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Ministarstvo Obrazovanja Nauke i Tehnologije
Ministry of Education Science & Technology

KOSOVO CURRICULUM

CORE CURRICULUM

FOR UPPER SECONDARY EDUCATION

IN KOSOVO (Grades 10, 11, and 12)

August 2012

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

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)

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

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 environmental 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. DESCRIPTION OF THE CORE CURRICULUM

Core Curriculum for upper secondary education

The structure of the Core Curriculum

Characteristics of upper 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 upper secondary education (gymnasia) and vocational schools is a fundamental document that regulates the process of teaching, learning, methodology and assessment, etc., at the third 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.

According to the Kosovo Curriculum Framework there are two profiles of upper secondary schools:

General gymnasia: in upper secondary education there are three profiles of gymnasia:

1. Gymnasia - Social and Language Studies
2. Gymnasia - Science
3. Specialised gymnasia (arts, mathematics, languages, technical, etc.).

Vocational schools:

1. Agricultural school
2. Technical school (electro-technical, mechanical, civil engineering, graphics, traffic)
3. Medical school
4. Economy and administration
5. Chemistry-technology
6. Art school.

General schools (gymnasia)

The curriculum areas at Curriculum Key Stage 5 and Curriculum Key Stage 6 are:

Science area is delivered through separate subjects (Physics, Chemistry, Biology and Astronomy, the latter only at CS 6). In specific cases at this level the subject Geography will be taught as a science subject.

Society and Environment in general schools (gymnasia) is delivered through separate subjects: History, Geography, Civic Education, Sociology, Psychology, Logic and Philosophy, with a focus on a balanced development of relevant key competences.

The learning experiences provided through this curriculum area at CS5 and CS6 to students of vocational schools are implemented through integrated Social Studies subjects, including aspects of Civic Education, History and Geography which are based on a topical approach.

Through this curriculum area students will be introduced to the values and norms of social life in a democratic society. They will approach the social phenomena from a historical, social, economic, psychological and intercultural perspective.

Vocational schools will benefit from the optional classes by allocated 10% of classes to vocational education. This percentage, along with the 50% of classes of the curriculum area Life and Work will constitute 60 % of the time allocated to vocational education. The remaining percentage of the time is dedicated to other areas that will be implemented in professions.

In vocational schools the curriculum area Sciences and the curriculum area Society and Environment will be implemented through integrated subjects that support certain professions.

The distribution of curriculum areas by curriculum levels and stages is presented in the table below.

Curriculum area	Subjects in curriculum key stages, Level 3 (Grades 10 - 12)			
	CS5		CS6	
	Grades 10 and 11 (General education - GE)	Grades 10 and 11 (Vocational Education and Training - VET)	Grade 12 (General education - GE)	Grader 12 (Vocational Education and Training - VET)
Language and Communication	Mother tongue English language Second foreign language Other languages	Mother tongue English language Other languages	Mother tongue English language Second foreign language Other languages	Mother tongue English language Other languages
Arts	Figurative education Music education	Applied arts	Figurative education Music education	Applied arts
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Science	Biology Physics Chemistry	Science	Biology Physics Chemistry Astronomy	Science

Society and Environment	History Geography Civic Education Sociology Psychology Philosophy	Society and Environment	History Geography Sociology Psychology Philosophy	Society and Environment
Health and Wellbeing	Health and Wellbeing Physical Education	Health and Wellbeing Physical Education	Health and Wellbeing Physical Education	Health and Wellbeing Physical Education
Life and Work	Life and Work	Life and Work	Life and Work	Life and Work

2. Upper Secondary Education (Grades 10 - 12)

Upper secondary education will provide the basis for a wider, deeper and more specialised process of learning, taking into consideration:

- the future orientation of learners toward academic studies,
- Orientation to vocational (including higher education) qualifications and/or entering the labour market as qualified workers; and
- the need to equip them with lifelong learning skills.

At this level, in both general (gymnasia) and vocational schools, the process of acquisition and development of knowledge, skills, values and attitudes has to take into consideration the need to prepare young people to take responsibility for their own lives, to participate in society as active and competent citizens, and to engage successfully in competition in the labour market. Therefore, students will be exposed to a more challenging process of acquiring knowledge and developing their intellectual, emotional and physical potential.

3. The structure of the Core Curriculum

The Core Curriculum for gymnasia defines in detail:

- The types of gymnasia;
- The learning competences for this level;
- The Curriculum Key Stages;
- The learning outcomes for Curriculum Key Stages;
- The description of the curriculum areas.

4. 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:

1. Communication and expression competence
2. Thinking competence
3. Learning competence
4. Life-, work- and environment-related competence
5. Personal competence
6. 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”)

Approach to and processing of information in an independent, efficient and responsible manner are very important for learning, but also for decision-making in problem-solving, taking into consideration the impact and the consequences of decisions and actions. Given the complexity of the knowledge-based society and economy knowledge management has become one of the most important competences in the 21st century. 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”)

In the current trends of the development of society, science, technology and economy we cannot strive towards learning all the necessary knowledge, skills and abilities through

schools only. Thus schools are expected to help students develop a strong educational foundation and prepare them for life-long learning.

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 need to prepare learners to live and work in an increasingly interdependent world and competitive global economy. Living and working in the 21st century requires competencies to face unpredictable circumstances and challenges, as well as the capacity to seize opportunities for personal and community progress.

In order for students to develop those abilities the school should support them to develop a broad understanding of the interdependencies among local and global social, economic, political and cultural phenomena. It should help students nurture an orientation towards the future, entrepreneurial dispositions and sustained motivation to meet objectives. At the same time the school should enable students to face the ecological issues, in order to raise their awareness on the role of each individual in the protection and improvement of 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.

5. Curriculum Key Stages

The Kosovo Curriculum Framework 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.

5.1. Curriculum Key Stages for upper secondary education

The Curriculum Framework is organized in Curriculum Key Stages, as periods 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 three consists of two Key Stages – Stage 5 (grades 10 and 11) and Stage 6 (grade 12).

Curriculum Key Stage 5 – General education and vocational education

This stage includes grade 10 and grade 11.

This stage aims at exposing students to deeper and more specialized studies in terms of academic preparation for higher education and/or for entering the labour market. Students are exposed to challenges such as:

- developing self-confidence;
- undertaking deeper and more specialized studies by employing competencies for using necessary information sources and resources and approaching different kinds of data critically;
- developing a willingness to commit themselves to sustained effort and to higher expectations, in terms of learning and preparation for a future career, as well as for their personal, professional and public lives;
- preparing to take responsibility for their own lives, to participate in society as active and competent citizens, and to compete successfully in the labour market. Their development as individuals and members of the society, who are capable and possess the life and work capacities necessary to face the changes in the local and global economy and to learn how to solve problems in various situations in private and professional life;
- preparation for life in order for them to live independently and work on facing challenges and opportunities provided by the modern society and to make responsible informed decisions and take responsible actions throughout their life.

Curriculum Key Stage 6 – Consolidation and specialisation

This stage Includes grade 12. This is a phase of transition from adolescence to maturity, during which learners have to consolidate their entire compulsory education experience and prepare themselves for the requirements of a new phase of life and higher education. Students on VET school programmes will be prepared to enter the labour market as skilled workers. The students are exposed to challenges such as:

- demonstrating the ability to identify necessary information sources and resources and to approach different kinds of data critically;

- demonstrating their ability for independent decision making and for taking responsibility for personal choices and actions;
- demonstrating their commitment to sustained effort and to higher requirements in terms of learning, higher education and/or professional development;
- demonstrating their ability to develop and promote new career planning strategies through inquiring examples and innovations that support the development of the idea of entrepreneurship;
- demonstrating their ability to change the concept of the career, through searching for a wider range of jobs, considering the importance of the development of transferrable skills for future career opportunities; engagement in the process of planning the personal career by researching the opportunities for post-secondary qualifications, recognizing that attitudes and needs for work and decision making will change constantly.

Table: Structure of level three

<i>International System or Classification of Education</i>	<i>Levels of the Formal Education System</i>	<i>Curriculum Key Stages</i>	<i>Grades</i>	<i>Age</i>
ISCED 3	Upper secondary education (Grades 10-12)	Key Curriculum Stage 6: <i>Consolidation and specialisation</i>	12	17
		Curriculum Key Stage 5: <i>Basic General and Vocational Development</i>	11	16
			10	15

6. 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 5 – General education and vocational education

This stage includes grade 10 and grade 11.

This stage aims at exposing students to deeper and more specialized studies, in terms of academic preparation for higher education and/or for entering the labour market. Students are exposed to challenges such as:

- developing self-confidence;
- undertaking deeper and more specialized studies by employing competencies for using necessary information sources and resources and approaching different kinds of data critically;
- developing a willingness to commit themselves to sustained effort and to higher expectations, in terms of learning and preparation for a future career, as well as for their personal, professional and public lives;
- preparing to take responsibility for their own lives, to participate in society as active and competent citizens, and to compete successfully in the labour market. Their development as individuals and members of the society, who are capable and possess the life and work capacities necessary to face the changes in the local and global economy and to learn how to solve problems in various situations in private and professional life;
- preparation for life in order for them to live independently and work on facing challenges and opportunities provided by the modern society and to make responsible informed decisions and take responsible actions throughout their life.

By the end of Curriculum Stage 5 (grades 10 and 11) students are expected to have mastered the following competences:

Learning outcomes for Key Stage 5

No	Key learning outcomes for Stage 5 and key competencies	Student achievement					Types of student support			
		1	2	3	4	5	Corrective support	Ways	Support to gifted students	Ways
I	Communication and expression competency – Effective communicator									
1.	Expresses him/herself in one of the forms of communication on a certain topic in a material (presentation) of 200 words, specifying the main topics raised in the material (presentation).									
2.	Reads fluently a text in mother tongue, consisting of 3-5 paragraphs, answers to questions posed on the type of text, writing styles, showing the purpose and linkage between content of paragraphs.									
3.	Discusses constructively in a group in mother tongue, or in English, in duration of not more than 10 minutes, by giving and receiving feedback on a certain topic from a learning area or real life.									
4.	Correctly uses standard structure and rules of writing in mother tongue, in various contexts and forms of writing, such as essays, email, formal letters, informal letters, etc.									
5.	Fluently reads several paragraphs in a known text in a foreign or non-native language, illustrating with specific examples some of the similarities between the wording structure of the sentence of such language with his/her native language.									
6.	Writes a text in mother tongue, English or any other foreign languages on a real life topic, with 3-5 paragraphs, with a structure of grammar and other elements, and presents before others with accurate pronunciation.									
7.	Writes an essay of not more than two pages, on aesthetic values of certain artistic works (poetry, prose, musical part, artistic work, dance, etc.), by observing the organization and steps in writing an essay.									
8.	Presents an artistic, humanitarian, experimental, etc., project from different learning fields, drafted individually or in group, on a certain									

	topic, with effective use of Information Technology and other technologies.									
9.	Uses ICT effectively in communicating and interacting with others in daily life, including learning new information and completing school assignments.									
II	Thinking competency – Creative Thinker									
1.	Presents in various ways of expressing, the manner of collecting, selecting and classifying information on various learning fields or a certain topic, offers arguments on current developments in a relevant field (e.g. a topic in science, culture, arts, sports, health care, society, environment, etc.).									
2.	Compares at least three different information sources in addressing the same topic, arguing on accuracy, circumstances, finding similarities and differences, based on present criteria, presents the main findings before others in various expression ways, using Information Technology.									
3.	Drafts an assignment with text, or creates a logical situation from daily life, containing a message requiring a mathematical solution or a scientific problem, on the basis of previous knowledge, presents the manner/procedure of solving the problem before the others.									
4.	Models the solution to a given problem (in or out of class) on a certain topic from a learning field, elaborating it in smaller steps and giving necessary explanations on steps pursued in resolving the problem, using various forms of expression.									
5.	Accurately calculates the cost and budget planned for a certain activity (e.g. excursion, celebrating the school day, a knowledge competition, an educational TV-show, etc.), presenting verbally and in written before the class, using mathematical rationale.									
6.	Judges the validity of a given result (e.g. results of an assignment from math, science, society, environment, etc.) which may have been found by using known formulas, or by using certain procedures and draws conclusions on validity of the judgment.									

7.	Successfully presents the results of an experimental assignment on a certain topic from a learning field (e.g. science, technology, etc.) realized in a laboratory or workshop in the school or elsewhere, and using Information Technology gives arguments linking the experiment results with theoretical instructions.								
8.	Creates an artistic work with two and three dimensions, with messages from a learning field, and explains before peers the steps taken in creating such work.								
9.	Designs, with a group of students/peers, an Internet site for interactive use by students for topics from different learning areas, maintains it regularly and presents a model for encouraging peers in using information responsibly.								
10	Simulates a situation of making a decision related to his/her life, or resolving a problem of social interest, relates such decision with consequences in a responsible manner, presents it in a debate with peers in a set duration, and based on such experience, makes decisions and initiatives useful for him/her, the school and wider.								
III Learning competency – Successful learner									
1.	Demonstrates functional skills in writing/reading, mathematics, daily life, and in fulfilling different requirements in completing an assignment or activity and when acquiring new knowledge in a certain learning area.								
2.	Effectively uses previous experiences in resolving various situations in daily life or in completing an assignment, an activity in a certain learning field, discussing and sharing experiences with others on the most practical ways of using previous experience in attaining new knowledge.								
3.	Makes questions and provides structured opinions on resolving a problem or an assignment on a certain topic, summarizing at least two actions used, which set the further direction of learning on the set problem or topic.								

4.	Resolves a given learning problem or a real life situation, based on a given plan and based on the results attained proves the accuracy of planning, and shows with examples how to implement the strategy in other learning situations and contexts.									
5.	Successfully prepares a summary of personal file (portfolio), in not more than 900 words, with a view of self-assessing own progress in a given learning area, and concludes the summary with several issues that prove his/her progress, and several needs for improving further advancement.									
6.	Independently and effectively uses information technology and other information sources to collect materials for solving a problem or a given assignment, which are further analysed, classified and presented before others by means of ICT and other means of expression.									
7.	Seeks and properly uses advice and information on overcoming learning difficulties in a given field, and further presents results obtained.									
8.	Presents own ideas before others on the manner of developing a given activity, by providing proven opinions on expected outcomes (schemes, graphs, drawing, writing, art work, etc.).									
9.	Independently uses instructions given in a source of information for undertaking an action, activity, assignment or solving a problem, self-assesses performance and outcomes achieved, by referring to initial goals (e.g. information source in a book, magazine, encyclopaedia, internet, map, graph, sketch, musical part, script, etc.).									
IV Life, work and environment competency – Productive Contributor										
1.	Prepares the personal resume (CV) according to given format or instructions, and presents him(her)self in written or verbally before others, emphasizing the opportunities, skills and personal qualities of his/her engaging in a program or project.									

2.	Takes part or leads a public information campaign on a certain area or topic; uses progressive ideas and positive examples in preparing it, presents the preparation to the class, emphasizing objectives and outputs expected from such organization (e.g. information campaign on protecting natural and social environment, healthy lifestyles, etc.).														
3.	Explores and uses relevant opportunities available for successful choices in further education, or professional preparation and career counselling, successfully using skills and knowledge attained.														
4.	Demonstrates organizational skills in teamwork, in situations requiring team inputs in realizing specific learning assignments, or in undertaking research to contribute to life, work and environment (e.g. organization of teamwork to research factors affecting biodiversity of flora and fauna, giving proposals for protection, and presenting them before others, etc.).														
5.	Takes part or leads a working group in organizing an activity in the school or in the community (e.g. organizing a fair, conference, etc.), in which the achievements of students and the school or the community are presented, drafts a report assessing the achieved results against the expected results, the participation of the audience and the presentation.														
6.	Develops a project (individually or group) for organizing an educational activity inside or outside the school, thereby identifying and assessing needed human and material resources enabling fulfilment of objectives.														
7.	Develops a plan (individually or in group) on business development in the living environment, grounding its conclusions on an analysis of opportunities and risks, presents before others, by providing arguments on the impact of the plan on the economic development and citizens' welfare.														
8.	Analyses the environmental situation (in class, school, community or wider), consequences of pollution, proposing alternatives for monitoring and proper management of situations assessed as sensitive, and provides concrete solutions.														

9.	Takes part in various activities in the classroom, school, municipality and wider (e.g. knowledge competitions, sports, cultural and musical activities, etc.), discusses with others the achieved results, the organization process, thereby providing arguments in various expression ways on how to increase participation in activities, and how to improve their organization.										
V	Personal competency – Healthy Individual										
1.	Analyses personal advantages and weaknesses, reporting on measures by which he/she aims to support personal enhancement on advantages, and measures in improving personal weaknesses.										
2.	Actively takes part in games, sports, or other cultural activities, and constructively manages his/her emotions.										
3.	Takes part or leads a working group, cooperating with community representatives to aid peers or other community members who have health, social, economic problems, etc., and reports back verbally or in written on personal experiences gained.										
4.	Illustrates with examples, before others, behaviour models/practices reflecting ways of protecting and cultivating own culture, values, beliefs and cultures of others in the living environment and wider.										
5.	Initiates activities to avoid prejudice, stereotypes in school and society, and in promoting sustainable social values, illustrating them with positive examples of known events and individuals.										
6.	Judges communication, behaviour and attitudes that cause interpersonal conflicts in class, school or society, emphasizing the factors that have affected such them, and provides examples of constructive resolution of interpersonal conflicts.										
7.	Analyses own and peers' actions in a conflict situation, by proposing alternatives for overcoming or avoiding such situations.										
8.	Provides solutions based on information and proper experience in protecting health and welfare from										

	various risk in daily life (e.g. use of tobacco, alcohol, drugs, premature sexual relations, bad nutrition choices, excessive exposure to sun, etc.)									
9.	Acts independently and responsibly in daily life, choosing healthy a lifestyle, diets allowed by the physician, properly coordinated exercise, or responding properly to hazardous situations which may be encountered in daily life.									
VI	Civic competency – Responsible citizen									
1.	Describes and explains the rights, duties and responsibilities of an individual in various cases, such as the home, class, school, society, distinguishes cases of conflicts between them, and presents alternative solutions.									
2.	Presents, in various ways of expression, the ways his/her own social environment functions, by providing specific examples on improving their functioning, such as in its organizational structure, rules of action, publication of expectations, cooperation with citizens, etc.									
3.	Demonstrates examples of democratic participation, and leads various forms of discussion on civil participation in democratic decision making at different levels (e.g. family, school, community, local and state), and during discussion shows tolerance and respect for questions and comments of others.									
4.	Takes part in activities organized in the school and in the community on promoting human rights values and principles in daily life, such as promoting gender equality, cultural diversity, or in combating poverty and marginalization at different levels, by specifying responsibilities he/she will assume in support of such activities.									
5.	Demonstrates specific examples of protecting natural and man-made environment in daily life activities at home, classroom, school and community, and proposes alternatives of how citizens may contribute to the process in different ways.									
6.	Demonstrates different actions emanating tolerance, respect and an open view to differences in the									

	community (class, school, neighbourhood and wider), explicating such actions in debate with others.									
7.	Discusses with others or presents in another form of expression a personal interest in a public, social, historical, natural or other issue, and proposes solutions to problems in the community and wider, on a certain topic.									
8.	Constructively manages and solves a conflict in a given time and level, by using various instruments and techniques, e.g. checklist for conflict resolution, etc.									
9.	Describes verbally or in written the responsible use of internet and information on various topics and argues for adequate use.									

Learning outcomes for Curriculum Key Stage 6 at Curriculum Level/MSKO 3

Curriculum Key Stage 6 – Consolidation and specialisation

This stage Includes grade 12. This is a phase of transition from adolescence to maturity, during which learners have to consolidate their entire compulsory education experience and prepare themselves for the requirements of a new phase of life and higher education. Students on VET school programmes will be prepared to enter the labour market as skilled workers. The students are exposed to challenges such as:

- demonstrating the ability to identify necessary information sources and resources and to approach different kinds of data critically;
- demonstrating their ability for independent decision making and for taking responsibility for personal choices and actions;
- demonstrating their commitment to sustained effort and to higher requirements in terms of learning, higher education and/or professional development;
- demonstrating their ability to develop and promote new career planning strategies through inquiring examples and innovations that support the development of the idea of entrepreneurship;
- demonstrating their ability to change the concept of the career, through searching for a wider range of jobs, considering the importance of the development of transferrable skills for future career opportunities;
- engagement in the process of planning the personal carer by researching the opportunities for post-secondary qualifications, recognizing that attitudes and needs for work and decision making will change constantly;

By the end of Curriculum Stage 6 (grade 12) students are expected to have mastered the following competences:

No	Key learning outcomes for Stage 6 and key competencies	Student achievement					Types of student support			
		1	2	3	4	5	Corrective support	Methods	Support to gifted students	Methods
I	<i>Communication and expression competence –Effective communicator</i>									
1.	Expresses, in at least one communication form (language, symbols, signs, codes, art performance, etc.) before a given audience the basic issues raised in a speech, interpretation or presentation heard on a given topic from various learning areas.									
2.	Discusses in a group, in a constructive manner, by providing information, arguments, and by posing questions in a dialogue of several minutes, on a certain topic in native language, or in English (or any other non-native or foreign language).									
3.	Fluently reads an unknown text in English (or in any other foreign language), of 2-3 pages (e.g. literary work, entertainment text, newspaper or magazine article, etc.), identifying main similarities and differences in the wording structure in English and native language, by emphasizing and illustrating specific examples.									
4.	Uses properly standard structure and rules of orthography English, another non-native or second foreign language, in a certain number of contexts, such as essay, email, formal and informal letter, etc.									
5.	Fluently reads a text of several paragraphs and expresses in different ways of communication his/her opinion about the organization, purpose, vocabulary used, and argues the message conveyed by each paragraph (text may be: narrative, descriptive, artistic, imaginary, administrative, scientific, publications, etc.).									

6.	Presents a certain topic from art, science, daily life, and effectively communicates with the audience, using IT and other visual and electronic media.										
7.	Expresses free opinion, thoughts and attitudes on a certain topic from life, science, profession, society, environment, using various forms of written communication, visual or musical arts, stage performance, literary works, etc.										
8.	Engages and contributes in a discussion with others on a given topic, e.g. on media education, by presenting factual arguments about the role and the influence of TV, radio, press and other means of information on society, the process of preparing youth for an independent life and on career orientation.										
9.	Effectively uses ICT applications in learning processes (including distance learning) and completing assignments in a certain learning field.										
II Thinking competence – Creative thinker											
1.	Clarifies the flow of solving a problem in or out of the classroom, by validating the solution through the method of analysis, and presents it to peers or others.										
2.	Independently analyses information obtained from different sources on a given topic or assignment, assesses quality of and sorts information by relevance and purpose (<i>topics may be career orientation, European integration, climatic change, conventional arms hazards, nuclear weaponry, cultural-artistic development in the country, etc.</i>).										
3.	Assesses the results drawn from the analysis of data on an implemented project or program, and interprets them with the mathematical language or the language of the relevant area, presents graphically in a table, by extracting proven conclusions (<i>e.g. school-based project, greenery</i>										

	<i>project developed by the community, concert, thematic exhibition, literary class, lab work, etc.).</i>									
4.	Independently researches a given issue, by defining stages and procedures of research, presents and interprets results obtained in tables and graphs, by using information technology.									
5.	Identifies sources of necessary information and properly uses them to resolve a problem at a given level of difficulty, by providing specific examples.									
6.	Evaluates quality of information in a written material on a certain topic (e.g. global warming, cultural and ethnic diversity, etc.), identifies the main elements, discusses them with peers, by providing concrete proposals for using positive examples in a local or global context, and by providing a personal position.									
7.	Critically processes information collected from various sources on a sensitive issue in society, takes a critical position pro or contrary and presents it in a debate with peers and others, on the raised issue "for" or "against" (issues such as introduction of religious education in public schools, marriage between members of the same sex, death penalty, etc.).									
8.	Argues results achieved in an experiment in the school or elsewhere, by describing the objective, hypothesis and the form of observing the manifested occurrence, presenting the results in tables and graphs.									
9.	Applies knowledge and experience in the context of solving a problem through suitable actions, e.g. involving youth in a debate on topics of scientific, social, historical and national interest, only after all preparations have been made, and all have been informed.									

III	Learning competency – Successful learner									
1.	Demonstrates ICT skills in daily situations and in fulfilling various requirements in learning (e.g. development of tables, graphs or charts, drawing a house plan, preparing letters and presentations, etc.).									
2.	Discusses in a group about the ways of collaborating with others in solving a new learning situation (or a real life problem, or in managing a peer conflict), shows the way of using previous experiences in developing new knowledge and skills in solving such situations and problems.									
3.	Properly uses advice or information received in support of solving an assignment or problem, and presents the results to others.									
4.	Independently and effectively processes information on a certain topic, presents working results in written or orally to others, elaborating the solution and the use of information sources.									
5.	Presents a study plan (scheme, drawing, writing, etc.) on a given issue (e.g. cultural values of his/her region, values of education in a society, etc.) by observing all steps of a study plan.									
6.	Writes a motivation letter for his/her participation in a presentation, promotion or competition on a given learning field, by emphasizing own skills and qualities vis-à-vis the aimed engagement.									
7.	Selects the main works of his/her portfolio to explain before a certain audience the strategies applied in monitoring advancement, and measures used for continuously improving his/her improving.									
8.	Critically assesses his/her work by referring to the initial objectives of work, e.g. independently editing a manuscript with a view of improving the organization of writing, clarity of opinion, etc.									
9.	Productively manages available sources (time, people, working									

	means/tools, etc.) in undertaking an activity or assignment in a learning area or daily life situations.								
IV	Competency for life, work and environment – Productive Contributor								
1.	Discusses in a group the data collected on natural and social resources used by the community he/she belongs to, manners of such use, and draws reasonable conclusions for required support or change of negative habits of resource use.								
2.	Manifests self-initiative in various activities of interest for the learning subject/area, class, school and environment, and shows responsibility in realizing such initiatives and different assignments and activities.								
3.	Argues with examples the relations between work, profession and career, in a written work/presentation of not less than 1000 words, and in summarizing the work, offers examples of using available possibilities for education and vocational training or career counselling.								
4.	Successfully plans and manages a project with set objectives, e.g. a project for organizing small enterprises offering goods and services for citizens, based on the current labour market demands.								
5.	Presents, through one of the forms of expression, a model of a leader of an enterprise or organization, according to his/her imagination, and emphasizes the main features of a successful leader.								
6.	Uses software applications for calculating, reviewing, interpreting and presenting data and information (e.g. on a business environment), by ranking data by needs and priorities of an enterprise or organization.								
7.	Implements instructions or rules on the use of laboratory equipment, machines and technical equipment from manuals or catalogues in an								

	exercise or activity (in the classroom, laboratory or workshop), shows to others the manner of choosing and using them.								
8.	Presents, through one of the forms of expression, the needed competencies to successfully manage various life situations or career development in a certain field.								
9.	Takes successful initiatives in organizing various activities fostering collaboration of enterprises with the community, promoting mutual interest.								
V	Personal competency – Healthy Individual								
1.	Demonstrates self-confidence and personal and interpersonal skills in daily life, timely identifying own positive aspects, and by taking concrete actions in achieving aimed personal results.								
2.	Shows skill in organizing games, sports, or cultural activities with others, and successfully manages emotions in various situations in daily activities and life.								
3.	Shows compassion for others in various ways, e.g. taking part in charity activities, helping elderly people, and presents such experiences before others.								
4.	Expresses, through one of the forms of expression, the advantages of daily physical activities for a healthy individual, and presents before others the objectives set for him/herself in this field (doing physical exercise on daily basis) and the level of attainment of the same.								
5.	Constructively resolves interpersonal conflicts, by reviewing alternatives, making decisions and explicating the choices made.								
6.	Makes choices and takes proper decisions in relation to health, diets and exercise in daily life, or in situations occurring in the form of assignments and learning activities when it is necessary to act independently in practical								

	implementation of such aspects.								
7.	Expresses in various ways the awareness about the management of emotions, stress and conflicts in daily situations or in improvised historical, topical, social or other situations.								
8.	Presents in various forms of expression the way of implementing personal plans in life (e.g. education, career, sports, society, business, etc.), assessing the level of achieving the aimed objectives, and illustrating specific examples of personal plans for the future.								
9.	Expresses in various ways of expression an independent position on the responsibilities of being a parent/custodian, family planning, and makes the right decisions for his/her future.								
VI	Civic competency – Responsible citizen								
1.	Presents, in one of the forms of expression, the functioning of the social environment locally and wider, and shows through specific examples his/her contribution in preserving and cultivating environmental values.								
2.	Drafts a list of proposals for the implementation of basic human rights in a certain situation, ranks proposals by relevance and urgency, specifying key arguments in support of his/her position.								
3.	Presents, in various forms the way he/she exercises his/her rights in the school and in daily life, and recognises and respects the rights of others, by providing specific examples.								
4.	Presents, in various forms of expression, the main values of diversity in the society or in the place where he/she lives, discusses them with others by comparing with examples from daily life, which reflect tolerance, respect and openness to differences.								
5.	Illustrates with examples from daily life the practices in managing and solving conflicts constructively, by								

	sharing with others the experiences, opinions and feelings in discussion of examples of this field.								
6.	Takes part in democratic processes of decision-making at various levels (family, school, community, etc.), discusses personal experiences with others, and raises argued proposals for improving democratic participation and decision-making in society.								
7.	Presents, in a debate with others, or through another form of expression, the measures for protection and advancement of values and principles of human rights in daily life, by giving specific examples of an activity (e.g. activities in promoting gender equality, combating prejudice, and discrimination, combating poverty, etc.).								
8.	Illustrates with examples the solving of a certain problem in the school or in the community and the forms of support, and explains it to a certain audience (e.g. demonstrates first aid in cases of natural or human accidents).								
9.	Takes part in preparing and organizing an activity (in the school or community) for protecting the natural and man-made environment, and contributes in various ways to sustainable development.								
10.	Undertakes or leads an activity in assessing the quality and accuracy of information on a website used mostly by his/her peers, argues the activity and the assessment, and offers advice based on moral and professional ethics on responsible use of internet.								

III. DESCRIPTION OF THE LEARNING AREAS**Language and Communication****Arts****Mathematics****Science****Society and the Environment****Health and Well-being****Life and Work****1. 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 learning hours – 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 ICT
- General linguistic, literary, cultural and life development.

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.

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

2. Rationale and description

The Language and Communication curriculum area enables all students the learning of subjects within the respective area. The Core Curriculum for level three 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

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.

LEARNING OUTCOMES FOR KEY STAGES 5 and 6	
Stage 5 Grades 10, 11	Stage 6 Grade 12
COMMUNICATION SKILLS	
<p>Listening and speaking Uses language to achieve specific effects, by reviewing literary and non-literary texts, and presents a general view through ideas and viewpoints, on the manner of creating such ideas, and how artistic works affect their interests, ideas, attitudes and values. Recognizes the ways of speech which differ by objective, content, audience.</p>	<p>Listening and speaking Assesses information, thoughts, emotions, strong and weak points of various viewpoints, in different discussions on literary and non-literary texts, and assesses the relation of such ideas. Verbal responses on texts read aloud, by providing opinions on factual comprehension questions (who, what, where, when, and how).</p>
<p>Reading Comprehends and analyses the features of genres, types, forms of literature (story, novel, poetry, information texts), and analyses the style, language and objective, by assessing values in them. Reads and responds on content of stories, texts and restates the facts found in them.</p>	<p>Reading Analyses and evaluates information obtained from complex texts (literary and non-literary texts) and extracts argued conclusions to expand on their interpretation. Reads and comprehends the content of stories and texts, restating the facts and details to clarify ideas.</p>
<p>Writing Evaluates proper use of language, content (is it clear, coherent and readable), organizes ideas and uses the information to create written expression forms (e.g. essay, journal, biography, humour texts, presentations, etc.) Writes texts with a certain topic or purpose, using spelling rules.</p>	<p>Writing Analyses and evaluates texts of various genres, in presenting written interpretation, adapts strategies and models of organizing the writing, making connections and providing conclusions on them. Uses various forms of writing for a certain purpose or audience, properly using spelling rules.</p>
II. READING COMPREHENSION AND TEXT ANALYSIS	
<p>Analyses and argues on literary forms and genres and traditional artistic genres, reviewing styles and methods in art (relations and influences), in various periods of the development of the history of society. Comprehends the simple figurative speech and literary expressions.</p>	<p>Analyses and evaluates literary, artistic and modern works in relation to traditional works, interprets by comparing styles and forms of expression, and provides a critical opinion on them, by synthesizing and concluding on their function and values. Analyses and comprehends the purpose of texts read.</p>

III. READING COMPREHENSION AND TEXT ANALYSIS	
Creates various literary and non-literary works by creating models for topics and events to express opinions, ideas, emotions, viewpoints and positions on various issues in society.	Creates more complex works by using language and artistic expression, reflecting culture, emotions, feelings, thoughts, ideas, views and experience in order to express personal positions on global topics and various social issues.
IV. READING COMPREHENSION AND TEXT ANALYSIS	
Identifies materials from many cultures that are relevant for his/her experience, including opinions, viewpoints, ideas, and presents in his/her creations various cultures, for a certain period of history of another country).	Presents ideas on social, political and cultural conditions, provides examples of works that create emotion or reflect challenges for various values, such as rights, discrimination, racism, etc.
V. MEDIA	
Uses more complex rules for stage plays, multi-media presentation and decides on the suitable time for staging, in order for the event to flow smoothly (writes a script, plan, comments, etc.), creates more complex works, such as drama, drawing book, multi-media presentation.	Selects forms of presentation, explains that various artistic and media works convey the meaning of various forms of commercial art (describing how images appear in advertisements for specific effects, explaining that some messages are transmitted directly, and others are implied).
VI. USE OF ICT	
Uses software applications to research and compare materials, information from different sources, to produce more complex works, such as reports, interviews, etc.	Uses technology (conventional software) to produce more complex works in various arts, such as video, animation, reporting, documentary, etc.
VII. VALUES AND ATTITUDES	
<p>Communicates well Takes part in discussion Collaborates Requests and provides assistance Respects the opinion of the other Pays attention Develops personality and humanity Takes initiative and shows interest in various approaches Is motivated to develop skills Develops imagination and creativity in solving problems Uses information technology Demonstrates willingness and readiness for individual and group work Respects the principles of the other Shows confidence in independent work Uses imagination and creativity Is independent in decision making and actions Asks questions and answers responsibly Criticizes on the basis of arguments Shows curiosity for research Cares for self, others, and the environment.</p>	
VIII. KNOWLEDGE	
<p>Listening Listening to information texts Effective listening (pronunciation of sounds, enriching the vocabulary) Listening and enriching the vocabulary</p>	

	<p>Speaking Speaking in the position of receiver and provider of information Active speech in a group Speech in support of enriching the vocabulary Verbal and non-verbal communication</p> <p>Reading Recognition of various literary and non-literary texts Reading-comprehension, reading presentation texts</p> <p>Writing Proven competencies and knowledge in writing Abilities and understanding Habits and skills</p>
IX. SKILLS	
	<p>Communication Listening Speaking Writing Reading Understanding Use of Information Technology Problem solving Thinking skills Information processing Creative thinking</p>

6. Cross-curriculum approach

In the Languages and Communication subject curricula the cross-cutting 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

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 Mother tongue.

Plan A

International System or Classification of Education	Levels of the Formal Education System	Curriculum Key Stages	Grades	Age
ISCED 3	Upper secondary education (Grades 10-12)	Key Curriculum Stage 6: <i>Consolidation and specialisation</i>	12	17
		Curriculum Key Stage 5: <i>Basic General and Vocational Development</i>	11	16
			10	15

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. Assessment helps the teacher identify the difficulties students encounter, their advantages and the obstacles, and it helps students in their on-going improvement. Assessment as a process measures the 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 the assessment of competences presented through learning outcomes.

Assessment can be classified into formative, diagnosing, summative and motivating assessment.

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. Teaching and learning materials and 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

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

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**. At this level, too, the optional curriculum should be used to provide students with the content related to performance/stage arts such as: drama, dance, applied arts (photography, 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.

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.

Starting from the fact that **Arts** contribute to all these aspects, they develop intuition, imagination, creativity, courage, higher order intellectual skills (such as judgement and evaluation), sensitivity for various forms of expression and artistic communication, but also for their personal use, arts also contribute to the development of confidence, patience, 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;
- b) aesthetic education, nurturing of the taste for the beautiful in the arts in various artistic/creative forms, genres, and disciplines;
- c) education for a positive attitude towards arts through understanding the development of arts in various social and historical contexts.

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 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, and 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.

LEARNING OUTCOMES FOR KEY STAGES 5 AND 6	
Stage 5 Grades 10, 11	Stage 6 Grade 12
1. INTERPRETATION, CREATION AND PRESENTATION	
Students demonstrate ability to synthesize their skills, mediums (means of expression) and the respective techniques for interpretation, creation and presentation in music, visual arts, drama and dancing.	
INTERPRETATION	<p>They interpret parts (songs, dances and theatre plays) of various musical forms and genres by applying advanced interpretation technics in various art disciplines.</p> <p>They interpret individually and in the group by applying combined techniques of artistic interpretation in compliance with the expression and style nature of the work and the respective artistic genre (music, drama, and dancing, multimedia presentations).</p>
CREATION	<p>They create rhythms, melodies, songs, and more complex musical parts for various situations and audiences by using sound, musical instruments and the computer.</p> <p>They express creative skills in executing the roles and the theatre parts within the context of the event. They create works using various technics and materials in compositions on abstract and applied topics (landscape, symbols, posters etc.).</p> <p>They demonstrate coordinated and artistic movements according to the idea, message and the type of the dance, play.</p> <p>They create art works (musical, painting, drama, dancing) for various situations by using various mediums and technologies and my manipulating deliberately with the artistic expressive elements.</p> <p>They understand and apply consciously the combined technic for composition/realisation of various artistic works (songs, musical parts, drama, dancing/choreography) on given topics/situation.</p>

PRESENTATION	They present their interpretation and creative skills in the classroom and in front of a familiar audience with confidence and certainty.	They present their artistic works in front of a wide public by demonstrating confidence and by being open to critical evaluations and reflection of their creative work/interpretation.
2. PROCESSES, TECHNICS AND EXPRESSION MEANS Students know the elements (means, forms) and understand the main processes and technics of artistic creating in music, visual arts, drama and dancing.		
<ul style="list-style-type: none"> • Use music elements, creative techniques and processes for artistic interpretation and their music creations. • Analyse the structure of the shows from various traditions and historical periods. • Analyse and assess the key artistic works by identifying the elements, techniques and the processes used. 	<ul style="list-style-type: none"> • Synthetize their knowledge on interpretation elements, processes and techniques by manipulating with them consciously in their own works. • Distinguish the application of innovations in expression elements and creative technics in their various artistic works. 	
3. ARTISTIC EXPRESSION AND COMMUNICATION Students demonstrate skills to use various expressive art means (the sounds, instruments, colours, shapes, words, movements, etc.) to communicate and express their experiences and ideas.		
Communicate through artistic expression means (music, drama, dancing and visual arts) in adequate manner for various audiences (colleagues, parents, family, wide public etc.).		They confidently communicate in front of various audiences by combining arts expression means and forms, supported by technology multimedia presentations, installations, etc.).
4. UNDERSTANDING THE RELATIONSHIP BETWEEN ART AND SOCIETY Students understand the role, the development and the impact of art on the society and vice versa in the historical, social and cultural context.		
<ul style="list-style-type: none"> • They understand the use of innovations in arts in various historical periods and its impact on social norms and values. • Define the impact of the contribution of distinguished individuals on the arts of various cultures throughout history. 	<ul style="list-style-type: none"> • They understand and distinguish past and modern artistic creations that represent important ideas, issues, and events for the societies and cultures in various periods. 	
5. AESTHETIC EXPERIENCE AND EVALUATION Students critically evaluate artistic works in music, visuals arts, drama and dance on the basis of their understanding of art philosophy and aesthetic principles.		
They demonstrate the understanding on how arts communicate ideas through personal and social values inspired by individual imagination and the historical, cultural and social context of the artist.		They interpret and identify symbolisms and metaphors in artistic works of various cultures and periods of history.

<p>Awareness of personal and collective identity. They cultivate the relevant identity (-ies): (individual, group, social, cultural, national, regional, European and global) through arts. Students are able to distinguish different artistic shapes, similarities and differences coming from family, community, national, and cultural backgrounds.</p>	
<p>Identify materials of various cultures and use them in their works.</p>	<p>Through forms of artistic expression in music, dance, drama and visual arts they communicate ideas, emotions and messages which are related to current national and global political, social and cultural issues (anti-discrimination, anti-racism, peace, etc.).</p>
<p>6. Values and attitudes transmitted through arts</p>	
<ul style="list-style-type: none"> • Cooperation • Respecting the opinions of others • Attention • Independent work • Willpower and motivation • Initiative and interest • Imagination and creativity • Self-respect and respect for others • Positive attitude towards arts and beauty • Positive attitude towards national cultural heritage • Positive attitude and respect for different cultures • Cooperation and responsibility • Concentration and patience • Motivation for artistic communication and public presentations • Accountability • Use of ICT • Ethics and critical sense • Cultural formation 	
<p>7. Skills developed through arts</p>	
<ul style="list-style-type: none"> • Observation/hearing • Feeling of sensing and distinguishing rhythm and harmony (voice, colour, shapes, movements) • Music skills • Moving skills • Painting skills • Artistic communication • Presentation skills • Creativity • Self-confidence • Accountability and cooperation • Team work • Processing and understanding of information (voice, visual, textual, moving, etc.) • Analytical, critical and creative thinking • Creative problem solving 	
<p>8. Key concepts learned through arts</p>	
<ul style="list-style-type: none"> • Sounds • Lines • Colours • Shapes • Movements • Rhythms • Melody 	

<ul style="list-style-type: none"> • Harmony • Tonality • Style • Genres (i) • Music instruments and formations • Body • Space • Time • Energy • Relationships • Roles/characters • Time and venue • Tension Principles • Contrast • Repetition • Change (variation) • Stress • Equilibrium • Holistic

6. Cross-curriculum issues

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. At 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

The total number of school hours allocated to the Arts curriculum is defined in the Kosovo Curriculum Framework.

Since this curriculum area consists of two required subjects - Figurative Arts and Musical Education – school hours are divided equally between these two subjects.

8. 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. Methods of teaching in arts subjects include teaching techniques and specific methods for learning concepts, skills, and knowledge that need to be acquired. At this level teachers should use a constructive learning approach instruction which enables students to understand the impact of various social and historical circumstances in different places on the development of various arts disciplines, through analysis and observation of artefacts (music creations for listening, pictures of paintings, sculptures, etc., photography, film videos, documentaries and study visits to concerts, exhibitions, theatre, ballet, etc.). Artistic perception, curiosity, imagination and freedom of expression remain the key principles of the methodology of teaching in the curriculum area of arts.

9. Teaching and learning materials and 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.). Modern technology for reproducing and creating music (various music computer programmes, music studios, etc.) can also be successfully applied at this level.

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.

Since a considerable part of the content in this area is consisted of topics related to the development of arts in various social and historic contexts, there is space for other forms of assessment of knowledge and understanding of those contexts (written essays, knowledge and concept tests, Power Point presentations on various arts styles during various historic periods, maps, posters, video-installations, and other performances).

CURRICULUM AREA – MATHEMATICS**Introduction****Rationale and description****Concepts and description****Competence-based approach****Cross-curriculum approach****Time allocation****Teaching and learning materials and 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 curriculum of the Mathematics area enables students to develop basic mathematical abilities, to provide them with the guaranteed and full right to education and to maintain their creativity.

Teachers are given the right to find best ways to inspire their students to learn in a life-long perspective.

The content of the document will be in harmony with the principles defined in the Curriculum Framework. It presents the legal requirements of the Mathematics curriculum and provides information to help students become competent in what is being learned.

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. 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:

- Real and complex numbers
- Shapes
- Space
- Measurements
- Algebra
- Mathematical analysis
- Geometry
- Analytical geometry
- Statistics
- Combinatorics
- Trigonometry.

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 as a system built on education 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 recommended methods: review, conversation, giving an 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.

LEARNING OUTCOMES FOR CURRICULUM KEY STAGES 5 AND 6		
Stage 5 Grade 10, 11	Stage 6 Grade 12	
	Knowledge, understanding and skills developed through learning experiences related to:	
	<ol style="list-style-type: none"> 1. Problem solving 2. Mathematical justification and evidence 3. Communication in and through Mathematics 4. Mathematical links 5. Mathematical representation 6. Promotion of mathematical modelling 7. Structuring of mathematical thinking 8. Use of ICT in and for Mathematics. 	
	1. Problem solving	
	Identifies relevant problem solving strategies in algebra and geometry used in everyday situations.	Plans, drafts, monitors and reflects on processes of more complex problem solving strategies in Mathematics and various areas of daily lives.
	2. Mathematical justification and evidence	
	Identifies relevant strategy in algebra and geometry to solve problems which are used in everyday situations.	Plans, drafts, monitors and reflects on processes of more complex problem solving strategies in Mathematics and other areas of daily lives.

	Verifies theories by applying mathematical and non-mathematical concepts (e.g.)	Evaluates mathematic reasoning: confirms and justifies complex math statements by applying various solutions.
3. Communication in and through Mathematics		
	Apply different types of mathematical discourse (forms of expressions) by applying natural and mathematical language (e.g. graphics, diagrams), develops hypothesis, underlines, reasons, and draws relevant conclusions.	Assesses verbally or in written the ideas in the group; expresses personal opinion on mathematical concepts; emphasises to what extent they are applied in everyday life.
4. Mathematical links		
	Links numbers and algebra, geometry and trigonometry concepts in practical situations.	Evaluates the connection between Mathematics and other areas, uses the collected information for problem solving in everyday life.
5. Mathematical representations		
	Builds equivalent forms of representation of models and concepts to interpret social, natural and mathematical phenomena.	Uses mathematical representations and defines the relationships between them.
6. Mathematical Modelling		
	Builds new models and applies algorithmic mathematical methods (e.g. data analysis, complete measurements etc.).	Executes various mathematical models, within and outside Mathematics.
7. Mathematical thinking		
	Structures mathematical thinking with its implementation in other areas by communicating coherently and clearly.	Effectively uses the mathematical thinking for reasoning, arguing and clear introduction of mathematical problems applicable in everyday life.
8. ICT application in mathematics		
	Uses software programs (Excel tables) for various calculations in maths, identifies the advantages and limitations of applying modern and ICT technology in Mathematics.	Uses advanced programs and software for calculations and mathematical modelling of problems of higher difficulty level.
II. VALUES AND ATTITUDES		
	<ul style="list-style-type: none"> • Persistence, insistence and the power of focusing on problems • Spirit of impartiality and objectivity • Aesthetics and critical sense, appreciation of rigour, order and elegance in the architecture of problem solving and theory development • Habits to use mathematical concepts in addressing everyday situations or practical problems solving • Active positioning in common ideas, discussions and debates • Open to ask for and offer support • Respecting opinions of others • Human formation, personality development and cultural proportion • Aware of the role of mathematics in modelling human mind • Aware of the role mathematics in modern society development. 	
III. Mathematical competences and skills		
	<ul style="list-style-type: none"> • Identification • Description • Formulation 	

	<ul style="list-style-type: none"> • Reasoning • Implementation • Calculations • Measurements • Sketching • Modelling • Constructing • Use of sources and information
IV. Knowledge and concepts promoted in the area of mathematics (arithmetics, algebra, measurements, geometry, statistics, probability).	
	<ul style="list-style-type: none"> • Real and complex numbers • Shapes • Space • Measurements • Algebra • Mathematical analysis • Geometry • Analytical geometry • Statistics • Combinatory • Trigonometry • Theory of Numbers • Financial mathematics

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
- Sustainable development, economic awareness, linguistic and communication skills, electronic learning (ICT), production of virtual mathematical models
- Collection of data and presenting it in graphs.

7. Time allocation

The Teaching Plan 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 third level, (Grades 10-12) the number of hours per week is foreseen in the KCF. The assessment of learning outcomes is done in line with the KCF.

Key stage/ Grades	Learning area	Subject	No of hours	Percentage of hours (%)
General education Stages 5 and 6 (grades 10, 11, and 12)	Mathematics	Mathematics		13.33%
Vocational education Stages 5 and 6 (grades 10, 11, and 12)4 - (8-9)	Mathematics	Mathematics		9.38%

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 student's 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, 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, they should consider assessment as an integral part of instruction and they should engage students in instruction and prepare them 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 (the 'Plus, Minus and Interesting Points' 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).

The competency-based Curriculum consists of statements of what students will be able to do upon the successful completion of a learning category or sub-category. Those statements are referred to as "learning outcomes".

Assessment as defined by the Core Curriculum:

1	2	3	4	5	Support for improvement	Methods	Support for the talented	Methods
The student has not done anything, or has done something not related to the task	The student has an idea on how to solve the task, he/she presents the system	Apart from having an idea, the student provides a partial solution, e.g. Finds only X or only Y	The student provides a complete solution, but does not verify the solution	The student provides a complete solution and verifies the solution	<i>The teacher decides how to support the student, e.g. How should the student use the unknowns x and y and how to present the equation system</i>	<i>What methods will the teacher use considering the various learning styles of students, e.g. the teacher shows the student one of the methods that is the easiest to the student for solving the equation system</i>	<i>The student is given special homework</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 Sciences

Aims of learning the sciences

Competence-based approach

Learning outcomes in the area of Sciences

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 Sciences enable students to know, to understand, to explore nature, the animate and the 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 beings and human beings
- Describe the animate world, inanimate world, and the relation between them
- Describe energy resources

- Describe processes through four main interactions (gravitational, electro-magnetic, weak and strong nuclear interaction)
- Describe natural processes in time and space
- Define the relations of human beings with the nature and their mutual influence
- Use the scientific achievements in chemistry, biology, physics and astronomy and predict new events and phenomena.

3. Basic concepts of Science

The basic concepts of Science must be based on 6 main categories (pillars - orientations):

- Scientific research
- Application of science and technology
- Matter, its characteristics and transformations
- Physical processes
- Life processes
- 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 delivered through separate subjects: Chemistry, Physics, Biology and Astronomy (only at Stage 6). In some cases geography is also part of this area.

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 safety 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. Competence based approach

According to KCF, the teaching of Sciences 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 3	
Stage 5, Grades 10,11 (age 16-17 years)	Stage 6, Grade 12 (age 18 years)
I. KNOWLEDGE, UNDERSTANDING AND DEVELOPMENT OF SKILLS THROUGH THE LEARNING PROCESS:	
1. The structuring of the scientific opinion about concepts, models, theories and laws on how matter is structured, processes and phenomena in the nature: <ul style="list-style-type: none"> • Animate and inanimate matter and their characteristics • Physical, chemical and biological phenomena on Earth and in the Universe. 	
2. The development of skills for scientific research of the structure of matter, processes and phenomena in the nature	
3. Relations between Science subjects and other curriculum areas	
4. Application of science and technology in everyday life	
5. The development of communication skills in science and through science.	
1. The structuring of the scientific opinion about concepts, models, theories and laws on how matter is structured, processes and phenomena in the nature: <ul style="list-style-type: none"> • Animate and inanimate matter and their characteristics • Physical, chemical and biological phenomena on Earth and in the Universe. 	
Explains and demonstrates the structure of atom, molecule, ion, compound, importance, physical and chemical features of elements, compounds and the reactions between them.	Explains and studies the content and the features of organic and inorganic compounds in the animate and inanimate world, and of those created by humans, analysing their interaction in life processes.
Explains the causes of environmental changes and their impact at the local, regional, national, continental and global level.	Assesses the geocentric and heliocentric system, visible Sun movements, impacts, modern theories of solar system creation, and explains the interaction between space and time in the creation of the Universe and the Big Bang process.

	Analysis and searches the animate world diversity as a result of evolution, the role of DNA in genetics and chemical cell processes, in biology of five kingdoms of the living beings and the implementation of laws in the development and the functioning of animate systems in biotechnology and technology.	Interprets the functional interaction of cell structures and the physical-chemical processes in the cell; human biology and modern forms of human health protection.
	Explains the law on energy preservation in natural processes, internal energy, its transformations, rules, chaos, cycles and correlation between heat and temperature.	Explains the interaction of energy resources and environmental pollution and assesses the trends of discovering clean energy.
	Analytically, numerically and graphically introduce the main nature interaction rules.	Explains weak and strong nuclear interaction and its impact in human life and environment pollution.
	2. The development of skills for scientific research of the structure of matter, processes and phenomena in the nature	
	Demonstrate practical skills and habits in scientific research; formulates questions and scientific hypotheses for research; designs and conducts scientific research, including measurements, repeated evidences, collects and organises different sources, analyses and test models and theories based on available facts; explains and summarises research data by applying scientific concepts.	Effectively uses relevant research instruments in the thematic area of science, in order to conduct individual, group or project work, problem solving and case studies.
	3. Interaction between Science subjects and other subjects	
	<p>3.1 Integration of concepts in Science (biology, chemistry, physics, astronomy):</p> <ul style="list-style-type: none"> organic and inorganic matter, fermentation, healthy nutrition, nucleic acids, proteins, carbohydrates, fat, metabolism, diffusion, osmosis, galactic, corrosion, radioactivity. <p>3.2 Integration with the scientific research method: Presentation of hypothesis, experiment, evidence, use of measuring instruments, independent planning and designing of scientific research, processing of results, results interpretation and preparation of conclusions</p> <p>3.3 Integration of Science with other areas</p> <ul style="list-style-type: none"> - Communication and expression Clearly communicates and expresses orally and in written in the mother tongue and in at least one other foreign language, the preparation and presentation of research results by using a rich scientific vocabulary, their interpretation through different ways. - Mathematics Uses analytical formulas and mathematical operations to solve problems and expresses them in quantitative values. - Society and environment Contributes to solving current environmental problems and respects diversity and tolerance in democratic processes in the social environment. - Health and wellbeing Contributes to health protection and personal wellbeing, the wellbeing of others and of the environment. 	

	<p>- Life and work Uses and maintains working tools and equipment, information and communication technology (PowerPoint, video clip, photo camera, digital equipment) and other sources of information, by collecting and interpreting independently the research results.</p>	
	<p>4. Application of science and technology in everyday life</p>	
	<p>Critically assesses the role of scientific and technological discoveries in providing solution for the present time and meeting the needs of the society in the future.</p>	<p>Independently uses various information sources on the latest scientific and technology discoveries in order to identify various scientific areas for future individual or group research.</p>
	<p>5. Development of communication skills in science and through science</p>	
	<p>Uses simple ways of oral and written interpretation of scientific data, drafts a complex scientific research problem, prepares a research plan, and uses accurate models of communicating data for presentation, description, explanation and summary of research results.</p>	<p>Writes short scientific research work, presents the work using a `PowerPoint` presentation or other forms of modern presentation techniques.</p>
	<p>II. Attitudes and values structured through Science education</p>	
	<p>Student is expected to show:</p> <ul style="list-style-type: none"> • Interest in science research and debate • Sustainability • Curiosity in new science methods • Interest and commitment towards scientific developments and environment • Adequately assesses suggestions from other people • Interest in evolution theories and ideas in science • Respect for facts • Developing habits of using scientific knowledge and skills in personal decision-making on issues of community interest • Creativity and imagination • Motivation to responsibly implement knowledge on environment and human beings • Ethics in science • Awareness on contemporary issues such as: water management, climate changes, cell production research, nanotechnology, genetics technology, etc. • Implementation of scientific knowledge in responsible, ethical and informed decision making on various issues • Belief that science ensures a rich career • Appreciation of the diversity of people who have contributed to shaping and developing the science. 	
	<p>III. COMPETENCES AND SKILLS IN SCIENCE</p>	
	<ul style="list-style-type: none"> • Use of sources and information • Cooperation skills • Communication skills • Psycho-motor skills • Creativity • Critical thinking skills • Information technology skills • Numerical skills • Problem solving skills • Management skills • Study skills 	

IV. SCIENCE CONCEPTS AND COURSES	
	<ul style="list-style-type: none"> • Hybridisation • Radioactivity • Galaxy • Nuclear reactions • Globalization • Bionics • Heritage

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
- Education for sustainable development.

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 5/Stage 6 includes subjects such as: Chemistry, Biology, Physics, Geography and Astronomy (Stage 6), while in vocational schools the subjects physics, chemistry and biology are integrated.

The criteria for the core curriculum of Science in each subject is: volume, balance, horizontal and vertical connection of learning outcomes with six main competencies (6) and continuation of their implementation from Grades 10-12.

Grade	Learning area	Subject	No. of hours	Percentage (%) of hours
Stage 5 (grades 10, 11)	Science	Chemistry Physics Biology		16,67
Stage 6 (grade 12)	Science	Chemistry Physics Biology		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, e.g., 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.

The selection of teaching methods is in the hands of the subject teacher. The methods should be adapted to 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.

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. The 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 underachievement 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 three is delivered through subject or integrated instruction. The subjects of this curriculum area at this level are: History, Civic Education, Geography, Sociology, Psychology, Philosophy and Logic Teachers should consider the common goals of the curriculum area which will be achieved through the subject content of all the subjects.

The Society and Environment learning area helps students understand, analyse and assess psychological concepts, processes, ideas and developments and historical and social changes at the local, national, regional and international level, including the rise and the development of civilizations and the events and the 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 and psychological 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 curriculum stages 5 and 6 (Grades 10, 11, and 12) 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) and to develop a sustainable psychological identity. 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 reinforce their understanding 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 levels of pre-university education, in Curriculum Stages 5 and 6, are taught more comprehensively and more deeply.

Social groups and relations

The concept Groups and social relations in the area of Society and Environment include, at level 3, 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, and in interpersonal psychological rapports. 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, the individual as an element of society and a psychological personality, 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 should judge and value 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 the exchange of 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, causes of damaging the environment and the measures for the protection of the environment. It also involves raising the awareness and involvement in 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 and characteristics 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, by carrying out necessary analysis and assessments and by demonstrating specific involvements.

5. Learning outcomes per area

Society and environment		
ISCED 3		
	Stage 5, Grade 10, 11 (15-16 years)	Stage 6, grade 12 (17 years)
	I. Knowledge, learning and skills by which the student:	
	1. Researches social group structures and the ways of participation and inclusion in them 2. Researches historical, social and environmental objects, phenomena, and processes and their mutual influences 3. Critically analyses and reviews and implements social rules and norms of common life in diversity 4. Gives ideas and suggestions and makes decisions consciously and responsibly 5. Contributes to the protection of environment and sustainable development 6. Effectively use ICT and other modern technologies.	
	1. Study the social group structures and ways of participation and inclusion in them	
	Analyses and draws logical conclusions on the impact of prominent national and international historical, social, political, cultural and educational personalities in various historical periods.	Reflects on the situation and the needs of the community, engages in concrete actions in his/her favour, on the basis historical sources and experiences of humanity related to freedom, equality and democracy.
	Reflects on the situation and the needs of the community and engages in specific actions to	Undertake initiatives for youth organizations at schools to advance democratic

	his/her benefit on the basis historical sources and experiences of humanity related to freedom, equality and democracy.	processes, and address issues of interest through concrete actions.
2. Researches historical, social and environmental objects, phenomena, and processes and their mutual influences		
	Through project work critically analyses the differences between the cause of various events and phenomena society and environment and expresses personal opinions on their impact on individuals, social systems and global developments.	Actively participates (planning, organization, management, etc.) in research activities by using various types of information on social, historical and geographical events and phenomena and presents fact based data, avoiding prejudices and subjective opinions.
3. Critically analyses and reviews and implements social norms and rules of living together in diversity		
	Studies the data which are related to identity (tradition, rules, religions, tales, legends, special buildings, representational monuments, etc.) of own nation and other nations; explains the values of national, regional, European and global identity.	Presents facts and opinions, explains their origin and derives from them conclusions and expresses own attitudes and opinions with regard to various cultural, social, historical and other issues, as well as about various natural and geographical phenomena.
4. Gives ideas and suggestions and makes decisions consciously and responsibly		
	Through project work and group activities, critically analysis the differences between the decision making systems at local, regional and international level, and their impact in the lives of the citizens in various circumstances and periods.	Assess the impact of economic, scientific and technological development on the society and on decision-making.
5. Contributes to the protection of environment and sustainable development		
	On the basis of a case study identifies a specific current pollution issue in the environment, plans the work, collects data, analyses and interprets it and draws a series of sustainable conclusions.	Analyses social-economic features of the environment, economic, social, political and cultural processes and introduces changes in the society that result from interaction at local, regional and international level.
6. Effective use of ICT and other modern technologies		
	Use different print and electronic sources to conduct cause-effect analysis of important social events and natural phenomena, in the living environment at national and international level.	Skilfully uses digital programs and equipment to be an informed citizen and an active participant in social activities and sustainable development.
II. Attitudes and values structured through education in the Society and Environment area		
	<ul style="list-style-type: none"> • Respect for others • Self-respect • Empathy • Solidarity • Humanism ▪ Philanthropy ▪ Equality ▪ Tolerance ▪ Fair judgement ▪ Discussion and debate ▪ Constructive participation 	

III. Knowledge and skills gained through the Society and Environment area			
<ul style="list-style-type: none"> ▪ Use of information ▪ Research ▪ Use of sources ▪ Information collection and documentation ▪ Use of learned dictionary ▪ Development and interpretation of graphics, diagrams, tables and maps ▪ Identifying similarities and changes • Effective time management • Interaction between the cause and consequence • Participation in social activities • Participation in decision making • Taking initiatives ▪ Interpretation of sources ▪ Creating models • Process analysis 			
IV. Key concepts of area: Society and Environment			
Society	Venue and space		Decision-making
Environment	Orientation		Relief
Individual	Globe		Erosion
Citizen	Map		Era
Civilization	Time		Climate
Environment	Natural environment		Source
Gender	Earth		Nation
Freedom	Lithosphere		Flora
Equality	Atmosphere		Fauna
Family	Hydrosphere		Idea
Communication	Human environment		Judgement
Solidarity	Population		Nerve system
Empathy	Residence		Emotions
Rules	Economy		Cognitive
Tolerance	Region		Personality
Chronology	State		Perception
Social groups	Continent		Memory
Social relationships	Sea		Thinking
Norms	War		Notion
Rights	Ocean		Induction
Responsibilities	Migration		Deduction
			Philosophical trends

6. Time allocation (school hours)

The Teaching Plan for the core curriculum for this level (for Stage 5 and Stage 6), both for general and vocational education, foresees the required minimum time for each Curriculum Area, which is presented in percentages or number of school hours.

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 curriculum stages 5 and 6, the determined percentage for this area in general education is 16.67% of the total time allocated for all areas. While for the vocational education the percentage allocated for this area is 6.25 %.

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 have been addressed continuously at previous levels, 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).

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 is 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 other 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.
- Debates to develop habits of effective communication and creative thinking skills, skills for presenting points of view and defending ideas, cooperation skills, and 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

Assessment as one of the most complex issues in the education process should serve to support and reinforce the learning, the control of individual student progress, and successful achievement of learning outcomes and competences foreseen by the curriculum.

It is recommended that during the assessment process teachers use various assessment forms and instruments, to provide 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. 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 righteous. Assessment should always be carried with the highest ethical standards. Student assessment should be motivating and objective.

Student assessment at this level and for this curriculum area should take into account the specifics of student age, their intellectual capacities and pedagogical rules.

The specifics of the curriculum area Society and Environment, as an area that strive to prepare responsible citizens who participate in the society require that teachers use a variety of types of daily and weekly assessment and assessment of other types of time lines. It is recommended that assessments focus on the understanding of the concepts of society and environment, skills and positive behaviours and attitudes. Assessment should help students improve and advance actively and continuously and apply the acquired knowledge in their everyday life.

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 the target. The approach of the new curriculum is such that its aims are 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.

Assessment can also be carried out during group work that can be organized in various forms through mini-projects, in order to evaluate students' cooperation skills, inquiry skills and expression abilities (speech) etc. Assessment through observation of group-work can also be carried by using the technique known as Participation Bulletin or the technique known as Checklist.

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.

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 students to be active citizens, who individually or in groups take measures 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 now and in the future.

Learning about Health and Wellbeing enables students 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

- Raise student awareness on the importance of healthy environment for the protection of health and for personal and collective/social development.

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 stress.

Healthy nutrition

Healthy nutrition contributes to the improvement of students' nutrition through promoting healthy nutrition messages, enabling them to make healthy choices and to develop healthy nutrition habits. 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, learn 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.

Students should be helped to understand that the natural environment should be preserved and protected in order to create the conditions and opportunities for a sustainable development of the environment in the place where they live.

4. Competency-based approach

According to KCF the learning about health and wellbeing is based on competencies and the learner-centred approach. The organisation of learning is focused on what students can do and what they should be able to do. In order to achieve something we need knowledge, habits, relevant skills, and certain attitudes, which can be positive, negative or neutral.

5. Health and Wellbeing area learning outcomes

LEARNING OUTCOMES FOR STAGE 5 AND 6		
Stage 5 GRADE 10, 11	Stage 6 GRADE 12	
	I. Knowledge, understanding and skills developed through learning that facilitate the following: <ul style="list-style-type: none"> • Developing and maintaining mental, emotional, social and physical wellbeing at home, in the school and in the community. • Building healthy nutrition and consumer habits • Practicing physical education and activities, and sports • Understanding childhood, adolescence, parenting, building open relationships, sexual health • Prevention and avoiding abuse of dangerous substances • Planning choices and changes 	
	Developing and maintaining mental, emotional, social and physical wellbeing at home, in the school and in the community	
Mental and emotional wellbeing	Chooses adequate strategies related to difficult emotional situations in his/her and the life of others (e.g. family problems, losses in life and other stress).	Distinguishes situations and helps people when they feel alone, misunderstood or abandoned.
Social wellbeing	Expresses organisational skills in planning, leadership and evaluation of services in community "group projects".	Actively assesses group project results and undertake initiative for new activities in service to community.

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Physical wellbeing	Acts responsibly and in coordinated manner in various disaster situations caused by natural catastrophes and physical accidents at work and in life.	Demonstrates knowledge and skills for proper use of adequate quick reaction means in different situations of accidents or disasters.
Building healthy nutrition and consumer habits		
Food and healthy nutrition	Demonstrates skills in preparing healthy food to fulfil the needs of a healthy individual.	Discusses and decides independently food preferences that are impacted by several factors: such as food sources, finances, culture, religion and explains policy, legislation on diet and health, including their impact on individuals and community as a whole.
Safety and hygiene practice	Initiates, plans and manages activities of importance for society through projects that address environmental issues where the student lives.	Apply in practice and advises others on proper behaviour that contributes to the preservation and promotion of social and individual health.
Nutrition and consumer culture	Understands the influence of advertisements and media on consumers and uses various sources to make proper decisions.	Recognises and exercises consumer rights and responsibilities and identifies agencies that protect these rights.
Practicing physical education and activities, and sports		
Physical education	Assesses the importance and the role of cultural heritage, sports and contributes to their preservation, affirmation and representation.	Shows positive attitude towards the impact of physical activities and sports and on developing tolerant inter-personal behaviours and habits in protecting health and promoting wellbeing.
Physical activity and sports	Participates on daily basis in energizing activities including sport and learns about the available opportunities in the country and abroad.	Demonstrates active participation in achieving personal goals and chooses complex and coordinated exercises that influence the improvement of physical performance.
Physical activity and health	Shows positive attitude towards the impact of physical and sports activities on developing tolerant interpersonal relations and habits in protecting health and promoting wellbeing.	Studies the factors that impact participation in physical activities, food choices and the impact of activities on the health of the population of Kosovo and wider.
Understanding childhood, adolescence, parenting, building open relationships, sexual health		
Understanding childhood, adolescence and parenting	Aware of places which provide support in relation to the situations involving abuse and understand the laws that protects against all types of abuse.	Explains the importance and the responsibility of being a parent/guardian and makes responsible choices for his/her future.
Relationships	Initiates and takes responsibility for organising actions and activities implemented in schools and community.	Analyses and makes decisions independently and responsibly for creating a positive climate in the school and in the environment where he/she lives, fully aware of his/her actions and their impact on life.

Sexual health	Exercise basic knowledge related to the threats for reproductive and sexual health, negative habits which affect their life and the life of their peers.	Independently acts with regards to sexual and reproductive health based on appropriate information. Family planning and family relations.
Prevention and avoiding abuse of dangerous substances		
	Demonstrates strategies for making informed decisions for protecting and improving own health and welfare, and is capable of implementing them in difficult and challenging situations including peer pressure.	Responsibly manages acquired knowledge and applies in practice various methods for avoiding potential risks, using existing capacities in and out of the school.
Planning choices and changes		
	Analyse interests, skills, and preferences in order to make realistic choices which he/she sets as goals and plans for his/her interim phases towards his/her future.	Researches different professions and the ways of learning the professions (training, courses), that are helpful in making choices based on his/her interests and skills.
II. Attitudes, values and beliefs		
	<ul style="list-style-type: none"> • Respect for professions, diversity • Tolerant • Respect for others • Contributor • Consumer • Decision-maker • Accountable • Decisive • Interpersonal relations • Welfare • Challenging 	
III. Knowledge		
	<ul style="list-style-type: none"> • Analyse • Discuss • Recognise situations • Identify • Critical thinking • Set goals 	
IV. Skills		
	<ul style="list-style-type: none"> • Implement strategies • Assess opportunities • Demonstrate proper behaviour • Act • Demonstrate • Assess risks • Research • Contribute • Advocate • Present • Strengthen • Active participation • Initiate, participate 	

	<ul style="list-style-type: none"> • Organise • Plan • Manages • Utilise capacities • Researched professions • Make choices
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6. Cross-curriculum issues

Some of the cross-curriculum issues that should be considered are

- Education for peace and tolerance
- Personal development and life skills
- Education for sustainable development
- Health education, including sexual education
- ICT education, including basic elements of electronic learning
- Career awareness
- Preparation for life and work
- Economy awareness
- Entrepreneurial education, and
- Language and communication skill throughout the curriculum.

7. Time allocation (the plan of the teaching hours)

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, Sexual and Family Education at Level 3. The percentage and the numbers of hours 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. 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 methods:

Cooperative learning – happens when students work together, sometimes in pairs and sometimes in groups, in order to address a common issue, to explore a common topic, or to reach mutual understanding in devising new ideas. Teacher can quite successfully organize the lesson through group work, role play, brainstorming, etc.

Health Education can be delivered in numerous various forms by using interactive methods that combine with forms such as: work in small groups, visits to health centres, health weeks, theatre, exhibitions of students' drawings and work on topics related to health education, symbolic role plays on health topics, etc.

9. Teaching and learning materials and resources

For a successful realisation of competencies in the Health and Wellbeing learning area 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, 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.

10. Assessment

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.

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 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 CS 5 and CS 6 it focuses on life skills, in addition to skills related to home economy, entrepreneurship, 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 professional and career orientation (preparation for the labour market and further education), the use of ICT, the development of entrepreneurial skills, the use of professional 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:

- The understanding and performing practical work at home, school and in the community
- The improvement of personal qualities for life and work
- The understanding and 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 entrepreneurship 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:

- Career counselling and orientation
- Technology including ICT
- Work and Entrepreneurial education.

Career Counselling and Orientation (learning module)

Should help students develop abilities to discover career opportunities and to self-evaluate personal interests, in order to make decisions about further education/training and career, to become productive members of society.

It is very important for students to be provided complete information on the labour market in the place where they live, but also at the level of country and the world labour market.

Students are informed about the labour market. Students will work hard to know themselves better.

Technology including ICT

Technology enables students to gain the necessary knowledge about the technical-technological developments, and the successful and independent use of ICT equipment in the profession.

Students learn concepts about technical-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.

Note: the group experts reflection – configure the technology and the ICT as separate.

Work and entrepreneurial education

The researching of enterprises and the development of entrepreneurship enables students to research the need for creativity in entrepreneurship, either as employers or employees, to identify and practice certain skills and to develop attributes related to entrepreneurship skills.

Research of employment in local and global economy enables students to research the impacts on the labour market and implications for their future employment. Students should be supported to develop competences and skills necessary for entrepreneurship, such as business planning, administration, marketing, human resource management and project management.

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 5 and Stage 6

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.

LEARNING OUTCOMES FOR STAGES 5 AND 6	
Stage 5 Grades 10,11	Stage 6 Grades 12
1. Understanding and exercising practical work at home, school and in the community	
Describes differences between individual work and project work	Implements activities related to individual and group work in making products and implementing certain projects
Researches, organizes and effectively presents information on individual and group practical activities	Uses personal knowledge and experience in designing and implementing individual and group school based projects
2. Improvement of personal qualities for living and working	
Demonstrates skills needed to access employment opportunities	Assesses personal abilities and identified achievements based on different fields of interest and according to objectives set for self-improvement, taking into consideration the impacts on future career choices.
3. Understanding and using technology in daily life and work	
Describes the impact of the current technological developments as a necessity for professional capacity development for employment	Explains the importance of creativity and innovations and develops/participates in school projects promoting entrepreneurial spirit, by comparing best practices and building skills for career planning
Describes the role and the function of products and services for relevant destinations with the aim of meeting daily living needs	Assesses the quality, functionality and validity of equipment, products and services used by the family, school and community

4. Using ICT for advancing learning and the quality of life	
Uses information technology with the aim of achieving, improving and advancing own and experience and knowledge of others	Uses advanced programs for performing day to day work in real life in and out of school
5. Practicing the development of entrepreneurship and business	
Prevents various risks that may arise at work place in order to ensure personal safety	Prevents various risks that may arise at the work place or living place in order to protect oneself, others and the surrounding environment
6. Promoting safe conditions for living and working	
Presents situations of personal abilities and skills for researching potential labour market opportunities	Makes adequate decisions for further career development by analysing and comparing personal potentials
7. Preparation for professional life and future career	
Reads, interprets and fills documentation for personal needs based on the legislation and labour market demands.	Uses software applications for processing data of various professional activities
8. Communication in/for life and work	
Reads, interprets and fills in documentation for personal needs based on legislation and labour market demands	Uses software applications for processing data on various professional activities
9. Nature and environment protection	
Understands, describes and demonstrates relations between technology, society and environment	Critically intervenes when negative consequences of economic development or of violation of ecological rules impact the surrounding and global natural environment
II. ATTITUDES, VALUES AND BELIEFS	
Respects oneself and others Self-respect Responsible Tolerant Respect for diversity Committed Positive attitude Cooperative Respects code of conduct Respects rules Readiness Confident Curious Independence in thoughts and actions Initiative for and interest in various approaches Confidence in own abilities Confidence in using technology Willpower Willingness to cooperate Open attitude towards the support of others Habits and skills in theoretical and practical work	

	Self-assessment, self-criticism Constructive criticism Respect for accuracy Professional orientation research
	III. SKILLS
	Identifies different risks Understands impact of positive and negative actions Exchanges experiences Description Identification Application Measurement Assessment Sketching Cutting Pattern creation Approaching problems from different perspectives Design (creativity) Research Justification Planning Arguing Business Economy Career orientation Labour market Employer Employee
	IV. SKILLS
	Discusses Active participation Explains Demonstrates behaviour, actions, habits Applies principles Practices exercises Builds cooperation Researches Graphic communication Flexibility Self-assessment Self-control Determination Electronic communication

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)
- Personal Development and Life Skills
- Voluntary work
- ICT education/basic elements of electronic learning
- Career awareness
- Preparation for life and work
- Economic awareness
- Basic knowledge of finance
- Entrepreneurial education; and
- Language and Communication Skills across the curriculum.

7. Time allocation (the plan of the teaching hours)

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 3:

- Career Orientation (learning modules)
- Technology (professional theory-practice learning modules)
- ICT (theory-practice learning modules for the profile)
- Work and entrepreneurial education (learning modules).

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 10 to Grade 12.

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-led 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.

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.

Health Education can be delivered in numerous various forms by using interactive methods that combine with forms such as: work in small groups, visits to health centres, health weeks, theatre, exhibitions of students' drawings and work on topics related to health education, symbolic role plays on health topics, etc.

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 education 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.

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 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 – PLANS AND PROGRAMS

Definition

General time allocations in pre-university education in Kosovo

Teaching Plan for upper 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.

Curriculum areas	ISCED 0		ISCED 1	ISCED 2		ISCED 3	
	Pre-primary	Grades 1 & 2	CS2 Grades 3 & 5	CS3 Grades 6 & 7	CS 4 Grades 8 & 9	CS5&6 General education Grades 10 & 12	CS5&6 Vocational Education Grades 10 & 12
Language and Communication	33.33%	38.10%	33.33%	25.00%	26.67%	20.00 %	15.63%
Arts	11.11%	9.25%	8.33%	7.14%	6.67%	6.67%	3.13%

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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 for upper secondary education

The Teaching Plan for upper secondary education ISKED 3 has certain, more emphasised specifics. First of all, this level consists of two curriculum key stages – Stage 5 and Stage 6. Stage 5 includes two grades – grade 10 and grade 11, while Stage 6 consists of only Grade 12. In addition, this education level includes two types of education - general education (GE) and vocational education and training (VET), which differ in terms of time allocation for curriculum areas.

Schools and teachers should pay special attention to flexibility and various opportunities for planning the instruction that the Teaching Plan allows.

Flexibility is allowed both in the allocation of the teaching hours to learning areas, enabling teachers to independently decide on the yearly allocation of the teaching hours, within the percentage of the teaching hours foreseen for the curriculum areas within the stage. Teachers can also decide on a balanced distribution of the teaching hours for subjects within the given area. Thus, 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 stages, for example for stage five (CS5) for two grades (Grade 10 and Grade 11) there are a total of e.g. 41 hours per week, of which the teacher can independently decide how many hours per week will be allocated for Grade 10, 20 or 21 and how many for Grade 11. If the school and the teachers consider that a total of 21 hours per week are necessary for all areas in Grade 10, then they have to respect the time allocation of 20 hours for Grade 11, in order not to go beyond the 41 hours per week for both grades at Stage 5. Or, it can be the other way around, respectively 20 hours per week for Grade 10 and 21 hours per week for Grade 11, taking into account student age.

Grade	Hours per week (GE)	Hours per week (VET)
Grade 10	30	32
Grade 11	30	32
Grade 12	30	32

Table: Weekly time allocation per grade

The teaching plan for upper secondary education is based on the general teaching plan set out in the KCF. At this level the teaching plan is presented in two versions, versions for each of the two types of upper secondary education – Type A and A1 for general education (GE) and Types B and B1 for vocational education and training.

The Teaching Plan A for general education (GE) is based on the percentage allocated to the learning area and the total number of teaching hours allocated to the stage. Schools and teachers can distribute those teaching hours to grades and subjects according to their own planning, but always within the percentage foreseen for the area and the total number of teaching hours per week for all the learning areas.

The Teaching Plan A1 for general education (GE) is based on the percentage or the total number of teaching hours allocated to the area and the specific number of teaching hours foreseen for subjects per year and per stage.

The Teaching Plan B for VET is based on the percentage allocated to the area and the total number of teaching hours allocated to the stage. Schools and teachers can distribute those teaching hours to grades and subjects according to their own planning, but always within the percentage foreseen for the area and the total number of teaching hours per week for all the learning areas. What is specific for this teaching plan is that in some areas instruction is delivered through integrated subjects, while in other areas through separate subjects. The curriculum areas Life and Work may be delivered through subjects, course or professional modules, depending on the profiles of the schools.

The Teaching Plan B1 for VET is based on the percentage for the area and the subjects (for those areas that are delivered through separate subjects – Language and Communication and Health and Wellbeing) in harmony with the total number of teaching hours per stages. In the areas which are delivered as integrated teachers are free to distribute teaching hours to school years and to subjects according to their own planning, but always within the percentage foreseen for the area and the total number of teaching hours per week for all the learning areas.

Teaching Plan A (GE)

Curriculum areas	ISCED 3	
	CS5 and CS6 Grades 10-11-12 General education	
	No. of hours	%
Language and Communication Mother tongue English language Second foreign language Other languages	?	20.00%
<u>Arts</u> Figurative education Music education	?	6.67%
<u>Mathematics</u>	?	13.33%

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Science Biology Chemistry Physics Astronomy	?	16.67%
Society and Environment History Civic Education Geography Sociology Philosophy Logic Psychology	?	16.67%
Health and wellbeing Health and wellbeing Physical education	?	6.67%
Life and work Life and work	?	6.67%
Elective part	?	13.33%
TOTAL:	?	100%

Table: Teaching plan A (AP)

Teaching plan A1 (GE)

Curriculum areas	ISCED 3	
	CS5 and CS6 Grades 10-11-12 General education	
	No. of hours	%
Language and Communication Mother tongue English language Second foreign language Other languages	? ? ? ?	20.00%
Arts Figurative education Music education	? ?	6.67%
Mathematics	?	13.33%
Science Biology Chemistry Physics Astronomy	? ? ? ?	16.67%

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<u>Society and Environment</u> History Civic Education Geography Sociology Philosophy Logic Psychology	? ? ? ? ? ?	16.67%
<u>Society and Environment</u> History Civic Education Geography Sociology Philosophy Logic Psychology	? ?	6.67%
Health and wellbeing Health and wellbeing Physical education	?	6.67%
<u>Life and work</u> <u>Life and work</u>	?	13.33%
<u>Elective part</u>	?	100%

Table: Teaching Plan A1 (GE)

Teaching Plan B (VE)

Curriculum areas	ISCED 3	
	CS5 and CS6 Grades 10-11-12 Vocational education and training	
	No. of hours	%
Language and Communication Mother tongue English language Second foreign language Other languages	?	15.63%
<u>Arts</u> Applied Arts	?	3.13%
<u>Mathematics</u>	?	9.38%
Science	?	6.25%
<u>Society and Environment</u> <u>Society and Environment</u>	?	6.25%

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Health and wellbeing Health and wellbeing Physical education	?	6.25%
Life and Work Life and Work	?	46.88%
Elective part	?	6.25%
TOTAL:	?	100%

Table: Teaching Plan for VET

Teaching Plan for B1 (VET)

Curriculum areas	ISCED 3	
	CS5 and CS6 Grades 10-11-12 Vocational education and training	
	Nr. Of hours	%
Language and Communication Mother tongue English language Second foreign language	? ? ?	15.63%
Arts Applied Arts	?	3.13%
Mathematics	?	9.38%
Science Science	?	6.25%
Society and Environment Society and Environment	?	6.25%
Health and Wellbeing Physical education	? ?	6.25%
Life and Work Life and Work	?	46.88%
Elective part	?	6.25%
TOTAL:	?	100%

Table: Teaching Plan B1(VET)

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.

SUBJECTS WITHIN THE CURRICULUM KEY STAGES 5 AND 6.

In the new curriculum for KS 5 and KS6 in each curriculum area there is a number of subjects or learning areas on the basis of which the curriculum is organized. They are presented in the table below. The seven curriculum areas make the basis for setting the subjects and education programs (see the approved version of the KCF Annex 5).

Curriculum areas	CURRICULUM KEY STAGES			
	KS 5		KS 6	
	<i>Grades 10 and 11 (General education)</i>	<i>Grades 10 and 11 Vocational education and training)</i>	<i>Grade 12 (General education)</i>	<i>Grade 12 (Vocational education and training)</i>
<i>Language and Communication</i>	Mother tongue English language Second foreign language Other languages	Mother tongue English language Other languages	Mother tongue English language Second foreign language Other languages	Mother tongue English language Other languages
<i>Arts</i>	Figurative education Music education	Applied arts	Figurative education Music education	Applied arts
<i>Mathematics</i>	Mathematics	Mathematics	Mathematics	Mathematics
<i>Science</i>	Biology Physics Chemistry	Science	Biology Physics Chemistry Astronomy	Science
<i>Society and Environment</i>	History Geography Civic Education Sociology Psychology Philosophy	Society and Environment	History Geography Sociology Psychology Philosophy	Society and Environment
<i>Health and Wellbeing</i>	Health and Wellbeing Physical Education	Health and Wellbeing Physical Education	Health and Wellbeing Physical Education	Health and Wellbeing Physical Education
<i>Life and Work</i>	Life and Work	Life and Work	Life and Work	Life and Work

Other languages – Students can choose among international languages (except English which is a required foreign language in the curriculum) and languages spoken in the neighbouring countries, from the list approved by MEST and from the languages offered by the school and approved by the School Council. Students of other communities, those apart from Albanian and Serbian communities, will have the opportunity to study one of the official languages, i.e. Albanian or Serbian starting at Grade Three.

V. OPTIONAL CURRICULUM FOR LEVEL ONE**Concept****Purpose****Content and delivery****Structure****Procedures of developing and selecting optional curriculum****Implementation****1. The 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:

- specific 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. Methodology should be adapted to the level of education according to education levels set out in the Core Curriculum. The Methodology should be adapted to the school profile.

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 aspects¹ 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

¹ 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.

- differentiated teaching and learning
- 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 students², 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;³
- 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.

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

³ (remember: curriculum area learning outcomes are developed by the state);

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 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 grades 10, 11, and 12 in gymnasias is implemented through subjects within the curriculum areas foreseen by the Core Curriculum, while in the vocational schools it is implemented through subjects integrated into curriculum areas 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 3, MEST calls on 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, i.e. 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 approach 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 volume, 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 third 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 gymnasias and vocational schools allows for instruction beyond the subject scope, so that 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 gymnasias and vocational school 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 upper secondary 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 GUIDELINES

Introduction

Assessment goals

Key principles of assessment

Summative assessment

School-based 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 at.

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.⁴ Assessment should always be in line with the norms/rules of those two documents. Specifically:

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

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

5. 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, sociographs, 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.

6. 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 the student has not reached the required minimum of learning outcomes in no more than three learning subjects/areas the students is entitled to additional classes. Additional classes are organized by the school and should last not less than two weeks and not less than two classes a day per learning area/subject. The additional classes are delivered by the specialised teachers of the respective learning area/subject.

Assessment of students who attended additional classes is carried out in the school by the teacher of the respective learning area/subject.

In case the student has still not reached the required minimum of learning outcomes after having attended the additional classes, he/she is entitled to sit a final exam one more time before the end of the school year⁵.

7. 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 failed areas. Students, who, upon completing additional programs, do not reach level D, fail the grade⁶.

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

⁵ Regullohet me Udhëzim Administrativ

⁶ Regulated by the Administrative Instruction

who has fallen behind in achieving the given learning outcome and plans additional activities 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.

8. 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 three of pre-university education (completion of grade 12) 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 instructions⁷. Progress monitoring through the external assessment process is done by MEST through the central professional authority.

This assessment sets clear criteria about the required level of achievement for continuation and orientation to the next level of higher education. Upon the completion of grade 12, students in vocational education sit the Final Professional Exam. This is a half-external exam administered jointly by the school and the municipal education authorities. On the basis of the results of this exam students qualify for relevant professions (level 4 of the National Framework of Qualification) and are issued the *Professional Diploma*, which qualifies them to:

- enter the labour market, or
- continue non-university post-secondary education in vocational high schools (ISCED 4).

Qualifications (competencies) achieved in various forms of non-formal and informal education will be recognised in the formal education system, on the basis of recognition and accreditation procedures defined by the National Qualification Authority.

⁷ Regulated by the Administrative Instruction

Students who successfully complete the final grade of upper secondary education and students of vocational education who successfully pass the final exam have the right to sit the State Matura Exam. On the basis of the results on this exam students are issued a **Diploma**, which qualifies them to continue higher education – university.

Every municipality is encouraged to apply their performance assessment against curriculum competencies and curriculum stage learning outcomes when national assessment is not applied. These assessments will be guided by assessment instruments – tests composed at local/municipal level by committees of experienced teachers. Progress monitoring can also be done by MEST through the Assessment Centre and by the municipalities, through Committees appointed by municipal authorities.

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’s file⁸.

Hierarchy of Curriculum Documents	Types of Learning Outcomes	Type of assessment
Kosovo Curriculum Framework	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”. State assessment at the completion of lower secondary school “Diploma on the completion of lower secondary education, Grade 9”.
Core Curriculum for Curriculum Stages 1-4	Core learning outcomes expressing the required level of achievement in mastering the key competencies at the completion of each curriculum stage.	School-based assessment “School certificate” “Occupation diploma” ⁹
	Learning outcomes for curriculum areas, for each curriculum stage.	Summative assessment at grade/level “Student’s school record book”.
Subject Syllabi	Learning outcomes for subjects, for each grade	Summative assessment “Certificate of marks” Continuous formative assessment “Student portfolio”

⁸ Regulated by the Administrative Instruction

ANNEX: Glossary of Terms for Teachers¹⁰

CONCEPT	EXPLANATION	EQUIVALENT TERMS (English, Albanian and Serbian)
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.	E.g. 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	

¹⁰ Terms that are not relevant for teachers can be dropped.

	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.	
Career 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. 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. In communications and information processing, encoding is the process by which information from a source is converted into symbols to be communicated. Decoding is the reverse process, converting these code symbols back into information understandable by a receiver.	Currently one refers to: - Linguistic code (when information is expressed through various linguistic means – sounds, words, letters, sentences etc.) - 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 newsgroups, 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/ Skills (Sometimes competencies are equated with "skills", especially in expressions such as "life skills". 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	

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	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 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.	

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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.	
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 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: Emotional expression, verbal and non-verbal behaviour that communicates emotion; Facial expression, a movement of the face that conveys emotional state; Gene expression, the process by which information from a gene is used in biochemistry; 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.	
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 everyday 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.	
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"> • more transparency and precision in the articulation of education goals and tasks; • the possibility of concrete guidelines for organising school workwork with emphasis on specific methods, outcomes and means of evaluation; 	

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	<ul style="list-style-type: none"> the possibility of providing new challenges with regard to students' development and to the specific goals of each key stage of the curriculum. 	
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 category of learning grouping subjects which share common Curriculum area 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
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 Student competencies Student results 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).	
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	An understanding of identity as a complex result of both pre-determined factors and	

identity	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 of 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.	
Natural Language	In the philosophy of language, a natural language (or ordinary language) 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.	

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 success 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 involved in connection with this autonomy.

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 both in terms of 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
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.	Eg. 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 to both consolidate pre-existent learning as well as 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	

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	(content standards), processes (process standards), outcomes (outcomes standards), and environments (environmental standards). 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 summarises 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.	
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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