



Republika e Kosovës
Republika Kosova - Republic of
Kosovo
Qeveria –Vlada – Government

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

CORE CURRICULUM FOR PRE-PRIMARY GRADE AND PRIMARY EDUCATION IN KOSOVO

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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Ministria e Arsimit, e Shkences dhe Teknologjise- Ministarstva za Obrazovanje Nauku i Tehnologiju-
Ministry of Education Science & Technology

Kabineti i Ministrit/Kabinet Ministra/Cabinet of the Minister

No.291/01B

Date: 22.10.2012

Minister of Education, Science and Technology (MEST), pursuant to Articles 4, 21, 22 of Law no. 031L-189 on State Administration of the Republic of Kosovo (Official Gazette, no. 82, October 21, 2010) and based on Article 8, paragraph 1.4 and Annex 6 of the Regulation no. 02/2011 on Areas of Administrative Responsibility of the Office of the Prime Minister and Ministers (22.03.2011), as well as the Curriculum Framework of Pre-University Education of the Republic of Kosovo, adopted by decision no.262/018 dated 29.08.2011, issues:

DECISION

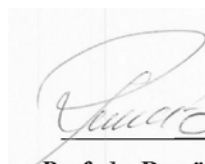

1. The document: Kosovo`s Core Curriculum for pre-primary grade and primary education - is adopted.
2. The document: Kosovo`s Core Curriculum pre-primary grade and primary education, is complete and applicable in pre-university education of Kosovo.
3. This Decision shall enter into force upon signature.

Reasoning

The document: Kosovo`s Core Curriculum for pre-primary grade and primary education, aims at continuous and progressive change of Pre-university education in the Republic of Kosovo, lays the foundation for the enhancement of quality and equality in the implementation of the curriculum for all pupils. This document will serve as a good basis for the development and implementation of a range of other documents , plans and programs, textbooks and other pedagogic guidelines for the development of education in the first level of Pre-university education, therefore it has be decided as in the enacting decision

The decision is submitted to the:

1. Cabinet of the Minister;
2. Office of the SG;
3. Department of PED;
4. Archive.


Prof. dr. Ramë Buja, ministër


Minister remark

Pupils, teachers, parents, representatives of education and you citizens of the Republic of Kosovo, a year ago, Ministry of Education, Science and Technology of the Republic of Kosovo, following the adoption, has brought Curriculum Framework of Pre-University Education in Kosovo in the hands of all those who in any way are connected with university education. Whereas, based on this document - Core Curriculum, it is promoted the new vision much more broken-down and concretized of the Government of Republic of Kosovo.

This document is dedicated and serves to teachers, pupils, parents, school directors and the community in general. The importance of the Core Curriculum, structure, aims and principles of pre-university education are of a weight of a basic document, which defines and regulates the ways of teaching, learning, methodology, assessment, etc. The contents of this document are compulsory as to their application for all public and private educational institutions in the Republic of Kosovo.

Core curriculum contains all the structure of the pre-primary, primary, lower secondary upper secondary education. Substance of the contents define in detail the features of education at all levels of the pre-university education, learning competencies, curriculum stages, learning outcomes, curriculum areas, lesson plans, teaching by choice, guidelines (methodologies) for organizing the teaching process, assessment of pupils and other aspects related to the implementation. These documents, I believe shall fulfil all the requirements of the society for each formal level of pre-university education. Thus, new opportunities are created to develop pupils' knowledge, skills, attitudes and values, cultivating personal and national identity of state and cultural affiliation, promoting general cultural and civic values, developing responsibilities towards yourself, towards the others, towards society and the environment as well as to prepare for life and work in different social and cultural contexts, developing entrepreneurship and the use of technology as a process and lifelong learning.

With the professional commitment it is enabled the application of the Core Curriculums in coherence and sustainability of all formal levels of pre-university education. This objective is achieved by relying on the principle of inclusiveness, development of competences, teaching as well as integrated and coherent learning, in autonomy and flexibility at the school level as well as on responsibility and accountability. Principles those that will necessarily will have impact on the enhancement of quality of the education.

All core curriculums documents are structured around a system of six major competencies and are built upon seven curricular areas.

I want to assure all those to whom the document is dedicated, that the formal levels of pre-university education in Kosovo comply with the International Standard Classification of Education (ISCED) compiled by UNESCO. Therefore, I hope that the crucial and long-term sustainability job is done so that the core curriculums be applicable to all formal levels of pre-university education, ranging from pre-primary grade and primary education, for lower secondary education, upper secondary education (for gymnasiums and vocational schools). The Ministry is thus fulfilling yet another objective from the government project so that this document enables progress in the development of pupils' competencies, in developing successful teachers and parents to know to accurately track the achievability of their children. The Core Curriculum enables the drafting school based plans and programs, textbooks and other resources as well as many other documents that facilitate teaching and learning based on competencies. With this important and reflective reform step, the education system of the Republic of Kosovo is being completed and the commitment to finalize our project for the European education with international recognition is demonstrated.

Sincerely,

Prof. Dr. Ramë Buja, Minister

Abbreviations

CC	Core Curriculum
LOS	Learning outcome per scale
CA	Curriculum Area
CS	Curriculum stage
KC	Kosovo Curriculum
KCF	Kosovo Curriculum Framework
LOA	Learning outcome per area
MEST	Ministry of Education, Science and Technology
Sk	Skills
S	Subject
LOSb	Learning Outcomes per Subject
C	Curriculum
T	Topic
LOT	Learning Outcome per Topic
WG	Working Group

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I.

INTRODUCTION

The importance of Core Curriculum

Structure of the Pre-university Education

The goals of the pre-university education

The principals of the pre-university education

Cross-cutting matters of Core Curriculum documents

The Core Curriculum Structures

The importance of Core Curriculum

The Core Curriculum is a document that makes applicable in Kosovo schools the Kosovo Curriculum Framework, adopted by the MEST in August 2011. With this document the results of competencies are determined for different areas of life, expressed through factual and procedural knowledge, through skills, attitudes and values that should be developed at pupils during certain time periods as well as approaches, implementation methodologies, monitoring and assessment. Also, this document sets out the allocation of time across the areas of Curriculum and interconnections between them, which enable progress in the development of skills among pupils.

The Core Curriculum document supports:

- Pupils - in their gradual development, in the development of skills for lifelong education and easy social integration, preparing them to cope with life challenges;
- Teachers - in the planning and implementation of successful work with pupils - learning activities in the classroom and outside the classroom, in answers to the questions: Why and for what purposes the pupils should learn; What, When, How much and How the pupils have to learn, as well as What, When and How to assess pupil achievements -implementation and effectiveness of learning activities, and
- Parents - in accurate pursuing of the achievement of competencies of their children in certain periods of time based on knowledge, behaviour, feelings and attitudes that they manifest in different life situations, in harmony with the learning outcomes of curricular areas and stages.

The structure of pre-university education

Formal levels of pre-university education in Kosovo comply with the International Standard Classification of Education (ISCED), compiled by UNESCO, there are differences in the structure's composition of the Core Curriculum of ISCED 1, within which enters pre-primary grade, which is integral part of pre-primary education. All formal levels of pre-university education are divided into formal sublevels, with the designation - Curriculum stages, that have specific aims and are in function according to their each and everyone designations (See in the table below the designations for each Curriculum Stage and Section 2 of this document).

Core Curriculums (are drafted) for all levels of formal pre-university education, as:

- Core curriculum for early childhood development (birth - 5 years);
- Core Curriculum for pre-primary grade and primary education;
- Core curriculum for lower secondary education;
- Core Curriculum for upper secondary education (Core Curriculum for gymnasia and Core Curriculum for vocational schools).

International Standard Classification of Education (ISCED)	Formal levels of pre-university education in Kosovo	Curriculum stages		Core Curriculums
ISCED 3	Upper secondary education (grades X-XII)	Grade XII	Curriculum stage 6: consolidation and specialization	Core Curriculum for grades X-XII of upper secondary education
		Grades X-XI	Curriculum stage 5: Basic general and personal development	
ISCED 2	Low secondary education (grades VI-IX)	Grades VIII-IX	Curriculum stage 4: Strengthening and orientation	Core Curriculum for grades VI-IX of lower secondary education
		Grades VI-VII	Curriculum stage 3: Strengthening and orientation	
ISCED 1	Primary education (Grades I-V)	Primary education Grades III-V	Curriculum stage 2: Strengthening and orientation	Core Curriculum for pre-primary grade and grades I-V of primary education
		Primary education Grades I-II	Curriculum stage 1 Basic acquisition	
ISCED 0	Pre-school Education	Pre-primary grade	Basic acquisition	Core Curriculum of pre-school education
		Age 0-5	Curriculum preparatory stage Education in early childhood	

Each core curriculum is in line with the overall goals of pre-university education and is applied by respecting the fundamental principles arising from the Kosovo Curriculum Framework.

The goals of pre-university education

Each formal level of pre-university education should develop at pupils' the knowledge, skills, attitudes and values in accordance with the requirements of a democratic society, by:

- Cultivating personal, national identity, state and cultural affiliation,
- Promoting general cultural and civic values,
- Developing responsibilities towards yourself, towards the others, towards society and towards environment,
- Training for life and work in different social and cultural contexts,
- Developing entrepreneurship and the use of technology,
- Training for lifelong learning.

The Principles of pre-university education

Applicability of Core Curriculum provides coherence and consistency of all formal levels of pre-university education based on these principles:

Inclusiveness of children and young people equally in qualitative education

Development of competencies, which are reflected in the learning outcomes that are expected to be achieved progressively and consistently by all pupils in different periods of schooling;

Integrated and coherent teaching and learning, that promotes full learning, reflecting the inter-linkages and interdependencies of nature and man-made world with knowledge and information that pupils have for them;

An autonomy and flexibility at the school level in the implementation of the Core Curriculum and elective part that is reflected in drafting the annual learning plan as well as teaching and learning methodology;

Responsibility and accountability, that are reflected in the creation of a culture for continuous assessment - the tracking down of the progress in implementing the Curriculum's requirements through the collection and analysis of data, documenting the challenges and solutions, towards a better representation in fulfilling the requirements of the Curriculum and enhancement of education quality.

Common matters of core curriculums documents

All core curriculums documents are structured around a system of six main competencies, in accordance with pre-university education goals and seven curricular areas. Six present competencies in all core curriculums are:

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

Whereas, seven curriculum areas present in all core curriculums are:

1. Languages and communication;
2. Arts;
3. Mathematics;
4. Natural sciences;
5. Society and environment;
6. Health and welfare;
7. Life and work.

Learning outcomes per each stage and learning outcomes per each area make distinguishable the competencies and curricular areas from each formal level of education and each curriculum stage (see sections II and III of this document).

The structure of the Core Curriculum

The Core Curriculum in contains the following structure:

- The scope, structure and general description of the corresponding formal level of education system
- The scope of the Curriculum key stages for corresponding formal level
- Learning outcomes for Curriculum key stages, which express the necessary level of achieving the key competencies on the occasion of completing each Curriculum stage
- How will be used the learning outcomes for main curriculum stage in the learning and assessment process
 - Requirements of progress during formal education levels, including minimum requirements of passing from one main Curriculum stage into another stage
 - Criteria and assessment forms
- Curriculum areas and their scope across Curriculum key stage
- Learning outcomes per Curriculum areas for each Curriculum stage
- How to use learning outcomes per areas in learning/teaching and assessment process
 - Requirements of progress in the Curriculum areas, including minimum requirements for passing from one Curriculum stage
 - Criteria and assessment forms
- Learning curricula
- Subjects within the Curriculum areas and their scopes
- Guidelines (methodologies) for organizing the learning process
- Pupils assessment
- Aspects related to the implementation



II.

Core Curriculum for pre-primary grade and primary education

What is Core Curriculum?

The structure of the Curriculum for pre-primary grade and primary education

Features of the pre-primary grade

Features of the primary education

Learning competences

Curriculum stages

Curriculum stages for pre-primary grade and primary education

Implementation of outcome stages

What is the Core Curriculum?

Core Curriculum for pre-primary grade and primary education, is the basic document governing the performance of teaching, learning, methodology, evaluation etc. in the first level of education in Kosovo. This document, the provisions of which are determined by the MEST is compulsory for all educational institutions in the Republic of Kosovo. Core Curriculum (CC) is drafted based on the Kosovo Curriculum Framework (KCF).

Core Curriculum encompasses the purpose, the overall outcomes, essential learning outcomes, methodological guidelines for teaching and learning as well as assessment criteria per Area and per Curriculum Stage. The curriculum also provides a clear picture of the knowledge, skills, attitudes and values that pupils need to develop, to improve and reach the stages and levels.

This Curriculum is dedicated to pupils, teachers, parents and the wider community and enables schools to meet pupils individual needs. The curriculum provides equal opportunity for all pupils and provides opportunities for inclusion and success, regardless of the difficulties. It enables pupils to develop profound understanding of their roles and responsibilities as citizens; assist pupils which cope with different matters, different and moral and social circumstances which they face during their life.

1. Structure of the Core Curriculum for pre-primary grade and primary education

In the Core Curriculum are described:

- Pre-primary grade characteristics
- Primary education characteristics
- Learning competencies for this level
- Curriculum Stages
- Learning Outcomes by the Stage
- Curriculum Areas
- Curriculum (syllabus)
- Electives
- Guidelines (methodologies) for organizing the teaching process
- Pupils assessment
- Other aspects related to implementation

Core Curriculum covers seven curricular areas, which are defined by the MEST and are compulsory for all schools of the Republic of Kosovo (public and private).

2. Features of pre-primary grade

Pre-primary grade (ages 5-6 years) under the KFC, is part of the compulsory education system in Kosovo. This grade represents a period of rapid and dynamic physical, cognitive, emotional and social development of a child. Given the importance of this stage of development, learning focuses on promoting the child's curiosity about themselves, family, friends, nature, knowledge, culture and new technologies.

The aim is to encourage creativity and enthusiasm to tackle of a child's approach to the new experiences and preparation for dealing with real situations. In this grade, children begin to be exposed to basic learning experiences (recognizing letters, figures, numbers, colours, sounds, concepts, etc...). In this grade children should be encouraged to develop skills of communication and expression in mother tongue, skills, concentration and socialization attention. All these can be achieved through the game as the main activity of pre-primary grade.

3. Features of primary education (grades I - V)

At this level, learning experiences in school should contribute to familiarisation of children in a more systematic form of learning through "game / work / learning", so they can do the distinction between games and obligations.

Implementation of the teaching process is done in an integrated manner, allowing children the relationship with the natural environment and man-made environment in order to understand more fully.

During the primary education level, educational work focuses on the acquisition of basic literacy, in establishing a sound basis for developing cognitive, socio-emotional and motor. Special attention is paid to the child's personality building and positive attitudes to learning as the basis for the development of essential habits for learning, 'learning to learn',

Teaching process in primary education is organized, provided, facilitated and coordinated by the schoolteacher, assisted, as needed, from teacher-assistant and with the opportunity to be supported by the subject specialized teachers.

4. Learning competences

Competences reflected through learning outcomes, which are general and which express what pupils should achieve progressively and continuously until the end of compulsory education.

Competences include an integrated and coherent system of knowledge, skills and attitudes applicable and transferable, which will help pupils to cope with the challenges of the digital era of free market economy and knowledge-based, in a world of interdependent relations. Competences provided by the Curriculum Framework derive from the overall goals of pre-university education and to determine key learning outcomes that pupils should achieve progressive and sustainable manner during pre-university education system.

Core competencies intended for pre-university education system in the Republic of Kosovo, are:

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

Competences of communication and expression, competences of thinking and learning competencies are of instrumental nature: they are baseline of other competencies that are more related to the circumstances with certain content, such as necessary competences for private, public and professional life.

Competencies of communication and expression (effective communicator)

In order that children and young people to develop their personalities, learn and actively participate in society, it is important to understand messages addressed to them and express adequately through language, symbols, signs, codes and artistic forms. To communicate effectively, pupils are encouraged to use independently, critically and creatively the tools and possibilities of communication and expression.

Thinking competences ("Creative Thinker")

Besides the ability to identify and access the appropriate information / knowledge sources, pupils need to develop the capacity to access knowledge in critic, creative and interactive manner.

Lifelong learning competence (Successful pupil)

For a "successful pupil" school is committed to continuously cultivate children's curiosity and interest in learning as well developing competencies to learn.

Schools also must be aware of effective teaching styles and strategies.

Life, Work-, Environment related competencies (Productive contributor)

School is committed to preparing pupils to work independently and to be more aware of its role and responsibility in protecting and improving the environment.

Personal competences (sound individual)

The school prepares pupils to effectively and constructively be involved in family, social and work life. In this context, the pupil is encouraged to become aware of them and have confidence, but at the same time be open and trust in others.

Civic competences ("Responsible citizen")

Learning to live together, is treated as the main challenge of today's and tomorrow's world. This competency ensures that pupils are able to act as responsible citizens, taking into account the close and wide context.

5. Curriculum stages

Curriculum Framework defines the curriculum stages concept due to the number of common features related to socio-psychological development of the child.

Curriculum stages have in common:

- Competencies to be achieved
- Requirements for progress
- Assessment criteria

5.1. Curriculum stages for pre-primary grade and primary education

Curriculum Framework is structured by curriculum stages, which represent common characteristic periods in terms of child development and curriculum requirements. They represent the reference point for determining the core competencies to be mastered, learning progress requirements, and organization of learning experiences, approach and assessment criteria as well as the institution responsible for achieving them. Curriculum stages are sub-periods within a level or two levels of formal education, which include one to three educational classes.

Core Curriculum for the first level has two stages:

- First stage of Curricula - essential acquisition (which includes pre-primary grade and grades I and II)
- Second stage of Curricula - Improvement and development (grades III, IV and V)

ISCED 1	Primary education Grades III-V	Curriculum stage 2: Improvement and development
	Primary education Grades I-II	Curriculum stage 1 Essential acquisition
ISCED 0	Pre-primary grade	
	Age 0-5	Curriculum preparatory stages: Early childhood education

Stage 1 – Essential acquisition (pre-primary grade and grades I and II of primary education)

In this stage, pupils are exposed to systematic approaches of learning. They will be introduced to the following experiences of learning:

- Acquisition in essential level of communication and expression in native language
- Basic communication in English
- Acquisition of basic elements of reading, writing and numeracy
- Exploration and environmental knowledge
- Recognition and understanding of the rights, obligations and responsibilities in the classroom, at school and in everyday life
- Creative expression through play, symbols and basic forms of artistic expression
- Experience creating successful learning as an individual and as part of group

5.2 Learning outcomes per stage (LOS)

Learning outcomes are defined as: “The statement that describe what pupils should know, believe, evaluate and be able to make a pupil at the end of a stage or level”.

Outcomes show a range of areas, including: knowledge, understanding, skills, stances, competences and values.

Learning outcomes per stage, are part of the Core Curriculum, they are foreseen to be acquired by all pupils on completion of a curriculum stage. Learning outcomes do not cover everything that pupils have learned or had to learn over a certain stage. They express the essential requirements towards achieving mastery of key competences at the completion of a certain Curriculum Stage.

Learning outcomes per stage promote further integration of Curriculum Areas for the development of key competencies defined by the Curriculum Framework. They express expectations of *teachers, education authorities, parents and society* in relation to the concrete, measurable achievements of pupils at the completion of each Curriculum stage.

Learning outcomes provide a clear picture of what pupils, after completion of a stage Curriculum, necessarily need to know, to be able to express and present condition for a transition from one level of education to another.

No.	Learning outcomes per stage 1 and key competencies	Pupil achievement level					Types of support for pupils			
		1	2	3	4	5	Remedial support	Modes	Support for talented	Modes
I	Competence of communication and expression- Effective communicator									
1.	Reads out a previously unread text, at least half a page, concerning a topic that fits age.									
2.	Writes a short text (about half a page - about 250 words) on a certain topic.									
3.	Represents at least one opinion on a certain topic during the discussion group in duration of 3-5 minutes.									
4.	Retells the story of a heard text (auditive, audiovisual or teacher means), whose content contains no more than one page typed text.									
5.	Expresses the message given of a simple literal read text through one of the forms of expression, such as speaking, writing, drawing, role-playing, songs or dances.									
6.	Identifies the main characters of a story, drama, film, song or game that is appropriate for the age and performs the role of one of the characters in the interaction with peers.									
7.	Describes the different expressive forms of natural environment created by man, by which is surrounded or any social event and presents it in front of others.									
8.	Expressed on 3-5 minutes before peers and others the experiences and emotions that have accompanied while watching a movie, drama or documentary (appropriate for his/her age), listening of a story, viewing or the performance of a dancing, listening or the performance of a song or melody, in one of the expression forms.									
9.	Names in foreign language the objects, actions or occurrence and translates into mother tongue the words that hear from a foreign language, given in the task.									
II.	Competence of thinking - Creative Thinker									
1.	Finds characteristics (in one of the aspects: mathematical, natural sciences or other fields) of an object, phenomenon or event given in the task, divides and compares afterwards in group its findings.									
2.	Explains in spoken form the procedure for solving a mathematical problem (by using basic mathematical operations) which he/she has faced or faces in real life situations.									
3.	Builds various geometric figures and different bodies using carton, plasticine, clay and different recyclable materials based on his/her own imagination									

4.	Compares objects and various materials presented by the teacher and classifies them based on their form, size, colour, composition, age or any other element; describes positions they hold in nature or in society (in the surrounding environment) and tells about their interdependence.								
5.	Distinguishes traffic or other signs denoting danger in information given as a task and tells the meaning of one of them in one of the expression forms by elaborating with concrete examples the appropriate behaviour in cases of danger.								
6.	Identifies and separates into groups common features among living beings, events or phenomena familiar to the pupil, writes about these in at least half a notebook page (around 250 words) or expresses them in one of the expression forms								
7.	Drafts texts, builds objects, develops animations based on his/her imagination and working with given elements or materials.								
8.	Justifies before the group the ways of solving a problem in languages, Mathematics, science, society, health or other fields in 3-5minutes.								
III	Learning competences– Successful Pupil								
1.	Chooses materials/tools such as paper, plasticine, sticks, colours, abacus, etc., to perform a given task and justifies the selection that he/she has made.								
2.	Follows instructions given in textbook to perform a required activity/task.								
3.	Asks questions about a given topic/ problem/ task and provides answers to those questions in one of the forms of expression.								
4.	Independently solves the problem, given task, and presents before others the possible ways of solving it.								
5.	Independently supervises its own performance and progress in one task/activity, using various techniques to find and correct mistakes (by marking mistakes and difficulties) and corrects them while seeking the solution of the given task.								
6.	Collects and classifies materials about his/her own performance in order to prepare and update his/her own personal portfolio.								
7.	Identifies his/her own knowledge that helps her/him to complete a task/activity and asks for advice and information when dealing with difficulties.								
IV	Life, work, environment related competences – Productive Contributor								
1.	Prepares a simple daily plan in writing, in a drawing, using signs or symbols including two to three daily activities considering also time, place, materials and tools needed for their implementation/performance.								
2.	Checks tools/materials and time available while carrying out a task/activity (in the classroom, at school or outside).								

3.	Discusses with peers the pupils' behaviour in the class or in a given group of people in relation to others or to the surrounding environment while carrying out a given activity.									
4.	Identifies commonalities and differences between an activity that takes place in school and a home activity; describes them in one of the expression forms and later discusses them in a group.									
5.	Identifies necessary sources (materials, tools... etc.) and uses them adequately for performing a task/activity in classroom, school, house or neighbourhood/community.									
6.	Discusses clean, safe and healthy spaces (and vice-versa) in a group of pupils in the surrounding environment and explains at least one manner of action for monitoring or improving the situation.									
V	Personal competence – Sound Individual									
1.	Presents to his/her peers the rules of personal hygiene (e.g. physical, clothing, personal belongings) and of the hygiene of the environment where he/she lives and acts.									
2.	Participates in physical education such as: (line-up, groupings, walk, nature orientations etc.)and in sport games trying to achieve certain standards, playing fair and managing his/her emotions when winning or losing (accepts the defeat and celebrates the victory with dignity).									
3.	Prepares a list (in one of expression forms, such as drawing, writing, etc.) of foods he/she consumes and orders them based on the importance they play for his/ her health and wellbeing and undertakes preventive measures of protection against diseases caused by their excessive and inadequate use of them.									
4.	Shows the way of spending free time and rest for his/her own good; shares his/her experiences with colleagues.									
5.	Co-operates with all peers regardless of their origin, and special needs or abilities by playing an active role towards meeting a common goal (a classroom/school-based or extra school project/activity).									
6.	Shows ways of solving a conflict with which has been faced, or a conflict in his surrounding, shares his/her experiences, thoughts and feelings with the members of the group.									
7.	Ensures a healthy environment in circumstances in which a given activity takes place by creating adequate working conditions for him/her and other participants (clean air, use of light, maximum use of space, maintenance of hygiene, orderly use of things, etc.)									

VI	Civic competences – Responsible Citizen									
1.	Presents in various forms the rights and obligations of the members of her/his family or any group that he/she participates, (play, activity), with emphasis on its obligations and discusses them with peers.									
2.	Discusses in the group and in collaboration with members of the group sets internal rules in group, in the classroom, as the rules of implementation of activity, conduct, cleanliness etc.									
3.	Justifies the necessity of implementing rules to the game, to the classroom / school, on the road or at home, and presents the consequences of failure of any rule in the example given.									
4.	Identifies social values that are cultivated at the classroom, at school or at home or family (such as, mutual trust, tolerance, solidarity, respect, courtesy, etc.).									
5.	Distinguishes a family organization, at the classroom or in the neighbourhood and describes through various forms of expression of individual members' contribution to its common implementation.									
6.	Express an opinion seeking permission in advance from the group, respect the opinion of each member of the group by listening actively, decides by collaborating with all members the ways that lead to the completion of a particular activity.									
7.	Identifies persons and necessary services that are required to help at situations of risk to their health, physical or mental, caused by nature or by man (an event given by the teacher or taken from everyday life), afterwards it discusses with the group.									

The teacher, in applying the results to the curricular stage, each result should break down at five levels of achievement in order to exactly note the achievement of certain results of each pupil. Then, depending on the level of achievement of each result, plans additional activities for the pupil that lacks in achieving certain results and plans additional activities for the pupils who has achieved all levels of achievement of certain results, example- see breakdown a result in the following table.

No.	Learning outcomes per stage 1 and key competencies	The level of ACHIEVEMENT of pupil				Types of support for pupils				
		I	2	3	4	5	Remedial support	Manners	Support for talented	Manners
1.	Competencies of communication and expression Effective communication or	Reads out a previously unread text, at least half a page, which deals with a topic that suits his age.	Pupil begins the task without making a quick glance at the text he/she has trouble articulating letters, words and reading in general, at connection of words in the sentences, etc..	Pupil begins the task without making a quick glance at the text he/she has trouble articulating letters, words read well, however there are difficulties in the reading whole sentences fluently etc.	Pupil begins the task of making a quick glance to the text: he/she articulates good characters, words are well connected in the sentences, and he/she did not spell sufficiently fluently	Pupil begins the task by making a quick glance to the text: he / she articulates very well the letters, words, phrases are well connected in the sentence, reads without interruption ; however there is some problem with fluent speech	Pupil begins the task by making a quick glance to the text: he/she articulates very good the letters, words, sentences relate fully relevant tone, speed, emphasis are in its place; speaks fluently	The teacher decides how to support the pupil, in which the activity or what additional activity to develop.	What methods apply to support the pupil, in which the activity or what additional activity to develop	What methods to apply considering learning style of the pupil

The same procedure should be followed in breaking down all learning outcomes per stage.

Stage 2 – Improvement and development (Grades III, IV and V of primary education)

In this stage, pupils should be supported to consolidate their basic acquisition in reading, writing, communication and learning techniques as a basis for their further learning and development. At this level, children are exposed to challenges, such as:

- Correct use of their mother tongue and the English language in verbally and written communication;
- Elementary knowledge and communication in the English language, both verbally and in writing;
- Correct use of arithmetical symbols and operations;
- Exposure to new fields of knowledge and a broadening of their information in science, social science and ICT;
- Encouraging cultural expression through signs, symbols and other forms of artistic expression;
- Development of thinking that is structured and oriented towards problem solving;
- Understanding and taking responsibility for themselves, for others and for the environment;
- Expanding their knowledge through various sources;
- Cultivating independence in planning and realising their learning tasks;
- Linking theoretical knowledge to practical problems;
- Developing positive attitudes towards themselves and others; and
- Developing a critical approach to problem solving;

Learning outcomes for second stage (2)

See Chapter VI for the manner of implementation of these outcomes

No.	Learning outcomes per stage 2 and key competencies	The level of ACHIEVEMENT of pupil					Types of support for pupils			
		1	2	3	4	5	Remedial support	Manners	Support for talented	Manners
I	Competencies of communication and expression Effective Communicator									
1.	Reads aloud a new literary or non-literary text that was not read previously.									
2.	Writes a text of up to one page (500 words) or more on a given topic.									
3.	Listens actively to a presentation by a peer and participates in the discussion with at least two contributions in the form of questions, comments or explanations for the given topic.									
4.	Expresses his/her attitude about the event or the performance and his/her feelings when watching a film or a documentary suitable for her/his age, reading a book, listening to a musical performance, an exhibition, a recital or drama, in one of the forms of expression such as speaking, writing, drawing, mime, movement, etc.									
5.	Participates in organising an artistic show appropriate for his/her age using various forms of the expression.									
6.	Identifies main characters of a story, drama, movie, song or any life event and distinguished differences by making a list of at least of features that he/she likes and dislikes about those characters, discusses them; plays and performs the role of one of the characters in co-operation with his/her peers.									
7.	Expresses verbally and in written form simple sentences in foreign language and translates them into his/her mother tongue after listening to them on a audio, audiovisual mean, or from the teacher in the foreign language, in a given task.									
8.	Makes a presentation on a certain topic before peers up to 10 minutes by using ICT or other technologies, answers questions asked by others and asks questions during and after the presentation to continue searching for other information									

II	Thinking competence – Creative Thinker								
1.	Identifies common and different features between objects, living beings, phenomena or events given in a task: presents them to others in one of expression forms.								
2.	Identifies identical, distinguishing or key issues of a topic or event to draw from two or more different sources of information (a learning text, newspaper, internet, human resources, or other sources).								
3.	Provides in discussion arguments for agreeing to or disagreeing with an opinion, attitude or behaviour expressed /manifested by one or more persons (in classroom/school or elsewhere).								
4.	Solves the problem or given task in language, arithmetic, geometry, grammatical, natural, social science, or other areas and gives an example from everyday life when such an approach can be used in similar situations.								
5.	Drafts texts, builds objects, designs animations and other items from their imagination by carefully using given instructions, elements or materials.								
6.	Describes a certain phenomenon (natural, social or historical) in one of the expression forms, identifying changes that happen in the environment as a result of that phenomenon.								
7.	Presents and justifies with arguments the way of solving a given problem/task in various fields (mathematical, linguistic, nature and social, social, artistic, health science... etc.) in 6 – 10 minutes.								
8.	Distinguishes substances, bodies, objects, natural or social phenomena given in a task according to their features (texture, features, transformations or their positions in time and space) and interaction between them.								
III	Learning competence – Successful learner								
1.	Poses questions that instigate debate on a given topic/problem and gives answers to questions asked by others by using one of the forms of expression.								
2.	Uses various sources of information during the preparation of a certain topic.								
3.	Identifies and compares familiar with unfamiliar information on a given topic, issue or event by using various techniques (for example by marking with various signs).								
4.	Follows instruction given in a book or in other sources to perform a concrete activity or task required by him/her.								

5.	Compares his/her own progress with previous experiences while performing a task or a certain activity.								
6.	Uses his/her personal portfolio as a way of identifying personal strengths and weaknesses and develops a plan for carrying out the needed corrections.								
7.	Identifies his/her current needed qualities and other qualities that he/she needs to develop to learn in a given task or activity and to co-operate with others.								
8.	Manages its behaviour, available materials/tools and time while performing a individual task/activity in classroom/school or outside the school.								
9.	Effectively uses and applies available information/knowledge for solving a problem/task by using ICT or other technology and presents his/her experience to others in 6-10 minutes.								
IV.	Life, Work and Environment related competence – Productive Contributor								
1.	Prepares a resume presenting personal data and talents in various fields identifying common points with the targeted occupations.								
2.	Prepares a weekly action plan specifying priority activities justifying their selection.								
3.	Prepares a small project identifying key activities on an issue that is relevant for them, their school or neighbourhood and outlines other elements that make it feasible, including time, venue, materials, needed tools for its implementation, etc.								
4.	Discusses, in a group, the state of the environment in their area based on a survey (observation, photographs, etc.) and, in co-operation with members of the group, makes a list of possible activities for the monitoring and improvement of the situation.								
5.	Debates with peers about pupil behaviour in classes/laboratories, at school and in other areas or about a certain group of people in a given situation defending his/her ideas with concrete examples.								
6.	Identifies the most common food, other everyday materials of families or personal expenses and calculates weekly expenditures; he/she presents the findings in a table or graph or in another form.								
7.	Reads labels, instructions for various products (clothes, food, medicine or technical items) and gives explanations of origin, use and maintenance or of risks resulting from inadequate utilisation.								
8.	Prepares in a table, graph, drawing, or another form of expression to describe his/her activities for taking care of a living being that makes possible its development, growth or better his/her health.								

V.	Personal competence – Sound Individual									
1.	Presents to others ways of applying basic rules of personal hygiene (physical, clothing, personal belongings) and of environmental hygiene where he/she lives using various forms of expression.									
2.	Participates in physical activities, games of movement and sport games, tries to achieve the standards set, plays fair, manages his/her emotions and presents to others the physical and spiritual state after conducting a physical activity or sport game.									
3.	Prepares a list (in one of the forms of expression, such as writing, drawing, etc.) with different kinds of food that his/her family uses and ranks them according to their calories and then classifies them as more or less healthy foods.									
4.	Reads the data provided in the food packaging and discusses these data in group (nutritional values, expiry dates, etc.).									
5.	Identifies strengths and weaknesses of his/her personality and provides opinions on ways for improvement in various forms of expression.									
6.	Proposes alternatives for constructive solution of an interpersonal conflict by analysing in advance circumstances that led to that conflict and shares his/her experiences, thoughts and feelings with the members of the group.									
7.	Identifies and describes the roles of people and services necessary to ask for help in certain situations of risk for his/her physical and mental health.									
8.	Actively co-operates with all peers (regardless of their origin, special needs and/or abilities) towards achieving a common goal (in classroom/school and extra school projects/activities).									
9.	Ensures a healthy environment in circumstances in which a given activity takes place by creating adequate working conditions for him/her and other participants (clean air, use of light, maximum use of space, maintenance of hygiene, orderly use of things, etc.).									

VI.	Civic competence – Responsible Citizen									
1.	Presents in various forms the rights and responsibilities of the members of her/his family and discusses them with others; then compares these with the rights and responsibilities of pupils, teachers, and school management staff or with members of other institutions.									
2.	Speaks to express an opinion, listens to and respects opinions of each member and decides together on ways for completion of an activity.									
3.	Manifests actions that express behaviour in different situations and with concrete examples show its use in classroom/ school or in the family or community.									
4.	Comes up with proposals and shares his/her opinion with peers on the election procedure for members of various instructional activity groups, class or school councils, their membership and roles.									
5.	Participates in drafting rules for games, class, school (e.g. as the person who proposes rules, manager of other people's proposals, etc.) and presents arguments in favour of respecting specific rules in various forms of expression, also foreseeing and discussing consequences of their non-application.									
6.	Identifies two or more social events/organisations and describes (in writing or in other form) ways/possibilities in which different people with different experiences can organise something in common.									
7.	Presents, chronologically, changes in the life of his/her family members and other people around them in terms of housing, festivities, clothing, food/ways of feeding, management of family economy, rights, responsibility in family decision-making, etc.) or some of the key personalities or events of his/her people by making the distinction between past and present.									
8.	Presents concrete examples of the behaviour that should be manifested in cases of natural or man-made disasters, such as fire, floods, earthquake, communication with unknown persons, etc.									



III.

Curriculum areas for the pre-primary grade and primary education

Language and Communication

Arts

Mathematics

Nature Sciences

Society and environment

Health and welfare

Life and work

Curriculum Areas

Curriculum areas constitute the basis for the organisation of the educational process in schools at respective levels and stages of the Curriculum. Kosovo Curriculum is organised into seven curriculum areas which apply from the pre-school education stage up to upper secondary education, including both general and vocational education. Curriculum areas consist of one or more subjects. Curriculum areas are the following:

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

Learning outcomes according to Curriculum Areas (LOA)

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

- Linkage between subjects, and learning activities, to be implemented under a certain curriculum area aimed at integrating prior knowledge, skills and attitudes provided through those subjects in general, and encouraging integrated learning;
- Promote competency-based approach, enabling a joint system of learning interrelated experiences, thus ensuring a platform for the development of subject syllabi;
- Enable the opportunity of developing new learning practice area at school level, by encouraging the development of school based plans and programs.

Learning outcomes are set for each curriculum area, which 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.

Structure of Curriculum Areas

Each curriculum area has a structure of organisation of the material:

Introduction
Rationale and description
Concepts and description
Competence-based approach
Learning area outcomes
Cross curricular issues

Time allocations – description
Teaching and learning materials and resources
Methodology guidelines
Assessment guidelines

Curriculum area – Languages and communication

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross curricular issues

Time allocation – description

Methodology guidelines

Assessment guidelines

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 pupils 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 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 pupils to develop basic skills in subjects included in this area. As a result, at every stage or level, pupils 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 and are developed as interrelated with one-another.

2. Rationale and description

The Language and Communication area enables all pupils to learn the subjects within the respective area. Curriculum defines competencies and how to achieve these competencies, expressed in essential learning outcomes of the area and according to key curriculum stages.

Language and communication areas in the first stage (pre-primary grade and grades: I, II) and in the second stage (grades: III, IV, V) consists of two subjects: mother tongue and first foreign language (English).

Mother tongue is taught across all stages of Curriculum, from preschool grade up to the twelve grade. English language starts from the first stage and is taught until last grade of upper secondary school. In the first

stage this course is taught primarily through play, drawings and songs, with a focus on speaking, and continues to read and write in other stages.

Albanian language for pupils of non-Albanian community is taught from the second stage (third grade) of Curriculum.

Core Curriculum is structured according to the principles set out in Curriculum Framework (stages and main levels). It presents that what pupils should learn from subjects involved in the area: Language and communication for key stages 1-6.

3. Concepts

Based on the concepts of the subject Language and Literature, learning outcomes for the curriculum area Language and Communication are drafted.

Area concepts are:

- Literary and non-literary textbooks;
- 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 area and the subjects it contains needs to achieve the six competencies defined by the KCF: Effective Communicator, Creative Thinker, Successful Learner, Productive Contributor, Sound Individual, and Responsible Citizen. These are set in curriculum frameworks through essential learning outcome which are achieved through essential learning outcomes, and 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 framework for Languages and Communication area pupils should:**

- communicate and express 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 in individual and public life;
- make effective and responsible use of ICT and media as important means of information, learning, communication and interaction.

5. Learning area outcomes (LAO)

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

Organisation of LAO contains knowledge, skills, attitudes and values that will be developed and gradually strengthened in stages, taking into consideration the physical and psycho-motor development of the pupils. These outcomes enable achievement of the six competencies defined in the Curriculum Framework. LAOs provide 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 FOR STAGES 1 AND 2

Stage 1 Grade 0.I.II (ages 5-8)

Stage 2 Grade III,IV,V (ages 8-11)

COMMUNICATION SKILLS

Listening and speaking

- Exchanges ideas during discussions, asks questions and gives answers using simple words and sentences.
- Speaks several words or sentences, asks questions and gives answers using phrases and simple repeated sentences

Listening and speaking

- Uses more complex forms of language to communicate with others on the content and purpose of texts.
- Identifies key points of simple conversations and stories heard by using phrases or simple sentences. Proves his/her gifts in role plays.

Reading

- Uses strategies to read simple texts with pleasure, learns new words, makes a distinction between words and sentences and elements for using language.
- Reads aloud a short story and uses complementary sections of the text (photo, drawing, etc.). Develops mechanisms for transition from simple (mechanical) reading into reading comprehension. Discusses or interprets texts he/she has reads.

Reading

- Uses strategies to understand literary or non-literary materials: poetry, prose, letter, biography, request, report, commercial, etc. by identifying levels of reading comprehension and making the distinction between figurative and non-figurative language. Learns how to make questions about given texts and to give appropriate answers, from the level of speaking to interpretation and creativity.
- Identifies crucial parts of stories that he/she reads aloud by using key words or visual objects (photos, drawings etc.) and identifies several grammatical categories.

Writing

- Describes texts according to given models and writes to communicate his/her ideas to and with others by using words, sentences, etc.

Writing

- Practises a certain form of literary or non-literary writing (e.g. events, stories, letters, notes, etc.) and develops skills to review use of language (grammar and orthography) for his/her and other people's essays.
- Uses simple words or phrases to draft a simple text using basic elements of an essay.

II. COMPREHENSION AND TEXT ANALYSIS

- Identifies key elements of a short text: event, character, etc., distinguishing figurative language (metaphors) from the non-figurative one. Gives his/her impressions about a short literary or non-literary text.
- Identifies main data and concepts in simple stories.

- Interprets literary works including giving comments on the event, ideas, characters, story, figures such hyperbole, metaphor, and draws conclusions on the literary and non-literary text (on poetry, story, a drama section, report, biography, etc.). Develops reading comprehension strategies. Interprets the main idea of a text – as different from details.
- Identifies and uses grammatical categories. Asks and answers questions about given texts (the key parts of the text, purpose of the text, etc.)

III. DEVELOPMENT OF CREATIVITY

- | | |
|--|--|
| <ul style="list-style-type: none"> Acquires techniques that are specific to respective creations and uses them in certain activities. | <ul style="list-style-type: none"> Drafts various types of literary and non-literary texts in certain topics. Tells and writes what a real or fictitious hero would do in a given situation. On his/her own or when given a task, writes texts that promote values pertaining to individual, society, game, environment, family, school, etc. Demonstrates his/her gifts in drama plays. |
|--|--|

IV. IDENTITY AND CULTURE

- | | |
|--|---|
| <ul style="list-style-type: none"> Uses personal experiences that are associated with concerns, interests and confidently expresses them through discussions and conversations. | <ul style="list-style-type: none"> Uses language or simple forms of communication to presents own position on social issues pertaining to interests, concerns and beliefs in the living environment. |
|--|---|

V. MEDIA

- | | |
|--|--|
| <ul style="list-style-type: none"> Follows basic rules and prepares materials for organisation of performances, classroom exhibitions and presentation on a screen. | <ul style="list-style-type: none"> Follows rules of presentation in organising certain performances and selects appropriate works of art. |
|--|--|

VI. USE OF ICT

- | | |
|--|---|
| <ul style="list-style-type: none"> Knows several kinds of technology (computer, printer) and uses them for certain activities, such as writing words, sentences, numbers, symbols, sounds, drawings, etc. | <ul style="list-style-type: none"> Uses several types of technology (computer, projector) in creative activities to present the work done, or to create an event or performance. |
|--|---|

VII. VALUES AND ATTITUDES

- Communicates well.
- Participates in discussions.
- Co-operates.
- Asks for help and helps others.
- Respects opinion of others.
- Is attentive.
- Develops personality and humanity.
- Comes up with initiatives and shows interest in different approaches.
- Is motivated to development of new skills.
- Develops imagination and creativity for problem-solving.
- Uses information technology.
- Proves willingness and readiness for individual and group work.
- Respects principles of other people.
- Shows confidence in independent work.
- Uses imagination and creativity.
- Is independent in decision-making and actions.
- Asks questions and answers in a responsible way.
- Gives feedback supported by argument.
- Shows curiosity about research.
- Takes care of himself/herself, the others and the environment.

VIII. KNOWLEDGE

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

Listening

- Listening informational texts
- Effective listening (the pronunciation of sounds, vocabulary enrichment)
- Listening and vocabulary enrichment.

Speaking

- Speaking as a giver and receiver of information.
- Active speaking in a group.
- Speaking for extending vocabulary.
- Verbal and non-verbal communication.

Reading

- Learning various literary and non-literary texts.
- Reading comprehension, reading of presentation texts.

Writing

- Competencies and knowledge demonstrated in writing.
- Ability and comprehension.
- Habits and skills.

IX. SKILLS

- Communication.
- Listening.
- Speaking.
- Writing.
- Reading.
- Understanding.
- Using information technology.
- Problem solving.
- Thinking ability.
- Processing of information.
- Creative thinking.

6. Cross-curriculum issues

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

- Human rights,
- Civic education,
- Intercultural education,
- Media education,
- Education for peace,
- Education for sustainable development.

7. Time Allocation - description

Time allocation is done in accordance with learning outcomes, foreseen for the stage and area. Time is distributed and extracted by the percentage shown in the table below and then shared by subject. It should be taken in consideration that major part of the time, when it is shared by the school - teacher, is dedicated to mother tongue.

Elementary school (ISCED 1)											
S. 1						S. 2					
Curricular area	Pre-primary grade		Gr. I	Gr. II	Total classes		Gr. III	Gr. IV	Gr. V	Total classes	
	No. classes		No. of classes	No. of classes	Tl.		No. of classes	No. of classes	No. of classes	Tl. classes %	
Languages and communication	6	33.33	7	8	15	36.59	8	8	8	24	33.33

8. Methodological guidelines

For accomplishing and achieving results in the area and main stage, implementation of methods, techniques and methods for teaching and learning is the crucial key. The teacher should use various work methods in order to fulfil the requirements of the area, also due to specifics that this area bears. Some of the methods that facilitate the successful development are teaching methods which place the pupil in the centre. Methodology of teaching and learning, where pupils are motivated to work, create, review, debate, learn easily, cooperate among each other, help each other and solve problems together, by exploring different sources of information, was shown as very successful.

The teacher should be very careful in selecting teaching methods and techniques for achieving learning results. Also the selection should be appropriate in order to adapt pupil's ability and knowledge, their requests, the place where the lesson is taught, the environment and material conditions of the school (classroom).

Languages and Communication for the first level aims at the measurement of competencies of the area, represented through learning outcomes.

9. Assessment guidelines

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

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

During the assessment, various forms of assessment are used, such as:

Direct and continuous assessment, continuous follow-up of pupil's achievements:

- Indirect assessment through tests;
- Assessment from pupils; during group work or while providing answers, in which case the pupils fill-in for each other and assess based on arguments,

- Self-assessment.

Special emphasis during assessment should be paid to on-going communication, verbal expression through interactions as well as written expression.

10. Learning materials and resources

In order to achieve the competencies in the area of Languages and communication, it is important the usage of different learning materials and resources for teaching and learning. In order to implement the area outcomes and successful achievement of outcomes per stage of curricula, all teaching means and materials need to adhere to the requirements of these outcomes for the area and stage. Textbooks are only some of the resources for acquiring information, therefore we should not limit ourselves only to usage of textbooks as a source, and we must use other sources as well as information technology. Information can be obtained from any source, which helps in achieving results for the competences.

Curriculum Area - Arts

Introduction

Rationale and description

Concepts and description

Competence-based Approach

Learning Area Outcomes

Cross-curricular issues

Time allocation – description

Methodological guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

Curricular area of Arts includes fine arts and music arts, as compulsory subjects of the Core Curriculum of the first level of education in Republic of Kosovo, with the name, Fine arts Education and Musical Education. School is encouraged that through the optional Curriculum (subjects or extracurricular activities or electives) to provide to the pupils the opportunity to organize other forms of artistic expression, such as: drama, dancing, design, etc.

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

2. Rationale and description

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

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 the environment where he/she lives living;
- participates in the social, cultural and intellectual interaction of various ethnic and cultural groups by placing primary the human side of this interaction;
- possesses basic technical skills and knowledge that are important for work and life;
- Understands and impacts on complex development of living environment.

Considering the fact that Arts contribute to all of these aspects, they develop intuition, imagination, creativity, courage, high scale of intellectual skills (such as the ability to judge and evaluate), sensitivity towards the various forms of expression and artistic communication, but also for their own use. Arts also contribute in development of self-confidence, patience, responsibility towards joint work, co-operation, self-discipline, enthusiasm and a range of important qualities in forming personality that aims to be well mannered, educated and cultured.

3. Concepts and description

Curricular area of Arts for the first level of education mainly aims to fulfil two fundamental aspects:

- a) Encouraging pupils to actively participate in various creative activities / events in music, visual arts, drama and dance. This active participation enables development of imagination and various skills of artistic expression, according to individual affinity and provisions of pupils.
- b) Development of the ability to experience and notice the beauty in art and in everyday environment that surrounds the pupils (school, home, nature, city, etc.).
- c) Development of a positive attitude towards art and material and spiritual culture of population, but as well as towards authorial art that is created.

VALUES AND ATTITUDES THAT ARE PROMOTED THROUGH THE ARTS

- | | |
|--|--|
| <ul style="list-style-type: none"> • Curiosity • Self-esteem • Desire for independent expression and communication • Active participation • Socializing • Cooperation • Self-respect and respect for others | <ul style="list-style-type: none"> • Positive attitude towards art and beauty in nature and art • Positive attitude towards the national cultural heritage • Positive attitude and respect for different cultures • Cooperation and responsibility • Concentration and patience |
|--|--|

SKILLS THAT ARE DEVELOPED THROUGH ARTS

- Perceptive observation/ listening / skills
- Experiential skills
- Awareness and memory
- Willingness and motivation
- Initiative and interest
- Imagination and creativity
- Sense to notice and distinguish the rhythm and harmony (sounds, colours, forms, structures, characters, moves, etc.)
- Musical skills
- Movement skills

MAIN CONCEPTS (KNOWLEDGE) TAUGHT THROUGH ARTS

- Sound
- Line
- Colour
- Form
- Space
- Balance
- Perspective
- Movement
- Rhythm

Principles

- Contrast
- Repetition
- Modification
- Comparison
- Emphasis
- Equilibrium
- Entirety

Main artistic activities:

- Singing
- Musical instruments performance
- Game (creative)
- Drawing, painting, modelling
- Dance
- Theatre play, skit, dialogue etc.
- Figurative expressive skills
- Communication and expression
- Ability for team work
- Analytical, critical and creative thinking

- Melodies
- Harmony
- Dynamics
- Role / character
- Song
- Instrumental Parts
- Dance
- Dramatization (theatre play)
- Landscape
- Portrait
- Design / Decoration
- Still Nature
- Orchestra
- Chorus
- Exhibition
- Plays/ performance etc.

4. Competence-based approach

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

Arts contribute specifically with artistic expression means and ways to achieve six fundamental competencies such as: effective communicator, creative thinker, successful learner, productive contributor, sound individual and responsible citizen.

5. Learning Area Outcomes

Learning outcomes in curriculum area lie within these main dimensions:

Creativity, performance and artistic presentation -

Through the arts, pupils are encouraged to:

- experience various works of art,
- perform (participate) in artistic activities individually or in groups, according to affinity, their provisions and interests,
- create new entirety with different artistic expressive means by using their personal and original ideas,

- freely present their artistic ideas,
- interpret artistic ideas of other creations.

Expressive tools, techniques and processes

Pupils: effectively and consciously recognize, understand and apply the techniques of using expressive arts tools, such as: words, sounds, colours, forms, movements, etc. for communication and artistic expression.

Apply expressive techniques and different creative and performing processes in various artistic forms, genders and genres.

Artistic communication and expression

Pupils are encouraged and qualified to:

- use the acquired knowledge and skills to freely and independently express artistically
- use expressive means of various arts to express themselves artistically on concerned topics,
- reflect and evaluate their and others activities in various forms of artistic expression.

Knowledge and understanding the relation art-society

Pupils:

- recognize, understand and assess the role of art-society interaction in different historical, social, cultural contexts etc,
- recognize the most important works and authors of artistic creativity at different levels (national, inter-cultural and in global level).

5.1. Learning area outcomes (LAO)

ISCED 1

Stage 1, Grade, 0, I, II
(5 - 8 years old)

Stage 2, Grade III, IV, V
(8 – 11 years old)

I. Knowledge, understanding and skills developed through the arts that relate specifically to:

1. Active participation and practicing various arts through:
Interpretation, creation and presentation;
2. Exploration (knowledge and understanding) of elements (expressive means), creative processes and techniques in arts (music, fine arts, drama arts, dance etc.);
3. Communication and artistic expression;
4. Understanding of art-society relation;
5. Appreciation and evaluation of ecstastic values in the arts;
6. Usage of arts (artistic expression) to cultivate and express relevant identity(s): (individual, group, social, cultural (national, regional, European and global).

1. ARTISTIC INTERPRETATION (Performance), CREATION AND PRESENTATION

Pupil according to individual affinity and interest develops artistic communication skills in artistic activities such as music, arts, drama and dance. He/she:

ISCED1

Stage 1, pre-primary grade, grade I and
II (5 - 8 years old)

Stage 2, grade III, IV, V
(8 – 11 years old)

PERFORMANCE, (INTERPRETATION)

Participates in various artistic activities in line with his/her personal interests and affinity e.g:

- Sings simple songs or melodies by imitation;
- Creates rhythm, using his/her voice, hands, rhythmical musical instruments for children);
- Imitates and role-plays simple texts;
- Moves creatively in harmony with the melody, rhythm, expressive character etc.;
- Combines expressive means, words, movement, and mimics to implement artistic expression.

Shows good abilities in individual performance (interpreting) in one or more artistic activities

- Sings songs and tunes by imitation and musical notes with symbols (flowers, butterflies, squares, etc.);
- Creates rhythm, rhythms using his/her voice, musical instruments by imitation and musical notation with symbols;
- plays musical instruments according to affinity;
- Moves and dances in harmony with the music he\she hear, dramatic texts, etc;
- Plays accordingly in specific theatre play etc.

CREATION

Creates simple motifs and objects by using various tools of artistic expression to express individual experience and personal feeling and ideas, e.g.:

- Draws, colours, models outlines, forms and figures (using pencil, colours, plasticine, paper and other materials) freely and creatively, or in certain theme;
- Through games pupils invent and create tunes, rhythms, movements and dances in a free, genuine and creative way or in certain theme.

Creates artistic forms and shapes by using materials, techniques, and means of expression in a creative and original way, e.g.:

- Creates various simple forms in two and three dimensions by using various figurative and applied techniques;
- Creates tunes using voice or musical instruments based on rhythm or lyrical texts;
- Creates rhythmical instrumental tunes for songs or melodies;
- Creates original creative movements based on music, literary text or a given situation;
- creates original moments in performing specific role and scenic appearance.

PRESENTATION

Presents with the help of teacher in artistic activities in the classroom and public (school, community, etc.)

2. PROCESSES, TECHNIQUES AND MEANS OF EXPRESSION

The pupil knows and understands elements of expression, basic processes and techniques of artistic creativity in music, visual arts, drama, and dancing

Learns how to experience, notices, percept and monitor artistic expression elements for example: notices rhythm move, of melody, relation shadow-light

Identifies and distinguishes basic elements of artistic expression (rhythm, melody, harmony, form, dynamics, tempo, expressive character, lines, colours, shape, movement, gestures, emotion, etc.)

3. ARTISTIC EXPRESSION AND COMMUNICATION

Pupil demonstrates the ability to use various means of expression in arts (voice, instruments, colours, forms, words, movement, etc.) to communicate and express his/her experiences and ideas

- Moves and dances to express the experiencing of the music he/she hears;
- Expresses her/his experiences through play that consists of singing, dancing, role play, mime, modelling, colouring;
- expresses the character through any of artistic expression forms (songs, poetry, drawing, role, etc.)

- Experiences an art work and expresses his/her feelings through speech, writing (essay), poetry, etc.;
- When listening to music draws and colours to express his experiencing of the art;
- Uses one of the forms of artistic expression (singing, dance, drawing, drama, etc.) to express himself/herself about a certain topic (e.g. environment, peace, etc.).

4. UNDERSTANDING THE RELATION ART – SOCIETY – ART

The pupil understands the development, role and influence of art in society and vice-versa in various historical, social and cultural contexts.

- Notices and distinguishes between artistic and cultural artefacts (national or of other cultures) in the area where he/she lives in the family, school, community etc.
- For example (architectural objects, traditional rugs, ornaments, urns, photographs, various tools, clothing, jewels, songs, folk dances and games, etc.)

- Feels and recognise some artistic masterpieces (in music, visual arts, drama, and dance) in national and global contexts
- know and understand the functions of artistic and cultural institutions, such as museums, theatres, galleries, concert halls, opera, ballet, etc.

5. ESTHETIC APPRECIATION AND EVALUATION

The pupil appreciates and evaluates in an informed and critical way individual artistic creations of others in music, the visual arts, dramatic art and dance according to his/her talents and abilities

They respond emotionally to works of art through experience, perception, observation, listening and interpretation

They notice and distinguish elements of nature in works of art and appreciate beauty and art in general

6. IDENTITY AND CULTURE

The pupil nurtures its identity/ies: (individual, group, social, cultural, national, regional, European and global) through arts

Through artistic activities they experience and recognise values, beliefs, and experiences of families and communities to which they belong

Through various forms of artistic expression they recognise and identify values of cultural heritage (family, community, national, etc.).

6. Cross-curricular issues

Arts interact among themselves, therefore even in learning process various forms of artistic expression can be linked, e.g. the song with movement and dance, music and figurative expression, music and literary expression, figurative expression with literary expression, synchronised artistic performance etc.

Especially at this level, it can be applied the integrated approach of combining the artistic expressions for different topics and the use of creative game as a form of learning.

Art can also be interlinked to other subjects of other curricular areas.

Linking the language (native and foreign) with music can be very successful. Also, even the figurative expression, which visualizes the linguistic expression (writing, symbols, images, illustrations etc.) is related with the language.

Arts can also be linked successfully with subjects of curricular area of Sciences (natural and social), Mathematics, Health and welfare, Life and work etc.

Any particular thematic and any teaching content that is processed at this level become clearer and understandable when it is associated with artistic expression (illustrations, graphics, maps, songs, music, dance, video etc.).

7. Time allocation - description

According to the Kosovo Curriculum Framework, in lesson plan for the first level, are foreseen a total of 12 classes from the curriculum area of arts.

In the first stage of Curriculum (pre-primary grade, grade I and II) are total of 6 classes per week, planned by 2 classes for each grade and the same, six classes for arts are planned for the second stage of Curriculum for each grade.

Since this area consists of two compulsory subjects – Fine arts Education and Musical Education, therefore the classes are equally divided between these two subjects. Other artistic activities foreseen for drama and dance can be provided as additional and through the foreseen classes for optional curricula.

Primary school (ISCED 1)											
S. 1						S. 2					
Curricular area	Pre-primary grade	Gr. I	Gr. II	Total classes		Gr. III	Gr. IV	Gr. V	Total classes		
	No. classes	%	No. of classes	TL		No. of classes	No. of classes	No. of classes	TL. classes		%
arts	2	11.11	2	2	4	9.76	2	2	2	6	8.33

8. Methodological guidelines

Arts educate in successful way only when with greater accuracy is applied the appropriate special respective methodology of artistic teaching and learning in each artistic subject. The method of teaching in artistic subjects includes teaching techniques and specific methods of learning concepts, skills and knowledge that need to be acquired. At this level it is used the creative game, intuitive teaching and constructive approach of pupil-centred learning. Experiencing art, curiosity, imagination and freedom of expression are the main principles of teaching methodology in the area of arts.

9. Guidelines for assessment

Assessment in the area of arts curriculum requires special care and is based on the principle of individualism, because every pupil has different prerequisites and affinity for various forms of artistic expression. Therefore, the assessment should include: courage, imagination, original and creative expression, interest, artistic experiencing, interpretation etc.

Achievements in the area of art are individual, and therefore they should be evaluated as such, by using the assessment for motivation and encouragement for developing their creative and expressive skills.

It should be assessed in art the interest and active participation in various individual and group activities that are organized in classroom, school and in the community.

Assessment in the arts should be in the view of measuring artistic competencies and always to aim the improvement of pupil's performance in relation to certain artistic competencies.

10. Learning materials and resources

Arts have their expressive means, specific techniques and procedures that condition the use of different materials for realization of the contents from this curricular area. For example, teaching material in fine art coincides with the working material, such as: paper, fabrics, plasticine, and organic materials. Besides materials learning resources are also used, such as: textbox, pictures, video and the Internet.

Main material in musical arts is the musical sound itself that is produced by the human voice or musical instruments. Teaching resources include also the textbooks and audio resources (respective CD's, musical CD's, DVD, recordings from the Internet, TV, public concerts etc.).

Curricular Area - Mathematics

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning Area Outcomes

Cross-curricular approach

Time allocation – description

Methodological guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

Curriculum area of mathematics reflects the country's educational policies that will have an impact on improving the quality in mathematics and education in general. Curriculum area of mathematics represents the competencies of what will be taught and also sets the path of the main achievements of learning mathematics. Also, the curriculum presents how to assess and report performance of pupils. Therefore, the Curriculum gives pupils, teachers, parents and the wider community, a clear view of understanding and skills that pupils should acquire at school. This curriculum allows schools to fulfil the individual needs of pupils and develop a distinctive character and fundamental characteristic features in their community. It also represents a model in which all the partners in education can support the pupils in further process of learning.

Curriculum area of mathematics allows pupils to develop essential skills in mathematics, so that they can absorb it, to provide them the guaranteed and full right for learning and to foster their creativity.

Give teachers the right to find the best way possible so they can inspire their pupils to engage with pleasure in learning.

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

- present Curriculum requirements for mathematics;
- provide information to help pupils to be competent on what is taught, and teachers to competently implement the mathematics in school.

Mostly the ranking is based on a hierarchy of stages and levels. Curriculum for pupils of Level I (grade 0-V) is presented for primary school teachers. The curriculum for students of level II (grade VI-IX) is presented for the teachers of lower secondary schools. The curriculum for students in third level (grade X-

XII) is presented for teachers of higher secondary schools for:

- a. gymnasia majors
- b. vocational and art schools.

2. Rationale and description of mathematics area

Mathematics enables the development of pupils skills and abilities to think critically, develop their personality, developing the skills to work independently and systematically, stimulating and encouraging for discovery, building new knowledge's in order to implement and integrate them in other areas and solving problematic situations in everyday life.

3. Concepts and description

In mathematics mostly these are the concepts:

- number and algebra;
- shape, space, measurement and geometry;
- processing notes and probability;
- the use and application of mathematics.

Mathematics is taught at all stages of the Curriculum.

While in first and second stage a connection of knowledge's is done about numbers, geometric shapes, position in space, measurement, data collection and skills for calculating problem solving, in third and fourth stage this connection is integrated with the knowledge from algebra, geometry and statistics, but in fifth and sixth stage provides an expansion and deepening of knowledge also from trigonometry, mathematical analysis and probability.

Level description provides the basis of decision making for the performance of pupils at the end of each main stage I-VI and for three levels.

4. Competence-based approach

According to KCF, learning is based in competences. Learning organization is focused on what pupils should know and are willing to do. In order to do something, knowledge, skills, relevant skills, but also certain attitudes are needed. Based on this, the mathematics curriculum is conceptualized in a built system on basis of level, stage and grade, which is justified by overall learning outcomes for area and stage, therefore we have three levels of competencies, fulfilment of which refers to most important aspects of teaching, oriented and sorted from the real needs of pupils, therefore timetable and prepared handler is needed.

Competence-based approach to the field of mathematics is achieved through recommendation methods: discussion, conversation, giving examples and illustration, giving instructions, presentation of solutions, work group presentation, monitoring practice of pupil groups, group discussion and practice. Essential learning outcomes in mathematics are based on these eight mathematical skills:

1. Mathematical problem solving
2. Mathematical reasoning and evidence
3. Mathematical communication
4. Connections in mathematics
5. Mathematical representation
6. Mathematical modelling
7. Mathematical thinking
8. The use of technology in mathematics

5. Learning Area Outcomes

ISCED1

Stage 1, Grade 0, I, II
(5-8 year old)

Stage 2, Grade III, IV, V
(8-11 year old)

I. Knowledge, understanding and skills developed through learning experience related to:

1. Problem solving.
2. Mathematical justification and evidence.
3. Communication in and through Mathematics.
4. Mathematical linkages.
5. Mathematical representation.
6. Promotion of mathematical modelling.
7. Structuring of mathematical thinking.
8. Use of ICT in and for Mathematics.

1. Problem solving

The pupil

1. Identifies the requirements of simple problems; uses basic methods and tools to achieve results when measuring objects in the classroom and in everyday life; performs basic mathematical operations with two digit numbers

Describes requirements of simple problems; uses tools and simple methods for measuring 2D and 3D objects; performs basic mathematical operations with up to six digit numbers and understands full negative numbers and fractions.

2. Mathematical justification and evidence

The pupil

Demonstrates an understanding of the concept of counting using numbers, colours, shapes, sizes, drawings and objects

Draws rules, rationalizes simple mathematical concepts and models by opening the way for new concepts.

3. Communication in and through Mathematics

The pupil

Uses natural language and simple mathematical symbols for receiving and interpreting information, for describing simple facts and mathematical operations

Uses natural language and mathematical symbols to organise facts, concepts, ideas and basic mathematical operations; discusses with his/her peers results and challenges of his/her work

4. Mathematical links

The pupil

Establishes connections between counting and basic concepts of geometry and measurements

Establishes connections between previous and new knowledge for building new concepts related to figures with up to six digit numbers, 2D shapes and 3D objects

5. Mathematical representations

The pupil

Presents, numbers, forms and simple mathematical concepts linking them to real life situations

Identifies basic rules for calculating with numbers; understands using variables for solving problems in Mathematics and in everyday life

6.Promoting mathematical modelling**The pupil**

Identifies features of various shapes and objects and classifies them according to these features; creates simple models using two digit numbers, shapes and objects from the classroom and from everyday life.

Describes and creates models using basic mathematical operations in everyday life situations (e.g. family economy, elementary statistics for life, etc.) that are linked to figures with up to six digit numbers, 2D shapes and 3D objects.

7.Structuring of mathematical thinking**The pupil**

Builds basic relevant structures in Mathematics starting from collecting information from the school and out-of school environment

Demonstrates independent thinking and working habits; reinforces previously built mental structures, relevant for Mathematics, by asking and answering questions.

8.Use of ICT in and for Mathematics**The pupil**

Uses simple tools for calculations and measurements to solve various mathematical problems

Verifies results of mathematical problems using the calculator to promote accuracy

II. Structured attitudes and values as a result of education through Mathematics

- Curiosity;
- Motivation to study Mathematics;
- Imagination and creativity for solving problems;
- Persistence, perseverance and strength in focusing on problems;
- Independence in thinking and in action;
- Initiative and interest in various approaches;
- Confidence in own strength;
- Confidence in using technology;
- Willingness;
- Human development and personality development;
- Readiness for co-operation;
- Readiness for fair play;
- Courage to ask for help/support;
- Open attitude to support others;
- Tolerance.

III. Mathematical abilities and skills

- Identification;
- Description ;
- Application;
- Calculation;
- Measurement;
- Evaluation;
- Outlining;
- Modelling;
- Approaching problems from various perspectives

IV. Knowledge and concepts promoted by the Mathematics learning area (Arithmetic, Algebra, Measurement, Geometry, Statistics, Probability)

- Natural and full numbers;
- Forms;
- Space;
- Measurement;
- Data.

6. Cross-curriculum issues

Mathematics lesson will focus on basic skills with numbers, objects and figures in development of reasonability and solving problems by using mathematical methods.

Mathematics and its teaching will take into account cross-curricular issues presented below:

- Personal development and life skills, team work, problem solving, decision-taking, planning personal budget.
- Sustainable development, economic awareness, language and communication skills, electronic learning (ICT), production of virtual mathematical models.
- Collection of data and their display in different forms.

7. Time allocation - description

Lesson plan specifies the minimum and maximum number of classes for each learning area, while for the area of mathematics it is necessary to have more time available. In the first level, grade (I-V) requires 5 classes per week. Assessment of learning outcomes is made in accordance with the KCF (See table below).

Elementary School (ISCED 1)											
Curricular Area	Sch. 1						Sch. 2				
	Preschool Grade		Gr. I	Gr. II	Total classes		Gr. III	Gr. IV	Gr. V	Total classes	
	No.of		No.of classes	No.of classes	Tl.		No.of classes	No.of classes	No.of classes	Tl.classes	%
Mathematics	4	22.22	5	5	10	24.39	5	5	5	15	20.83

8. Methodological guidelines

The teacher uses modern interactive and comprehensive teaching methods, techniques and diverse forms of work and a whole complex of procedures (new information, repetition, reinforcement, exercises, assignments, homework, project works, material means such as: drawings, templates, diagrams, models, graphics and other modern technical tools - computers, internet etc.). These methods should be in function of encouraging independent, critical and creative thought,

Selection of methods is competence of the subject teacher. It is done in accordance with the needs and demands of pupils, with the nature of content of teaching subject, with didactic base, with the level of pupils' formation etc.

Methods and techniques of work with pupils should be combined and diversified, since they stimulate the dynamics of the class, ice breaking and motivate pupils to learn.

Methods, techniques and forms of work with pupils should be in function of easier acquisition of teaching contents, and more faster and more precise implementation of knowledge's, habits, skills, attitudes and other values, that take part in forming their entire personality to face life challenges.

We are taking an example to demonstrate how the class is implemented.

- Competence of thinking - creative thinker
- Learning outcome no.4 for the second stage (II): Solve the problem / task given from language, arithmetic, geometry, natural science, society, or other areas and gives an additional example of everyday life, where such an approach can be used in similar situations.
- Competence of mathematics: Mathematical modelling

- Learning outcome for second stage (II): Describes and creates models by using basic mathematical actions in everyday situations (e.g., households, basic statistics for life etc.), that relates up to six figure numbers, 2D shapes and 3D objects.

Grade V, Second stage,

Teaching Unit: Measurement of 2D shapes and 3D objects (box construction for 100 pencils)?

Type of class: exercises

Teaching tools: textbook, pupil notebooks, chalkboard, material: one blunt pencil (new), scissors, 4 large pieces of paper to build the box, 1 ruler, adhesive tape.

Pupils were asked to outline an open top box that will hold 100 new pencils.

Likewise, the teacher may request that this work be done in groups or individually, or one time in group and afterwards individually, or vice versa.

Also, from the pupils is required to submit in writing of how they know that the box that was made will fit 100 pencils.

A preparation is done by asking pupils, such as:

- What do you think, what are the dimensions of the box? Why?
- Do you have different sketches (forms) of boxes that will fit 100 pencils?
- How does the size and shape of the box connect to the model that is used to build that box?
- What tells you the length, width and height of a box for its volume?
- Why do you think that some box sketches are more difficult to build than others?

It is said to them to make a sketch after they do the box plan, and afterwards to build the box. Enough time was given to build the box.

Then the representative from each group presents the box and the reasons why it was built in such way and why it fits 100pencils. Questions can be asked by other groups.

This activity or task can be done by each pupil individually or can be given as a homework.

For the teacher it remains that for each of the classes and for each case to determine what can he do so he can be more closer, understandable, and much more practical and to avoid the current theoretical jargon with the pupils.

9. Assessment guidelines

The assessment includes the entire activity, which serves to assess on the achievement of learning outcomes in grade and stage level of students and mastery of competencies in the area of mathematics.

Teacher during the assessment should consider the programming content in the achievement of learning outcomes and competencies specified for this level, also it should consider the assessment as an integral part of learning and engage students in the learning process to enable them to work independently.

During the assessment teacher should be based on a significant amount of data that include these elements:

- assessment of verbal responses;
- assessment of the contribution to the group;
- assessment of the activity during the debates in the classroom;
- assessment of homework;
- tests for a certain group of topics;
- tests at the end of the content category;
- tests at the end of the semester or at the end of the school year.

The teacher is also independent in choosing:

- type of assessments (formative, summative, diagnostic, motivating, etc..);
- assessment methods (self-assessment, conversations with students, portfolio, observations, projects, etc.);
- assessment instruments (analytical self-assessment sheets, coordinating windows (know, want to know and learnt), diagrams (plus +, minus -, interesting I), traffic lights, conversation partner

(friend - to friend) etc..

The assessment should be in function of providing feedback in order to improve learning, students' motivation for learning, determine the causes of stagnation or of the progress, improving of teaching and personal development of student (For more, see Chapter V for assessment).

10. Learning materials and resources

- Teacher gives a lesson in understanding by using materials and resources, which students can access through sight, hearing, touch, etc. Uses easy words and phrases, accurate, semantic, for visual tools, necessary technology, making activities, such as drawings, modelling, provides special assistance, example adaptation, environment creation, alternative activities, etc.
- Teacher provides access through the use of appropriate textbooks and materials that coincides with the age and ability level learning, provides the necessary brochures, dictionaries, and uses clean language. The teacher explains certain content or students' skills. The focus is on the transfer of information (also educational video materials, presentations by students);
- Demonstration by teacher or student: the teacher provides visual information that can help verbal explanation.

Curricular Area- Natural Sciences

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross-curriculum issues

Time allocation – description

Methodological guidelines

Assessment guidelines

Learning material and resources

1. Introduction

Core Curriculum of natural sciences is obligatory for all three levels of pre-university education. This educational area includes the implementation of competencies (knowledge, understanding, habits, skills, stances and values) that will be achieved by the pupils after completion of each level of pre-university education.

Natural Sciences enable the pupils to recognize, understand, research nature, living and non-living world and the human.

Knowledge and scientific achievements are applied in: food production and other material goods, in medicine, in traffic, in communication, in energy production, in research and use of natural resources, in preservation of the living environment, in cultural creativity, in art and universe research.

2. Rationale and description of the natural sciences area

Natural sciences are in function of:

- explanation of material world, its characteristics and transformations;
- implementation of research methods of phenomena and natural processes;
- description of the earth as a celestial body, with suitable conditions for the life of living beings and of the human;
- description of living, non-living world and the connection between them;
- description of energy resources;
- descriptions of natural processes in time and space;
- defining interconnection of human and nature and mutual influences between them;

3. Basic concepts of natural sciences

Basic concepts of the natural sciences should be based on 6 main categories (columns-orientation):

1. Scientific research
2. Application of science and technology
3. Substance, its characteristics and transformations
4. Physical processes
5. Life processes
6. Earth and universe

In natural sciences the basic concepts, competences and methodology for stages 1, 2, 3, 4, are given as integrated while for stages 5 and 6 are given in specific subjects such as: chemistry, physics, biology and astronomy.

In vocational schools these concepts are given in integrated form based on thematically approaches of specific occupations.

5. Learning outcomes in the area of natural sciences

Stage 1 Stage 2

ISCED 1

Stage 1, Grade 0, I, II (age 5-8 years old)

Stage 2, Grade III, IV, V (age 8-11 years old)

I. KNOWLEDGE, UNDERSTANDING AND DEVELOPMENT OF SKILLS THROUGH THE LEARNING PROCESS:

1. Structuring scientific opinion about concepts, models, theories and laws on the structure of the substance , processes and phenomena in nature:
 - Living and non-living substance and its characteristics;
 - Physical, chemical and biological phenomena on the Earth and in the Universe.
2. The development of scientific research skills on the structure of the substance, processes and phenomena in nature.
3. Relations between the subjects of the Science 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. Structuring scientific opinion about the concepts, models, theories and laws on the structure of the substance, processes and phenomena in nature:

- Living and non-living substance and its characteristics;
- Physical, chemical and biological phenomena on the Earth and in the Universe.

Describes and compares materials by origin, composition, characteristics, size, shape, transformations and their use in daily life.

Identifies and explores natural and artificial materials by their characteristics and transformations used in daily life.

Describes the features of the natural living environment, landscape, climate, water and distinguishes the natural changes in time and space (day – night, seasons, weather etc.).

Shows orientation in space, water, and air and sun energy as a source of life on Earth, water circulation, a sketch, a plan, a map, a globe, the map of Kosovo and describes the position of planets in the solar system.

Observes and describes the basic characteristics and life needs of human beings and other living creatures, diversity, interaction, their growth and development in the natural environment.

Describes and explores basic features of the structure and function of human organism and other living creatures, life cycle, reproduction processes of flora and fauna, simple chains of food and the role of microorganisms in the environment.

Identifies different sources of energy (including the role of the sun's heat for life on earth) and their efficient use for the life of human beings.

Measures with proper instruments, and explains, the change of temperature during the day, night, seasons and year, and the physical condition of substances.

Distinguishes the position of objects, bodies in static condition and in movement by testing with pushing or pulling.

Describes the interaction of objects, substances and living beings.

2. Development of scientific research skills on the structure of substance, processes and phenomena in nature

Gathers facts for the research of simple scientific phenomena inside and outside the classroom through individual and group observation, through modeling, drawing and measuring with non-standard units

Makes questions and predicts how to explore facts and natural phenomena; gathers and analyses data; describes and explains relations (cause- effect) regarding natural processes and phenomena.

3. Relation between the subjects of Science and other areas

Integration of common concepts in Science (Biology, Chemistry, Physics, Geography, Astronomy):

- Substance (living or non-living), energy, the interaction between the objects, the natural environment, natural processes and phenomena, the transformation of substance, healthy nutrition.
- Integration in the scientific research method: - observation, classification, measuring, modelling, application.

Integration of Science with other areas

- Communication and expression

Scientific communication (oral and written) is conducted through observation, discussion, modelling, drawing, measuring, compilation of written reports, interpretation of diagrams, graphics, tables for explanation of different natural phenomena.

- Mathematics

Supports the development of logical skills during explorations by using models, comparison of numbers (size, length, height, shape, etc.), using basic mathematical operations and expressing the size of through quantity values and charts or diagrams;

- Society and the Environment

Describes the natural/social environment that surrounds it and expresses readiness to work in groups and to establish good relations with the society (friends, family, and community) and to preserve the environment

- Health and Welfare

Through health education gains habits, attitudes and positive behaviour for the protection of personal health, for a better welfare, distinguishing the benefits and risks in his/her surroundings.

- Life and Work

It uses simple equipment and tools (meter, ruler, thermometer, weight scale, lenses) and electronic ones (ICT) for writing, drawing, playing etc.

4. Application of science and technology in the everyday life

Identifies scientific products (objects, equipment, tools, processes etc.) in his/her surrounding environment and explains their role in daily life.

Observes, names and uses different types of simple tools, equipment and machines produced by science with the purpose of conducting individual and group activities inside and outside the classroom.

5. Development of communication skills in science and through science

Asks questions, describes what happens when observing processes and phenomena, formulates simple ideas and shares them with other pupils.

Discusses and compares researched topics and predictions; gathers, records and presents data in simple form as descriptions.

II. Structured attitudes and values from education through the area of natural sciences

Pupils are expected to demonstrate:

Curiosity to explore living and non living nature;
 Attitudes toward questions and efforts to find answers;
 Interest to know the characteristics and life needs of living beings;
 Respect for all forms of life;
 Care for personal life and health and for others;
 Care when using them and respecting of safety rules at work.

III. SKILLS AND ABILITIES IN NATURAL SCIENCE

- Identification;
- Description;
- Application;
- Counting;
- Measuring;
- Evaluation;
- Sketching;
- Creation of models.

IV. CONCEPTS AND SUBJECTS IN THE AREA OF NATURAL SCIENCE

- | | |
|-----------------------|-----------------|
| • Nature | • Floods |
| • Natural environment | • Precipitation |
| • Substance | • Source |
| • Life processes | • Earthquake |
| • Energy | • Volcano |
| • Movement | • River |
| • Force | • Lake |
| • Magnetism | • Sea |
| • Subject | • Ocean |
| • Transformations | • Desert |
| • Electricity | • Glacier |
| • Light | • Wind |
| • Technology | • Valley |
| • Landscape | • Sound |
| • Orientation | • Plants |
| • Compass | • Animals |
| • Weather | • Human being |
| • Erosion | • Food |
| • Accumulation | • Exploration |
| • Draught | • Structure |

6. Cross-curricular issues

Integration of cross-curricular issues in the field of natural sciences helps pupils recognize and understand the world and to face easier life challenges.

Cross-curricular issues that can be integrated in Curricula of natural sciences for this age of the pupils are:

- Environmental protection,
- Awareness for risk and decision making,
- Gender equality,
- Human rights,
- Health education,
- Religions etc.

7. Time allocation - description

Number of classes of Core Curriculum is determined in each learning area, while the Optional curriculum is determined by the relevant school.

Area of natural sciences in the Core Curriculum stage 1 stage 2 includes the subjects: chemistry, biology, physics, geography and astronomy, which are integrated, and the number of weekly classes per grade is 1 class.

Core Curriculum criteria for natural sciences in each subject is: volume, balance, horizontal and vertical connection of learning outcomes with six (6) main competences and continuity of their implementation from grade I-V.

Elementary School (ISCED 1)											
Curricular Area	St. 1						St. 2				
	Preschool grade		Grade I	Grade II	Total classes		Grade III	Grade IV	Grade V	Total classes	
	No. of classes	%	No. of classes	No. of classes	Total classes		No. of classes	No. of classes	No. of classes	T. classes	%
Natural sciences	1	5.56	1	1	2	4.88	2	2	2	6	8.33

8. Methodological guidelines

The success of pupils in natural science subjects depends on the work and commitment of teachers and pupils. This is achieved by using modern interactive and comprehensive approach, methods, techniques and diverse forms of work. For this purpose applies a whole complex of procedures, such as new information, repetition, reinforcement, exercises, assignments, project work, and practical work etc. Also, technical materials tools are used, such as models, charts, chemicals, kitchen utensils, laboratory utensils, instruments, computer and other educational technology). These approaches and methods must be in view of encouraging independent, critical and creative opinion.

Selection of methods is the competence of subject teachers. It is done in accordance with age, their psychophysics skills (this stage of Curricula, contains many illustrations and games, as well as oversight from teacher), time available, needs and demands of pupils, with the nature of the subject content of teaching, with didactic basis, with the level of formation of pupils etc.

Methods, techniques and forms of work with children should be in function of easier acquisition of learning contents, knowledge, habits, skills, attitudes and other values in order to face life challenges.

In order to fulfil the requirements for quality learning several different methods, forms and techniques of

work are suggested:

- Direct teaching (explanation, clarification, practical exercises and examples);
- Indirect teaching (review, discovery, problem solving);
- Teaching through the questions (questions technique directed towards pupils);
- Discussion and learning in cooperation (in small groups, large groups and with all the pupils);
- Teaching that encourages critical and creative thinking, and problem solving;
- Learning through projects, research work in the field;
- Teaching through observation, presentation and experiment;
- Teaching and learning through multimedia tools, in particular through the computer;
- Teaching that stimulates independent research;
- The outdoor learning and visits to industrial facilities.

In all cases the application of teaching methods or techniques should be associated with the use of relevant materials and didactic tools, without which the expected results cannot be achieved.

9. Assessment guidelines

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

The assessment is in function of:

- providing necessary information on the pupils' progress and their motivation to learn;
- identification of difficulties during the learning process;
- drawing conclusions on the achievements of pupils in the learning process;
- self-assessment of pupils and teachers;
- improving teaching and learning;
- Formative assessment (assessment on learning) consistently is performed to obtain information of pupil achievements in each learning activity.
- Diagnostic assessment - is used to obtain information about the level of pupil achievement and the acquisition of knowledge, skills, habits, attitudes and values and helps teachers on their further work.
- Summative assessment (assessment of learning) - includes general activity of pupil learning. Summative assessment is conducted at the end of certain periods (semester, at the end of the year etc).
- Motivational Assessment - is used to promote pupils' interest and desire to learn.

Pupils' 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 pupils with marks is done for oral and written answers, for homework, skills shown while working in groups, tests, work in projects, etc.

The forms of assessment should be in compliance with different learning styles.

A teacher is independent when selecting methods, techniques and tools of assessment. Assessments should be transparent to pupils, parents and the community.

Important tool for assessment, self-assessment, and for collecting information on the pupils' progress or their lagging behind;

10. Learning materials and resources

For the successful implementation of competences in natural science it is necessary to create conditions, learning

tools and appropriate learning environment.

- Textual materials: textbook, notebook, teachers' book, professional guide, dictionaries, newspapers, magazines, psycho pedagogic materials, encyclopaedias, etc. ;
- Visual tools - visual: writing table, photographs, paintings, models, templates, diagrams, graphic tools etc.;
- Auditory tools: radio, tape recorder, phone, radio, etc.. ;
- Audiovisual tools - visual-hearing: television, film, video, video-projector, computer, internet, tele-text, CDs, e-mail;
- The learning environment (classroom, laboratory, workshop, nature, farms, etc.)

Curriculum area - Society and environment

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross-curriculum issues

Time allocation – description

Methodology guidelines

Assessment Guidelines

Learning materials and resources

1. Introduction

Knowledge in the Society and environment area is a part of a broad comprising of seven curriculum areas through which pupils reach the goals set forth in the KCF.

This is one of seven curriculum areas foreseen in KCF, which in the pupil develops knowledge and skills and cultivates individual social and democratic attitudes and values by advancing the affinities of a responsible citizen for social and environmental processes. This area helps pupils to develop their understanding of the world, humans, values, environmental processes in time and space, in different places and circumstances. Knowledge of this area also enable pupils to cultivate personal, social, cultural, state and national identity, and enables them to learn to live together with others, as well as education for a sustainable development.

Society and environment is taught in six curriculum stages. From the first stage until the end of the fourth stage, it is developed through subject learning or through integrated contents. From the fifth grade which starts with the tenth grade of general education, this area is divided into subjects: Civic Education, History, Geography, Sociology, Psychology, Philosophy and Logic, whereas in professional education it continues to be taught as an integrated subject.

2. Rationale

Knowledge by Society and environment area in the first and the second curriculum stage (pre-primary and primary Grades I-V) are important to be learnt because through it pupils are trained to better understanding of themselves, their community, society and their living environment. Knowledge by this area influence the development of basic skills for undertaking activities in daily social life in order to raise pupils' awareness on the importance of making responsible decisions. Thematic contents of this area are usually explained by taking into account social, historical and geographical contexts.

3. Concepts and description

General concepts of this area in the first and second stages are disseminated by taking into consideration the ability and skill of the age of the pupils.

Groups and social relations

Groups and social relations in the Society and environment area include, in terms of the first level, the awareness of pupils of their social roles and relations as individuals, within their families, community and in society in general in relation to the place of residence and action. In the content of this concept is also included the training on the pupils' role as active members of these structures. Here are also included changes in social structures implying even the changes in roles and functions of social groups from the perspective of achieving gender equality and providing equal opportunities regardless of regional, social, religious and ethnic background.

Social processes

The concept of social processes implies developments and changes which occur in social life in the surrounding where one lives: family, school, community and country, natural movements and migration of population including past and present lifestyles. It also means actively participating in family and school processes and organisations and beyond where one lives. This concept also encompasses the knowledge, attitudes and evaluations of traditions, celebrations, cultural and history heritage values; social processes that make links between the changes in their daily life, and at different times.

Norms, rights and responsibilities

In the frame of this area, pupils understand and adhere to social norms and rules in the living environment. They learn that freedom and their right require responsibility toward themselves, family, school, country, and surrounding where they live and beyond. This also implies the awareness regarding the importance of democratic society values such as human liberties, equality, tolerance, co-operation and communication with others about the past and present.

Decision making

At this level it is important to cultivate self-esteem and decision-making rationale in particular cases, relying on sustainable arguments and historical experiences. Pupils understand that the right and argued decision making is beneficial value for themselves, for others, but also for the surrounding. Practices giving and receiving ideas and sustainable information that will serve on making decisions consciously and responsibly;

Environment

This implies a basic knowledge about the relation of human being to the environment, their mutual influences, factors which influence the preservation and protection of the environment (ecosystem and biodiversity), and awareness of the preservation of environment for sustainable development. It also implies knowledge regarding the features of the Earth as a planet, map elements, natural elements of the natural environment (Earth geographical covering) and the main natural dangers and those caused by human factor. This concept includes knowledge about natural and cultural heritage monuments and their preservation.

4. Competence-based approach

Knowledge by Society and environment area enables pupils to gain and cultivate gradually the main competencies set forth in KCF. These are reflected through the knowledge, skills, habits, but also attitudes and behaviours that they should reflect. The organisation of teaching should enable pupils to communicate through symbols, signs, expression of tolerance, connecting decisions with consequences, learning to learn, teamwork, protection and development of environment, independent and accountable actions, compassion, inter-personal relations, respect for diversity and active and responsible participation. All these are included in the learning outcomes of this area for this level.

5. Learning area outcomes (LAO)

Society and Environment

/ ISCED 1

Stage 1, Pre-primary grade, Grade I, II, (age group 5-8 years)

Stage 2, Grades III, IV, V (age group 8-11 years)

Knowledge, understanding and skills through which a pupil:

1. Explores the structure of social groups and ways of their participation or inclusion.
2. Explores objects, events, historical, social, natural and environmental processes, and their interconnectedness, and influences between them.
3. Analyses and explores in a critical manner and implements social norms and rules for a mutual life in diversity.
4. Gives ideas and proposals, as well as makes decisions in a conscious and responsible manner.
5. Contributes to the preservation and protection of the environment, as well as its sustainable development
6. Uses ICT and other contemporary technologies effectively.

1. Explores the structure of social groups and ways of participation or inclusion in them

Tells about himself/herself, about his/her close and large family (distinguishes age and origin), organisation of residency and action space, natural movements of population, migration, settlements and economic activities.

Identifies and respects simple social organisations (family, classroom) and the manner on how people can live and work together.

Gathers, compares and arranges in a chronological order simple historic evidence (pictures, clothes, other items) that are linked to personal, family and community events where he/she lives.

Understands and respects fundamental rights of children and adults, as the best way of protecting an individual and a community from injustice.

2. Explores the essence of objects, phenomenon's and historical, social, natural and environmental processes

It describes social, cultural and historical events, as well as natural and environmental phenomena by taking examples from everyday life and from the past as well as identifies the main natural risks and those caused by man, natural and cultural heritage monuments, natural objects for orientation in space and causes of damage to the natural and human environment at local, national and regional level

Identifies social, cultural and historic events and their causes, and explains the features of the Earth as a planet, map elements, physical elements of the natural environment and the importance of objects, natural and environmental phenomena at local, national, regional and international level.

3. Analyses in a critical manner and implements norms and regulations for a mutual life in diversity

Identifies and respects traditions and celebrations as a reflection of cultural, religious, ethnic and family diversity

Recognises and distinguishes the diversity of a community in terms of age, gender, race, profession, interests, religion, ethnicity and cultural heritage.

4. Provides ideas and takes decisions in a conscious and responsible manner

Makes simple decisions as an individual or as member of a small group (family, classroom) on issues that are linked to situations of everyday life (e.g. participating or not in specific group activities, etc.)

Identifies and explains factors which need to be taken into account when making decisions on different issues of everyday life.

5. Contributes to the preservation of the environment and its sustainable development

Identifies simple types of environment pollution created by the human factor and becomes aware of the role he/she has in the preservation of environment.

Explains the connection cause-effect regarding the degradation and pollution of the environment and undertakes simple and concrete actions to preserve the social and natural environment in the country in which he/she lives

6. Effective use of ICT and other technologies in the digital era

Uses ICT and media to inform regarding society and environment

Uses ICT and multi-media means to "appease the curiosity" regarding cultural, historical and natural events and phenomena.

II. Structured attitudes and values through education on the field of Society and Environment

- Respect for others.
- Self-respect.
- Equality.
- Tolerance
- Sound judgment.
- Care for environment.
- Involvement in the preservation of the environment

III. Abilities and skills gained in the field of Society and Environment

- Use of information.
- Simple research.
- Use of simple resources.
- Use of learned words.
- Creation of models.
- Discussion.
- Measurement.
- Sketching.
- Developing and reading graphics, diagrams, tables and charts

IV. Key concepts of the field Society and Environment

Society	Environment	Volcano	Lake	Nation
Environment	Gender	River Earthquake	Desert	Era
Communication	Solidarity	Sea	Decision-taking	Hydrosphere
Chronology	Social relations	Settlement	War	Region
Social groups	Orientation	Lithosphere	Economy	Time
Place and space	Earth	Globe	Atmosphere	Responsibilities
Natural surrounding	Population	Compassion	Map	Tolerance
Human surroundings	Continent	Freedom	Norms	Family
Country	Migrations	Individual	Rights	Civilization
Ocean	Erosion		Rules	
Landscape	Sources		Equality	
Climate	Fauna		Citizen	
Flora				

6. Time allocation - description

In the lesson plan for the core curriculum for this level (for these two curriculum stages), the required minimum time for each Curriculum learning area has been determined, which is presented in percentages or numbers of classes. In terms of the Society and Environment area a sufficient time has been allocated in order to achieve learning goals and outcomes expected for this level. In the first curriculum stage, the determined percentage for this area varies from 6% to 8% of the total time allocated for all areas. The time allocated for pre-primary class is foreseen to be 5.56%, whereas in the first and second grade it is 4.88%, in the third, fourth and fifth grade 8.33%

Primary School (ISCED 1)

Curriculum stages	Stage 1						Stage 2				
	preschool classes		Grade I	Grade II	Total classes		Grade III	Grade IV	Grade V	Total classes	
	No. of classes		No. of classes	No. of classes	Total classes		No. of classes	No. of classes	No. of classes	Total hrs %	
Society and Environment	1	5.56	1	1	2	4.88	2	2	2	6	8.33

7. Cross-curriculum issues

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

- Education on peace;
- The use of media (using the media to understand the world around us);
- Education on 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. Methodology guidelines

In order to implement curriculum goals through the Society and environment area is advised to use different methods which complement one another and enable the development of critical and creative thinking among pupils, so that pupils can use their knowledge in different situations.

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

In the context of methodology on this area and for this level, it is suggested the use of:

- Interviews and oral history in order to collect data on events, places, personalities and lifestyle; these do increase the skills of using different resources of information.
- Games, in general and role play in particular create effective communication habits, creative thinking skills, cooperative skills, socialization.
- Observation and direct contact to the environment and nature, organisation of educational visits and excursions that develop pupils' research and observation, interpretation and discussion on the different natural and environmental phenomena.
- Rational use of ICT by pupils in cooperation or by teacher and parents' suggestion helps in completion of obtaining information and its preparation in order 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 to know how to draw conclusions.
- Cooperation with institutions, stakeholders and civil society is another form of work that is implemented outside school premise. 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 helps the pupil in achieving competencies.

9. Assessment guidelines

The implementation of the curriculum, among others, includes the establishment of a culture of continuous assessment on pursuing progress and collection of data for identifying and documenting challenges in finding better solutions for achieving Curriculum overall goals, those of specific areas, and the assessment on stages according the competencies.

Assessment is closely linked with the methodology of teaching and it requires compatibility and consistency in the whole process. We assess what we intend, what we put on the target.

Assessment in the Society and environment area at the first level, except that it is made with various types of tests such as verbal tests, non-verbal tests, objective and subjective tests, teacher prepared tests, pupil assessment on the black board, project work, etc., can be also done through the observation of the knowledge acquisition, behaviours and attitudes and of the skills and abilities development in implementing outcomes foreseen by the CC at this level.

To the all types of assessments that should be done to the pupil, as benchmarks are the specific results for the area at grade level and those for stage-level competences. Teachers, depending on their specifications, explore finding of the

most appropriate forms on assessing their achievement. In this sense, the so far experiences of teachers and those generally practiced in the Kosovo education system for assessment are a baseline which should be enriched in accordance with changes in the KCF.

The approach of the new curriculum competencies aims assessing on what the pupil is able to do, i.e. the assessment of the practical application of knowledge acquired during schooling. Thus, the application of assessment through continuous observation of pupil achievements and record keeping for the purpose of documentation and planning of further work with pupils is essential. Observation of group work and individual initiatives can be also assessed through the technique known as bulletin of participation or also to that what is called the check list, etc.

During the assessment of pupils at this level, it must be taken into account the teacher-pupil relation and interdependence, the importance of assessment ethic and the target for it to be supportive and motivating should be considered in order that the pupil to be educated to accept the realistic assessment and to aim higher achievements.

At this age it is important to cultivate the habit of self-assessment which can be accomplished by maintaining pupil portfolios, where they save their representative works, such as interviews with family, individual work or teamwork for environmental protection and other jobs related to outcomes of this level.

First stage of the Curriculum aims the basic acquisition, therefore the teacher assesses the level of understanding and ability of pupil in implementing his/her rights and responsibilities in the classroom, in family and in the environment where he/she lives in general, the ability of pupil to environmental research, completion of tasks in the given time, as well as their individual confrontation or as part of the group with learning styles. In this case the teacher contributes to the assessment of key competencies associated with Society and environment area, as a responsible citizen, successful pupil and effective communicator. This model can also be used for other matters arising from results and related to other KCF competencies.

10. Learning materials and resources

For competent forming in the Society and environment learning area, different learning resources are used which motivate pupils in achieving progress and gaining habits and skills that they will use both in the present and the future.

Apart textbooks, pupils have access even to other knowledge resources. Textbooks and other resources serve the teachers to carry out the learning process.

In order to gain sustainable knowledge on the Society and Environment area, a wide range of teaching resources is used, including textbooks, activity and exercise books, workbooks, leaflets, atlases, globes, encyclopaedia, education software, projects, different learning visits, for example, social, cultural and natural monuments.

Teachers, pupils and other education providers, may also be involved in drafting appropriate teaching resources, e.g.: project outcomes of the pupils may become valuable learning resources for different classes.

Teachers can use and create portfolio, newspapers, magazines, special literature or various handbooks on activities with pupils. Also, it is very important that pupils and teachers to cooperate in the production of various products through the use of information technology resources.

Curriculum area – Health and Welfare

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross-curriculum issues

Time allocation - description

Methodological guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

Health and welfare learning area provides that pupils are developing their knowledge, understanding and skills for their mental, emotional, social and physical welfare.

This area enables / prepares pupils to consider and to promote health as a main individual and collective value for qualitative enhancement and development. Health education with all its components (physical, mental, emotional, social, spiritual and sexual) will provide that pupils build sustainable skills on personal, environmental and community welfare in general. Through this area pupils become aware on the importance of health. They are trained to independently care for their health and for the others, and take upon themselves responsibilities and decisions for a healthy life and environment.

2. Rationale and description of the Health and Welfare area

The purpose of the Health and Welfare area is to provide to the pupils an opportunity to gain knowledge, skills and to prepare them for a healthy active psychophysical life and to decide on taking responsibility for themselves and others, as well to be able to make decisions. Also, it provides the opportunity to develop and practice skills, attitudes, qualities, values and behaviours that will help successfully coping with various situations. Based on the information provided by this area, pupils know and are protected from sexually transmitted diseases.

Learning about Health and Welfare enables pupils to:

- Create concepts of human development and knowledge based on health;
- To be trained to change themselves and the surrounding environment;

- Understand and explore feelings, attitudes and values of themselves and others;
- Establish control over health behaviours that to consciously provide quality health;
- Take informed decisions in order to improve their mental, emotional, social and physical welfare;
- Practice a healthy way of living;
- Learn about hygiene and its importance, health, sexual education, risk factors and about their removal;
- Balance work and relaxation, to do physical exercises and pay attention to personal hygiene and healthy nutrition rules;
- To be trained to use medical services on time.

3. Key concepts of the area:

- Growth and development through physical activities
- Physical, mental, emotional and social welfare
- Healthy Nutrition
- Sexual and reproductive health
- Risks from the use of substances that create addiction
- Environmental education

Growth and development through physical education

Physical education provides to pupils a platform from which they can build physical competences, to improve the physical aspects that help develop personal and interpersonal skills. It enables pupils to develop concepts and skills necessary for participation in a wide range of physical, sport, cultural activities which affect in increasing physical welfare and prepares them for a healthy and active life.

Physical, mental, emotional and social welfare

Physical, mental, emotional, and social welfare enables pupils to recognize, preserve and cultivate their health and that of others, to recognize and reveal their feelings, to develop respect for themselves and for others. This will increase confidence in their achievements, will help to manage their feelings and emotions and will prepare them to deal with various situations.

Healthy nutrition

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

Sexual and reproductive health

Sexual and reproductive health aims to make pupils understand changes occurring in their bodies, to obtain information about growth and development, human reproduction processes and sexual abuse problems.

Dangers of using addictive substances

Pupils develop an understanding of the use and abuse of various substances, including non-prescribed drugs. They develop the understanding on their negative impact on decision making.

Environmental education

Environmental education helps pupils become environmentally conscious and able to protect themselves and others from dangerous factors. Environmental awareness involves the development of information and responsibility sense for environmental protection and use.

4. Competence-based approach

According to KCF, learning about health and welfare is based on competences. Learning organization concentrates on what pupils need to know and what they should be willing to do. In this area are defined learning outcomes that pupils should progressively and continuously achieve.

5. Health and Welfare learning area outcomes

LEARNING OUTCOMES FOR STAGES 1 AND 2		
	Stage 1 Grade 0.I.II (age 5-8)	Stage 2 Grade III,IV, V (age 8-11)
Development and preservation of mental, emotional, social and physical welfare at home, in school and in the community		
Mental and Emotional Welfare	1. Tells about his/her feelings in real life situations (e.g. when talking to the teacher, colleagues, during games, group work, etc.).	1. Demonstrates knowledge, manages his/her emotions and adapts to different situations (e.g. group work, games in and outside the school).
Social Welfare	2. Knows and understands his/her rights and responsibilities and practises them in everyday life in and out of school.	2. Understands that every individual is unique and different, and contributes to making the school and he living environmental equal and friendly for all.
Physical Wellbeing	3. Identifies various risks at home, at school and in the environment where he/she lives.	3. Demonstrates appropriate behaviour in emergency situations and applies basic first aid principles and knows from where to request help.
Practicing healthy nutrition and consuming		
Food and Healthy Nutrition	1. Understands the right nutrition according to routines and explains the influence of nutrition on growth and development.	1. Develops simple individual plans for healthy nutrition according to the seasons, periods of the day and applies basic rules of healthy nutrition.
Safety and Practising Hygiene	2. Demonstrates skills and habits of personal hygiene at home (body hygiene, teeth hygiene, etc.) and at school.	2. Demonstrates a commitment to maintaining personal hygiene and the hygiene of the environment at home, school and community.
Nutrition and Consumer Culture	3. Explores and discovers as a consumer the origin of the food by selecting and tasting various foods.	3. Distinguishes healthy and unhealthy food in everyday life (e.g. in shops, supermarkets, green market, etc.)
Practicing physical education, physical activities and sports		
Physical Education	1. Participates in physical activities and understands the positive impact of active rest and healthy sleep.	1. Maintains good posture and practises various body exercises that motivate higher results of body development
Physical Activity and Sports	2. Practises basic exercises in athletics, gymnastics, swimming and other sports.	2. Uses opportunities on a daily basis to participate in physical and sports activities by using the indoors and outdoors spaces
Physical Activity and Health	3. Understands the impact of physical activity on his/her health.	3. Describes the impact of physical activities on the development and changes of his/her body.

Understanding of childhood, adolescence, parenthood; building open relationships and managing sexual health		
Understanding of childhood, adolescence	1. Names his/her body parts and describes how they function.	1. Describe the origin and the development of human beings from birth to old age.
Relationships	2. Builds co-operation with peers and others in the family, in the school and in the community where he/she lives, based on values by respecting the diversity.	2. Identifies and participates in developing rules of behaviour in school and in various environments and argues for the importance of respecting them.
Sexual Health		Understands the biological differences between sexes.
Prevention of and avoiding abuse of substances		
	1. Knows things that should not be touched and consumed and understands what medications and harmful substances are.	1. Knows the safe use of medications and understands that some medications have a positive influence on his/her health and welfare
Planning for selection and changes		
	1. Participates in daily games and activities, by exploring and making choices that develop his/her learning and interests 2. Actively participates in different events and activities by learning and recognizing his own abilities and skills	1. Participates actively in various events and activities by learning and knowing his/her abilities and skills.
II. Attitudes, values and beliefs		
	<ul style="list-style-type: none">• Self-respect and respect for others.• Responsible.• Tolerant.• Respect for diversity.• Committed.• Positive attitude.	<ul style="list-style-type: none">• Co-operative.• Respects the code of conduct.• Respects the code of dressing.• Respects regulations.• Willingness.• Confident.
III. Knowledge		
	<ul style="list-style-type: none">• Knows himself/herself and others.• Understands himself/herself and others.• Tells about himself/herself, family and others.• Identifies possible risks.• Understands the impact of positive and negative actions.• Explains the impact of sports activities.• Names body parts.• Explains emotions.• Shares experiences.	
IV. Skills		

- Discusses.
- Active participation.
- Exercises his/her rights.
- Explains.
- Manages emotions.
- Demonstrates behaviour, actions and habits.
- Applies principles.
- Describes the types of food, physical activities.
- Good posture.
- Exercises.
- Builds cooperation.
- Develops regulations.
- Researches.

6. Cross-curriculum approach

Health and welfare are related to all other areas, fulfils and is fulfilled by those due to the complex nature and their importance. Implementation of cross-curriculum issues will help the development and fulfilment of the content of the area for the achievement of all KCF competencies. Some cross-curriculum issues that help pupils at this level are:

- education on democratic citizenship and human rights,
- education on peace and tolerance,
- personal development and life skills,
- education for sustainable development,
- ICT,
- gender equality,
- cross-cultural education, and
- preparation for life and work

7. Time allocation – description

Health and welfare learning area in the Core Curriculum includes activities that stimulate the development of physical, psychological, emotional and social skills, including subjects such as: Physical Education and Sports, Health Education, Sexual and Health education, which is at level 2, and Health, Sexual and Family Education at level 3. Also in the KCF are determined the number and percentage of classes in the KCF.

As criterion for health and welfare Core Curriculum is: volume, balance, horizontal and vertical relationship of learning outcomes with six (6) major competencies and the continuity of their implementation from grade I-XII.

Elementary school (ISCED 1)											
Curricular area	Sch. 2						Sch. 1				
	Preschool grade		Gr. I	Gr. II	Total classes		Gr. III	Gr. IV	Gr. V	Total classes	
	No. of		No. of classes	No. of classes	T. classes		No. of classes	No. of classes	No. of classes	T. classes	%
Health and welfare	2	11.11	2	2	4	9.76	2	2	2	6	8.33

8. Methodological guidelines

For the implementation of the contents defined in the health and welfare area can be used different methods of work in order to fulfil the requirements of the area, but also due to the specifications that carries itself. Some of the methods that facilitate the successful development are pupils-centred teaching, project work, etc.

9. Assessment guidelines

Health and welfare learning area due to its nature and specifics requires variety of ways on a regular basis, where the focus is on the understanding of health, concepts and practice of positive behaviours and attitudes. Pupils should be able to actively and continuously apply the knowledge acquired in daily life. Also, for the subjects of health education due to its specifics, there would be worth if besides numerical assessment to be applied the descriptive assessment to a large extent since the group work, projects, motor skills, speaking skill, etc., cannot be measured through tests. To measure and assess them other instruments are used. Direct observation is an appropriate procedure for the health education area and it can be used in different learning situations and at all levels of schooling.

There are some techniques and instruments used for assessment which help direct observation of the pupil activity. Here are some of them:

Participation Bulletin is an observation technique that can be used to observe, in small groups or during the discussion. Bulletin shows who contribute, how often they cooperate, how valuable their contributions are, etc.

Check list - contains a list of topics, objectives, knowledge, for which the pupil will be observed. The main purpose of the checklist is to record a continuous assessment of pupil progress, showing how it fulfils tasks or objectives of various types. Besides the list of elements that will be observed, is also given an assessment scale.

Pupil's portfolio – presents an accurate and summarized portrait. It is used as a deliberate collection of works to show models of pupil's work which evidence pupil progress, his/her skills and level of work. Its use improves teaching by integrating learning assessment (LA). Portfolio may contain, for example, drawings, project, designs, plans etc.

Portfolio is of worth due to these reasons:

- It is a tool that provides information to teachers, parents and pupils (on their development and progress).
- It gives the pupil a comprehensive view of his/her work.
- Having prepared the portfolio itself, the pupil plays an active role in the learning and assessment process (self-assessment).

Feedback - aims to control and asses the pupil achievements that will serve as a sort of dialogue between teacher and pupil about the quality of learning, teaching and achievement in general. Feedback serves to identify the difficulties which pupils face during the learning process, but also provides detection of causes consequence of which are those difficulties and the opportunity to improve his work. Feedback is effective when given at the right time - when it is necessary for the pupil.

10. Learning materials and resources

On the successful competence implementation of health and welfare learning area is important to use various learning resources that motivate pupils and stimulate their progress in order to create habits and skills necessary for life. Since textbooks are valuable and relevant learning resources, pupil's access to information should not be confined only to textbooks, but they also should have access on other resources, which serve to plan and implement the learning process in the classroom.

On the successful implementation of health and welfare learning area should be used a wide range of teaching resources, including textbooks, exercise and activity books, work books, brochures, atlases, encyclopaedias, educational software, projects, various studies, analyzes and reports on various relevant areas and other books. Teachers and pupils can engage in drafting and using of learning materials, e.g. the

results of projects carried out by pupils can become valuable learning resources for different grades.

Curriculum area – Life and work

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross-curriculum approach

Time allocation - description

Methodological guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

While preparation for life and work is emphasized as an important issue in all Curriculum area the Life and Work learning area aims to contribute especially as a "carrying" area in the development of life and work competencies. In S1 and S2, it focuses on life skills, alongside to skills that deal with handicrafts and household.

2. Rationale and description of Life and Work area

Through this Curriculum area pupils will become familiar with the different roles of individuals in life and at work, such as family members, citizens, producers, consumers, employers and employees. Pupils will develop awareness and self-esteem by being aware of the existence of others and the need to rely on interpersonal relationships at work and life in terms of tolerance and mutual respect. They will develop the spirit of initiative and responsibility; draft and respect work plans and timelines, as well as get acquainted with the quality of processes and outcomes.

Learning in the Life and Work curriculum area enables pupils to:

- Understanding and practical exercise at home, at school and in the community.
- Building personal qualities for life and work.
- Understanding and using of technology to everyday life and work.

- Use of ICT to advance learning and the quality of everyday life.
- Exercise of entrepreneurship and business development (simulation)!
- Promotion of safe conditions for life and work.
- Preparation on professional life and future career (views)!
- Facilitation of communication at / for life and work.
- Willingness to protect and preserve nature and the environment.

3. Key concepts of the area:

- Personal development (life skills)
- Development based on practical/manual activities – handicrafts
- Family economy (Household)
- Career counselling and guidance (education and career guidance); (Introduction to key concepts, work and profession)
- Technology including ICT (use of a personal computer for initial communication)
- Work and Entrepreneurship Education (Inclusion in practical activities of the household-budget-savings)

Personal development (life skills)

Development of pupil sensory and psychomotor aptitudes, through toy games up to computer access.

Development based on practical, manual activities (Handicrafts)

Handicraft combines manual and mental work, causing the increase in the pupils' creative ability, curiosity, acceptance of responsibilities and ability to solve problems. Handicraft intends to acquaint pupils with aesthetic values and to teach them that material selection, processing and assembling affect the operation and lifespan of the product. It aims to preserve the traditions of handicraft (craft) in different cultures. Through games, in combination with visual-operative learning, pupils spontaneously adopt the basic concepts associated with technological trends and develop technical skills of a certain level. Using simple technical equipment pupils get acquainted with their operation, maintenance and protection when working with them.

Family economy (household)

Pupils are helped to be prepared for life and work as individuals, as contributors to society, as household and environment co-operators. Family economy enables pupils to explore real problems, with emphasis in teaching contexts. This contributes to the development of carrying skills, such as decision making and working with others. Pupils are developed as individuals, as participants in the family economy and in society, including also environmental preservation.

Career Counselling and guidance (education and career guidance)

Pupils get acquainted with the basic concepts related to the world of work (place of work, work, and family profession and in the community)

Technology including ICT / Use of personal computer for basic communication

Pupils develop skills of using personal computer (PC) for basic communication and elementary creations.

Work and entrepreneurship education

Pupils` involvement in role-playing practical activities regarding elements of family economy budget planning from the consumer's point of view;

4. Competence-based approach

Kosovo education goals will be achieved in curricular area Life and work through the gradual acquisition and cultivation of key competences foreseen in the KCF. Life and work area must be implemented in that way that it should allow pupils the gradual acquisition and implementation of key competences foreseen in the KCF. Organization of learning should be focused on what pupils need to know and are able to do. It is reflected through knowledge, skills, habits, but also through the attitudes and behaviours that they must reflect.

5. Curriculum learning area outcomes

Learning outcomes for Stage 1-2

Curriculum learning area outcomes are formulated based on the fundamental concepts of the area. CLO for the Life and Work curriculum area contain requirements that the pupil must reach at the end of each level. The CLO organisation contains knowledge, skills, attitudes and values that are developed and deepened according to gradation in progress, taking into account the physical and psychomotor development of pupils. These outcomes enable the achievement of the six competencies defined in the Curriculum Framework emphasizing the productive contributor competency.

LEARNING AREA OUTCOMES FOR STAGES 1 AND 2

Stage 1 Grade 0.I.II (age 5-8)	Stage 2 Grade III,IV,V (age 8-11)
1. Understanding and exercising practical work at home, school and in the community	
1. Describes differences and similarities between home and school activities.	1. Describes differences between individual and group activities.
2. Implements simple practical actions in family, at home and in the classroom, on the basis of tasks clearly set by teachers and parents.	2. Performs practical activities on self-initiative and independently in order to finalise various handicraft products on the basis of a given model, photograph or drawing.
2. Improvement of personal qualities for life and work	
1. Distinguishes differences and similarities among peers in the classroom and in the school with regards to talents, interests and giftedness for various activities in and out of school.	1. Demonstrates readiness and self-initiative for participating in and organising various group activities with school mates and friends from the community, respecting rules for interaction and group work.
3. Understanding and use of technology in everyday life and work	
1. Identifies tools, equipment and simple machines of home economics.	1. Uses home tools and equipment in real life situations.
2. Uses adequate and safe tools and means and materials in order to create simple products based on personal initiatives or initiative's proposed by the supervisor or the teacher	2. Uses appropriate tools, means and materials for producing a simple product based on the instructions given by the teacher.
4. Use of ICT to advance learning and quality of everyday life	
1. Uses a personal computer for basic communication.	1. Uses a personal computer to reflect basic ideas and creativity.
5. Practising the development of an enterprise and business	
1. Understands and experiences factors that need to be considered, through practical family economy.	1. Directly explores and engages in family economics activities and practises basic organisational-budget responsibilities.
6. Promotion of a safe environment for life and work	
1. Understand the rules of safety and protection, recognises risks in real life.	1. Describes rules of safety and protection from risks in everyday life at home, school and in the environment.
7. Preparation for future professional life and career	
1. Identifies activities and carriers of activities which are developed at home, in the community and in the school.	1. Through its own actions demonstrates the need to distinguish activities that are performed at home, in the school and in the community.

8. Communication in/for life and work

1. Follows instructions during the activities of measuring, marking, safe cutting and forming of various materials.

1. Is aware of the existence of individual diversity in the classroom, in the school and in life, in order to improve understanding, desires and aspirations of others, by managing situations and conflict resolution in a constructive and peaceful manner.

9. Protecting and preserving nature and the environment

1. Identifies and classifies basic recycling materials from family economy, compares and orders them for further use.

1. Processes basic recycling materials in home economics and takes safety and environment protection measures.

II. Attitudes, values and beliefs

- Self-respect and respect for others.
- Self-respect
- Responsible.
- Tolerant.
- Respect for diversity.
- Committed.
- Positive attitude.
- Co-operative.
- Respects the code of conduct.
- Respects regulations.
- Willingness.

- Confident
- Curiosity.
- Independency in thinking and action.
- Initiative and interest in various approaches.
- Confidence in personal strengths.
- Confidence in using technology.
- Willpower
- Human formation and development of personality.
- Readiness for co-operation.
- Courage to seek support/help.

III. Knowledge

- Knows himself/herself and others.
- Understands himself /herself and others.
- Tells about himself /herself, family and others.
- Identifies possible risks.
- Understands the impact of positive and negative actions.
- Shares experiences.
- Description.
- Identification.
- Application.
- Measuring.

- Assessment
- Outline.
- Cutting.
- Modelling.
- Approach to problems from different perspectives.
- Design (creativity).

IV. Skills

- Discusses.
- Active participation.
- Explains.
- Demonstrates behaviour, actions and habits.
- Exercises.
- Builds co-operation.
- Determination.
- Commitment.

6. Cross-curriculum approach

Within the Life and Work curricular area, one of its important goals should be even the realisation of cross-curriculum issues, which will help in achieving key competencies foreseen by KCF. Some cross-curriculum issues that need to be taken into account at this level, but that can be treated consistently in other levels are:

- Media Recognition (use of media for understanding the world around);
- Education for Sustainable Development (community services);
- Environmental protection and ecological attitudes development;
- Language and communication skills;
- Personal development and life skills;
- Voluntary work.

7. Time allocation – description

Life and Work curricular area in Core Curriculum includes activities that promote skills and abilities development, values and attitudes, including subjects: personal development (life skills), development based on practical-manual activities - handicrafts, family economy (household) - at the level 1

- Handicrafts (+1 learning module in ITC)
- Household (+1 learning module - Career guidance)

Also in KCF is determined the number and percentage of classes.

Allocation criterion for Life and Work curriculum area is as follows: volume, balance, horizontal and vertical connection of learning outcomes with six (6) key competencies and the continuity of their implementation from grade I-V.

Primary school (ISCED 1)											
Curricular area	Stage. 1						Stage. 2				
	Preschool grade		Gr. I	Gr. II	Total classes		Gr. III	Gr. IV	Gr. V	Total classes	
	No. of Classes	%	No. of classes	No. of classes	T. classes	%	No. of classes	No. of classes	No. of classes	T. classes	%
Life and work	1	5.56	1	1	2	4.88	1	1	1	3	4.17

8. Methodological guidelines

In the implementation of the contents that are determined in the Life and Work curriculum area, different working methods can be used in order to fulfil the requirements that this area has, but also because of the specifications that carries in itself. Some of the methods that facilitate the successful development are methods of pupil-centred teaching, as:

Cooperative learning – occurs when pupils work together, sometimes in pairs, sometimes in groups, to establish a common problem, to explore a common theme, or to achieve mutual understanding in creating new ideas. Teacher can successfully carry out the lesson with groups, role play, brainstorming, etc.

Brainstorming is the promotion and alignment of ideas, with no discussions about them. It is used for many purposes and in different class stages. Brainstorming can be used to help pupils think creatively, to develop imagination and feelings about an issue or topic

Role play – is a short conversation, simple to be organized with pleasant conversation situations.

It develops pupils' fluency, promotes interaction in the classroom, leaving space to initiative and imagination of the pupil. Role play raises motivation in a high level. Health education can be developed in many different forms, using interactive methods which are combined with forms, such as work in small groups, visiting various health centres, health week, drama performances, exhibitions of pupil's drawings and creations on health education topics, etc.

9. Assessment guidelines

Assessment is one element present in every instructional activity. Measurement and assessment are integral and very important parts of teaching in contemporary schools.

Pupils learn enough over the years of schooling. However, not everything they learn can be measured by tests, even for the fact that, for elementary level pupils, the use of different techniques enables more realistic assessment based on various characteristics of pupils.

Life and Work curriculum area, due to its nature and specifics requires a wide variety of assessments on a regular basis, where the focus is on understanding the life and work; concepts and practice of positive behaviours and attitudes. In other words, pupils should be able to continuously and actively apply the knowledge learned into practice in their daily lives. Also, for the subjects of Life and Work area, due to its specifics it would be valid, except numerical assessment, largely to be applied descriptive assessment since the group work, projects, psychomotor skills, speaking skill, etc., cannot be measured by tests. To measure and assess them, are used other instruments. Direct observation is an appropriate procedure on the Life and Work area, which can be used in various learning situations and at all levels of schooling.

There are several techniques and instruments that help direct observation of pupil activities, which are used for assessment. Here are some of them:

Participation Bulletin is an observation technique that can be used to observe in small groups or during the discussion. Bulletin shows who contribute, how often they cooperate, how valuable their contributions are, etc.

Check list is an instrument that contains a list of topics, objectives, knowledge, for which the pupil will be observed. The main purpose of the checklist is to record a continuous assessment of pupil progress, showing how it fulfils tasks or objectives of various types. Besides the list of elements that will be observed, an assessment scale is also given.

Pupil portfolio is a mean that can be used to show models of pupils work, which prove the progress of the pupil, his/her skills and level of work. Portfolio may contain, for instance, drawings, project, designs, plans, etc. Portfolio is worth due to these reasons:

- It is a tool that provides information to teachers, parents and pupils
- It gives the pupil a comprehensive view of his/her work.
- Having prepared the portfolio by itself, the pupil plays an active role in the learning and assessment process (self-assessment).

10. Teaching and learning materials and resources

For a successful implementation of competencies in the Life and Work curriculum area it is important to use various learning resources that motivate pupils 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, pupils access to information should not be limited only to these; they should have access to other learning resources that assist the planning and implementing the learning process in the classroom.

On the successful implementation of Health and Welfare learning area a wide range of learning resources must be used, including textbooks, activity and exercise books, workbooks, leaflets, atlases, encyclopaedia, education software, projects, various studies, various analyses and reports of the respective area and respective work materials.

Teachers, pupils and other education providers, may also be engaged in drafting adaptive learning resources, e.g., the project outcomes carried out by pupils can become valuable learning resources for different grades. Teachers can prepare portfolios, newspapers, magazines, specialized literature or various handbooks for pupil activities. Also, it is very important that pupils and teachers cooperate for the production of various materials through the use of information technology resources.

IV.

PLANS AND PROGRAMS

Definition

General fund of classes in the pre-university education in Kosovo

Lesson plan for pre-primary grade and primary education

Criteria for the development of lesson plans

Implementation of lesson plan

School autonomy

1. Definition

The Lesson Plan is a document from which depends the whole organisation of teaching in schools, at the level of curriculum stages or grade levels. It defines curriculum areas, subjects and the necessary minimum time, which is expressed in percentages or number of classes for achieving curriculum area and curriculum stage learning outcomes defined in the Core Curriculum.

Based on curriculum, is determined the number of teaching staff and their position within the school. It also serves for organizing the finance system in school and municipal level. With the new KCF, conceptual and strategic changes to lesson plans are foreseen. Until now, lesson plan in our education system, 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 lesson plans at school level. This enables and allows for greater school autonomy in organising the lesson plan, but at the same time it requires greater commitment and responsibility on the part of the school.

2. General lesson plan (the general allocation of classes) for pre-university Education

School during the developing of lesson plan for the formal level (stage and grade) should have into consideration the continuity of the entire pre-university lesson plan for each field of curriculums.

The school has the liberty that within the time (percentage) determined for each area, to plan the organization of learning as they see fit, always taking into account the teaching outcomes for areas and stages of curricula and learning opportunities.

Table: General lesson plan (total fund of classes) for pre-university education

Areas of the curriculum	ISCED 0		ISCED 1	ISCED 2		ISCED 3	
	S 1 Pre-school grade	Grade I&II	S 2 Grade III&IV	S3 Grade VI & VII	S 4 Grade VIII & IX	S 5&6 General Education Grade X, XI & XII	S 5&6 General Education Grade X, XI & XII
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%
Mathematics	22.22%	23.81%	20.83%	17.86%	13.33%	13.33%	9.38%
Natural Sciences	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 welfare	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							

3. Lesson plan for pre-primary grade and primary education

Before the school, teachers, allocate the teaching classes into areas, they have the opportunity, to

independently decide for the allocation of weekly lesson classes in total, always within the number of percentage or classes foreseen for a stage, e.g. in the first stage (St 1) for two grades (first and second grade) in total 41 classes per week, then the teacher can autonomously decide on how many classes per week will be in the first grade, 20 or 21 and how many for the second grade. Thus, if the school, teachers, consider that in the first (I) grade are needed 21 classes per week in total, in all areas, then in the second grade they must adhere the fund of 20 classes, in order not to exceed the number of 41 classes for both grades and Stage 1. Or, it can be the other way around, respectively 20 classes per week for Grade 1 and 21 classes per week for Grade 2, taking into account age of pupils.

Class	Number of weekly classes
Pre-primary	18
Grade I	20
Grade II	21
Grade III	23
Grade IV	24
Grade V	24

Lesson plans for the pre-primary and primary education should be prepared by the school (teachers), starting from the general vision provided in the tables/plans below under **A** or **A1**.

Lesson plan **A** is based in the principle of autonomy and flexibility in school level, which is foreseen with KCF (pg 25). This possibility is given to schools, in order for them to independently organize LPs by flexibly using the school time to enable different forms of interactive teaching, always aiming the achievement of main curriculum competences. Lesson plan **A** defines the minimum percentage of lesson classes fund for each area and stage of curriculum and for levels (stage 1 and 2 -pre-primary grade and primary education from I-V) and the total number of classes in all areas per week.

Based on this plan, the school, based on the percentage or the general classes determined per area, decides for the allocation of time (percentage or classes) per grade in all areas and all subjects. This is always conducted by taking into account that in the end of each stage, time (percentage or classes) for each area foreseen with this plan should be accomplished. E.g. area of Language and communication in the first stage, school (teacher) can implement this in various forms. School should take into consideration the foreseen time percentage, 37% or 15 classes for two grades (first and second grade) of the same generation, during a teaching week. The teacher is free to decide on how many classes in this field will be conducted in the first grade and how many in the second grade for a generation. For example 8 classes in the first grade within the week and necessarily 7 classes have to be conducted in the second grade, in order that at the end of the stage to be implemented 15 foreseen classes. However, if in the first grade is decided to be held 8 classes per week from this area, it should be taken into consideration that for other areas to be taken less, in order for the weekly fund of classes for the first grade not to be exceeded (see tab. Number of classes per class and tab. Lesson plan **a, a1**)

Lesson plan A

Level I: Primary school with preschool class						
Curriculum areas	Stage 1				Stage 2	
	Pre-school		Grade I – II		Grade III – V	
	%	No. of classes	%	No. of classes	%	No. of classes
Language and communication	33.33%	6	36.59%	15	33.33%	23
Arts	11.11%	2	9	4	8.33%	6
Mathematics	22.22%	4	24.39	10	20.83%	15
Sciences	5.56%	1	4	2	8.33%	6
Society and environment	5.56%	1	4	2	8.33%	6
Health and welfare	11.11%	2	9	4	8.33%	6
Life and work	5.56%	1	4	2	4.17%	3
Elective part	5.56%	1	4	2	6.94%	5
total:	100%	18	100%	41	100%	72

This curriculum area at Stage 1 consists of Mother Tongue and English Language. The School decides to when to introduce the English language (at what grade). This language can be taught for not less than a total of three classes per week for the three grades/per stage.

Lesson plan A enables more flexibility of implementing classes fund within the curriculum area. Teachers and schools are free to decide on the implementation (allocation) of the number of classes per area within one school year. The yearly determined fund defined by the teacher itself (school) may be distributed according to its planning objectives and goals, within the school semesters (half-annual). For example, if in the first grade is decided to allocate 8 classes from the area of Language and communication, those classes can be dispersed according to teaching objectives, 10 classes in the first semester and 6 classes in the second semester, or the other way around. In such cases, determined classes (percentage) should always be aligned with classes (percentages) in other areas, so as not to exceed the total number of classes per week, determined for the given grade/school year.

Schools and teachers are encouraged to implement this lesson plan, because it is assessed that in the long-term plan this forms to be the only form of lesson plans.

In addition to Lesson plan A, we have the Lesson plan A1. This plan will be only for the transitional period, until school, teachers of Kosovo, are able to adhere only to Lesson plan A.

Lesson plan A1, in general, is close to traditional lesson plans of pre-university education, which does not allow much flexibility. In this is determined the percentage for learning areas (curricula's), which are broken into fixed learning classes.

Lesson plan A1

Level I: Primary school with preschool class											
Curriculum areas	CS. 1						CS.2				
	Pre-school Grade		Grade 1	Grade 2	Total classes		Grade III	Grade IV	Grade V	Total classes	
	No. of Classes	%	No. of Classes	No. of Classes	Total Classes	%	No. of Classes	No. of Classes	Total Classes	%	
Language and communication	6	33.33	7	8	15	36.59	8	8	8	24	33.33
Arts	2	11.11	2	2	4	9.76	2	2	2	6	8.33
Mathematics	4	22.22	5	5	10	24.39	5	5	5	15	20.83
Sciences	1	5.56	1	1	2	4.88	2	2	2	6	8.33
Society and environment	1	5.56	1	1	2	4.88	2	2	2	6	8.33
Health and welfare	2	11.11	2	2	4	9.76	2	2	2	6	8.33
Life and work	1	5.56	1	1	2	4.88	1	1	1	3	4.17
Elective part	1	5.56	1	1	2	4.88	1	2	2	5	6.94
total:	18	100.00	20	21	41	100.00	23	24	24	71	100.00

4. Criteria for the development of lesson plans

In order for the Lesson Plan to be functional in development of competencies, foreseen by the KFC, teachers must take into account the following criteria:

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

5. Implementation of lesson 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 a 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, can be organized in a length of 80-90 minutes, instead of only 40-45 minutes, in the function of implementing interactive pedagogies (methods);
- Teaching classes (classes) fund for block teaching for practical learning and training in professional schools.

6. School Autonomy

Schools will be able to decide, in cooperation with parents and other stakeholders, on the innovative and flexible use of teaching and learning time as a support for constructing school based programs of study that coincide with the needs of the students, contexts and interests.

School-based curriculum (between 10% -14% of 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. elective subjects, project work; community service, artistic and sports activities);
- Reinforcement of knowledge, skills and attitudes in certain learning area;
- Adoption of optional themes/courses/modules provided by MEST;
- Development of school-specific activities, which define school projects (such as teaching and learning of languages, ICT, career orientation);
- Development and implementation of modified curriculum in relation to local conditions, means and needs;
- Strengthening career orientation, and preparation for life and work.



V.

OPTIONAL CURRICULUM FOR THE SECOND LEVEL

Concept

Purpose

Content and implementation

Structure

Procedures for drafting of Optional Curricula

Procedures for choosing the electives

Implementation

1. Concept

The Optional Curriculum is part of the general curriculum which, as differently from the Core Curriculum, is defined and developed by the school within the time planned with the curriculum in line with pupils' interests, potential, abilities, and background and the possibilities of the school.

2. Purpose

Optional Curriculum is in the function of achieving main competencies for curriculum stages and 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 pupils' interests and specific needs according to their age, community and region.

3. Content and implementation

Optional Curriculum contains elective subjects which are implemented through:

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

4. Structure of the optional curriculum

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

- Introduction
- Reasonability and description
- Concept and description
- Competence based approach
- Learning area outcome
- Cross-curriculum issues
- Time allocation-description
- Methodological instructions
- Assessment guidelines (implemented as internal assessments are not included in the external assessment).
- Learning materials and resources

5. Procedures for drafting of optional curriculum

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

6. Procedures for choosing the electives

For the procedure for selecting the electives it is necessary to respect the steps defined in the Administrative Instruction for the Optional Curriculum developed by MEST.

7. Implementation

The electives, from the moment when it is chosen by pupils and approved from the respective bodies it has the same status as the subjects of the Core Curriculum, i.e. it becomes obligatory for all pupils which chose it.

The teaching period should last not less than one school semester.

The Optional Curriculum is monitored, assessed (with a specific status) and evidenced with the same criteria and principles as those of the Core Curriculum.

Additional instructions of the electives are determined with the Guideline for teachers of the Optional Curriculum.



GENERAL METHODOLOGY – GUIDELINES

Introduction

Definition

The interlink between curriculum areas outcomes and learning outcomes
per stage

Pupil -centred teaching and learning and inclusiveness

Integrated –based approach 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 CC in particular should be aligned with the methodology for achieving the general aims defined by education documents and policies. In all education documents and policies developed recently in Kosovo it is aimed the promotion of general social values, human rights protection, inclusion in education, respect of one another's values and the development of the individual in accordance with his/her abilities and needs as an active citizen.

2. Definition

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

In order to support and assist the teachers/pre-school educators and primary school teachers, in the following section will be provided general methodology guidelines related to the aspects¹ of:

- interlinking of learning outcomes per stage with learning outcomes per curriculum/learning areas;
- pupil-centred teaching and learning and inclusiveness;
- integrated approach-based teaching and learning;
- competency-based teaching and learning;
- differentiated teaching and learning;
- cross-curriculum issues, and
- extra-curriculum issues.

3. Interlinking of learning outcomes per stage with results of curriculum/learning areas

To achieve the KCF key competencies, MEST appeals to the teachers that when practicing teaching and learning to interlink learning outcomes per stage with the curriculum area learning outcomes.

In order to enable this interlink in practice, teachers should create a package of methods, techniques, and didactic tools for the realisation of each learning outcome or each competence. Such a package should be transparent for every day and every lesson before teachers pupils and parents. All this material should be included in a teacher's portfolio.

Regardless of the selected method, technique, and didactic tools, in order to make interlink of learning outcome per stage with the curriculum/learning areas outcomes, the teacher should follow the following steps:

- specifies, selects learning outcome/s per stage that intends to achieve with pupils²
- breaks-down the learning outcomes per stage into specific outcomes per grade;
- specifies, selects outcome/s per curriculum/learning area that support the achieving learning outcomes per stage;³
- Breaks-down learning outcomes per curriculum area into specific outcomes per grade;

1. Specific instructions for all main aspect of this chapter will be reflected within the instructions for learning areas and in the guidebooks for teachers and school directors.

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

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

- selects teaching content/s, didactic tools, teaching and learning methodology through which achieves specific area outcomes per grade and specific learning outcome per grade;
- plans teaching and learning, including the timeline for achieving specific learning outcomes per grade, within the school year.

Upon completion of a teaching classes, task and chapter their performance is evaluated to verify the achievement of learning outcomes per curriculum area.

4. Pupil-centred teaching and learning and inclusiveness

The application of pupil-centred teaching and learning approaches requires a process of planning and organising teaching and learning to be based on pupils' individual experiences, potential, needs and interests.

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

Teachers have the opportunity independently, based on their expertise and previous individual experience of pupils, in their needs and interests: to choose teaching and learning strategies, methods, techniques and didactic tools etc, however, their selection should in principle be aimed at pupil-centred teaching and learning and inclusiveness. This means that teachers should respect the principles of pupil-centred teaching and learning, where

- the pupil is at the centre of teaching and learning;
- the teacher during pupil work/activities, monitors, helps and facilitates pupil learning;
- the pupil is an active participant and is engaged/involved in activities that instigate pupil learning and interest;
- learning topics are relevant and interesting to pupils;
- pupils are encouraged to become responsible, independent and reflective, and to continue learning throughout their life;
- the teacher observes individual changes of pupils through observation and interaction;
- learning activities are adapted according to pupils' development level;
- teaching and assessment are planned taking into consideration pupil individual development and learning styles;
- a variety of learning opportunities and assessment methods are provided to support various learning styles of pupil;
- observations and assessment of pupils are used for planning further teaching;

It is important for every teacher to be able to use a wide range of learning methods, by balancing teacher-centred and pupil-centred methodologies, adapting to pupils and to learning outcomes defined for every teaching class.

5. Integrated-based approach teaching and learning

Learning subjects, being separated from each other, provide opportunities for pupils to gain fragmented knowledge, skills and attitudes. In order to integrate those aspects, the Core Curriculum for lower secondary education is implemented through learning subjects integrated in curriculum areas through teaching and learning based on an integrated approach.

Integrated approach-based teaching and learning interlinks specific content of the learning subject aimed at achieving curriculum area learning outcomes with the key competence learning outcomes, per stage and level.

In order to meet the requirements of the KCF and the Core Curriculum for ISCED 3, MEST appeals on teachers to apply integrated approach-based teaching and learning, by conducting:

- interlink between curriculum/learning areas, wherein specific learning content contributes in development of key competences;
- interlink between learning outcomes of curriculum areas with learning outcomes per stage and level, in order to link the application of knowledge, skills, attitudes and values with real life concrete situations;
- integration into teaching and learning the common characteristics of the subjects of respective area (e.g., mother tongue with English language) or common characteristics of curriculum areas (e.g., the Society and Environment area with the Natural Science area);
- activities with pupils to develop competencies for finding and processing information effectively and responsibly, for using e-learning, and current and future technologies of the digital age;
- activities with pupils that promote the perspective of lifelong learning and help pupils develop their competencies to deal with challenges and opportunities within the current and future social and economic development.

6. Competency-based teaching and learning

The KCF promotes the competency-based approach perspective so that pupil knowledge, skills and attitudes to be developed key competencies achievement and with intention to address various pupil needs in meeting curriculum requirements, and the core learning outcomes per stage and level.

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

MEST appeals on 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-down the planning into yearly planning, monthly planning and daily planning. In addition, MEST appeals teachers to apply interactive teaching and learning, where the teacher lectures less and focuses more on helping pupils 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 pupils, and to organize pupil 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 pupil competencies it is important for every teacher to choose assessment techniques and instruments which enable pupils to demonstrate and unveil 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, pupil 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 pupil 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 suitable environment in the classroom and school, in which pupils feel welcomed and connected to one another, to their teacher and their school;
- Development of lessons through active learning approaches and techniques;
- Application of teaching and learning strategies, problem solving and critical thinking development.

7. Differentiated teaching and learning

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

It enables the consideration of existing differences among pupils in the classroom with regard to the content they will learn, the didactic-mythological progress of learning as well as measurements and materials what they want and could use during learning.

Through differentiated learning it is enabled the adjustment of time and speed of learning and teaching with individual characteristics of every pupil.

It also enables the adjustment of volume, kind and difficulty level of content, tasks and obligations with pupil individual characteristics.

In order to organise and implement successfully differentiated teaching and learning the teacher should focus on pupil motives, abilities, interests and learning styles. These are the key aspects on which the teacher should uphold 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 organizational learning that promote and support the development of internal motivation of pupils and learning's self-control mechanisms;
- efficiently use activities with pupils that promote organized learning;
- Organise teaching process through various approaches that enable and facilitate the researching and the identification of existing pupil experiences, knowledge, viewpoints, that enable the active involvement of pupils in correcting possible mistakes as well as to back up pupils in reorganization of their factual and procedural knowledge to achieve pupil's learning competence;
- Use diverse cooperative learning techniques and forms in teaching process; practice various forms of organizing teaching and learning (activities in the classroom, group work, work in pairs, individual learning) that focuses on activities which develop pupils' self-confidence, initiative, problem solving and creativity;
- organise teaching and learning through differentiation by task, their completion, control, assessment and level of teacher support are adjusted to each pupil;
- apply techniques of organizing learning that fit to the certain task through which develop special abilities of talented pupils;
- Use various forms of organizing learning for pupils who require special treatment or have special education needs, by involving those pupils with difficulties or problems in behaviour in learning;
- organize teaching through which backs up cooperation and use of organizational forms (e.g., inclusion) that promote equal opportunities for learning, as in the sphere of cooperation among pupils in the activities within as well outside the classroom and school;
- use various teaching technologies that provide better opportunities for the advanced organization of teaching and learning, through which they make the teaching/learning process more attractive to pupils.

8. Cross-curriculum issues

The Core Curriculum for lower secondary education includes space for learning beyond subjects limits, so that pupils can build connections between curriculum areas and various domains.

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 requirements of children and young people'

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

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

- finding correlations between subjects/topics or lesson 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 interlink it with language and literature topics or topics from Mathematics, Civic Education, etc. Thus, there are many opportunities for finding such interlinks through which we achieve a certain number of the learning objectives of various curriculum areas.
- Forms of individual projects or optional courses in which various topics or areas are interlinked complementing each other, such as, e.g., projects in the civic education area with career orientation, etc., which also support the development of specific competences.

9. Extra-curriculum issues

These are structured learning activities that take place outside the context of formal education subjects, but which support achievement of competencies per the curriculum stage and formal levels of education. For each of potential activities, the teacher/school must prepare an intended and guided plan and program, and not chaotic or random activities.

The teaching and learning of various curriculum areas in lower secondary education will be supported with extra-curriculum activities organized for pupils, 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, in leisure activities and associations;
- Discussions with guests (i.e. community leaders, parents, local business representatives, politicians, media people);
- Project work focused on specific topics with multidimensional character that relate to pupil age;
- Exhibitions (i.e. fine arts, photography);
- Community services (i.e. providing assistance to those in need; protection of the environment; reinforcement of connections between generations);
- Games, choirs, school magazines;
- Voluntary work.

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



VII

Assessment – general instructions

Introduction

Assessment Goals

Basic principles of assessment

Internal assessment

External assessment

1. Introduction

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

Assessment provides pupils 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 it can be assessed in which level is the education system right now and where it is desired to be. In general, assessment as a process is realized in the function of teacher/evaluator, teaching and learning by providing pupils not only written criteria, but also different models of various types of assessment, in order to understand concretely achievements they are aiming at.

2. Assessment goals

The main goals of assessment are:

- Support and improvement of learning;
- Regular reporting on pupil individual 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 pupils for further education.

3. Basic 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 of those two documents.

- Assessment should always refer to key competencies and learning outcomes according to curriculum areas, subject areas, per grade, stage and for the level of schooling.
- Assessment instruments should always be adjusted depending on assessment objective.
- Assessment form and type and particularly the mode in which the outcomes are reported, should always reflect the assessment objective.
- The way of building assessment should always be transparent and fair.
- Assessment should always be carried out with the highest ethical standards, responsibility and accountability.

4. Internal assessment

Internal or school-based assessment mainly aims at supporting and reinforcing learning and regular reporting on pupil individual progress.

Usually are applied these two types of internal assessment:

- Formative assessment;
- Summative assessment.

Continuous 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 assessment reports on pupil progress:

Pupil assessment by teachers during the learning process should be focused on:

- recording learning outcomes, learning objectives and success criteria;
- support for self-assessment and mutual assessment on the basis of success criteria;
- providing feedback on pupil performance on the basis of success criteria;
- recording of and reporting on the progress of pupil attainment on the basis of success criteria.

4. See Administrative Instruction "National Standards for School-based Assessment" and "Code of Ethics for Assessment".

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

In regular periods over the school year, pupils should have numerical marks. Teachers will assess pupil progress not only on the basis of formal tests, but also on the basis of attainment data they have collected during the teaching, such as: observations, questionnaires, learning tasks, essays, portfolio, focus groups, project-based work, etc. They will report on the outcomes by using a rating scale which includes marks.

Pupils can show the performance achievement level defined through the dimensions of knowledge, skills, attitudes and values they possess in terms of quantity, density, depth, help, creativity and quality in mastering the competences.

Mark 1 (week/insufficient) indicates insufficient performance in realization of a given task. The pupil does not meet the minimum level of mastering the competences, thus he/she does not reach the lowest allowed threshold for the subject/subject area.

Mark 2 (sufficient) indicates sufficient performance in realising of a given task. The pupil possesses little knowledge and contributes rarely, slowly, superficially and by copying. The pupil meets the minimum allowed level of mastering the competences and meets the criteria for passing the subject/subject area.

Mark 3 (good) indicates good performance in realization of a given task. The pupil possesses partial and superficial knowledge, contributes occasionally and has ordinary creativity. The pupil has achieved an average level in mastering the competences.

Mark 4 (very good) indicates very good performance in realizing of a given task. The pupil usually possesses complete and deep knowledge, contributes promptly and has imagination. The pupil has achieved a very high “desired” level in mastering the competences.

Mark 5 (excellent) indicates excellent and original performance in realization of a given task. The pupil constantly possesses comprehensive and deep knowledge, contributes immediately and is creative. The pupil 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 pupil is evaluated with a mark on the basis of all knowledge levels, based on learning outcomes per learning area/subject in mastering the competences.

Summative assessment

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

At the end of the school year pupils 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 presented as follows:

Mark A	(average from 4.5 up to 5.00)
Mark B	(average from 3.5 up to 4.49)
Mark C	(average from 2.5 up to 3.49)
Mark D	(average from 2.0 up to 2.49)

Example of summative assessment: Formative assessment, conducted in a grade level, during one study year for one pupil in one of the learning areas/subjects is made by 8 marks with numerical values (1-5), as per assessment stages (3, 4, 5, 3, 2, 5, 2, 5). Arithmetic average of the numerical marks at end of the school year delivers this final mark:

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

The mark in a subject/subject area will be the basis for reporting to pupils and parents. In the school report for parents, the mark must be accompanied with short comments by the teacher, on what pupils 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 includes every pupil. Pupils who have not reached level D (2.00-2.49), do not meet the required minimum of learning outcomes for the area/learning subject of the respective grade.

In case the pupil has not reached the required minimum of learning outcomes in no more than three areas/learning subjects, the pupils is entitled to additional teaching classes. Additional teaching classes are organized by the school and should last not less than two teaching weeks and not less than two teaching classes a day per respective area/ learning subject. The additional learning is delivered by the specialized teachers of the respective area/ learning subject.

Summative assessment of pupils who attended additional lessons is carried out in the school by the teacher of the respective learning area/subject.

In case the pupil after attending the additional lessons still has not reached the required minimum of learning outcomes, he/she is entitled to be subjected to final assessment one more time before the end of the school year⁵.

Final assessment

Final assessment at the first level of education is done at the end of Stage 1 (Grade II) and at the end of Stage 2 (Grade V). Final assessment is not derived from the arithmetic average of marks recorded in the diary during the period covered by the relevant curriculum stage; but the pupil assessment is done on the basis of the list of learning outcomes according to curriculum stages per curriculum areas defined in the Core Curriculum, and every result 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 subject area within one stage. e.g., has 1–12 learning outcomes and for each learning outcome the pupil is given a numerical mark, while the arithmetical average of the marks represents the final mark.

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

This assessment approach covers all learning areas and every pupil.

Pupils who do not reach level D (2.00-2.49) continue with the next stage/grade, with additional programs in respective areas. After the additional program and final assessment, pupils that do not reach level D, do not continue next stage/grade⁶.

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

The teacher in order to assess the outcomes per curriculum stage, should break-down each outcome into five levels of achievement so as to observe correctly the achievement of each pupil for every learning outcome. Afterwards, depending on the level of achievement of each learning outcome the teacher plans additional

activities for the pupil who has stagnating in achieving the given outcome and plans additional activities for the pupil who has mastered all the levels of achievement for the certain learning outcome.

In the pupil booklet and in the certificate on the completion of the first level of education only final marks for curriculum areas are recorded.

4.Regulated with Administrative Instruction

5.Regulated with Administrative Instruction

5. External assessment

External assessment of pupil achievements is organised by central professional 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 for:

- Classification of pupils and orientation for further education;
- Certification of an individual for mastering competencies as per Curriculum goals;
- Monitoring the education system and reporting on the comparison between, and the progress of the achievements of pupils, schools and municipalities at the country level, and making recommendations to all stakeholders (policy developers and decision makers that influence the improvement of the education system).

Certification of mastering of competencies is carried out by using national assessment, which is prepared under the supervision of the central professional authority, authorized 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 standardized 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 determined by relevant laws and administrative instructions⁷. Monitoring of the progress through the external assessment process is done by MEST through the central professional authority.

Curriculum Framework also, besides external evaluation enables schools and municipal authorities to organize external evaluations at the municipal level at the end of stages of Curriculum, namely at the end of class II.

This evaluation is organized to:

- assess the performance of schools in supporting pupils for mastering of key competencies;
- raise accountability of teachers, schools and municipalities;
- ensure mastering of key competencies from all pupils.

This assessment will provide feedback to schools, parents, community and municipal authorities on the quality of educational services

The outcomes will be evidenced in pupils portfolio⁸.

7. Regulated with Administrative Instruction

8. Regulated with Administrative Instruction

Example:

- Competence of communication and expression - Effective communicator
- Learning result no.1 for the third degree (III): Read aloud a text previously unread, at least half a page, regarding to a topic that suits his/her age

Pupils Achievement level				Support types for pupils				
1	2	3	4	5	Improving support	Ways	Support for the gifted	Ways
The pupil begins the task without making a quick glance in the text, he/she has trouble articulating letters, and reading words in general, at connection of words in the sentences, etc	Pupil begins the task without making a quick glance at the text he/she has trouble articulating letters, read well some words, however there are difficulties in the reading whole sentences fluently etc.	The pupil begins the task of making a quick glance to the text: he/she articulates good letters, words are connected in the sentences, and he/she did not read fluent sufficiently	The pupil begins the task by making a quick glance to the text: he / she articulates very well the letters, , words are well connected in the sentence, reads without interruption; however there are some problem with fluent speech	The pupil begins the task by making a quick glance to the text: he/she articulates very good the letters, words are connected fully in the sentences; tone, speed, stress are placed correctly; speaks very fluently	The teacher decides how to support the pupil, in which the activity or what additional activity to develop	What methods to apply considering learning style of the pupil.	The teacher decides how to support the pupil, in which the activity or what additional activity to develop	What methods to apply considering learning style of the pupil.

Glossary of terms for Teachers ⁹

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 for international communication or for computer programming.	E.g. Esperanto, Pascal, etc.
Assessment	The process of gathering information and making judgments about a pupil'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 pupils aware of, and participating in the setting of learning outcomes, quality criteria and personal performance indicators. Pupils 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 applied, usually by teachers (internal assessment) or by specialized agencies (external assessment), to measure a pupil's achievement or performance.	
Attitude	Internal positioning towards people, facts, phenomena, actions, beliefs and situations; internal readiness to act.	Provisions
Basic education	The years of schooling considered necessary to reach a minimum standard of mastering key competencies.	It usually covers Compulsory education
Block teaching	Flexible way of allocating time for teaching and learning by defining more compact periods of time for subjects/learning units (for instance, teaching a subject during one semester or for only six weeks instead of the weekly periods spread throughout the year). It can be applied especially in the case of subjects where no extremely rigorous sequencing is required	

9. Terms that are not relevant to teacher can be removed.

Career subject	A subject that is, based on its scope and structure, more prone to contribute to the achievement of certain education goals, and enables to develop certain competencies at pupils (i.e. work education or technology; personal development; life skills; social studies).	
Child-friendly environment	Learning environment 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 teachers in the classroom as part of their teaching and learning strategies. It provides immediate and constant feedback with regard to the pupils' achievements and problems in learning.	
Code	<p>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.</p> <p>In communications and information processing, encoding is the process by which information from a source is converted into symbols to be communicated.</p> <p>Decoding is the reverse process, converting these code symbols back into information understandable by a receiver.</p>	<p>Currently one refers to:</p> <ul style="list-style-type: none"> - 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 – mimics)
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.	A Community of practice happens 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	Duration of schooling that is considered compulsory by law and is (usually) free of any charges for pupils 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 pupils in the context of subjects, learning units and/or lessons.	
Constructivist approaches	Philosophy and practices inspired by different constructivist theories of learning and development stating that learning is constructed through culture, individual and social experiences, as well as interactions and contexts. According to constructivist theories, learning needs to make sense (to be meaningful) to pupils in order to be effective	
Core Curriculum	Common requirements for all pupils, 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 topics of subjects. Common examples include peace education, human rights and citizenship education, gender issues, communication skills, intercultural education.	Cross-cutting topics

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 pupils really learn).	Curricula (pl.)
Curriculum Framework	A set of policies, regulations, directions and guidelines essential for curriculum development and implementation that govern the development of curricula 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.	
Curriculum policy	Formal decisions made by government or education authorities that have a direct or significant impact 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 organized, 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 pupils 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 pupils that should be taken into account in helping pupils cope with different learning problems.	
Differentiating teaching	Differentiating teaching means creating multiple paths so that pupils 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 pupils to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and co-operative learning.	
Effective curriculum	What pupils really learned in terms of knowledge, attitudes and skills.	Implemented 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/optional curriculum	Learning areas/subjects among which pupils 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 instigate 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 pupils 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 pupils 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 pupils 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 pupil development by attempting to tackle phenomena as a whole while emphasizing 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 pupils 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 pupils – 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 pupils in the context of inquiry-based, problem-solving and hands-on activities.	
Interactive teaching and learning	Philosophy and practice of involving pupils 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 pupil 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	<p>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 pupils' development and progression in learning. In the Kosovo Curriculum Framework, key stages are phases of a given education level to ensure:</p> <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 work with emphasis on specific methods, outcomes and means of evaluation; • the possibility of providing new challenges with regard to pupils' development and to the specific goals of each key stage of the curriculum. 	
Knowledge	<p>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".</p>	
Knowledge society and economy	<p>Society and economy in which knowledge becomes the main source of growth and progress (especially through Internet, e- learning and e-mediated processes).</p>	
Learning area	<p>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 pupils' 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.</p>	Curriculum area
Language	<p>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.</p>	<p>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.</p>

Pupil centred perspective	Philosophy and practice of organising teaching, learning and assessment from the perspective of pupils' needs, interests and abilities.	
Learning	Process of acquiring, internalizing 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, 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 pupils acquire/develop knowledge, attitudes and skills.	
Learning opportunity	Situations(s) and process(es) that have a potential to fostering learning among pupils.	
Learning outcomes	Statements describing what pupils 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 Pupil competencies Pupil results Pupil achievements
Learning resource	Reference to, and support for pupil learning including textbooks, education software, experimental kits, atlases, dictionaries, work books, etc.	
Lifelong learning	Equipping pupils with competencies they need to be successful pupils throughout their lives.	
Life skills	Skills which provide the pupils 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 pupils (i.e. is connected to their personal experience, is practically-oriented and hands-on).	
Multi-layered concept of identity	An understanding of identity as a complex result of both pre-determined factors and an evolving construction due to the exposure to, and participation of individuals and groups in, different cultures in the context of current globalization 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 pupil-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	Pupil assessment of other pupils’ 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 pupils take on a teaching role in a school setting in order to share their knowledge with other pupils.	

Predictive assessment	Potential success and failures in pupils' 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 pupils 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 and 3).	
Selective assessment	Self-assessment by learners achievements and problems their learning. Like the evaluation friend-to friend based on intellectual skills high level of use to assess pupil their learning in terms of processes and outcomes.	
Self-assessment	Self-evaluation by pupils of their achievements and problems in learning. As in the case of peer assessment, it is based on higher-order intellectual skills that pupils 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 pupils' 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, e.g., a full stop signifies the end of a sentence.	This is in contrast to a symbol which stands for another thing, e.g., a flag may be a symbol of a nation. The way in which a sign signifies is called semiosis that 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.	E.g. 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 (content standards), processes (process standards), outcomes (outcomes standards), and environments (environmental standards). 2. The level of achievement or performance that is expected from pupils if they are to be awarded	
Subject	A discrete learning discipline (such as Mathematics or History).	
Summative assessment	Assessment that summarises the progress and achievement of learning outcomes by pupils 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.	
Teaching program	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 pupils by using a wide range of methods that are adjusted to the pupils’ 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 pupils 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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