate

## 5. Learning outcomes per area

| <b>Society and Environment</b> |  |   |
|--------------------------------|--|---|
| <b>ISCED 2</b>                 |  |   |
|                                | <b>Stage 3, Grades 6, 7 (age 11 – 13 years.)</b>   | <b>Stage 4, Grades 8, 9 (age 13-15years)</b>  |
|                                | <b>I. KNOWLEDGE, UNDERSTANDING AND SKILLS THROUGH WHICH A STUDENT:</b>   |   |
|                                | 1. Explores the structure of social groups and ways of their participation or inclusion.   |   |
|                                | 2. Explores objects, events, historical, social, natural and environmental processes, and their interconnectedness, and influences between them.           |   |
|                                | 3. Analyses and explores in a critical manner and adheres to social norms and rules for a mutual life in diversity.  |   |
|                                | 4. Gives ideas and proposals, as well as makes decisions in a conscious and responsible manner.  |   |
|                                | 5. Contributes to the preservation and protection of the environment, as well as its sustainable development   |   |
|                                | 6. Uses ICT effectively and other up-to-date technologies.   |   |
|                                | <b>1. Explores the structure of social groups and ways of participation or inclusion in them</b>   |   |
|                                | Compares historical role of prominent national and world personalities (men, women) and also distinguishes them from figures of myths, fables and legends. | Analyses in a critical manner social, economic, cultural and educational issues that influence individuals and community, as well as reflects on the influence of people's actions on others and environment. |

|  |  |   |
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|  | Distinguishes facts from opinions when explaining different situations in relation to individuals or social groups (in time and space) and explains organization of the living space, distribution, natural movement, structures, population migrations, dwelling places and economic activities at local, regional and international level.   | Debates about important actions and issues of citizens at local, national and international level and their interdependence.  |
| <b>2. Explores objects, events, historical, social, natural and environmental processes, and their interconnectedness, and influences between them</b> |  |   |
|  | Presents concrete examples that show how events and phenomena influence (have consequences on) the life of people and environment and explains the position of Earth in Universe, presentation of earth surface, characteristics of natural and social-geographical elements of natural and human environment and of countries and regions at local, regional and international level. | Compares social, historical, political, economic and cultural events as well as natural and environmental phenomena, explains their causes and consequences and their impact on the life of people.         |
| <b>3. Analyses in a critical manner and implements norms and regulations for a mutual life in diversity</b>  |  |   |
|  | Understands and presents causes of changes in the life of communities in time and space (social movements and natural phenomena)   | Uses critically different sources to explore and compare ethnic, cultural and religious changes and similarities in different places and periods of historic development.                                   |
| <b>4. Provides ideas and takes decisions in a conscious and responsible manner</b>   |  |   |
|  | Assesses the impact of decision making in different social groups, in different times and places and presents personal stance on them.   | Justifies types of decision making in daily social life, understands needs and importance of implementation of democratic procedures along processes.   |
| <b>5. Contributes to the preservation of the environment and its sustainable development</b>   |  |   |
|  | Initiates group activities by providing concrete examples that are related to the role of human factor with the purpose of raising the awareness of community towards protection and development of social and natural environment at local and national level.  | Presents examples on how an individual and a group member can contribute to sustainable development (protection of sources, material recycling) in harmony with protection of environment and biodiversity. |
| <b>6. Effective use of ICT and other technologies in the digital era</b>   |  |   |
|  | Selects and uses different kinds of digital sources that have to deal with social relations and natural and environmental phenomena.   | Categorizes and uses different kinds of media sources to analyse social and historical events as well as geographical and environmental phenomena and argues their credibility.                             |
| <b>II. STRUCTURED ATTITUDES AND VALUES THROUGH EDUCATION ON THE FIELD OF SOCIETY AND ENVIRONMENT</b>   |  |   |
|  | <ul style="list-style-type: none"> <li>▪ Respect for others.</li> <li>▪ Self-respect.</li> <li>▪ Equality.</li> <li>▪ Tolerance.</li> <li>▪ Sound judgment.</li> <li>▪ Use of already-learned words</li> </ul>   |   |

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|  | <ul style="list-style-type: none"> <li>▪ Creation of models.</li> <li>▪ Discussion.</li> <li>▪ Measurement</li> <li>▪ Sketching</li> <li>▪ Developing and reading graphics, diagrams, tables and charts.</li> </ul>  |
|  | <b>III. ABILITIES AND SKILLS GAINED IN THE FIELD OF SOCIETY AND ENVIRONMENT</b>  |
|  | <ul style="list-style-type: none"> <li>▪ Use of information</li> <li>▪ Simple research</li> <li>▪ Use of simple resources</li> <li>▪ Location and position of places</li> <li>▪ Main natural systems of Earth</li> <li>▪ Main social-economic systems of Earth</li> <li>▪ Diversity of people and society on Earth</li> <li>▪ Structure and processes of regions and places</li> <li>▪ Use of level of reduction, symbols and cartographic signs</li> <li>▪ Use of map colours</li> <li>▪ Use of sketch, plan, map, globe and compass</li> <li>▪ Collection and documenting of information</li> <li>▪ Use of learned vocabulary</li> </ul> |
|  | <b>IV. KEY CONCEPTS OF THE FIELD SOCIETY AND ENVIRONMENT</b>   |
|  | Society Environment Individual Civic Education History Time<br>Environment Gender Freedom Equality Family<br>Communication Solidarity Sympathizing Rule Tolerance<br>Chronology Testimony<br>Place /Space Orientation Compass Map Atlas Earth<br>Natality Mortality Transmigrations Immigrations Emigration<br>Dwelling place<br>Structure of Mine Factory Landscape Erosion<br>Accumulation of population Earthquake Desert Wind Glacier Weather<br>Climate Source River Lake Sea Ocean<br>Wave Salinity Flora Ebb and Flow Fauna Volcano   |

## 6. Time allocation (school hours)

With regard to the education plan, and the core curriculum for this level (for these two curriculum stages), the required minimum time for each Curriculum Area has been determined, which is presented in percentages or number of classes.

In terms of the area of Society and Environment, sufficient time has been allocated in order to achieve learning goals and outcomes expected for this level. In the third curriculum stage, the determined percentage for this area is 14.29% of the total time allocated for all areas. While for the fourth curriculum stage the percentage allocated for this area is 13.33 %.

## 7. Cross-curriculum issues

One of the important goals of the area Society and Environment is learning about cross-curriculum issues, which will help to achieve the main competencies foreseen by KCF. Some of the cross-curriculum issues that should be taken into account at this level, but which can be addressed continuously at level three as well, are:

**Education for peace**

**The use of media** (using the media to understand the world around us),

**Education for sustainable development** (economic, community services, security, protection of the natural and human environment and development of ecological attitudes).

**Language and communication skills across the curriculum** (good quality of communication in all subjects),

**Personal development and life skills** (education in consumption and saving; respect for oneself and others, tolerance, self-restraint, ability to make agreements; self-initiative and preparations for the future).

**Education for human rights** (child rights, gender issues, etc.).

**Education for international humanitarian right.**

**8. Teaching and learning materials and resources**

In order to reach competency in the education area Society and Environment, different education resources are used to motivate students to achieving progress and gaining habits and skills they will use both in the present and the future.

Apart from textbooks, students have access to other resources of knowledge which will all supplement the resources available to teachers in implementing the education process.

In order to gain sustainable knowledge on the area Society and Environment, a wide range of teaching resources are used, including textbooks, activity and exercise books, work notebooks, brochures, atlas, globe, encyclopaedia, education software, projects, different learning visits to, for example, social, cultural and natural monuments.

Teachers, students and other providers of education can also be involved in designing suitable education resources e.g. project results of some students can become valuable learning resources for different classes.

Teachers can use and create folders, newspapers, magazines, specialised literature or different manuals for activities with students. It is also very important that students and teachers co-operate in creating different products by using information technology resources.

**9. Methodology guidelines**

In order to implement curriculum goals through the area of Society and Environment, different methods which complement one another and enable the development of critical and creative thinking among students should be used, so that students can use their knowledge in different situations.

Teachers are free to choose their own methodology of work by assessing conditions, circumstances and whatever opportunities that are available. Based on the KCF guidelines, the focus should be put on learning based on achieving competencies, student-centred teaching/learning, inclusion, differentiated learning, and also respecting different learning styles such as Project Based Learning (PBL), which develops the practical skills required by the KCF.

For the methodology for this area and this level it is suggested that the following are used:

- Interviews and oral history in order to collect data on events, places, personalities and lifestyle. These increase the skills of using different sources of information.
- Games in general and role plays in particular, in order to create effective communication habits, creative thinking skills, collaborative skills, socialisation.
- Observation and direct contact with the environment and nature, organisation of educational visits and excursions to develop research and observation skills in students, interpretation and discussion of different natural and environmental phenomena.
- Rational use of ICT by students, in co-operation with teachers and parents, in order to obtain more complete information, and thus prepare students to be successful.
- Interaction within a group develops communication, organisation and management skills and helps in distinguishing and assessing different situations from the past and present and knowing how to draw conclusions.

Co-operation with institutions, interest groups and civil society is another form of work that is implemented outside school premises. Describing different events and places, gathering data and other research materials, as well as, presenting their own work and that of the group in front of others, all help students achieve the desired competencies.

## 10. Assessment guidelines

The implementation of the curriculum involves, among others, the establishment of a culture of on-going assessment for monitoring student progress and collecting data for the identification and documentation of challenges and for finding better solution for meeting the overall goals of the curriculum, goals of the specific curriculum areas, and the assessment of mastering competences for curriculum stages.

Assessment is closely linked with the methodology and requires compatibility and consistency in the whole process. We assess what we aim, what we set as target.

Assessment in the area of Society and Environment at the first level can, in addition to various types of tests such as verbal tests, non-verbal tests, objective and subjective tests, teacher prepared tests, student assessment on the blackboard, project work, etc., be also done through the observation of the acquisition of knowledge, behaviours and attitudes and of the extent of the development of skills and abilities to implement the learning outcomes foreseen by the CC for this level.

For all the types of student assessment the reference point should be the specific learning outcomes for the curriculum area at the grade level and the learning outcomes for the competences at the stage level. Depending on their specifics the teacher should identify the most suitable forms of assessment for those achievements. In this sense the existing assessment practices of teachers in Kosovo schools should constitute a good basis that should be enriched in accordance with the KCF changes.

The approach of the new curriculum is such that it aims the assessment of what students are able to do, i.e. assessment of the practical application of knowledge gained at school. Thus it is necessary to constantly observe and record student achievements for the purpose of documenting them and for guiding further planning. Observation of group work and individual

initiatives can in addition be assessed by using the techniques known as The Participation Bulletin and The Checklist, etc.

During the assessment of students at this level the teacher should consider the student-teacher rapport, the importance of assessment ethics and the intention for the assessment to be supportive and motivating so that the students are taught to accept objective assessment and aspire for the highest achievements.

At this age it is important to nurture the self-assessment habits which can be achieved through student portfolios, in which they keep their work such as interviews with family members, individual works and group work on environment protection and other work related to the learning outcomes set for this level.

**Curriculum Key Stage 2** aims reinforcement and development of knowledge, while the teacher assesses to what extent students have deepened the information. They will also gain deeper understanding of themselves and others and of the natural and social environment. The teacher should try and test various kinds of assessment and choose those that are suitable for the development stage and the age of the students, and for their personalities and the specifics of the learning environment. Assessment scales are used to assess situations in which students are challenged to complete a task set by the teacher or the school.. In this context the teacher always plans mini-tests for the assessment of minimum and the maximum of objectives within the class or the school.



**CURRICULUM AREA - HEALTH AND WELLBEING****Introduction****Rationale and description of the Health and Wellbeing area****Competence-based approach****Curriculum area learning outcomes****Cross-curriculum issues****Time allocation (the plan of classes)****Teaching and learning materials and resources****Methodology guidelines****Assessment guidelines****1. Introduction**

The “Health and Wellbeing” learning area educates and teaches children to treat their health as an important value, to become able to independently take care of their own health and the health of others, and take over a part of the responsibilities for healthy life and environment.

**2. Rationale and description of the Health and Wellbeing learning area**

The purpose of the Health and Wellbeing learning area is to provide students with the knowledge and skills that will guide them towards healthy living so that they can be able to take on the responsibility for health and wellbeing of their own and of others. It also provides students with the opportunity to develop and practise habits, attitudes, qualities, values and behaviour that will help them to deal successfully with life.

Learning about Health and Wellbeing enables children to:

- Create concepts about human development and acquire basic knowledge about health
- be able to change themselves and the environment
- Understand and explore their own feelings, attitudes and values
- Take control of their health behaviours in order to consciously ensure quality health
- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Adopt a healthy life style
- Learn about hygiene and its importance for health, about risk factors and how to avoid accidents
- Balance work and leisure time, exercise and pay attention to personal hygiene and healthy nutrition rules

- Be able to use medical services in a timely way.

### **3. Key concepts of the area:**

- Overall and harmonised development of the body through physical and sports activities
- Physical, mental, emotional and social wellbeing
- Healthy nutrition
- Sexual and reproductive health
- Dangers of using addictive substances
- Environmental education.

#### **Physical education**

Physical education provides students with a platform on which they can build physical competencies in order to improve the physical aspects that support the development of personal and interpersonal skills. It enables students to develop necessary capacities and abilities for participating in a wide range of physical, sport, and cultural activities, which improve their physical wellbeing and prepare them for an active and healthy life.

#### **Complete physical, mental, emotional and social wellbeing**

Physical, mental, emotional and social wellbeing enables students to know, preserve and nurture their own health and the health of the others, to know and explore their feelings, to develop self-respect and respect for others. This will enable them to believe in their achievements, it will help them manage their feelings and emotions and prepare them to deal with various situations.

#### **Healthy nutrition**

Healthy nutrition contributes to children's development of proper eating habits through promoting values that enable them to make healthy choices. This helps students to know and understand safe and hygienic practices and how to apply them in their daily routines.

#### **Sexual and reproductive health**

Sexual and reproductive health aims to provide children with the understanding of the changes happening to their body, with the information about growing and development, human reproduction processes and the issues of sexual abuse.

#### **Dangers of using addictive substances**

Students develop an understanding of the use and abuse of various substances, including non-prescribed medications. They develop an understanding of their negative effects on decision making.

## Environmental education

Environmental education helps students become aware of the environment and be able to protect themselves and others from dangerous factors. Environmental awareness includes the development of the feeling of being informed and responsible for protecting and using the environment.

## 4. Competency-based approach

According to KCF the learning about health and wellbeing is based on competencies. The organisation of learning is focused on what students can do and what they should be able to do. This learning area includes learning outcomes students should achieve in an on-going and progressive way.

## 5. Health and Wellbeing area learning outcomes

| <b>LEARNING OUTCOMES FOR STAGES 1 AND 2</b>   |   |   |
|---|---|---|
| <b>Stage 1<br/>Grades 0, 1, 2 (age 5-8)</b>   |   | <b>Stage 2<br/>Grades 3, 4, 5 (age 8-11)</b>  |
| <b>Development and preservation of mental, emotional, social and physical wellbeing at home, in school and in the community</b> |   |   |
| <b>Mental and Emotional Wellbeing</b>   | 1. Tells about his/her feelings in real life situations (eg. when talking to the teacher, colleagues, during the play, group work, etc.). | 1. Demonstrates knowledge, manages his/her emotions and adapts to different situations (eg. group work, play in and outside the school).                                  |
| <b>Social Wellbeing</b>   | 2. Knows and understands his/her rights and responsibilities and practises them in everyday life in and out of school.                    | 2. Understands that every individual is unique and different, and contributes to making an equitable and friendly environment for all in the school and in the community. |
| <b>Physical Wellbeing</b>   | 3. Identifies various risks at home, at school and in the environment where he/she lives.   | 3. Demonstrates appropriate behaviour in emergency situations and applies basic first aid principles and knows from where to request help.                                |
| <b>Practicing healthy nutrition and consuming</b>   |   |   |
| <b>Food and Healthy Nutrition</b>   | 1. Understands the right nutrition according to routines and explains the influence of nutrition on growth and development.               | 1. Develops simple individual plans for healthy nutrition according to the seasons, periods of the day and applies basic rules of healthy nutrition.                      |
| <b>Safety and Practising Hygiene</b>  | 2. Demonstrates skills and habits of personal hygiene at home (body hygiene, teeth hygiene, etc.) and at school.                          | 2. Demonstrates a commitment to maintaining personal hygiene and the hygiene of the environment at home, school and community.  |

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| <b>Nutrition and Consumer Culture</b>  | 3. Explores and discovers as a consumer the origin of the food by selecting and tasting various foods.                                     | 3. Distinguishes healthy and unhealthy food in everyday life (eg. in shops, supermarkets, green market, etc.).  |
| <b>Practicing physical education, physical activities and sports</b>   |  |   |
| <b>Physical Education</b>  | 1. Participates in physical activities and understands the positive impact of active rest and healthy sleep.                               | 1. Maintains good posture and practises various body exercises that motivate higher results of body development.  |
| <b>Physical Activity and Sports</b>  | 2. Practises basic exercises in athletics, gymnastics, swimming and other sports.  | 2. Uses opportunities on a daily basis to participate in physical and sports activities by using the spaces indoors and outdoors.                       |
| <b>Physical Activity and Health</b>  | 3. Understands the impact of physical activity on his/her health.  | 3. Describes the impact of physical activities on the development and changes of his/her body.  |
| <b>Understanding of childhood, adolescence, parenthood; building open relationships and managing sexual health</b> |  |   |
| <b>Understanding of childhood, adolescence, parenthood</b>   | 1. Names his/her body parts and describes how they function.   | 1. Describe the origin and the development of human beings from birth to old age.   |
| <b>Relationships</b>   | 2. Builds co-operation with peers and others in the family, in the school and in the community, based on values and respect for diversity. | 2. Identifies and participates in developing rules of behaviour in school and in various environments and argues for the importance of respecting them. |
| <b>Sexual Health</b>   |  | 3. Understands the biological differences between sexes.  |
| <b>Prevention of and avoiding abuse of substances</b>  |  |   |
|  | 1. Knows things that should not be touched and consumed and understands what medications and harmful substances are.                       | 1. Knows the safe use of medications and understands that some medications have a positive influence on his/her health and wellbeing                    |
| <b>Planning for selection and changes</b>  |  |   |
|  | 1. Participates in daily games and activities, by exploring and making choices that develop his/her learning and interests.                | 1. Participates actively in various events and activities by learning and knowing his/her abilities and skills.   |

| <b>II. Attitudes, values and beliefs</b> |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Self-respect and respect for others</li> <li>• Responsible</li> <li>• Tolerant</li> <li>• Respect for diversity</li> <li>• Committed</li> <li>• Positive attitude</li> <li>• Co-operative</li> <li>• Respects the code of conduct</li> <li>• Respects the code of dress</li> <li>• Respects regulations</li> <li>• Willingness</li> <li>• Confident</li> </ul>   |
| <b>III. Knowledge</b>                    |   |
|  | <ul style="list-style-type: none"> <li>• Knows him/herself and others</li> <li>• Understands him/herself and others</li> <li>• Tells about him/herself, family and others</li> <li>• Identifies possible risks</li> <li>• Understands the impact of positive and negative actions</li> <li>• Explains the impact of sports activities</li> <li>• Names body parts</li> <li>• Explains emotions</li> <li>• Shares experiences</li> </ul>                       |
| <b>IV. Skills</b>                        |   |
|  | <ul style="list-style-type: none"> <li>• Discusses</li> <li>• Active participation</li> <li>• Exercises his/her rights</li> <li>• Explains</li> <li>• Manages emotions</li> <li>• Demonstrates behaviour, actions and habits</li> <li>• Applies principles</li> <li>• Describes kinds of food, physical activities</li> <li>• Good posture</li> <li>• Exercises</li> <li>• Builds co-operation</li> <li>• Develops regulations</li> <li>• Research</li> </ul> |

## 6. Cross-curriculum issues

Health and Wellbeing relates to all other learning areas and complements them and is complemented by them because of its complex nature and its importance. The realisation of cross-curriculum issues will help the development and the completion of the content of the area towards achieving all KCF competencies. Some of the cross-curriculum issues that help students at this level are:

- Education for democratic citizenship and human rights

- Education for peace and tolerance
- Personal development and life skills
- Education for sustainable development
- ICT
- Gender equality
- Cross-cultural education
- Preparation for life and work.

### **7. Time allocation (the plan of classes)**

The Health and Wellbeing learning area in the Core Curriculum includes activities that foster the development of physical, mental, emotional and social skills, including subjects such as: Physical Education and Sports, Health Education, Health and Sexual Education at Level 2, and Health, Sexual and Family Education at Level 3. The percentage and the numbers of classes are also set in the KCF.

The criteria for the Core Curriculum for Health and Wellbeing are volume, balance, horizontal and vertical connection of learning outcomes with the six (6) key competencies and the consistency of their development from Grade 1 to Grade 12.

### **8. Teaching and learning materials and resources**

For a successful realisation of competencies in the Health and Wellbeing learning field it is important to use different learning resources that motivate students and stimulate their progress in order for them to acquire the necessary life habits and skills. Even though textbooks are valuable and important learning resources, student access to information should not be limited only to textbooks, but they should have access to other learning resources that serve for the planning and realizing of the teaching and learning in the classroom.

For the successful realisation of the Health and Wellbeing learning area a wide range of learning resources must be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopaedia, education software, projects, various studies, various analyses and reports relevant to the learning area and other books. Teachers and students may engage in designing and using learning resources, and results of student-led projects may become valuable learning resources for other classes.

### **9. Methodology guidelines**

For the delivery of the content set for the Health and Wellbeing learning area various methods may be used in order to meet the requirements of the learning area, and because of its specifics. Some of methods that facilitate a successful development are learner-centred instruction, project work, etc.

## 10. Assessment guidelines

Because of its nature and specifics the Health and Wellbeing learning area requires a wide variety of regular assessments, with a focus on understanding health concepts and practising positive behaviour and attitudes. In other words, students should be able to continuously and actively apply the knowledge they will have gained in school, in their everyday life.

It would also be valuable for health education subjects, because of its specifics, to apply, in addition to assessment with marks, more descriptive assessment, since group work, projects, motor skills, speech skills, etc. cannot be measured by tests. In order to assess those it is necessary to use other instruments. Direct observation is one suitable procedure for the health education area and may also be used in other learning situations at all education levels.

There are a number of assessment techniques and instruments that support direct observation of a student's performance. Some of them are:

**Participation bulletin** - an observation technique that can be used for observing small groups or discussions. The bulletin shows which student provides assistance, how often she/he co-operates and how valuable their assistance is.

**Check list** – a list of topics, objectives and knowledge that will be observed. The main purpose of the check list is to record an on-going assessment for student progress, indicating how well he/she is completing the tasks or meeting various objectives. In addition to elements that will be observed, the list contains an assessment scale.

**Student Portfolio** – is an accurate and summarised portrait and is used as an intentional collection of a student's work that shows samples of the student's work, as evidence of his/her progress, his/her abilities and the level of work. The use of this technique improves instruction by integrating assessment for learning (AfL).

The portfolio may include, for instance drawings, projects, designs, plans, etc. It is valuable because:

- It is an instrument that provides the teacher, parents and students with information (on student development and progress)
- It provides students with a holistic view of his/her work
- By preparing his/her own portfolio, the student plays an active role in the learning and assessment process (self-assessment).

**Feedback** – its purpose is to check and assess student achievements and to serve as a kind of a dialogue between teachers and students on the quality of learning, teaching and achievements in general. Feedback supports the identification of difficulties faced by students during the process of learning, and at the same time ensures the identification of causes of the difficulties and possibilities for addressing them. Feedback is effective when given timely – at the time when it is necessary for the students to address them.

**CURRICULUM AREA - LIFE AND WORK****Introduction****Rationale and description of Life and Work learning area****Key concepts of the learning area****Learning outcomes of the Life and Work****Time allocation****Cross-curriculum approach****Teaching and learning materials and resources****Methodology guidelines****Assessment guidelines****1. Introduction**

While preparation for life and work is emphasised throughout the curriculum as an important issue, the “Life and Work” curriculum area aims at contributing particularly as a “core” area for the development of life and work competencies. In KS3 and KS4 it focuses on life skills, in addition to skills related to home economy, career orientation, technology, and ICT.

**2. Rationale and description of Life and Work learning area**

Through this curriculum area students will learn about various roles of individuals in life and work, as family members, citizens, producers, consumers, employers and employees. Students will develop awareness and self-confidence by being aware of the existence of opportunities for career orientation (choosing a profession), the use of ICT, the development of home economy, the use of technologies of particular levels and the need to build their life and work on interpersonal relations with regard to mutual tolerance and respect.

They will develop a spirit for initiative and responsibility, for designing and respecting work plans and deadlines, and will learn about the quality of processes and results.

Learning in the Life and Work curriculum area will provide students with an understanding of:

- The reasons for performing practical work at home, school and in the community
- The improvement of personal qualities for life and work
- The use of technology in everyday life and work
- The use of ICT to advance the learning and the quality of everyday life
- The practising of the development of an enterprise and family business
- The promotion of a safe environment life and work
- The preparation for future professional life and career



- The ease of communication in/for life and work
- The readiness to protect and preserve nature and the environment.

### **3. Key concepts of the area:**

- Personal development (life skill)
- Development based on practical/manual activities
- Home economy
- Career counselling and orientation
- Technology including ICT
- Work and Entrepreneurial education.

#### **Home economy (learning module)**

Students are supported in their preparation for life and work as individuals, as contributors to the society, and as collaborators in Home Economics and the living environment.

Home Economics enables students to explore real life problems with a focus on learning contexts. This contributes to the development of key skills such as decision making, working with others, etc. Students develop as individuals, as participants in home economics, society, including the protection of the environment.

#### **Career Counselling and Orientation (learning module)**

Students develop the abilities to discover various career opportunities in order to decide about further education, respectively to choose a profession based on the characteristics of professions. The students are informed about the labour market.

#### **Technology including ICT**

Technology enables students to gain the necessary knowledge about the technical-technological developments, and skills for using new technologies, including the information and communication technology equipment in general. Students learn concepts about technological processes and they develop technical skills and abilities for planning specific actions. Students learn the skills for using ICT for the purpose of identifying, developing, analysing and presenting information, and models of problem solutions in given situations.

#### **Work and entrepreneurial education**

The inclusion of students in practical activities- simulation of preparing a family business plan. Simulation of researching enterprises and the development of entrepreneurship enables students to research the need for creativity in entrepreneurship, either as employers or employees, identify and practice certain skills and develop entrepreneurship skills.

#### 4. Competency-based approach

In the Life and Work Curriculum Area the goals of Kosovo education will be achieved through a gradual learning and fostering of KCF key competencies.

The Life and Work Area should be implemented so as to enable students to gradually learn and apply the KCF key competencies. The organisation of teaching and learning should be focused on what students should know and be able to do. It is reflected in students' knowledge, skills, habits, and attitudes and behaviours.

#### 5. Learning outcomes for the Life and Work learning area

##### Learning outcomes for Stage 3 and Stage 4

Learning outcomes for the Life and Work learning area are written on the basis of key concepts of the Life and Work Learning Area that contain the requirements that students should meet at the end of each stage.

The learning outcomes contain knowledge, skills attitudes, and values that are developed and deepened progressively, taking into account students' physical and psycho-motor development. Those outcomes enable the achievement of the six key competencies of the Curriculum Framework, with the emphasis on the productive contributor competency.

| <b>LEARNING OUTCOMES FOR STAGES 3 and 4</b>   |  |
|---|--|
| <b>Stage 3<br/>Grades 6, 7</b>  | <b>Stage 4<br/>Grades 8, 9</b>   |
| <b>1. Understanding and performing practical work at home, school and in the community</b>                              |  |
| 1. Conduct of individual and group activities in school environment and community.                                      | 1. Distinguishing of voluntary work, employment and self-employment.                       |
| 2. Carrying out of concrete practical activities according to planning.   | 2. Planning, organization and participation in practical individual and group activities.  |
| <b>2. Improvement of personal qualities for life and work</b>   |  |
| 1. Understanding correctly and application of written instructions and visual images on different practical activities. | 1. Demonstration of necessary skills for orientation approach in career.                   |
| <b>3. Understanding and use of technology in everyday life and work</b>   |  |
| 1. Description and analysing of manuals for household tools and machines.   | 1. Use of tools, equipment and working machines based on instructions and manuals for use. |

|  |  |  |
|--|--|--|
|  | 2. Use of tools, suitable means and materials to work on products, simple models based on a sketch and instructions.                           | 2. Description of technological process of the use of natural resources of energy.   |
| <b>4. Use of ICT to advance the learning and quality of everyday life</b>  |  |  |
|  | 1. Use of information from electronic sources to clarify knowledge in certain contexts.  | 1. Application of knowledge from IT for presentation of certain processes.   |
| <b>5. Practising of the development of an enterprise and business</b>  |  |  |
|  | 1. Understands ethical and economic aspect of household especially saving actions in family.   | 1. Compiles ideas and prepares pilot business plans, individually or in group, and presents them through different communication ways.                           |
| <b>6. Promotion of a safe environment for life and work</b>  |  |  |
|  | 1. Implements rules for protection and safety, prevents and helps managing risks at work.  | 1. Identifies and prevents different risks that might take place in his/her working place.   |
| <b>7. Preparation for future professional life and career</b>  |  |  |
|  | 1. Describes main characteristics of his/her parents' profession and profession of others in his/her environment.                              | 1. Researches possibilities to review different kinds of professions for career orientation.   |
| <b>8. Communication in/for life and work</b>   |  |  |
|  | 1. Identifies different sources of information and orientation for education, professional training and employment (in media, Internet, etc.). | 1. Researches and uses different information sources on education, qualification for labour market with the purpose of selecting options for career orientation. |
| <b>9. Protecting and preserving nature and the environment</b>   |  |  |
|  | 1. Is engaged/lobbies (advocates) for protection of ecological balance of the environment around.  | 1. Analyses and assesses advantages of different kinds of energy in protecting the environment he/she lives in.  |
| <b>II. ATTITUDES, VALUES AND BELIEFS</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Self-respect and respect for others</li> <li>• Responsible</li> <li>• Tolerant</li> <li>• Respect for diversity</li> <li>• Committed</li> <li>• Positive attitude</li> <li>• Co-operative</li> <li>• Respects the code of conduct</li> <li>• Respects the code of dress</li> <li>• Respects regulations</li> <li>• Willingness</li> </ul> |  |  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Confident</li> <li>• Curiosity</li> <li>• Independent thinking and action</li> <li>• Initiative and interest in various approaches</li> <li>• Confidence in personal strengths</li> <li>• Confidence in using technology</li> <li>• Willpower</li> <li>• Readiness for co-operation</li> <li>• Open stance towards support of others</li> <li>• Tolerance</li> <li>• Habits and skills during theoretical and practical work</li> <li>• Self-assessment, self-criticism</li> <li>• Initiative and interest in different approaches</li> <li>• Respect for the job done well.</li> </ul>  |
|  | <b>III. KNOWLEDGE</b>   |
|  | <ul style="list-style-type: none"> <li>• Knows him/herself and others</li> <li>• Understands him/herself and others</li> <li>• Tells about him/herself, family and others</li> <li>• Identifies various possible risks</li> <li>• Understands the impact of positive and negative actions</li> <li>• Shares experiences</li> <li>• Description</li> <li>• Identification</li> <li>• Application</li> <li>• Measuring</li> <li>• Assessment</li> <li>• Outline</li> <li>• Cutting</li> <li>• Modelling</li> <li>• Approach to problems from different perspectives</li> <li>• Design (creativity)</li> <li>• Research</li> <li>• Rationalizing</li> <li>• Planning.</li> </ul> |
|  | <b>IV. SKILLS</b>   |
|  | <ul style="list-style-type: none"> <li>• Discusses</li> <li>• Active participation</li> <li>• Explains</li> <li>• Demonstrates behaviour, actions and habits</li> <li>• Applies principles</li> <li>• Exercises</li> <li>• Builds co-operation</li> <li>• Graphic communication</li> <li>• Electronic communication.</li> </ul>   |

## 6. Cross-curriculum approach

One of the most important objectives of the Life and Work learning area should be the realisation of cross-curriculum issues that will support the achievement of the KCF key competencies. Some of the cross-curriculum issues that should be taken into consideration at this level, but which can also be taught at other levels are:

- Media Education (use of media for understanding the world)
- Education for Sustainable Development (community development; protection of environment and development of ecological attitudes)
- Language and Communication Skills
- Personal Development and Life Skills
- Voluntary work
- Education on the dangers of unexploded devices.

## 7. Time allocation

The Core Curriculum Life and Work area includes activities that stimulate the development of skills, abilities, values and attitudes involving the following subjects at level 2:

- Home Economy (learning module),
- Career Orientation (learning module),
- Technology with ICT.

The KCF also sets the time allocation in numbers and percentages. The criteria for time allocation for the Life and Work curriculum area are as follows volume, balance, horizontal and vertical link of learning outcomes with the six (6) key competencies and the consistency of achieving those from Grade 6 to Grade 9.

## 8. Teaching and learning materials and resources

For a successful realisation of competencies in the Life and Work learning area it is important to use various learning resources that motivate students and stimulate their progress in order for them to acquire the necessary life habits and skills. Even though textbooks are valuable and important learning resources, students access to information should not be limited only to these; they should have access to other learning resources that assist the planning and realizing of the teaching and learning in the classroom.

For a successful realisation of the Health and Wellbeing learning area a wide range of learning resources must be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopaedia, education software, projects, various studies, various analyses and reports relevant to the learning area and relevant work materials.

Teachers and students and other stakeholders may engage in designing and using customised learning resources, and the results of student projects may become valuable learning resources for other classes.

Teachers can create portfolios, newspapers, magazines, specialized literature or other handbooks for activities with students. In addition, it is important for teachers and students to co-operate in creating various learning resources by using information technology.

## 9. Methodology guidelines

For the delivery of the content set for the Life and Work learning area various methods may be used in order to meet the requirements of the learning area, and because of its specifics. Some of the methods that facilitate a successful development are methods of learner-centred instruction, such as:

**Co-operative learning** – this happens when students work together, sometimes in pairs, at other times in groups, to address a common issue, to explore a common topic, or to reach a common understanding in devising new ideas. The teacher can successfully deliver the lesson by using group work, role play, brainstorming, etc.

**Brainstorming** involves generating and listing ideas without discussing them. It is used for many purposes and in various stages of the lesson. Brainstorming may be used to help students think in creative ways and develop their imagination and feelings around a topic or a problem.

**Role play** – is a conversation: short and simple for organising pleasant conversation situations. It helps develop fluency, stimulates interaction in class and allows student initiative and imagination. Role play takes motivation to a higher level.

## 10. Assessment guidelines

Assessment is an important element in every educational activity. Assessment and evaluation are integral parts of teaching in a modern school.

Students learn a great deal during their school years. However, not everything they learn can be assessed by tests, even less so with students at the primary level, where the use of other assessment techniques is needed to enable more realistic assessment based on students' individual characteristics.

Because of its nature and specifics Life and Work learning area requires a wide variety of regular assessments, with a focus on understanding Life and Work concepts and practising positive behaviour and attitudes. In other words, students should be able to continuously and actively apply the knowledge they gain in their everyday life.

Moreover, because of the specifics of the Life and Work learning area it would be useful to extensively use, in addition to assessment with marks, descriptive evaluation since group work, projects, psycho-motor skills, sensory skills, speech skills, etc., cannot be assessed by tests. In order to assess and evaluate these, it is necessary to use other instruments. Direct observation is one suitable technique for Life and Work learning area and can be used in various learning situations at all grade levels.

There are a number of assessment techniques and instruments that help direct observation of student activity. Some of them are:

**Participation bulletin** - an observation technique that can be used for observing small groups or discussions. The bulletin shows which student provides assistance, how often she/he co-operates and how valuable their assistance is.

**Check list** – a list of topics, objectives and knowledge that will be observed. The main purpose of the check list is to record an on-going assessment of student progress, indicating how well he/she is completing the tasks or meeting various objectives. In addition to elements that will be observed, the list contains an assessment scale.

**Student Portfolio** – is an accurate and summarized resume and is used as an intentional collection of student work that shows samples of student work, evidence of student progress, his/her abilities and the level of work. The use of this technique improves instruction by integrating assessment for learning (AfL).

The portfolio may include, for instance drawings, projects, designs, plans, etc.

The Portfolio is valuable because:

- It is an instrument that provides the teacher, parents and students with information (on student development and progress).
- It provides students with a holistic view of their work.
- By preparing his/her own portfolio the student plays an active role in the learning and assessment process (self-assessment).

## **IV. SCHOOL CURRICULUM – SYLLABI**

### **Definition**

**General time allocations in pre-university education in Kosovo**

**Teaching Plan for lower secondary grades**

**Criteria for the development of teaching plans**

**Implementation of teaching plans**

**School autonomy**

### **1. Definition**

The Teaching Plan is a document that underpins the whole organisation of instruction in schools, at the level of curriculum stages or grade levels. It defines curriculum areas, subjects and the minimum necessary time expressed in percentages or number of hours for achieving curriculum area and curriculum stage learning outcomes defined in the Core Curriculum.

The new KCF envisages conceptual and strategic changes to teachings plans. So far in our education system, teaching plans have been developed and monitored at the central level (MEST), while as of now the intention is to move gradually (with support from MEST) to the development of teaching plans at school level. This enables and allows for greater school autonomy in organising the teaching plan, but at the same time it requires greater commitment and responsibility on the part of the school.

### **2. General teaching plan (the general plan of classes) for pre-university education**

In developing a formal level teaching plan (stage and grade) the school must take into consideration the continuity of the overall pre-university curriculum for each curriculum area.

The school has the autonomy to plan, within the time (percentages) defined for each curriculum area, the organisation of learning on the basis of learning outcomes defined for curriculum areas and stages and student abilities.

|                               | ISCED 0         |                 | ISCED 1                | ISCED 2                |                         | ISCED 3  |  |
|-------------------------------|-----------------|-----------------|------------------------|------------------------|-------------------------|--|--|
| Curriculum areas              | CS1             |                 | CS2<br>Grades<br>3 & 5 | CS3<br>Grades<br>6 & 7 | CS 4<br>Grades<br>8 & 9 | CS5&6<br>General<br>education<br><br>Grades 10 &<br>12 | CS5&6<br>Professional<br>Education<br><br>Grades 10<br>&12 |
|                               | Pre-<br>primary | Grades<br>1 & 2 |                        |                        |                         |  |  |
| Language and<br>Communication | 33.33%          | 38.10%          | 33.33%                 | 25.00%                 | 26.67%                  | 20.00 %  | 15.63%   |



## KOSOVO CURRICULUM

|                         |        |        |        |        |        |        |        |
|-------------------------|--------|--------|--------|--------|--------|--------|--------|
| Arts                    | 11.11% | 9.25%  | 8.33%  | 7.14%  | 6.67%  | 6.67%  | 3.13%  |
| Mathematics             | 22.22% | 23.81% | 20.83% | 17.86% | 13.33% | 13.33% | 9.38%  |
| Science                 | 5.56%  | 4.76%  | 8.33%  | 14.29% | 16.67% | 16.67% | 6.25%  |
| Society and Environment | 5.56%  | 4.76%  | 8.33%  | 14.29% | 13.33% | 16.67% | 6.25%  |
| Health and Wellbeing    | 11.11% | 9.52%  | 8.33%  | 7.14%  | 6.67%  | 6.67%  | 6.25%  |
| Life and Work           | 5.56%  | 4.76%  | 4.17%  | 7.14%  | 6.67%  | 6.67%  | 46.88% |
| Elective part           | 5.56%  | 4.76%  | 8.33%  | 7.14%  | 10%    | 13.33% | 6.25%  |
| Other activities        |        |        |        |        |        |        |        |

Table: The general time allocation for pre-university education

### 3. Teaching Plan (TP) for lower secondary education

Before the school, in particular the teachers, decides on time allocations for learning areas, it can independently decide on the overall weekly time allocations, within the percentage of hours foreseen for the stage. For example, for stage three (KS3) for two grades (Grade 6 and Grade 7) there are a total of 41 hours per week, of which the teacher can independently decide how many hours per week will be allocated for Grade 6 (20 or 21) and how many for Grade 7. If the school and the teachers consider that a total of 21 hours per week are necessary for all areas in Grade 6, then they have to respect the time allocation of 20 hours for Grade 7, in order not to go beyond the 41 hours per week for both grades at Stage 3. Or, it can be the other way around, respectively 20 hours per week for Grade 6 and 21 hours per week for Grade 7, taking into account student age.

| Grade   | Hours per week |
|---------|----------------|
| Grade 6 | x              |
| Grade 7 | x              |
| Grade 8 | x              |
| Grade 9 | x              |

Table: Weekly time allocation per grade

The teaching plan for lower secondary education is based on the general teaching plan set out in the KCF. At the second level the teaching plan is presented in two versions, version **A** with integrated subjects and version **A1** with specific subjects, the latter being foreseen only during the interim period until the schools and the teachers of Kosovo will be able to implement only the teaching plan **A**.

## Teaching Plan A

| Curriculum areas           | ISCED 2        |             |                |             |
|----------------------------|----------------|-------------|----------------|-------------|
|                            | CS3 Grades 6-7 |             | CS4 Grades 8-9 |             |
|                            | No. of hours   | %           | No. of hours   | %           |
| Language and Communication | 8              | 25.00%      | 7              | 26.67%      |
| Arts                       | 2              | 7.14%       | 2              | 6.67%       |
| Mathematics                | 5              | 17.86%      | 5              | 13.33%      |
| Science                    | 2              | 14.29%      | 4              | 16.67%      |
| Society and Environment    | 2              | 14.29%      | 4              | 13.33%      |
| Health and Wellbeing       | 2              | 7.14%       | 2              | 6.67%       |
| Life and Work              | 1              | 7.14%       | 2              | 6.67%       |
| Elective part              | 2              | 7.14%       | 2              | 10.00%      |
| <b>TOTAL:</b>              | <b>24</b>      | <b>100%</b> | <b>28</b>      | <b>100%</b> |

Table: Teaching Plan A

## Teaching Plan A1

| Curriculum areas   | ISCED 2      |        |             |        |
|--|--------------|--------|-------------|--------|
|  | CS3          |        | CS4         |        |
|  | Nr. Of hours | %      | Nr.of hours | %      |
| Language and Communication<br>(Mother tongue<br>English language<br>Second foreign language) | 8            | 25.00% | 7           | 26.67% |
| Arts<br>(Music arts<br>Figurative arts)  | 2            | 7.14%  | 2           | 6.67%  |
| Mathematics  | 5            | 17.86% | 5           | 13.33% |
| Science<br>(Biology<br>Chemistry<br>Physics)   | 2            | 14.29% | 4           | 16.67% |
| Society and Environment  | 2            | 14.29% | 4           | 13.33% |

|   |           |             |           |             |
|---|-----------|-------------|-----------|-------------|
| (History<br>Civic education<br>Geography)                               |           |             |           |             |
| Health and Wellbeing<br>(Health and<br>Wellbeing<br>Physical education) | 2         | 7.14%       | 2         | 6.67%       |
| Life and Work<br>(Technology<br>ICT)                                    | 1         | 7.14%       | 2         | 6.67%       |
| Elective part   | 2         | 7.14%       | 2         | 10.00%      |
| <b>TOTAL:</b>   | <b>24</b> | <b>100%</b> | <b>28</b> | <b>100%</b> |

Table: Teaching Plan A1

The teaching plans for the lower secondary school (grades 6,7,8, and 9) should be developed by the school (teachers) based on a general vision given in Tables/Teaching plans **A** or **A1**, below.

Teaching Plan **A** is based on the principle of school autonomy and flexibility as foreseen by the KCF (p.25). Schools are given this opportunity to organise teaching plans independently so as to use flexibly the time at school to allow for diverse interactive teaching methods, aimed at achieving the key curriculum competencies. Teaching Plan **A** sets the minimal percentage of time for each curriculum area, curriculum stage and level (Stages 3 and 4, Grades 6, 7 and 8, 9) and the total number of hours per week for each curriculum area.

Based on this plan and the percentage or the overall number of hours allocated for each area, the school decides on time allocation (percentage of number of hours) per grade for each learning area and subject. This should always be done by taking into account the need to ensure that at the end of each stage the time allocation (percentage or hours) for each area will be realized according to this plan, for example the school (teachers) can implement the Language and Communication area at Stage 3, respectively Stage 4 in various forms. The school must take into account the foreseen time allocation of 25% or eight hours per week for the two grades (Grade 6 and Grade 7) of the same cohort. The teacher is free to decide how many hours per week he will deliver in this learning area in Grade 6 and how many in Grade 7 for one cohort. For example, the teacher can allocate five hours per week for Grade 6, and three hours per week for Grade 7, in order to have delivered the foreseen eight hours per week at the end of the stage. But, if he/she decided to allocate for Grade 6 five hours per week from this learning area, he/she must make sure fewer hours will be spent on other learning areas, so as not to exceed the foreseen number of hours per week for Grade 6 (see Table: Weekly time allocation for Grades and Table: Teaching Plan **A**, **A1**)

Teaching Plan **A** enables more flexibility in realizing the time allocation within the curriculum area. Teachers and schools are free to decide on the implementation (allocation) of the number of hours per area within one school year. The yearly time allocation defined by teachers (school) may be organised on the basis of planning objectives and goals, within the school semesters. For example, if they decide to allocate five hours for Language and Communication area in Grade 6, those hours can be dispersed according to the teaching objectives and goals, six hours for semester 1 and four hours for semester 2, or the other way around. In such cases the number of hours (percentage) should always be aligned with

hours (percentages) in other areas, so as not to exceed the total number of hours per week set for the given grade/school year.

Schools and teachers are encouraged to implement this teaching plan, because it is expected that, in the long term, this will be the only form of the teaching plan.

In addition to Teaching Plan **A** you can use Teaching plan **A1**. This plan will be used only temporarily until Kosovo schools and teachers become ready to use exclusively Teaching Plan **A**.

Teaching Plan **A1** is in general similar to traditional teaching plans in pre-university education and it does not allow much flexibility. This plan sets the percentage for learning (curriculum) areas and subjects broken down into fixed classes.

#### **4. Criteria for the development of teaching plans**

In order for the teaching plan to support the development of KCF key competencies, teachers must take into account the following criteria:

- The overall percentage set by the curriculum for each curriculum area per curriculum stage
- The number of hours per week for one grade
- Learning outcomes for curriculum stages that should be achieved by students during one curriculum stage
- Learning outcomes for curriculum stages
- Students' psycho-physical and intellectual abilities
- Students' background and experiences
- Other criteria that the school considers important (for example for achieving learning outcomes, additional classes or other instruction forms set by the school).

#### **5. Implementation of teaching plans**

Implementation of curriculum through teaching plans and practice in class will take into account innovative and flexible methods of time allocation, such as:

- block teaching, for example for one semester for subjects which do not require a rigorous sequence (i.e. can be taught with breaks, continuity is not required)
- block teaching is organised in situations when additional time is needed for organising an uninterrupted activity or a visit in the region where the school operates
- block classes within the week, for using interactive pedagogies (classes that last **80-90** minutes, instead of only 40-45 minutes)
- time allocation for block teaching for practical learning and training in professional schools.

## **6. School autonomy**

Schools will be able to decide, in collaboration with parents and other stakeholders, on the innovative and flexible use of teaching and learning time as a basis for constructing school-based programs of study that are differentiated in relation to learners' needs, contexts and interests.

School-based curriculum decisions (between 10% -14% of total school time) will take into account several options through which school autonomy can be defined, such as:

- Additional teaching and learning activities that can help achieve specific competencies (i.e. optional subjects, project work; community service, artistic and sports activities)
- Reinforcement of knowledge, skills and attitudes in certain learning areas
- Adoption of optional themes/courses/modules offered by MEST
- Development of school-specific activities that define a school project (such as teaching and learning of languages; ICT; career orientation)
- Development and implementation of customised curriculum in relation to local conditions, resources and needs
- Reinforcement of career orientation, and preparation for life and work.

**V. OPTIONAL CURRICULUM FOR LEVEL ONE**

**Concept**  
**Purpose**  
**Content and delivery**  
**Structure**  
**Procedures of developing and selecting optional curriculum**  
**Implementation**

**1. Concept**

The Optional Curriculum is part of the general curriculum which, as opposed to the Core Curriculum, is defined and developed by the school within the planned time allocation and in line with students' interests, potential, abilities, and background and the conditions in the school.

**2. Purpose**

The Optional Curriculum supports the development of key competencies of curriculum stages and curriculum areas for:

- deepening and expanding knowledge, skills and attitudes of the Core Curriculum subjects
- reinforcement of knowledge, skills, and attitudes of the Core Curriculum subjects
- meeting students' interests and specific needs for their age, community and region.

**3. Content and delivery**

The Optional Curriculum contains elective subjects which are implemented through:

- separate subjects
- modules
- projects
- thematic units (of subjects of the Core Curriculum and the cross-curriculum themes).

**4. Structure**

The Optional Curriculum has the same structure as the Core Curriculum. It includes:

- Optional subject learning outcomes
- Instruction guidelines for the subject delivery

- Time allocation for the elective course
- Teaching and learning materials and resources and
- Student assessment is realized as internal assessment and does not affect the overall passing results (\*defined by legal sub acts).

### **5. The procedures for developing optional curriculum**

The procedures for developing optional curriculum are based on the Teacher handbook developed by MEST.

### **6. Procedures of developing and selecting optional curriculum**

In the procedure for selecting an elective subject it is necessary to follow the steps defined by the MEST Administrative Instruction for the Optional Curriculum.

### **7. Implementation**

Once the elective subject has been chosen by students and approved by the relevant authorities, it gains the same status as the subjects of the Core Curriculum, i.e. it becomes required for all students.

- The teaching period should last not less than one school semester.
- The Optional Curriculum is monitored, evaluated and recorded against the same criteria and principles as those for the subjects of the Core Curriculum.

For additional instructions on optional subjects (with regard to the procedures of the development and selection of the elective subject), please see the Manual for Optional Curriculum.

## **VI. GENERAL METHODOLOGY - GUIDELINES**

### **Introduction**

### **Definition**

**The link between curriculum area learning outcomes and curriculum stage learning outcomes**

**Learner-centred and inclusive teaching and learning**

**Integrated teaching and learning**

**Competency-based teaching and learning**

**Differentiated teaching and learning**

**Cross-curriculum issues**

**Extra-curriculum issues**

### **1. Introduction**

The general principles of the implementation of KCF in general and of the KCC in particular must be aligned with the methodology for achieving the general aims defined by education documents and policies. All education documents and policies developed recently in Kosovo are aimed at promoting general social values, human rights protection, inclusion in education, respect of one another's values and the development of the individual in accordance with his/her abilities and needs as an active citizen.

### **2. Definition**

There is no one particular teaching and learning methodology for the implementation of the KCC or for the implementation of one learning area curriculum. Every curriculum area and every subject has its own specifics for the realisation of the prescribed goals. Therefore, we can describe this general methodology as a system of strategies, methods, ways and principles, instruments and techniques that serve as a basis for building the concept of learning or the organisation of teaching in the school.

In order to support and assist the teachers, we have presented below general methodology guidelines related to aspects<sup>1</sup> of

- linking curriculum stage learning outcomes with curriculum area learning outcomes,
- learner centred and inclusive teaching and learning,
- integrated approach-based teaching and learning,
- competency-based teaching and learning, (differentiated teaching and learning,

<sup>1</sup> Specific instructions for every aspect of this chapter will be reflected in the instructions for learning areas and in the guidebooks for teachers and school administrators.



- cross-curriculum issues, and
- extra-curriculum issues.

### **3. The link between curriculum stage learning outcomes and curriculum stage learning outcomes**

To achieve the KCF key competencies MEST calls on teachers to link curriculum stage learning outcomes with the curriculum area learning outcomes in their teaching and learning practice.

In order to enable this blending in practice, teachers should create a set of methods, techniques, and teaching aids for the realisation of each learning outcome or competence. Such a set should be transparent for every day and every lesson for teachers, students and parents. All this material should be included in a teacher's portfolio.

Regardless of the selection of the topic, technique, and teaching aids, the teacher should follow a set of steps given below in order to link curriculum stage learning outcomes with the curriculum area learning outcomes:

- Specifies, selects stage outcome/s he/she intends to achieve with students<sup>2</sup>, he/she breaks the stage learning outcomes down into class-specific outcomes;
- Specifies, selects curriculum area learning outcomes that support the achieving of the stage learning outcomes;<sup>3</sup>
- Breaks the curriculum area learning outcomes down into specific class outcomes; selects content and teaching aids and teaching and learning methodology which serve to achieve class-specific curriculum area learning outcomes and class-specific learning outcomes;
- Plans teaching and learning, including the time lines for achieving class-specific learning outcomes within the school year;
- On the completion of a class, task, or chapter the performance is evaluated to verify the achievement of curriculum area/stage learning outcomes.

### **4. Learner-centred and inclusive teaching and learning**

The application of learner-centred teaching and learning approaches requires a process of planning and organising teaching and learning that is based on students' individual experiences, potential, needs and interests.

Learner-centred teaching and learning should be based on the principle of inclusion, which takes into account and addresses students' different learning styles, in what way and how fast students learn and other aspects of student diversity, including gender, age, culture, social and economic background, and students' special needs for additional learning.

Teachers can draw upon their expertise and consider each student's prior learning experiences, and their needs and interests: teachers can then choose appropriate teaching

<sup>2</sup> (remember: curriculum learning outcomes are developed by the state and are realized through all curriculum areas);

<sup>3</sup> (remember: curriculum area learning outcomes are developed by the state);

and learning strategies, methods, techniques, and teaching aids. However, the selection of the appropriate strategy and learning activities should in principle be aimed at learner-centred and inclusive teaching and learning. This means that teachers should respect the principles of learner-centred teaching and learning, where:

- the student is at the centre of teaching and learning
- during student work/activities, the teacher monitors, helps and facilitates student learning
- the student is an active participant and engages in activities that stimulate student learning and interest
- learning topics are relevant and interesting to students
- students are encouraged to become responsible, independent and reflective, and to continue learning throughout their life
- the teacher observes individual changes among students through observation and interaction
- learning activities are adapted to students' development level
- teaching and assessment planning takes into consideration student individual development and learning styles
- a variety of learning opportunities and assessment methods are offered to support the various learning styles of students
- observations and assessment of students are used for planning further instruction.

It is important for every teacher to be able to use a wide range of teaching/learning methods, balancing teacher-centred and learner-centred methodologies, and adapting to students, and with learning outcomes defined for every lesson.

## **5. Integrated teaching and learning**

Since subjects are separated they provide opportunities for students to learn fragmented knowledge, skills and attitudes. In order to integrate those aspects the Core Curriculum for lower secondary grades is implemented through subjects integrated into curriculum areas and through integrated approach-based teaching and learning.

Integrated approach-based teaching and learning links subject-specific content aimed at achieving curriculum area learning outcomes with the key competence learning outcomes for stages and levels.

In order to meet the requirements of the KCF and the Core Curriculum for ISCED 1, MEST calls on pre-primary and primary teachers to apply integrated approach-based teaching and learning by:

- linking curriculum areas, where subject-specific content contributes to the development of key competencies;
- linking curriculum area learning outcomes with curriculum stage and level learning outcomes, in order to link the application of knowledge, skills, attitudes and values with real life situations;

- integrating into teaching and learning the common characteristics of subjects within the curriculum area (for example, mother tongue with English language) or common characteristics of curriculum areas (for example the Society and Environment curriculum area with the Science curriculum area);
- organising activities with students that support the development of competencies for accessing and processing information effectively and responsibly, e-learning, and using current and future technologies of the digital age;
- organising activities with students that promote the lifelong learning perspective and help students develop competencies to deal with challenges and opportunities within the current and future social and economic development.

## 6. Competency-based teaching and learning

KCF promotes the competency-based approach so that student knowledge, skills and attitudes can be developed to support the key competencies and to address various student needs in meeting curriculum requirements, respectively the core learning outcomes for stages and levels.

Competency-based and focused teaching and learning requires teachers to choose and organise learning experiences that integrate relevant knowledge with student values, attitudes and skills. Competency-based teaching and learning is based on learning outcomes which describe what students know, are able to do, to understand, to evaluate and to take a stance upon a successful completion of a curriculum stage.

MEST invites teachers to plan teaching and learning on the basis of learning outcomes for curriculum areas and curriculum stages, with the aim of achieving competencies defined in the curriculum for the respective education level, by breaking the planning into yearly planning, monthly planning and daily planning. In addition, MEST invites teachers to practise interactive teaching and learning, where the teacher lectures less and focuses more on helping students learn how to learn and develop their learning competencies.

Competency-based teaching and learning requires the teacher to choose diverse strategies, methods, techniques and forms of working with students, and to provide student learning experiences that integrate relevant knowledge with skills, values and attitudes.

Competency-based teaching and learning is closely linked with the assessment process, with a particular focus on formative and progressive assessment. In assessing student competencies it is important for every teacher to choose assessment techniques and instruments which enable students to demonstrate their knowledge, skills and abilities, rather than solely factual knowledge. In this way teachers will ensure they receive information about the quality of teaching and learning, student progress and the development of competencies.

There are a number of approaches and strategies that enable the competency-based teaching and learning to be successful and that support the development of student competencies, regardless the curriculum area. It is worth mentioning three of the most important approaches that support the KCF principles, including the competency-based approach:

- Creation of an enabling environment in the classroom and school, in which students feel welcome and connected to one another, to their teacher and their school;
- Delivery of lesson through active learning approaches and techniques; and

- Application of problem solving and critical thinking development teaching and learning strategies.

## 7. Differentiated teaching and learning

Differentiated teaching and learning is an approach according to which teaching for the development of the capacities of all students is based on planning, application, control support and assessment.

It enables the consideration of existing differences among students in the classroom with regard to the content they will learn, the didactic progress of their learning and the learning resources they want to and can use.

Differentiated teaching/learning enables the adjustment of time and pace of learning and teaching with individual characteristics of every student.

It also enables the adjustment of amount, kind and difficulty level of content, tasks and requirements to student individual characteristics.

In order to organise and implement successfully differentiated teaching and learning the teacher should focus on student motives, abilities, interests and learning styles. These are the key aspects around which the teacher should organise differentiated teaching and learning.

In order to successfully organise and implement differentiated teaching and learning, teachers of the second education level should:

- Apply forms of instruction organisation that promote and support the development of internal motivation and self-control mechanisms of students;
- Efficiently use *activities with students that promote* organised learning;
- Organise instruction using various approaches that enable and facilitate the examining and the identification of existing student experiences, knowledge, viewpoints, that enable the active involvement of students in correcting possible mistakes and that help students reorganise their factual and procedural knowledge for developing learning competencies;
- Use diverse co-operative learning techniques and forms in instruction;
- Practise various forms of organising teaching and learning (class activities, group work, work in pairs, individual learning) that focus on activities which develop student self-confidence, initiative, problem solving and creativity;
- Organise teaching and learning through differentiation by task, where the completion of tasks, control, assessment and level of teacher support are adjusted to each student;
- Apply techniques of organising instruction that fit the task/s through which gifted students develop their special abilities;
- Use various forms of organising the learning for students who require special treatment or have special education needs, by involving those students with learning difficulties or difficulties in behaviour;

- Organise instruction that supports co-operation and use of organisational forms (for example, inclusion) that promote equal opportunities for students in their mutual co-operation and activities within and outside classroom and school;
- Use various instructional technologies that offer better opportunities for the advanced organisation of teaching and learning that make the teaching/learning process more meaningful/attractive to students.

## 8. Cross-curriculum issues

The Core Curriculum for pre-primary and primary grades allows for instruction beyond the subject scope, so that children/students can build connections between curriculum areas and various fields.

*Interdisciplinary studies* which are based on grouping various curriculum experiences and outcomes, and *cross-curriculum issues* should provide relevant and challenging experiences that bring satisfaction in the context of meeting the diverse needs and children and young people.

Creating links among curriculum areas enables opportunities for progress in the development of students' skills, for learning and understanding new concepts or for reviewing and reinforcing concepts or skills from various perspectives. In addition, this approach makes the curriculum coherent and more meaningful to students.

Integration of cross-curriculum issues into the Core Curriculum for lower secondary grades can be realised through:

- Finding correlations between subjects/topics or lesson units with the aim of developing/achieving one of the KCF competencies, for example if the topic is in the field of environment protection, we can link it with language and literature topics or topics from Mathematics, civic education, etc. Thus, there are many opportunities for finding such links through which we achieve a certain number of the learning objectives of various curriculum areas.
- Individual projects or elective courses in which various topics or areas are linked complementing each other, such as, for example, projects in the Civic Education area with those in Career Orientation, etc., which also enable/support the development of specific competence/s.

## 9. Extra-curriculum issues

These are structured learning activities that happen outside the context of formal education areas and subjects, but support the achievement of competencies for the curriculum stage and formal levels of education. The teacher/school must prepare for each of those potential activities an intended and guided plan and program, as opposed to brainstorming or random activities.

The teaching and learning of various curriculum areas in pre-primary and primary grades will be supported with extra-curriculum activities organised for students, such as:

- Visits to museums, parks, natural and historic sites, institutions, galleries, the theatre, etc.

- Celebrations of special dates, events, traditions, successes
- Participation in decision-making in school and through other forms of democracy in school
- Participation in learning groups, free activities and associations
- Discussions with guests (i.e. community leaders, parents, local business representatives, politicians, media people)
- Project work focused on specific, multidimensional topics and issues relevant to student age
- Exhibitions (i.e. arts, photography)
- Community service (i.e. providing assistance to those in need; protection of the environment; reinforcement of connections between different generations)
- Games, choirs, school magazines.

It is recommended that all students have an opportunity to be involved in extra-curriculum activities, in accordance with their preferences and personal talents and be part of a group in various activities: sports teams, music groups, dancing troops, choir, theatre troops, and community support groups.

## **VII. ASSESSMENT – GENERAL INSTRUCTIONS**

### **Introduction**

### **Assessment goals**

### **Key principles of assessment**

### **Internal assessment**

### **External assessment**

### **1. Introduction**

The main purpose of the school is to promote learning, with assessment being an integral part of this process. Since learning is a complex process, assessment of learning is complex, too.

Assessment provides students with information about the level of attainment of learning, it provides teachers with information necessary for promoting better quality of learning and it provides feedback to education institutions and all other stakeholders.

Assessment is implemented through the goals, principles, and types of assessment. Assessment is the most important part of reform strived for by the Kosovo education system, through which we can assess where our education system is right now and where we want it to be. Assessment in general as a process is implemented to support teaching and learning by providing students with not only written criteria, but also with models of types of assessment, in order for them to understand specifically the achievements they are aiming.

### **2. Assessment goals**

The main goals of assessment are:

- ⤴ Support and reinforcement of learning
- ⤴ Regular reporting on student individual student progress
- ⤴ Successful achievement of competencies as defined in the Curriculum
- ⤴ Setting and monitoring of achievement standards for each education level
- ⤴ Comparison, certification and orientation of students for further education.

### **3. Key principles of assessment**

The Ministry of Education, Science and Technology has developed school-based National Assessment Standards and the Assessment Code of Ethics.<sup>4</sup> Assessment should always be in line with the norms/rules of those two documents. Specifically:

- ⤴ Assessment should always refer to key competencies and learning outcomes of curriculum areas, subject areas, grade level, and school stage and level.

<sup>4</sup> See Administrative Instruction “National Standards for School-based Assessment” and “Code of Ethics for Assessment”

- ⤴ Assessment instruments should always be adjusted to the assessment objective.
- ⤴ Assessment form and type and particularly the form of reporting about results should always reflect the assessment objective.
- ⤴ The way of building assessment should always be transparent and fair.
- ⤴ Assessment should always be carried with the highest ethical standards, responsibility and accountability.

#### 4. Internal assessment

Internal or school-based assessment is mainly aimed at supporting and reinforcing learning and regular reporting on student individual progress.

There are two types of internal assessment:

- Formative assessment
- Summative assessment.

##### Formative assessment

Formative assessment is a classroom based assessment that guides and supports learning throughout the school year, while at the completion of the school year formative assessment reports on student progress. Student assessment by teachers during instruction should be focused on:

- ⤴ recording learning outcomes/objectives and success criteria
- ⤴ support for self-assessment and peer assessment on the basis of success criteria
- ⤴ providing feedback on student performance on the basis of success criteria
- ⤴ recording of and reporting on the progress of student attainment on the basis of success criteria.

Formative assessment is recorded with numerical marks (1-5) that represent the scale of assessing the achievements of students in the acquisition of knowledge, skills and attitudes for mastering the competences.

Students should be given numerical marks in regular periods over the school year. Teachers will assess student progress not only on the basis of formal tests, but also on the basis of attainment information they have collected during the instruction, such as observations, questionnaires, learning tasks, essays, portfolios, sociograms, focus groups, project-based work, etc. They will report on the outcomes by using a rating scale which involves marking.

Students can demonstrate the level of performance defined through the dimensions of knowledge, skills, attitudes and values they possess in terms of quantity, frequency, depth, help, creativity and quality in mastering the competences.

- **Mark 1 (week/insufficient)** means insufficient performance in completing a given task. The student does not meet the minimum allowed level of mastering the competences, thus he/she did not reach the lowest allowed level for passing the subject/learning area.



- **Mark 2 (sufficient)** means sufficient performance in completing a given task. The student possesses little knowledge and contributes rarely, slowly, superficially and by copying. The student meets the minimum allowed level of mastering the competences and meets the criteria for passing the subject/curriculum area.
- **Mark 3 (good)** means good performance in completing a given task. The student possesses partial and superficial knowledge, contributes occasionally and has ordinary creativity. The student has achieved an average level in mastering the competences.
- **Mark 4 (very good)** means very good performance in completing a given task. The student usually possesses complete and deep knowledge, contributes promptly and has imagination. The student has achieved a very high “desired” level in mastering the competences.
- **Mark 5 (excellent)** means excellent and original performance in completing a given task. The student constantly possesses comprehensive and deep knowledge, contributes immediately and is creative. The student has achieved an excellent level in mastering all the competences, and at the same time uses additional materials and resources.

During the assessment process in a subject/learning area the student is evaluated with a mark on the basis of all knowledge levels in relation to curriculum area/subject learning outcomes in mastering the competences.

### Summative assessment

Summative assessment is done at the end of each school year and reflects the students' level of performance during a school year.

At the end of the school year students should be given a final mark. This final mark will be in the form of a letter (A, B, C, D), and will represent the arithmetical average of formative assessment marks given during the school year at the level of the grade.

The description of the final mark according to the assessment scale is as follows:

Mark A (mark average 4.5 up to 5.00)

Mark B (mark average 3.5 up to 4.49)

Mark C (mark average 2.5 up to 3.49)

Mark D (mark average 2.0 up to 2.49)

An example of summative assessment: The formative assessment of a student at a certain grade level during a certain school year in one of the curriculum areas has resulted with eight numerical marks (1-5) according to the assessment scale (3, 4, 5, 3, 2, 5, 2, 5). The arithmetical average of the numerical marks constitutes the final mark at the end of the school year:

$$\frac{3+4+5+3+2+5+3+5}{8} = \frac{30}{8} = 3.75 = (\text{Mark B})$$

The mark in a subject/learning area will be the basis for reporting to students and parents. In the school report for parents, the mark must be supported (accompanied) with short comments written by the teacher on what students can do to improve their achievements and the types of improvement support and the support for the talented.

This assessment approach covers all learning areas and every student. Students who have not reached level D (2.00-2.49), do not meet the required minimum of learning outcomes for the learning area/subject for the respective grade.

In case a student has failed to achieve the required minimum of the learning outcomes in no more than three subjects/learning areas, he/she should be provided additional classes. Additional classes are organized by the school and should last not less than two weeks and not less than two classes per day per subject/learning area. Additional classes are organized by the subject/learning area teacher.

Summative assessment of students who have attended additional classes is done in the school by the subject/learning area teacher.

In case the student fails to achieve the required minimum of the learning outcomes even upon attending additional classes, he/she is entitled to undergo final assessment one more time before the end of the school year<sup>5</sup>.

### Final assessment

Summative assessment at the first level of education is done at the end of Stage 1 (grade 2) and at the end of Stage 2 (grade 5). Summative assessment is not derived from the arithmetic average of marks recorded in the mark book during the period covered by the relevant curriculum stage; instead student assessment is done on the basis of the list of curriculum area learning outcomes defined in the Core Curriculum, and every results is assessed with a numerical mark (1-5). The arithmetic average of those marks represents the final mark (A, B, C, D).

Example of final assessment: one curriculum area within one curriculum stage has 1–12 learning outcomes and for each learning outcome the student is given a numerical mark, while the arithmetical average of the marks represents the final mark.

$$\frac{3+4+5+3+4+5+2+5+4+5+4+3}{12} = \frac{47}{12} = 3.92 = \text{mark B}$$

This assessment approach covers all learning areas and every student. Students who do not reach level D (2.00-2.49) continue with the next stage, but have to take additional programs for the respective areas. Students, who, upon completing additional programs, do not reach level D, fail the grade<sup>6</sup>.

The final mark is a school based assessment that is administered in cooperation with municipal authorities for the purpose of planning measures for ensuring the necessary level of mastering key competencies by all students.

In order to assess curriculum stage learning outcomes the teacher must break each learning outcome down into five levels of achievement so as to observe correctly the achievement of the respective learning outcome by each student. Subsequently, depending on the level of achievement of each learning outcome the teacher plans additional activities for the student who has fallen behind in achieving the given learning outcome and plans additional activities

<sup>5</sup> Regulated with Administrative Instruction

<sup>6</sup> Regulated by the Administrative Instruction

for the student who has mastered all the levels of achievement for the given learning outcome.

Only final marks for curriculum areas are recorded in the student mark book and in the Certificate on the completion of the first level of education.

## 5. External assessment

External assessment of student achievements is organised by central education authorities with the purpose of verifying the level of quality of education and assessment at school, municipality or state level.

The main goals of external assessment serve:

- Certification of an individual for mastering competencies as per Curriculum goals.
- School monitoring and reporting on the level of student achievement according to the goals defined in the Curriculum.
- Monitoring the education system and reporting on the comparison between and the progress of the achievements of students, schools and municipalities at the country level, and making recommendations to all stakeholders (policy developers and decision makers who influence the improvement of the education system).

Certification of mastering of competencies is carried out by using national assessment, which is designed under the supervision of the Assessment Centre authorised by MEST. National assessment is administered at the end of level two of pre-university education (completion of grade 9) or upon completion of a stage/grade depending on the interests of the educational policies. These assessments are standardised and mainly focused on measuring the level of mastering key competencies. Exam requirements (questions) should assess a comprehensive/detailed and balanced series of curriculum competencies and core learning outcomes. The rules and procedures for these assessments are governed/managed by relevant laws and administrative instructions<sup>7</sup>. Progress monitoring through the external assessment process is done by MEST through the Assessment Centre and municipalities.

External assessment includes international assessment such as PISA, TIMSS, etc., the purpose of which is to monitor education processes in the member countries.

Upon the completion of the lower secondary school national assessment provides students with *“Diploma on the completion of lower secondary education-grade 9”*.

In addition to external assessment the Curriculum Framework enables schools and municipal authorities to organise external assessments at the municipal level at the end of curriculum stages, respectively, the end of Grade 7.

The purpose of this assessment is to:

- assess school performance in supporting students in their mastering of key competencies
- increase the responsibility of teachers, schools and municipalities
- ensure the mastering of key competencies by all students.

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<sup>7</sup> Regulated by the Administrative Instruction

These assessments will provide schools, parents, the community and municipal authorities with feedback on the quality of education services.

Results are recorded in the student portfolio<sup>8</sup>.

- **Communication and expression competence – Effective communicator**
- **Learning outcome no. 1 for Stage 3 (II): Reads aloud at least half a page of text he/she has not read before, related to a topic relevant to his/her age**

| <b>Student achievement level</b>   |  |  |  |   | <b>Types of student support</b>  |   |   |   |
|--|--|--|--|---|--|---|---|---|
| <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   | <b>5</b>  | <b>Remedial support</b>  | <b>Ways</b>   | <b>Support for the talented</b>   | <b>Ways</b>   |
| <i>The student starts working on the task without screening the text; he/she has difficulties in articulating letters and reading complete words and connecting words into sentences, etc.</i> | <i>The student starts working on the task without screening the text: he/she has difficulties in articulating letters and reading properly words, and has difficulties with fluent reading of complete sentences, etc.</i> | <i>The student starts working on the task by screening the text: he/she has difficulties in articulating letters, words are connected into sentences, however he/she does not speak them with sufficient fluency</i> | <i>The student starts working on the task by screening the text: he/she articulates letters very well, words are connected into appropriate sentences; reads with no interruptions; however he/she has some difficulties with speaking fluency</i> | <i>The student starts working on the task by screening the text; he/she articulates letters very well, words are completely connected into appropriate sentences; the tone, the pace and the accent are correct; speaks very fluently</i> | <i>The teacher decides how to support the student, and what additional activities he/she can develop</i> | <i>What methods will he/she apply taking into account student's learning style?</i> | <i>The teacher decides how to support the student and what additional activities he/she can develop</i> | <i>What methods will he/she apply taking into account student's learning style?</i> |

<sup>8</sup> Regulated by the Administrative Instruction

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| Hierarchy of Curriculum Documents                | Types of Learning Outcomes   | Type of assessment  |
|--|--|---|
| <b>Kosovo Curriculum Framework</b>               | Core learning outcomes that express the required level of achievement in mastering the key competencies at the completion of pre-university education. | State assessment at the completion of upper secondary school "State Matura Diploma".<br>State assessment at the completion of lower secondary school "Diploma on the completion of lower secondary education, Grade 9". |
| <b>Core Curriculum for Curriculum Stages 1-4</b> | Core learning outcomes expressing the required level of achievement in mastering the key competencies at the completion of each curriculum stage.      | School-based assessment<br>"School certificate"<br>"Occupation diploma" <sup>9</sup>  |
|  | Learning outcomes for curriculum areas, for each curriculum stage.   | Summative assessment at grade/level<br>"Student's school record book".  |
| <b>Subject Syllabi</b>                           | Learning outcomes for subjects, for each grade   | Summative assessment<br>"Certificate of marks"<br>Continuous formative assessment<br>"Student portfolio"  |

**ANNEX: Glossary of terms for Teachers**

| <b>CONCEPT</b>          | <b>EXPLANATION</b>  | <b>EQUIVALENT TERMS<br/>(English, Albanian and<br/>Serbian)</b> |
|-------------------------|---|---|
| Accountability          | Concept of ethical governance (including ethical school governance) that is based on the acknowledgement and assumptions of responsibility for decision, actions and their consequences, and is associated with the expectation of account-giving to stakeholders.  |   |
| Artificial language     | An invented language based on a set of prescribed rules and developed for a specific purpose, such as international communication or computer programming.  | Ex. Esperanto, Pascal, etc.                                     |
| Assessment              | The process of gathering information and making judgments about a student's achievement or performance.   |   |
| Assessment for learning | Aims to help learners achieve the key competencies by showing them where they are with reference to set learning outcomes. It is based on making students aware of, and participating in the setting of learning outcomes, quality criteria and personal performance indicators. Students learn what has to be done in order to achieve those set learning outcomes and how to get there. | Formative assessment  |
| Assessment of learning  | Gathering valid, reliable and comparable evidence with regard to assessing learners' progress in learning (i.e. their achievements in different learning areas/subjects and the mastering of key competencies).   | Summative assessment  |
| Assessment methodology  | The strategies and activities employed, normally by teachers (internal assessment) or by specialised agencies (external assessment), to gauge a student's achievement or performance.   |   |
| Attitude                | Internal positioning towards people, facts, phenomena, actions, beliefs and situations; internal readiness for action.  | Disposition   |
| Basic education         | The years of schooling considered necessary to reach a minimum standard of mastering key competencies.  | It usually covers Compulsory education                          |
| Block teaching          | Flexible way of allocating time for teaching and learning by defining more compact periods of time for subjects/learning units (for instance, teaching a subject during one semester or for only six weeks instead of the weekly periods spread throughout the year). It can be applied especially in the case of subjects where no extremely rigorous sequencing is required.            |   |
| Carrier subject         | A subject that is, based on its scope and construction, more prone to contribute to the achievement of certain education goals, and develop certain competencies in students (i.e.  |   |

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|  | Work Education or Technology; Personal Development; Life Skills; Social Studies).   |   |
| Child-friendly environment             | Learning settings that are friendly, rights-based, inclusive, healthy and protective to all children. They also involve strong school community/family relations.   | See UNICEF's concept of rights-based, child friendly education systems and schools.   |
| Classroom and teacher-based assessment | Assessment that is carried out on a regular basis by classroom teachers as part of their teaching and learning strategies. It provides immediate and constant feedback with regard to the learners' achievements and problems in learning.  |   |
| Code                                   | A code is a rule for converting a piece of information (for example, a letter, word, phrase, or gesture) into another form or representation (one sign into another sign), not necessarily of the same type.<br>In communications and information processing, <b>encoding</b> is the process by which information from a source is converted into symbols to be communicated. <b>Decoding</b> is the reverse process, converting these code symbols back into information understandable by a receiver. | Currently one refers to:<br>- Linguistic code (when information is expressed through various linguistic means – sounds, words, letters, sentences etc.)<br>- Artistic code (colours, forms and shapes for painting/design/architecture; sounds – tones for music; movements, gesture for dance; language – movement – mimicry for drama etc.)   |
| Communication                          | Communication is the activity of conveying meaningful information. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space.  | Communication requires that the communicating parties share an area of communicative commonality, i.e. a context. The communication process is complete once the receiver has understood the message of the sender.   |
| Community of practice (CoP)            | A community of practice (CoP) is, according to cognitive anthropologists Jean Lave and Etienne Wenger, a group of people who share an interest, a craft, and/or a profession. The group can evolve naturally because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field.   | It is through the process of sharing information and experiences with the group that the members learn from each other, and have an opportunity to develop themselves personally and professionally (Lave & Wenger 1991). CoPs can exist online, such as within discussion boards and news groups, or in real life, such as in a lunch room at work, in a field setting, on a factory floor, or elsewhere in the environment. |
| Competency                             | A broad capacity to apply knowledge, skills, attitudes, routines, values and emotions in independent, practical and meaningful ways.  | Competence/<br>Skills (Sometimes competencies are equated with "skills", especially in  |

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|                           |  | expressions such as “life skills”.<br>However, in a more appropriate definition of competencies, skills are considered components of competencies along with knowledge, values and attitudes (competencies also include routines, patterns of thinking, behaviours). |
| Compulsory education      | Length of schooling that is considered mandatory by law and is (usually) free of any charges for students and their families. The composition of ‘compulsory education’ in Kosovo includes primary education, lower secondary and upper secondary education (ISCED 1, 2 and 3).  |  |
| Contact period            | The time allocated for the systematic interaction between teachers and students in the context of subjects, learning units and/or lessons.   |  |
| Constructivist approaches | Philosophy and practices inspired by different constructivist theories of learning and development stating that learning is constructed through culture, individual and social experiences, as well as interactions and contexts. According to constructivist theories, learning needs to make sense (to be meaningful) to learners in order to be effective.  |  |
| Core curriculum           | Common requirements for all students, in terms of key competencies, common subject timetables and general orientations.  |  |
| Cross-cutting issues      | Important curriculum content that does not belong to one subject or learning area exclusively, but which is best taught and learned in a number of cross-cutting themes of subjects. Common examples include peace education, Human Rights and citizenship education, gender issues, communication skills, intercultural education.  | Cross-cutting Themes   |
| Curriculum                | The aggregate of learning areas, subjects, and cross-cutting issues available in an education system. The term normally applies to the ‘formal’ or ‘intended’ (written) curriculum, but can also include the ‘unintended’ or ‘hidden’ curriculum. Distinctions are also made between the “intended” (official), “applied”, “interactive” (resulted from classroom interactions) and “effective curriculum” (what students really learn). | Curricula (pl.)  |
| Curriculum Framework      | A set of policies, regulations, directions and guidelines central for curriculum development and implementation that govern the development of syllabuses and other curriculum documents. Given the status of the curriculum as the hub of education systems, curriculum frameworks are  |  |



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|                             | usually considered as “constitutions” of pre-university education. Curriculum Frameworks can be developed for the entire system, for specific stages (like basic education) and/or for specific learning areas or issues (such as a framework for integrating cross-cutting issues in the curriculum).  |                     |
| Curriculum integration      | A process of combining/articulating learning content and subjects with a view to promoting holistic and comprehensive learning. It leads to the reduction of the number of discrete subjects and is usually applied in primary and lower secondary education.   |                     |
| Curriculum policy           | Formal decisions made by government or education authorities that have a direct or significant bearing on the development of curriculum. These decisions are normally recorded in official government documents.  |                     |
| Curriculum structure        | The way in which the curriculum of any system is organised, including the subjects or learning areas, when they must be studied and the ‘pattern’ in which they must be studied. The curriculum may be composed, for example, of core and optional or elective subjects studied with some variation between grades.   |                     |
| Curriculum system           | The totality of curriculum provisions and documents through which orientation is given to teachers and other stakeholders with regard to why, what, how and how well students should learn. The curriculum system usually comprises education acts, curriculum framework(s), syllabuses, assessment standards, textbooks and other learning resources.  |                     |
| Diagnostic assessment       | Assessment that is usually carried out at the beginning of a learning process and focuses primarily on identifying strengths and weaknesses in learners that should be taken into account in helping students cope with different learning problems.  |                     |
| Differentiating instruction | Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and co-operative learning. |                     |
| Effective curriculum        | What students really learned in terms of knowledge, attitudes, and skills.  | Realised curriculum |
| E-learning                  | Learning that is based on using new information and communication technologies with a view to enhancing access to information, as well as its effective and responsible usage in the context of (commonly) networked and distance activities.   |                     |

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| Elective curriculum                 | Learning areas/subjects among which students can choose in compliance with their interests, talents and needs.   |  |
| Entrepreneurship education          | In a narrow sense: preparing children and young people to take on entrepreneurial roles in economy, i.e. create their own businesses/enterprises. In a broader sense: equipping children and youth with entrepreneurial skills, such as initiative, decision making, risk taking, leadership, organisation and management skills.  |  |
| Expanded teaching and learning time | Allocation of an increased amount of time for the teaching and learning of specific knowledge, skills and attitudes with a view to fostering in-depth and sustainable learning.  |  |
| Expression                          | Expression may refer to symbolic expression: Expression (language), a thought communicated by language; Expression (Mathematics), a finite combination of symbols that are well-formed according to applicable rules; Expression (programming), an instruction to execute something that will return a value; Expression (through Arts) (music) notating the musical dynamic.  | Bodily expression:<br>Emotional expression, verbal and non-verbal behaviour that communicates emotion;<br>Facial expression, a movement of the face that conveys emotional state;<br>Gene expression, the process by which information from a gene is used in biochemistry;<br>Artistic expression (dance, drama, pantomime etc.). |
| External assessment                 | Assessment that is carried out by out of- school agencies or is based on procedures and tools provided by such out-of-school agencies (i.e. external examinations; tests provided by specialised evaluation agencies). It should be based on (national) evaluation standards so that subjectivity in assessment is reduced to a minimum.   |  |
| Extra-curriculum activities         | Structured learning activities that take place outside the context of formal subjects or learning areas. In some systems, these might include work experience or organised sports.   |  |
| Formal curriculum                   | The learning experiences and opportunities that are provided for learners in the context of formal education. The formal curriculum serves as a basis for socially recognised certification and diploma awarding.  | Intended/Official/ Required curriculum   |
| Formal education                    | The hierarchically structured, chronologically-graded educational system running from pre-primary education through the university and including, in addition to general academic studies, a variety of specialised programs and institutions for full-time technical and professional training. The outcomes of, and qualifications obtained from formal education are socially recognised by certification and diploma awarding. |  |

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| Formative assessment                             | Assessment that is basically classroom- and teacher-based, aiming at helping students to make progress in learning throughout a certain period of time. It envisages learning as a process, not just a result (see also Assessment for learning, to which it is connected).   |                                     |
| General education (schools)                      | Acquisition and development by learners of a broad range of knowledge, skills and attitudes that are connected to academic subjects/learning, as well as to life and work more generally.   |                                     |
| Hidden curriculum                                | The beliefs, attitudes and skills individuals share and develop based on their personal experiences. The hidden curriculum may be consonant or not with the official/required curriculum.   |                                     |
| Holistic and comprehensive learning              | Learning that integrates both academic aspects and student development by attempting to tackle phenomena as a whole while emphasising the interconnectivity of natural, social and personal processes and dimensions.   | See also “Integrated learning”      |
| Holistic development                             | The harmonious growth/progress of all personally dimensions, i.e. intellectual, emotional, motor aspects.   | “Whole-person” approach             |
| Holistic learning environment                    | Organisation of the learning setting that invites students to make use of their intellectual, emotional and motor capabilities concomitantly.   |                                     |
| Inclusive education                              | Inclusive education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalisation and exclusion. It implies that all learners – with or without disabilities - are able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. |                                     |
| Informal education                               | Acquisition and development of knowledge, skills and attitudes outside formal or non-formal settings during every day experiences and in the absence of intended and systematic processes of learning.  |                                     |
| Information and Communication Technologies (ICT) | New tools and processes of accessing and processing information, as well as communicating it based on electronic means, such as computers, TV, Internet, other digital means.   |                                     |
| Integrated teaching and learning                 | Teaching and learning that reflects and points to the links/connections and inter-links/inter-connection in individual and social life (human activities), nature and knowledge.  | Holistic and comprehensive learning |
| Interactive classroom                            | Learning environment at classroom level that is based on constant exchanges among teachers and students in the context of inquiry-based, problem-solving and hands-on activities.   |                                     |

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| Interactive teaching and learning | Philosophy and practice of involving students in defining and constructing their learning experiences by taking into account their needs, interests, previous knowledge and context.  |  |
| Key competencies                  | Competencies considered by the education and training system to be important in the learning of every student and significant contributors to the lives of every member of society. The Key Competencies most relevant - generic, transversal or overarching competencies to Basic Education - might be referred to as 'basic competencies'.  | Generic, transversal or overarching competencies |
| Key stage of the curriculum       | Specific phases of the way the curriculum unfolds across different education levels/grades and age groups. Periods which share some common features in terms of children's development, of curriculum requirements and of teaching/learning approaches to students' development and progression in learning. In the Kosovo Curriculum Framework, key stages are phases of a given education level to ensure: <ul style="list-style-type: none"> <li>- more transparency and precision in the articulation of education goals and tasks;</li> <li>- the possibility of concrete guidelines for organising school work with emphasis on specific methods, outcomes and means of evaluation;</li> <li>- the possibility of providing new challenges with regard to students' development and to the specific goals of each key stage of the curriculum.</li> </ul> |  |
| Knowledge                         | Concepts and factual information (data), as well as relations among them (i.e. structures and patterns) about the natural and man-made environment, people and society, culture and economy, and our understanding of the world, people and society. Declarative knowledge points to knowing "what", while procedural knowledge to knowing "how".   |  |
| Knowledge society and economy     | Society and economy in which knowledge becomes the main source of growth and progress (especially through Internet, e-learning and e-mediated processes).   |  |
| Learning area                     | A broad learning category grouping subjects which share common objectives and tasks in the teaching and learning of knowledge, skills, values and attitudes. The affiliation of subjects to a given learning area takes into consideration their specific contribution to students' development, in accordance with the general and specific aims of teaching and learning in schools. It also takes into consideration the possibility for multi- and interdisciplinary approaches, as well as the pursuit of cross-curriculum objectives.   | Curriculum area                                  |

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| Language                     | Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication. The scientific study of language in any of its senses is called linguistics | The approximately 3,000–6,000 languages that are spoken by human beings today are the most salient examples, but natural languages can also be based on visual rather than auditory stimuli, for example in sign languages and written language. Codes and other kinds of artificially constructed communication systems such as those used for computer programming can also be called languages. |
| Learner centered perspective | Philosophy and practice of organising teaching, learning and assessment from the perspective of learners' needs, interests and abilities.   |  |
| Learning                     | Process of acquiring, internalising and developing new knowledge, skills, values and attitudes that are integrated in pre-existing structures while also constituting a basis for new acquisitions.   |  |
| Learning content             | The topics, themes, beliefs, behaviours, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning.                             | Content  |
| Learning experience          | Situation(s) and process(es) through which learners acquire/develop knowledge, attitudes and skills.  |  |
| Learning opportunity         | Situations(s) and process(es) that have a potential to fostering learning in students.  |  |
| Learning outcomes            | Statements describing what students should know, believe, value and be able to do. Outcomes are expressed in the Curriculum Framework in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.                         | Outcomes<br>Student competencies<br>Student results<br>Student achievements  |
| Learning resource            | Reference to, and support for student learning including textbooks, education software, experimental kits, atlases, dictionaries, work books, etc.  |  |
| Lifelong learning            | Equipping learners with competencies they need to be successful learners throughout their lives.  |  |
| Life skills                  | Skills which provide the learners with the capacity to undertake tasks or processes related to their day to day lives.  |  |
| Lower secondary education    | The first cycle of secondary education(four years duration in Kosovo) (ISCED 2).  |  |

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| Meaningful learning               | As opposed to rote learning, it leads to the development of conceptual networks (i.e. concept mapping) that can be applied in different situations, allowing for creativity and problem solving. In association with constructivist views, it also refers to learning that makes sense to students (i.e. is connected to their personal experience, is practically-oriented and hands-on).   |  |
| Multi-layered concept of identity | An understanding of identity as a complex result of both pre-determined factors and an evolving construction due to the exposure to, and participation of, individuals and groups in different cultures in the context of current globalisation phenomena.   |  |
| Multiple intelligences            | Influential contemporary theory of intelligence and personality (H. Gardner) stating that specific intelligences can be detected in the brain instead than just a general or generic intelligence, usually defined as capacity to solve problems effectively. It had important consequences for curriculum development and implementation especially through the concept of child- or learner-centred approaches and the "whole person" model of learning and development. Today, eight such multiple intelligences have been identified: linguistic; logical mathematical; spatial; bodily-kinaesthetic; musical; interpersonal; intrapersonal; naturalist. To these eight intelligences some would add the existential/spiritual/moral intelligence. |  |

|                      |  |
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| Natural Language     | In the philosophy of language, a <b>natural language</b> (or <b>ordinary language</b> ) is any language which arises in an unpremeditated fashion as the result of the innate facility for language possessed by the human intellect. A natural language is typically used for communication, and may be spoken, signed, or written. Natural language is distinguished from constructed languages and formal languages such as computer-programming languages or the "languages" used in the study of formal logic, especially mathematical logic.   |
| Non-formal education | Any organised and sustained activity that does not correspond exactly to the definition of formal education. Non-formal education may, therefore, take place both within and outside educational institutions and cater for persons of all ages. It may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work skills and general culture. Non-formal education programmes do not necessarily follow the "ladder" system and may have different durations, and may or may not confer certification of the learning achieved. |

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| Optional curriculum   | The optional part of the curriculum represents the courses and curricular activities which are decided at school level.  |
| Peer assessment       | Student assessment of other students' work (can be both formative and summative).  |
| Peer education        | Processes of learning based on exchange of information, knowledge and experiences between peers in which they act as resource persons, facilitators of learning and/or mentors.  |
| Peer teaching         | Practice in which students take on a teaching role in a school setting in order to share their knowledge with other students.  |
| Predictive assessment | Potential successes and failures in students' development with a view to suggest effective pathways for their progress as well as appropriate remedial action in the case of (anticipated) shortcomings in learning.   |
| Primary education     | In Kosovo, the first period or cycle of education of five years duration including a reception or pre-primary grade (ISCED 1).   |
| Remedial activities   | Learning experiences and opportunities that are provided with a view to helping students cope effectively with learning difficulties.  |
| School autonomy       | The autonomy granted to schools in terms of financial resource management (public and private funding), human resource management (school heads, teaching and non-teaching staff) and decision-making within schools as well as the evaluation systems (accountability) of schools implemented in connection with this autonomy. |

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| School-based (or institution-based) curriculum | The part of the curriculum that is decided at school (or institutional) level.   |                                  |
| Secondary education                            | The second period or cycle of schooling, divided into lower and upper phases (ISCED 2 ad 3).   |                                  |
| Selective assessment                           | Assessment whose purpose is primarily to provide the clustering and/or selection of students in compliance with certain performance criteria (i.e. selection of gifted students for science or arts classes; selection of students to be admitted into different upper secondary schools). |                                  |
| Self-assessment                                | Self-evaluation by learners of their achievements and problems in learning. As in the case of peer assessment, it is based on higher-order intellectual skills that learners put to work in order to assess their learning in terms of both processes and results.                         |                                  |
| Service-based learning                         | Learning that occurs as a result of students' engagement in the structured provision of some service, normally to the local or broader community.  | Community service-based learning |

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| Sign                             | A sign is something that implies a connection between itself and its object. A natural sign bears a causal relation to its object - for instance, thunder is a sign of a storm. A conventional sign signifies by agreement, eg. a full stop signifies the end of a sentence.   | This is in contrast to a symbol which stands for another thing, eg. a flag may be a symbol of a nation. The way in which a sign signifies is called semiosis which is a topic of semiotics and philosophy of language. A sign has an (a) Form and a (b) Meaning. |
| Symbol                           | A symbol is a reality which represents an idea, a physical entity or a process but is distinct from it. The purpose of a symbol is to communicate meaning in a certain synthetic form – different from the reality communicated. For example, a red octagon may be a symbol for "STOP". On a map, a picture of a tent might represent a campsite. Numerals are symbols for numbers. Personal names are symbols representing individuals.                         | Ex. mathematical symbols, computer icons, national symbols (flag, anthem etc.), religious symbols (cross, crescent etc.), names etc.   |
| Skill                            | The capacity to apply knowledge to perform a particular task to a consistent standard (the operational/procedural dimension of knowledge).   |  |
| Spiral curriculum                | A model of curriculum construction that involves periodically repeating the learning of knowledge, skills and attitudes related to specific learning areas/subjects in the context of new, broader and more complex learning experiences. It serves both to consolidate pre-existent learning, and to open up and explore in more depth the different learning content.  | Spiral growth of curriculum/learning   |
| Standard                         | 1. A decision, requirement or regulation that is expected to be implemented or applied (for instance, "curriculum – quality – standards". Curriculum (quality) standards can refer to learning content (content standards), processes (process standards), outcomes (outcomes standards), and environments (environmental standards).<br>2. The level of achievement or performance that is expected from students if they are to be awarded particular results. |  |
| Subject                          | A discrete learning discipline (such as Mathematics or History).   |  |
| Summative assessment             | Assessment that summarizes the progress and achievement of learning outcomes by learners at a particular time.   |  |
| Sustainable learning             | Learning connected to, and in the service of, the sustainable development of the society, economy and environment.   |  |
| Sustainable learning progression | Learning that is based on effectively integrating previous acquisitions into new systems of knowledge, skills and attitudes.   |  |



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| Syllabus                          | A document describing the learning objectives, learning outcomes and content related to a specific subject. Modern syllabuses also provide guidance on implementation including relevant teaching and assessment methodologies.                    | Programme of study in/for a certain subject |
| Teaching                          | Activity carried out with a view to fostering learning in students by using a wide range of methods that are adjusted to the learners' learning styles.  |   |
| Time allocation                   | The amount of time in the school year or week assigned to teaching and learning in a specific subject or learning area. The Curriculum Framework provides for time allocation that allows project work and more interactive teaching and learning. |   |
| Values                            | What people cherish as guiding principles and main references of their choices and behaviours.   |   |
| Vocational education and training | Education and training to enable learners to gain employable skills and professional qualifications for specific occupations, in addition to achievement of the key competencies as defined by the Curriculum Framework.                           |   |





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