



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

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SUBJECT CURRICULA/SYLLABUSES

First Grade

Prishtina, 2018



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria - Vlada – Government
Ministry of Education, Science and Technology

Cabinet of the Minister

No. 320/01B
Date: 13/04/2018

The Minister of Education, Science and Technology (MEST), pursuant to Articles 4, 21, 22 of Law No. 03/L-189 on State Administration of the Republic of Kosovo (Official Gazette No. 82, 21 October 2010), Article 5 of Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, and based on Article 8, paragraph 1.4 and Annex 6 of Regulation No. 02/2011 on Areas of Administrative Responsibility of the Office of the Prime Minister and the Ministries (22.03.2011), renders the following:

DECISION

1. The revised subject curricula for the first grade shall apply to the pre-university in the Republic of Kosovo.
2. This Decision should apply to all schools for preparatory grades in the Republic of Kosovo.
3. Decision Ref. No. 158/01B dated 03 August 2017 shall be repelled upon the entry into force of this Decision.
4. This Decision shall enter into force upon its signing.

Reasoning

The Decision is served on:

1. Secretary General, MEST);
2. Department of Pre-University Education Development, MEST;
3. Department of Pre-University Education Policies, MEST;
4. Department of Education Inspection, MEST;
5. National Council for Pre-University Education, MEST;
6. National Council for Licencing of Teachers, MEST;
7. Division of Professional Development of Teachers, MEST;
8. Division of Curricula and School Textbooks, MESTI;
9. All Municipal Education Directorates
10. Archive, MEST.

Shyqiri Butyqi
[signed]
Minister/MEST

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Introduction

In this grade, students gradually begin to be exposed to the learning systematic approach. Teaching is combined with games and activities that lead to systematic learning. The subject curricula/syllabus are designed for seven curricular areas, namely for the subjects arising from these areas, Languages and Communication, Arts, Mathematics, Natural Sciences, Society and Environment, Life and Work, Physical Education, Sports and Health. Unlike other curriculum areas, the Languages and Communication area consists of the mother tongue and the first foreign language (English). The first foreign language (English) can be delivered in this grade within 1 or 2 classes if it has not been taught in the preparatory grade, to continue in the second grade with 2 or 1 classes (for three grades altogether, children/students must have 3 classes). The school decides jointly with the educators of the preparatory grade of the school or preschool institution where the children/students attend the lectures will decide on this (however, MESTI has prepared a program). Also, for the area of Arts, MEST has prepared a program for the subjects of Figurative Education and Music Education, wherein a teacher must deliver both subjects. While the Life and Work area is realized through the Life Skills course and the Natural Sciences area through the Man and Nature course.

Students of this grade have 21 hours of lessons per week. The teacher has the autonomy to organize such classes per week, taking into account the number of classes of each subject and optional teaching.

The implementation of the learning process is done in an integrated way, enabling the relationship of children/students with the natural environment and with the human-made environment to be understood as entirely as possible. Thus, during the planning and implementation of educational programs, teachers must make an interrelation between the educational subjects and life situations. Through the teaching of each subject, teachers should make efforts for students to develop the competencies defined for the first curricular level.

Lesson plan

Curriculum areas	Subjects	Level I				Level II			
		Prep. Grade	Grade I	Grade II	Total	Grade III	Grade IV	Grade V	Total
Languages and Communication	Mother Tongue English Language Albanian Language for non-Albanian communities	During a week, students develop content from all areas	8	8	16	8	8	8	24
Arts	Figurative Education Musical Education		2	2	4	2	2	2	6
Mathematics	Mathematics		5	5	10	5	5	5	15
Natural Sciences	Human and Nature		1	1	2	2	2	2	6
Society and Environment	Society and Environment		1	1	2	2	2	2	6
Physical Education, Sports and Health	Physical Education, Sports and Health		2	2	4	2	2	2	6
Life and Work	Skills for Life		1	1	2	1	1	1	3
Optional part			1	1	2	1	2	2	5
Total – Hours per week			18	21	21	42	23	24	24
Extracurricular activities									

CURRICULUM AREA: LANGUAGES AND COMMUNICATION

Subject curricula/syllabuses

Albanian Language

English Language

Subject curriculum/syllabus

Albanian Language

Content

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Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

Subject curricula/syllabus in first grade, through the relevant topics and outcomes, provides students with opportunities for the development and application of abilities, skills, attitudes and values. In this grade, students learn sounds, signs, letters, and symbols, as well as the basic elements of the language system. In this grade, students also enrich their vocabulary, and systematically learn to write and read, as well as other communication skills (listening and speaking). Through content from simple texts and illustrations, students recognize and understand the connection of sounds, letters, syllables, words and sentences through various illustrations and pictures. At the end of this grade, students should be able to communicate clearly, express their thoughts, reflect on values and attitudes in certain situations.

Purpose

The purpose of learning the Albanian Language in the first grade means the development and acquisition of the skills to communicate in different situations, the establishment of individual independence and cultural formation, the acquisition of the literary language, the preparation of students to know life, the development of the feeling for listening and talking about different topics with an educational and educational character, encouraging and motivating students to learn.

Topics and learning outcomes

Students in first grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Languages and Communication of the first level (Level 1) of the Core Curriculum for Preparatory Grade and Primary Education:

Communication skills

- Listening and speaking
- Reading
- Writing (All topics are realized through communication skills)

Concepts	Topics	Subject learning outcomes (SLO) by topic
Literary and non-literary texts	Poetry Tales Fairy Tales Tales Tales Riddles Proverbs Congratulatory Messages Simple message letters Personal notes	<ul style="list-style-type: none"> • Distinguishes basic elements of poetry from prose; • Distinguishes the form of a tale, fairy tale, story, riddle, proverbs, greetings, personal notes, messages etc.; • Expresses emotional, personal experiences, joys, concerns and desires for certain situations; • Talks independently about a short literary or non-literary text; • Talks about the main event in the text; • Writes very short sentences and texts (sentences) about his/her life and desires; • Distinguishes written parts from illustrated parts; • Describes the risk from natural and man-made phenomena; • Talks about his/her relatives abroad.
Figurative and non-figurative language	Synonyms Antonyms Hyperbole Comparison Personification	<ul style="list-style-type: none"> • Distinguishes the elementary meaning of synonyms and antonyms; • Identifies excessively enlarged parts (expressions) of beings, objects or their features; • Distinguishes the figure of comparison; • Understands the figure of personification in tales.

Criticism, theory, history	General cultural elements on different topics	<ul style="list-style-type: none"> • Understands different cultural elements; • Use words correctly <i>miss, madam, sir</i>, as well as pronouns <i>yourself, you</i> when addressing the adults; • Plays roles according to models; • Shows care for the environment that surrounds him/her.
Linguistic system	<p>Sounds Letters Syllables Word</p> <p>Sentence Punctuation</p> <p>Intonation</p> <p>Auxiliary verbs <i>to have (kam) and to be (jam)</i></p> <p>Noun, adjective pronoun</p>	<ul style="list-style-type: none"> • Listens, identifies and pronounces sounds, vowels and consonants correctly; • Distinguishes the syllable in the word; • Writes capital letters and small letters correctly; • Use capital letters correctly at the beginning and throughout the sentence; • Use punctuation correctly: full stop, comma, question mark, exclamation mark, etc.; • Writes words and sentences correctly and pronounces them with the right intonation; • Understands and distinguishes the auxiliary verbs <i>to have (kam)</i> and <i>to be (jam)</i> in the present tense, the perfect tense and the future tense; • Understands, distinguishes and uses the noun, adjective and pronoun correctly; • Writes words or sentences about the content of the picture or drawing; • Writes words by looking at pictures; • Write sentences independently and uses letters correctly; • Identifies audio-visual and information technology tools and uses them to listen, communicate and make recordings; • Makes simple drawings on an imaginary basis and writes sentences about the content of the picture he/she has drawn; • Uses a game to learn; • Reads various texts clearly, without errors and expressively.

Guidelines for the implementation of cross-curricular issues

The Albanian language is a means of communication for all subjects, but direct connections are made with arts, music, history, culture, mathematics, civic education, etc. Some topics from these subjects would affect the development of communication skills, cultural formation and the establishment of independent individuality. The results for sustainable development education, media literacy, education for peace, diaspora, topics on health, human rights, gender issues, etc., are achieved through various topics of cross-curricular issues in the language. These topics can be chosen by the teacher, depending on their importance (from television, illustrated magazines, newspapers, books or from the community) etc.

Methodological guidelines

The teaching methodology takes a leading role in the realization of the program content and the achievement of the subject outcome. During the implementation of the teaching process, the teacher must take into account the students' needs and the most effective teaching strategies, which enable effective learning. The teacher should be a model for students in the way of using language skills and his/her attention should be focused on the development of skills to achieve the learning outcomes for this grade and the development of competences. The teacher should realize the language system through language skills (listening, speaking, reading and writing). The basic elements of grammar should be learned through various literary and non-literary (integrated) texts. The student must be at the centre of the learning process. The teacher should make an effort to get to know the student's character, his/her strengths and weaknesses.

Assessment guidelines

The assessment is conducted in order to verify to what extent the students have mastered the subject learning outcomes. Through the assessment, the advantages, difficulties, and obstacles faced by the students are identified. The assessment should enable the improvement of the weak points of the students' learning. The teacher must constantly evaluate the knowledge that the student has acquired and the degree of their mastery.

Special emphasis during the assessment should be given to the oral expression of events, stories, explanations, presentation of independent thoughts, and pronunciation of sounds, vowels, consonants, words, and sentences. Oral expression through interaction as well as written expression.

Instructions for learning materials and resources

The teacher can use all the resources, tools and materials that help achieve the subject outcomes for this grade, as well as the achievement of the competency outcomes for the first level of the curriculum (Level 1).

Subject curriculum/syllabus

English Language

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language.

Composed of interrelated and ruled/governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. Language is essential for forming interpersonal relationships, understanding social situations, extending experiences, and reflecting on thoughts and actions. Language is the primary basis of all communication and the primary instrument of thought. Hence, it is important that children are given the possibility to acquire the English language in their early stages of development.

The program of English language will emphasize the importance of experiencing language in context. Learners' background knowledge, skills and attitudes will be used as means of developing communicating abilities. As the learners develop communication skills, they also increase their linguistic accuracy and develop language learning strategies.

In the English language program learners will acquire various kinds of knowledge, skills and attitudes about:

1. Interpreting, expressing and negotiating to mean (communication).
2. Sounds, written symbols, vocabulary, structure and discourse (language).
3. Cognitive, socio-cognitive and meta-cognitive process (general language education).
4. Patterns of ideas, behaviours, manifestations, cultural artefacts and symbols (culture).

Acquiring the language incorporates communication skills such as listening, speaking, reading, writing, viewing and showing. Learners develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, acquire and provide information, to express feelings and opinions. Knowledge of other cultures, connections to other disciplines, comparisons between language and cultures, and community interaction all contribute to and enhance the communicative language learning experience, but communication skills are the primary focus of language acquisition.

Goals

The purpose of teaching English from an early stage is to enable the learners to reach a working language competence after completion of upper secondary education for both further education and career. Learning English as a foreign language throughout their pre-university education will enable learners to develop the knowledge, skills, and attitudes they need to communicate in English, in a variety of school, travel, leisure and job-related contexts.

The overall approach during the initial years of English language learning experiences will be focusing on the non-analytical aspect (learning as communication through interaction without in-depth study of linguistic elements). As they advance in their language experience and competence, the focus will shift towards more analytic approach, but always keeping a balance between the two.

In this grade, however, learners will be able to:

- a) Work with different materials, such as songs, role-play, poems, pictures, stories and so on, which provide ample exposure to the English language;
- b) Identify the presence of English (speaking) individuals and groups;
- c) Listen and start using simple words to identify things related to their immediate needs.
- d) Participate in various language experiences that will enable you to engage in situations dealing with: (1) school, people around us, animals, and food., (2) understand a series of simple oral statements in a controlled and structured context, and (3) express their ideas by identifying and naming various items;

TOPICAL CONTENT AND LEARNING OUTCOMES

Concept	Topics	Subject learning outcomes by topic
Literary and non-literary texts	Topic 1 Hello -greetings and introduction -introducing others	<ul style="list-style-type: none"> - Listens to short dialogues in which characters introduce and greet each other; - Identifies the characters in a short dialogue; - Introduces himself/herself using simple structured sentences; - Role-plays meeting someone for the first time; - Listens and responds physically to a number of simple oral instructions related to the classroom such as sitting down/standing up/listening/opening/closing your books;
	Topic 2 My school - more colours - lines and shapes - classroom objects - in the school yard - numbers 1 – 5	<ul style="list-style-type: none"> - Listens to dialogues introducing classroom objects; - Listens and sings songs consolidating colours; - Identifies the colours of objects in given pictures, short stories and songs; - Identifies the classroom objects in the given pictures, short stories and songs; - Names lines and shapes in given pictures, short stories and songs; - Follows simple classroom instructions; - Listens and sings a song introducing numbers 1-5; - Identifies the number of the given objects in pictures, dialogues, short stories or video clips; - Matches the given numbers with objects presented through pictures or other media;
	Topic 3 My body - body parts - movement and actions - clothes	<ul style="list-style-type: none"> - Listens and sings a song consolidating body parts; - Identifies body parts in a dialogue, video, or story; - Labels the clothes presented through pictures or other media; - Identifies the clothes that the characters are wearing in a picture, video and short story; - Selects the clothing items that correspond to the correct body part;
	Topic 4 My family and home - family members - parts of the house - rooms in the house - fruits and vegetables - snacks and drinks - numbers 6 – 10	<ul style="list-style-type: none"> - Identifies the family members presented in a short story, dialogue and song; - Distinguishes among family members; - Paraphrases a short story or song related to family members using one-word sentences in English; - Discusses the roles of family members in L1 or using one-word sentences in English; - Labels parts of the house and rooms presented through a song, short story or dialogue;

		<ul style="list-style-type: none"> - Listens to dialogues and short stories about food and drink; - Recalls food and drink items mentioned in dialogues and short stories; - Names of food and drink items presented through pictures or videos; - Identifies the favourite food and drink items of the characters presented through stories or other media; - Sings songs related to food and drink items; - Describes food and drink items using colours; - Illustrates food and drink items as instructed; - Listens to songs introducing numbers 6 – 10; - Selects the correct number that matches the given objects; - Identifies the number of the objects in the given pictures, short stories and songs;
	Topic 5 My friends & toys <ul style="list-style-type: none"> - my friends - free time activities - toys - size: big/small - imaginary friends 	<ul style="list-style-type: none"> - Identifies the relationship of characters in a dialogue, short story or video; - Recalls what characters like to do in their free time presented through dialogue, short story or video; - Paraphrases a short story or dialogue using simple structured sentences and L1; - Distinguishes among various free time activities; - Participates in role-playing a short dialogue focusing on free time activities; - Illustrates a short story or dialogue by drawing the most important elements, characters and events; - Matches the given pictures of free time activities as instructed; - Discusses proper behaviour of friends; - Listens and sings chants and rhymes introducing toys; - Identifies the toys with which the characters are playing in a dialogue or short story; - Distinguishes between big and small; - States the favourite toys of characters; - Listens to a dialogue about imaginary friends; - Distinguishes between main characters and their imaginary friends;
	Topic 6 I am a bird and I can fly <ul style="list-style-type: none"> - animals - pets - abilities 	<ul style="list-style-type: none"> - Predicts what animals and pets can or can't do; - Listens to dialogues and short stories about animals and pets; - Identifies animals and pets in dialogues, short stories, songs and videos; - States what various animals and pets can / can't do; - Matches animals and pets with their corresponding abilities presented through pictures or other media;
Figurative and non-figurative language	Topic 1 Hello <ul style="list-style-type: none"> -greetings and introduction -introducing others 	<ul style="list-style-type: none"> - Greets the teacher and peers using basic greetings (hello, hi, goodbye); - Introduces himself/herself using simple structured sentences; - Asks about other students' names;

		<ul style="list-style-type: none"> - Uses basic expressions of politeness (please, thank you); - Pronounces correctly the basic greeting expressions;
	Topic 2 My school <ul style="list-style-type: none"> - more colours - lines and shapes - classroom objects - in the school yard - numbers 1 – 5 	<ul style="list-style-type: none"> - Distinguishes the basic colours; - Points to school objects according to the given instructions; - Recognizes the classroom objects; - Describes the colours of school objects using simple structured sentences; - Draws a picture of his/her school objects; - Talks about his/her school objects naming them and describing their colour; - Identifies lines and shapes; - Traces lines and shapes; - Matches lines and shapes in the given pictures; - Draws lines and shapes using different colours as instructed; - Recognizes numbers 1 – 5; - Counts up to 5 the number of objects in pictures and short stories; - Pronounces correctly numbers 1-5; - Solves simple math tasks (adding and subtracting up to 5);
	Topic 3 My body <ul style="list-style-type: none"> - body parts - movement and actions - clothes 	<ul style="list-style-type: none"> - Names body parts and clothing items; - Listens and responds physically to a number of simple oral instructions; - Draws a funny character and talks about his / her body parts; - Follows and gives commands related to body parts such as touch your head, brush your teeth, etc.; - Describes what he/she is wearing; - Uses pictures of his/her family members to describe what they are wearing; - Talks about what his/her classmates are wearing describing the colours;
	Topic 4 My family and home <ul style="list-style-type: none"> - family members - parts of the house - rooms in the house - fruits and vegetables - snacks and drinks - numbers 6 – 10 	<ul style="list-style-type: none"> - Draws a picture of his/her family members and presents his/ her drawing; - Talks about family members introducing them accordingly; - Asks and answers about parts of the house; - Describes parts of the house using colours; - Distinguishes among different rooms in a house; - Illustrates and presents his/her room; - Names items related to food and drinks; - Draws his/her favourite food and drink items; - Presents his/her favourite food and drink items; - Matches food and drink items to the pictures as instructed; - Talks about his favourite food and drink items; - Role-plays a situation discussing his/her likes and dislikes; - Distinguishes among numbers 6-10; - Points to the correct number as instructed

	<p>Topic 5 My friends & toys</p> <ul style="list-style-type: none"> - my friends - free time activities - toys - size: big/small - imaginary friends - 	<ul style="list-style-type: none"> - Points to the correct toys as instructed; - Draws the correct number of toys and paints them as instructed; - Talks about favourite toys describing their size and colour; - Asks and answers about favourite toys using simple structured sentences; - Illustrates and presents his/her favourite toy; - Introduces his/her imaginary friend; - Role-plays a simple conversation introducing related to toys and imaginary friends; - Identifies people around him/her; - Names different activities that people do in their free time presented through pictures, short stories, dialogues or videos; - Draws a picture of his/her friends and their favourite free time activities; - Presents his/her drawing using simple structured sentences; - Talks about his/her favourite free time activities; - Introduces his/her friends, their appearances and their favourite free time activities; - Role-plays a short sketch focusing on friends and free time activities;
	<p>Topic 6 I am a bird and I can fly</p> <ul style="list-style-type: none"> - animals - pets - abilities 	<ul style="list-style-type: none"> - Names animals and pets presented through pictures, short stories or dialogues; - Draws and presents his/her favourite animal or pet; - States the abilities of different animals and pets; - Discusses in L1 the homes of different animals; - Illustrates through drawing what he/she can or can't do and talks about his / her abilities; - Role-plays a short sketch focusing on animals/pets and what they can / can't do;
Critique, theory, history	/	/
Language exponents	<p>Topic 1 Hello</p> <ul style="list-style-type: none"> - Greeting others - Asking for and giving personal information using complete sentences. <i>My name is (Sally).</i> - Introducing others - Counting objects and people. <i>How many (children) are there? (Three boys). (Two girls).</i> - Capitalization with proper nouns - Letters and sounds (a,b,c,d) 	<ul style="list-style-type: none"> - Uses simple structures to introduce himself/herself correctly; - Asks about names; - Introduces others; - Gives one-word answers to count objects and people; - Uses capitalization when writing one's name; - Identifies letters of the alphabet and the corresponding sounds (a,b,c,d); - Pronounces correctly the letters of the alphabet (a,b,c,d); - Begins to differentiate sounds using visual cues;

	<p>Topic 2 My school</p> <ul style="list-style-type: none"> - Listing and counting classroom objects - Asking and answering questions related to colours - Identifying shapes and lines - Exposure to articles a/an and the plural form - Counting up to 5 - Letters and sounds (e,f,g,h, i) 	<ul style="list-style-type: none"> - Talks about his/her school objects using simple structured sentences; - Forms simple sentences to talk about his/her favourite colour; - Responds to questions related to colours using one-word structures; - Presents a drawing of his/her school objects describing their colours; - Asks and answers questions to identify school objects; - Presents a drawn picture of various lines and shapes; - Describes the colours of school objects; - Counts the given objects up to 5; - Performs simple math problems; - Identifies letters of the alphabet and the corresponding sounds (e,f,g,h,i); - Pronounces correctly the letters of the alphabet (e,f,g,h,i); - Begins to differentiate sounds using visual cues;
	<p>Topic 3 My body</p> <ul style="list-style-type: none"> - Identifying body parts and describing them. <i>I've got (green eyes). I've got a small nose.</i> - Following and giving instructions related to actions. <i>Touch your (arms). Wash your (face).</i> - Talking and describing a third person singular. E.g. <i>This is my funny character. His/her name is (Sally). He /she's got (two eyes, three noses, five arms...).</i> <i>He / She is wearing (blue jeans, an orange T-shirt...).</i> - Vocabulary related to clothes - Letters and sounds (j, k, l, m, n) 	<ul style="list-style-type: none"> - Answers simple questions to identify and name body parts and clothing items; - Forms simple sentences to describe his/her appearance; - Talks about what he/she is wearing using simple structured sentences; - Describes what his/her friends are wearing; - Follows and gives commands related to body parts; - Uses drawings to describe his/her imaginary character; - Identifies letters of the alphabet and the corresponding sounds (j, k, l, m, n); - Pronounces correctly the letters of the alphabet (j, k, l, m, n); - Begins to differentiate sounds using visual cues; - Copies letters beginning to identify and match some letters and sounds;
	<p>Topic 4 My family and home</p> <ul style="list-style-type: none"> - Introducing members of the family - Describing the house and its parts. <i>This is the (roof). It's (red).</i> - Asking and describing the location of things. <i>My (plane) is on the (chair).</i> - Counting up to 10 - Verb 'have got' 	<ul style="list-style-type: none"> - Answers simple questions to identify parts of the house; - Talks about his/her family members using simple structured sentences; - Forms simple structured sentences to describe parts of his /her house; - Uses prepositions to talk about the location of objects; - Role-plays a situation describing an imaginary house; - Distinguishes and names different furniture items presented through pictures, stories or dialogues; - Counts the given objects up to 10; - Gives one-word sentences to identify food and drink; - Distinguishes among various food and drink items;

	<ul style="list-style-type: none"> - Letters and sounds (o, p, q, r) 	<ul style="list-style-type: none"> - Forms simple structured sentences to talk about the characters favourite food and drink items; - Expresses his/her likes and dislikes related to food and drink items; - Asks and answers questions related to favourite food and drink items; - Describes pictures containing food and drink items; - Identifies letters of the alphabet and the corresponding sounds (o, p, q, r); - Pronounces correctly the letters of the alphabet (o, p, q, r); - Begins to differentiate sounds using visual cues; - Copies letters beginning to identify and match some letters and sounds;
	<p>Topic 5 My friends & toys</p> <ul style="list-style-type: none"> - Introducing friends. <i>Who is this? This is my friend. His/ her name is (Toni/Tina).</i> - Appearances. <i>She's got (long brown hair) and (blue eyes).</i> - Short answers <i>Yes, I am. / No, I'm not.</i> - Free time activities - Identifying toys. <i>What is this? It's a (teddy bear).</i> - Adjectives - Letters and sounds (s, t, u, v) 	<ul style="list-style-type: none"> - Asks and answers simple questions to identify toys; - Talks about his/her favourite toys using simple sentence structures; - Describes the size of different objects; - Draws and presents to others a picture of his/her favourite toy describing the size and colour; - Introduces his/her imaginary friend; - Answers short questions related to friends and toys; - Describes his/her friends using simple structured sentences; - Expresses what his/her family members like doing in their free time; - Distinguishes among various free time activities; - Asks and answers simple questions related to free time activities; - Identifies letters of the alphabet and the corresponding sounds (s, t, u, v); - Pronounces correctly the letters of the alphabet (s, t, u, v); - Begins to differentiate sounds using visual cues; - Copies letters beginning to identify and match some letters and sounds;
	<p>Topic 6 I am a bird and I can fly</p> <ul style="list-style-type: none"> - Identifying animals and pets - Abilities: <i>can/can't</i> - Describing favourite animals - Adjectives to describe animals - Letters and sounds (w, x, y, z) 	<ul style="list-style-type: none"> - Gives one – word sentences to identify various animals and pets; - Talks about animals and pets' abilities; - Uses simple structured sentences to describe what he/she can/can't do; - Forms simple sentences to talk about his/her favourite animal or pet; - Asks and answers questions related to what one can/can't do; - Uses some adjectives to describe animals and pets; - Lists and counts animals or pets presented through pictures; - Identifies letters of the alphabet and the corresponding sounds (w, x, y, z) - Pronounces correctly the letters of the alphabet (w, x, y, z) - Begins to differentiate sounds using visual cues;

		- Copies letters beginning to identify and match some letters and sounds;
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Methodological guidelines

In order to achieve the targeted aims and learning outcomes and equip children with the required competencies, Grade Zero English Language Syllabus promotes the most contemporary approaches to language teaching and learning. First and foremost, it promotes communicative approaches, task-based and project-based learning in order to facilitate learner interaction and collaboration, as well as develop learner autonomy and creativity. Thus, learning-centered approaches are favoured over traditional approaches. Below are some brief guidelines regarding the methodology to be used by the teachers in their classrooms in order to motivate learners, as well as to facilitate their learning.

The Communicative Approach and Task-Based Learning

The overall aim of the English Language Curriculum is to enable learners to communicate successfully. Successful communication means getting our message across to others effectively. The Communicative Approach to language learning aims at facilitating genuine interaction with others, whether they live in the neighbourhood, in a distant place, or on another continent.

In language learning, the attention of the learners may be focused on particular segments, or on the language as a whole. In cases when we want to focus learners' attention on particular segments, then a segment may be a grammatical structure (a tense), a language function (expressing gratitude), a vocabulary area (food and drinks), or a phonological feature (stress or particular sounds).

Since communication basically means sending and receiving messages, learners should develop the four language skills, which are the core of communication. Development of *receptive skills*, that is *listening* and *reading* skills will enable learners to receive messages and, depending on tasks they are expected to fulfil, select essential information. However, since language skills do not occur in isolation, but are normally integrated for communicative purposes, after having received a message, learners should be able to make decisions and respond appropriately. In a situation which involves language, their response is a communicative function, which is performed by one of the *productive skills* either by *speaking* or by *writing*.

The Learning – Centred Classroom

The objective of learning-centred teaching is to make teachers aware of the importance of learner autonomy in the classroom. The teacher has a role, to support and help learners. The learners learn more actively and with enjoyment. The environment requires a learning-centred approach that relies on the participant's share in the learning, and responsibility for furthering the discussion. In all cases, learners need clear guidelines and preparation for effective discussion and participation.

The major aim, or set of aims will relate to the development of learning skills. Such aims may include the

following:

- To provide learners with efficient learning strategies;
- To assist learners to identify their own preferred ways of learning;
- To develop skills to negotiate the curriculum;
- To encourage learners to adopt realistic goals and a timetable to achieve these goals;
- To develop learners' skills in self-assessment.

The use of the mother tongue in the classroom

Contrary to the principles of the direct method and natural approach in language learning, which favour exclusive use of the target language, excluding the mother tongue completely from the classroom, most recent approaches today suggest that the use of the mother tongue at particular stages of foreign language learning may prove useful.

While there is clearly a place for the mother tongue in the classroom, teachers should make efforts to keep the use of the mother tongue to a minimum. Instead of translating words and/or asking learners to translate, they should demonstrate, act, use simple drawings and/or pictures, explain, and give simple definitions. If teachers readily intervene with translation, as soon as learners are provided with an 'equivalent' word or expression, as soon as their curiosity is satisfied, they may lose interest in that particular item. In consequence, the English word or expression is easily forgotten and cannot be easily recalled. This method is easiest for the teacher and learner but may be the least memorable.

Vocabulary

Vocabulary teaching and learning are central to learning English. Words have a central place in culture, and learning words is seen by many as the main task in learning another language.

At level 1 learners identify key concepts using a range of vocabulary.

L 1	Teacher's role	Learner's role	Possible activities
	<ul style="list-style-type: none">▪ to set the task, to give examples and encourage the learner;▪ expose learners to language through songs	<ul style="list-style-type: none">▪ identify and name the given items;▪ sing along with peers and teacher	<ul style="list-style-type: none">▪ Showing pictures in sequence;▪ singing a song in English

Cross-curricular issues

Since the English Language is not taught and learnt for its own sake but is seen as an aim and vehicle, the

Grade Zero English Language Syllabus integrates topics that directly relate to other subjects, such as: arts, culture, geography, media literacy, civic education, and similar. All these are in the function of equipping learners with first of all communicative competence, as well as other competences foreseen in the Level One Core Curriculum.

Assessment and evaluation guidelines

There are many reasons for assessing learners. Some of them are:

- to compare learners with each other;
- to see if learners have reached a particular standard;
- to help the learners' learning;
- to check if the teaching programme is successful.

Teaching means changing the learner. Teachers will always want to know how effective their teaching has been- that is, how much their pupils have changed.

This change can be in:

- The number of English learners know;
- The quality of the English they use;
- Their ability to use English.

The general word for measuring the change is assessment. Naturally, if we want to assess how much pupils have changed, we have to know exactly what they already **know** and what they can already **do**.

There are different types of assessment (or evaluation).

- Self-assessment (self - evaluation)
- Group assessment (group - evaluation)
- Individual assessment (evaluation)
- Combination of group and individual assessment
- The use of work samples, portfolios and projects.

If teachers want to find out how effective their teaching has been, or if they want to evaluate the learners' progress, then **tests** are used. Tests are conducted in a class by the teacher. They measure the results of learners' performance. Teaching and testing always go hand-in-hand. Questions are often asked to check if the learners have understood what has been said. Equally, they may be asked to find out whether a particular point needs to be taught. We instinctively know why we ask a question: whether it is to teach or to test something.

Some major reasons for testing are:

- To diagnose learners' standards on arrival;
- To measure learners' progress;
- To find out how much pupils have learned;
- To find out the quality of learning;
- To find out how many of the class have learned what they were supposed to learn;
- To motivate pupils;
- To show the teacher what to teach next.

There are different kinds of tests, such as:

- Proficiency tests
- Achievement tests
- Placement tests
- Diagnostic tests

We see **evaluation** as wider than testing. Testing may be a successful tool in evaluation, but we also think there are other criteria for assessing someone's performance.

Evaluation is not limited to numbers or just giving learners marks. Instead of trying to count or measure a learner's ability to make a useful contribution to the class, we can simply judge whether s/he makes a contribution or not, and sometimes we will have to justify, negotiate, and possibly modify our opinions.

With the evaluation, we are trying to help the learner to learn, so it is not an assessment, in fact, it is aid to learning. In other words, we can use assessment procedures to develop and improve, not only the learner but also the teaching programme and even the school.

Guidelines for teaching materials, tools, and resources

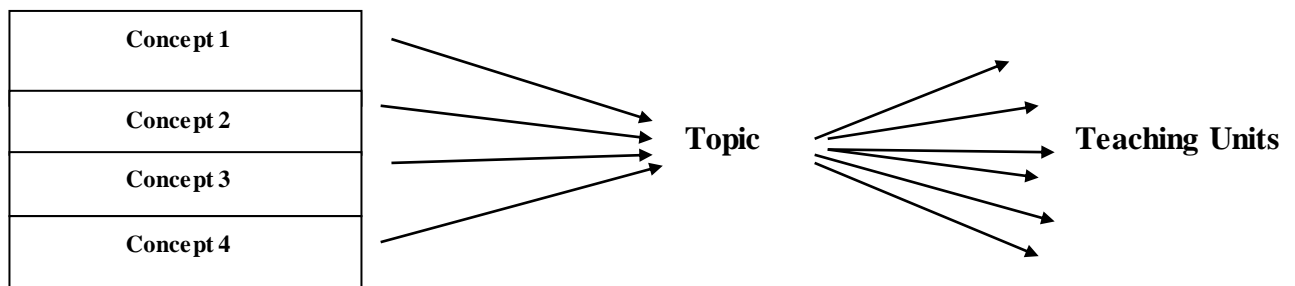
*In order to achieve the targeted aims and learning outcomes, and cover the topical content of the grade ten syllabus teachers should select teaching materials from course book(s) of **beginner level**. These materials and aids should primarily be age-appropriate, which means that they should be dedicated to children and young learners.*

Apart from this, teachers are encouraged to use supplementary materials to suit the learners' needs, that is, their background knowledge their interests, and motivation. Supplementary materials (video tapes, documentary films, drama activities, projects, contests and quizzes, and similar), may be used either within regular English classes, or within additional activities planned by the school curriculum (choice subjects, extra-curricular activities, and similar).

Guidelines for using the syllabus

All the learning outcomes in the syllabus are written based on four concepts: Literary and non-literary texts, Figurative and non-figurative language, Criticism, theory and history, and Language system. Each topic in this syllabus should integrate all four concepts; therefore concepts should not be developed as separate but interconnected with one another within one topic since each concept helps the development of students' knowledge, skills, values and attitudes.

In the syllabus, there are all the topics that will be developed during one school year, with teaching contents for each topic. Teachers should develop the topic which is based on four concepts, laying out teaching units in logical order.



The learning outcomes in the syllabus are expectations of each student's knowledge, skills, values and attitudes in the end of this school year. Teacher's role is to develop all students' communicative skills: listening, speaking, reading, and writing. In the syllabus there are learning outcomes based on these skills which are measurable and which affect directly student's success. There are also some immeasurable outcomes which are important because through them students develop their values and attitudes.

CURRICULUM AREA: ARTS

Subject curricula/syllabuses

Figurative Education

Musical Education

Subject curriculum/syllabus

Figurative Education

Content

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Introduction

Figurative Education is part of cultural formation in the visual and creative aspects of students. This subject directly communicates with all the spatial views that surround us and continuously influence their aesthetic and functional perfection.

Also its active role as an expression of their emotional world. Learning practically takes place with the concretization of work materials and follow-up techniques. The creative process also requires students' familiarization with the relevant vocabulary of concepts and meanings of the visual artistic language, in order to develop the students' skills for successful artistic communication. This subject also contributes to the development of creative imagination, responsibilities in group work and personality formation, as an informed, resourceful and generally cultured individual.

Purpose

Figurative education in primary school, in first grade, aims to enable students to:

- Cultivate the creative desire to experience beauty and art;
- Become familiar with space and development of logical perception of views in space;
- Identify creative visual skills of students
- Develop the individual creativity
- Become familiar with the basic concepts of figurative elements (lines, shapes, colours)

Topics and learning outcomes

Children in first grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Arts of the first level (Level 1) of the Core Curriculum for lower secondary education.

Concepts	Topics	Subject learning outcomes by topic (SLOT)
		<p>ALO 1. The student participates in various artistic activities according to individual interests and inclination</p> <ul style="list-style-type: none"> • Draws, paints, and models with a pencil, colours, plasticine, paper and other materials freely and creatively or on a given topic
Creativity and artistic performance	Drawing	<ul style="list-style-type: none"> - Draws at least 2 drawings with different lines; - Distinguishes the spaces and draws at least 2 drawings outdoors (nature); - Understands closed spaces and draws at least 2 drawings indoors (classroom-home); - Becomes familiar with and uses drawing tools (pencil, colour pencils, felt-tip pens);
	Colour	<ul style="list-style-type: none"> - Adopts the colour and colours of at least 3 works by colour pencils and felt-tip pens; - Understands the techniques and colours of at least 3 works by water colours; - Becomes familiar with and uses colour tools (colour pens felt-tip pens, water paints, pastels, brushes, etc.).
	Shape and modelling	<ul style="list-style-type: none"> - Uses different (light) materials for modelling creations (3 dimensional); - Achieves concretization and modelling of at least 2 simple modelling figures; - Knowledge and use of modelling tools with light applying tools (plasticine).
	Traces and signs	<ul style="list-style-type: none"> - Understands the art of simple (graphic) printing and reproduction, e.g stamp, potato printing, book, etc. - Makes 1 simple printing from different tracks (print on paper or other practical material using colours). - Recognizes some of the signs (on the street, TV, etc.) and design 1 paper; - Becomes familiar with and uses printing and design tools (pencils, felt-tip pens, paints, brushes, potatoes, paper, plastic layer, triangle, rubber, etc.).
		<p>ALO 2. Through artistic perception and experience, students recognize (observe) the key elements of the respective artistic language</p>
Artistic language and communication	Line and drawing	<ul style="list-style-type: none"> - Know the types of lines and draw at least 2 drawings with different lines; - Understands the importance of drawing and its use in practice (e.g cartoons, illustrations in books, city architecture etc.);

		- Tells at least 2 examples from his/her daily life on the use of free or geometric lines (indoor and outdoor furniture);
	Colour types and techniques	- Identifies basic colours; - Knows how to use colours and distinguishes the watercolour technique (with water); - Discusses and recognizes some examples of colours (e.g. butterflies, rainbow, flowers, animals, etc.)
	Shapes and modelling	- Understands and shows the placement of shapes in space, (e.g. river in nature, pillars, objects in the city, etc.) - Distinguishes shapes according to size and distance (perspective); - Distinguishes and demonstrates two examples for the composition and the structure of shapes.
	My occupation when I grow up?	- Designs by a simple creative technique 1 paper for the occupation commenting on the way of realization and use; - Explains the way of interrelating the subjects with the paper realized; - Understands the importance of the press and communication with the mass (e.g. books, newspapers, commercials, signs, television, etc.)
		<p>ALO 3. The student identifies the different relations of the arts in society</p> <ul style="list-style-type: none"> • notices and identifies different types of arts • notes and identifies the types of artistic institutions • names some (at least 4 creators, well-known performers of different types and genres of global and national artistic creativity)
Art-society relation	Objects and artefacts	- Recognizes and distinguishes objects of cultural heritage (national and other cultures);
	Projects and examples	- Gets to know some of the architectural objects, carpets, ornaments, vases, etc.
	Galleries and exhibitions	- Knows and understands some of the cultural-artistic institutions (museums, galleries, studios, archaeological sites, etc.)
		<p>ALO 4. The student estimates and evaluates in an informed and critical manner the artistic creations of individuals and others</p> <ul style="list-style-type: none"> • Expresses the personal and emotional reaction to the experience of the artistic work with a few simple sentences during the conversation and observation, with movement, mimics, other means of expression, etc. • (estimates and evaluates artistic own and other's performance/

		creations by very simple vocabulary (e.g. <i>he/she sang well, clearly, I like the colours you have used, you didn't draw the shape of the ball well etc</i>)
Aesthetic-artistic estimation and evaluation	Analysis of works	- Talks about the creations made in the classroom and similar (at least 2 works); - Comments on personal works and compares them with other Works in the classroom;
	Individual assessment	- Individual experience of works and evaluation according to them (at least 2 works); - Appreciates and evaluates creative imagination in works;
	Description of works	-Description of written works (at least 2 sentences);

Methodological guidelines

The teaching methodology for Figurative Education is a special competency and responsibility, based on the specificity of the lesson preparation. For the qualitative implementation of the teaching of this subject, maximum commitment is required in the application of active methods and recognition of the psycho-physical abilities of the students.

In first grade, it is required to use specific learning methods of the concepts, skills and knowledge that the student must acquire. Here, they are required to use creative forms to stimulate curiosity and develop the imagination of artistic expression.

Cooperation in practical teacher-student work is essential. Choosing a topic adapted (from the curriculum content) according to seasons, holidays and the moment is significant and motivates students for greater engagement. The selection of such content should first of all take into account the creative possibilities of the students and the tools required for their realization. We need to provide the feeling for colours, shapes, sizes and their logical perception to students at this level. Through creative imagination and emotional experience, we foster a sense of beauty and the forms created in the works.

The motor skills of creation in figurative works are achieved with regular dedication in recognizing and adapting psycho-physical skills, choosing suitable topics, active interaction with students and choosing forms of work (individual, in pairs, in groups, media, etc.)

Figurative Education in first grade can be related to all subjects such as the Albanian Language, Mathematics, Music, Handicrafts, etc. It is directly related to figurative meanings from nature and surrounding objects. Through figurative images, students recognize and learn more easily the concepts of literacy from the mother tongue, mathematics, natural sciences, music, and handicrafts and that starting from the drawing of letters and pictures in ABC-book (Abetare), the illustration of poetic verses and up to many other informative and educational sources. Figurative images stimulate curiosity and develop the greatest creativity in all subjects by seeing the shapes, colours and sizes of outlines, illustrations and letters in those representations.

Guidelines for the implementation of cross-curricular issues

In the educational system, cross-curricular issues are important topics through which students obtain, develop and acquire certain specific skills and knowledge, in order to prepare for life and work in the future and to face and easily overcome life's challenges.

Cross-curricular issues are topics which human society is constantly confronted with, which aim to create and cultivate some social, social, human and civic values, which contribute to the formation of the identity and individual and independent personality of students.

Cross-curricular issues are issues that are necessarily related to the area outcomes where all the curricular areas are integrated and contribute in different forms, including the area of arts with its subjects, which helps students to know, understand and interpret better the world, and events, processes, relations in society and increase the interrelation of education with life and its interests.

In the planning stage, the teacher is required to analyze the area outcomes, the topics and the teaching units and foresee to which cross-curricular issues they are related. In this way, the best possible treatment of these issues is ensured, taking into account integrated teaching.

The cross-curricular issues that can be related and addressed in the subject of Figurative Art are:

- Media literacy
- Peace literacy
- Education for democratic citizenship
- Globalization and interdependence
- Human rights and freedoms
- Sustainable development

Media literacy

Education for the use of media is imperative of the time for students, which provides them with information to expand their knowledge on the historical developments of art, author, artwork, theory and artistic problem, developing and cultivating the skills and research culture for the handling of certain problems. Media can also be used for artistic creations and the presentation of various artistic projects.

Peace literacy

Students in the subject of Art can address and realize topics related to peace, respect for human dignity, cultural diversity, tolerance, humanity, harmony and coexistence.

Education for democratic citizenship

In the topic education for democratic citizenship through art, students can address topics about civilizations and democracy and in this way form their civic and cultural identity, as active citizen for their own and the community's well-being.

Globalization and interdependence

Students deal with topics related to the globalization era in various social areas such as art, culture, economy, education, etc. And the interdependence and relationship of the developments of different social cultures, creating a positive and accepting perspective towards these experiences and cultures.

Human rights and freedoms

Through art, students deal with topics related to human rights and freedoms, cultivating a culture of respect for human rights and freedoms regardless of gender, race, nationality, etc. For example, the concept of colours without gender distinction can be addressed at this stage as soon as the students are familiar with colours, etc.

Sustainable development

Sustainable development is a process that prepares students with sustainable skills that guarantee opportunities for a better life. Students should be able to detect the sustainable development challenges from different perspectives, related to the impacts of human activity on society, in the cultural-artistic, social, economic and environmental aspects. By using recycling materials, but also encouraging children to protect the environment, paper, and colours by using them cost-effectively, we educate them about a healthy environment. The topic of the environment can also be the subject of creative treatment in their works.

Assessment guidelines

Assessment is a process of systematic, qualitative and quantitative collection of information on the achievement of students during the learning process. The assessment includes the whole activity and is considered a teaching element that helps teachers to follow the gradual development in the achievement of the learning outcomes at the grade and school level of the students as well as the mastery of the competencies. During the assessment, the teacher must take into account the program content in achieving the learning outcomes and competencies defined for this level. Also, the teaching and learning methodology is closely related to the student assessment process because it is an element present in every educational activity.

This assessment process extends from the evaluation and self-evaluation of students' works made with various artistic techniques, portfolios with artistic work, oral and written presentations, testing, participation in a curricular project, etc.

The assessment in figurative art is based on the principle of individualization, because the

achievements are more individual, where each student has different predispositions and aptitudes to the forms of artistic expression.

Encouragement, imagination, original, creative expression, interest, artistic experience, interpretation and presentation of artistic works are forms, which help to assess the creative work of students in the arts.

Also, individual and group participation in various artistic activities organized in the classroom, school and community are part of the assessment process.

The individual assessment is done in the function of measuring certain artistic competencies, which the student manages to develop during the learning process, alone or in a group, through practical activity, i.e., through the creation, observation, and analysis of works of art, etc. Students are assessed as they demonstrate achievements through various product activities.

The portfolio with the creations, writings, presentations and testing is an objective opportunity for student assessment, as it also responds to the competency-based assessment of the subject of Figurative Art.

Assessment objectives:

- *Identify student progress and provide them with sufficient data*
- *Motivate students to work*
- *Provide information on the level of competency achievement*
- *Diagnose weaknesses and strengths of students*
- *Improve learning and teaching*
- *Assign tasks according to individual abilities in accordance with the level of the students.*
- *Select appropriate teaching methods based on grade level.*
- *Provide information on the development of students for their future orientation*

Different assessment forms and instruments

During the assessment process, it is suggested that teachers use different assessment forms and instruments, providing students not only with written criteria but also other assessment types to concretely understand the achievements they aim for. Assessment instruments should always be appropriate, depending on the purpose of the assessment. The assessment form and type, and especially how the results are reported, should always reflect the purpose of the assessment. The constructing assessment method must always be transparent and fair. The assessment must always be conducted with the highest ethical standards. Student assessment should be motivating and objective.

Assessment methods

- Verbal assessment - the use of short questions, conversations about the learning material or a concrete task, discussing with individual students, groups or with the whole class, listening to the discussions that students have with each other on a concept, knowledge of

figurative arts, artistic work or task, etc.

- Written assessment or testing - special tasks for groups of students, short tests for a concept, topic or group of topics, an essay as well as tests for a certain semester and annual line.
- Assessment of completed tasks - a step-by-step observation of art tasks, from ideation to organization and realization, such as demonstration of achievements in concrete work (namely the realization of two- and three-dimensional works, interest in the pursuit of artistic life in the community, passion, appreciation and dedication to this subject, etc.).
- Evaluation of different projects - cooperation of students in a school or province-based project.
- Assessment of artistic works - participation in various artistic activities organized by the school, etc., participation in national activities such as competitions, and exhibitions of a domestic or international character.
- Assessment through the portfolio - the student's portfolio, as an opportunity for assessment and self-assessment, is a collection of his/her work throughout the school year. It may contain thematic tasks (essays), various two- and three-dimensional creations realized during the school year, which can be creations in painting, sculpture (plasticine), computer, etc., curricular projects, all for the benefit of various school activities, products of curricular activities, etc. the selections for the portfolio are made by the students, the teacher recommends.

Assessment process instruments

- Test (multiple choice, true-false, matching, completion, short answer and open-ended questions);
- Structured oral test;
- Checklist;
- Questionnaire;
- Interview sheet;
- Survey;
- Essay;
- Project;
- File/Portfolio.

Instructions for learning materials and resources

The selection and use of didactic and teaching tools is an integral part of the teaching process, and has special importance in the achievement and realization of competencies. Such tools serve to demonstrate and concretize the topics and learning units covered in the subject of art, and they should be very efficient, tangible and practical for students.

Technology is one of the widely used tools in the subject of Figurative Education, helping students to research and recognize various works of art, cultural heritage objects, design objects, etc., creating the student's research type in the subject of art.

The school, as an educational institution, must provide and offer adequate or alternative technical-technological conditions and opportunities in the implementation and achievement of the curriculum competencies of certain subjects, in this case also the subject of art.

In this form, students are allowed to demonstrate or present different tasks and projects through technological media.

The teacher encourages students' interest in activities and treatment of art topics by using a rich vocabulary of the figurative artistic language with clear, precise, meaningful and conceptual words and sentences.

The teacher encourages the expansion of knowledge on art among students by motivating them to use resources, materials and textbooks (books) appropriate to their age and the possibility of learning level.

Some of the most useful didactic tools are:

- Textual materials: textbooks, workbooks, art catalogues, albums, professional *guides*, *dictionaries*, *newspapers*, *magazines*, *pedagogical materials*, *encyclopedias*, *etc.*;
- Visual aids – *figurative*: *writing board*, *photographs*, *paintings*, *models*, *mock-ups*, *vases*, *reproductions of works of art and posters*, *diagrams*, *graphic tools*, *etc.*;
- Audio-listening tools: *radio*, *tape recorder*, *telephone*, *CD player*, *etc.*;
- Audiovisual tools – *figurative-audio*: *television*, *film*, *video projector*, *video player*, *computer*, *internet*, *Teletext*, *CDs*, *DVDs*, *e-mail*;
- Learning environment (*classroom*, *studio*, *cabinet*, *nature*, *gallery*, *museum*, *etc.*)

Online resources

<https://www.artsattack.com/>

Subject curriculum/syllabus

Musical Education

Content

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Introduction

The early experiences that students have had in the family, in early education (preschool) and the preparatory grade, can be used for Music Education in first grade by concretizing such experiences from daily life with games, songs, rhythmic lectures, movements etc. Through musical activity, children experience joy, happiness, relaxation, and enthusiasm, and in this way music directly affects their emotional and social development, ennobles them and at the same time affects the development of musical skills to which they are inclined.

Purpose

The subject of Music Education in first grade aims to continue encouraging students to love music and through musical activities in the classroom to identify and further develop the students' musical predispositions into concrete musical abilities of the students. Learning at school is made more interesting through various integrated musical and artistic activities in which they are encouraged to participate.

The main goal in this grade is for students to have the opportunity to experience musical artistic works (songs, instrumental pieces, etc.) through listening to music and actively participating in any of the musical activities (singing, tuning, musical games, musical creations and creative expressions under the impact of music). Such activities promote emotional development, intellect, imagination, attention, interest in creativity etc.

Topics and learning outcomes

Concepts	Topics	Subject learning outcomes (SLO) by topic
	ALO 1. Students participate in various artistic activities according to individual interest and aptitudes	
Creativity and artistic performance	1. Songs 2. Rhythmic lectures 3. Melodies/ accompaniments	<p><i>Student:</i></p> <ul style="list-style-type: none"> Sings simple songs and melodies (in a group) according to imitation, at least 5 and maximum of 10 songs during the school year. <p><i>Explanation: Songs relate to different topics suitable for their age (about nature, school, family, wishes, toys, seasons, holidays, etc.). Songs can also be matched with letter learning by learning a short song for each letter</i></p> <ul style="list-style-type: none"> Rhythms song verses and rhythms (with voice, hands and rhythmic musical instruments for children) Attends singing and/or plays simple melodies with child-friendly rhythmic and melodic musical instruments (e.g. Orff instruments)
	4. Music games	<ul style="list-style-type: none"> Plays individually and in a group, simple music games suitable for the age accompanied by body movements, and with children's musical instruments that relate to different topics but also didactic elements of music artistic language (rhythm, melody, properties of musical sound, etc.) Plays different games where the word, music, mimics, movement, visual aspect etc. are syncretized (the topic of the games adapts to the other topics from other learning areas for this grade)
	5. Music creations	<ul style="list-style-type: none"> Improvises in different rhythms with voice and rhythmic instruments Performs music additions (completion of a melody, music questions and answers, etc.) Attends creatively, vocally or by instruments, singing, speaking and playing
	ALO 2. Through artistic perception and experience students recognize (notice) the main elements of relevant artistic language	

Language and music artistic communication	Basic elements of artistic language	<ul style="list-style-type: none"> • Reinforces knowledge of the basic sound properties (frequency, pitch, timbre and loudness) through games, songs and listening to music. • Distinguishes and recognizes basic rhythmic concepts - meter, measure (2/4, 3/4 and 4/4), sound values/frequencies or division of the unit for counting (fourth, eighth, half, full note and dot as a symbol of value extension) • Distinguishes the major-minor keys while singing songs and listening to music
	<p>ALO 3. The student distinguishes the different relations between the arts and society</p> <ul style="list-style-type: none"> • Observes and identifies different types of art (e.g. vocal, instrumental, portrait, landscape, etc.) • Observes and identifies the types of artistic institutions (gallery, theatre, museum, concert hall, etc.) • Names some (at least 4 creators, well-known performers of different types and genres of global and national artistic creativity) 	
Music and society	Music types	<p>Student:</p> <ul style="list-style-type: none"> • Distinguishes different types of music in society through listening to music (e.g dancing music, film (cartoon) music (drawing), music for children, music for different occasions, festive music, etc.) • Distinguishes music according to types and genres (vocal, instrumental, stage music, pop rock, folk, etc.) • Knows how to choose certain music for different situations
	Musical instruments	<ul style="list-style-type: none"> • Distinguishes the timbre of major musical instruments (folk and classic) by listening to age-appropriate pieces of music • Identifies and differentiates instruments according to appearance, way of use, etc • Creates rhythmic musical instruments with recycled and organic materials (maracas with rice, corn, small tambourines, etc.)
	Creators and performers	<ul style="list-style-type: none"> • Distinguishes and presents any well-known personality among the global and local artistic creators and performers

	ALO 4. Students learn to estimate and appreciate art Expresses the personal and emotional reaction to the experience of the artistic work with a few simple sentences during the conversation and observation, with movement, mimics, other means of expression, etc. Appreciates and evaluates own and others' artistic performance/creations with very simple vocabulary	
Aesthetic-artistic estimation and evaluation	Artistic works Artistic events	Student: <ul style="list-style-type: none"> • Expresses the opinion about the music works heard in two or three simple sentences, by movement and figurative expressions • Expresses his/her opinion about their own and their peer's creations and performances • Visits and describes any music event in the family, at school and beyond • Names any important musical institution in the country or abroad

Methodological guidelines

The selection of teaching methods is done by the teachers in accordance with the curriculum. It is important that teachers should create a learning environment that will encourage and help children to discover and develop their artistic abilities and aptitudes.

Creativity and artistic performance

Songs and music games dominate music learning for children in first grade, just like in preparatory (preschool) grades. Songs are taught according to ear (by imitation) and the theme of the songs and games must be in accordance with the age and their performance skills (ambitus, text difficulty, rhythm and especially textual content with an educational and didactic character. Songs should be short, simple and mainly of the music genre for children, but also simple and appropriate folk and artistic songs can be used in this grade.

The thematic content can correspond to topics covered by other teaching areas, but also to various cross-curricular issues. For example, each letter can be learned from a short song and the program for the ABC book can be realized in the form of a musical piece, where the songs that are selected have simple melodies and rhythms (dancing, marches, simple measures but also mixed $3/8$ and $5/8$ that are easily experienced). It is necessary to maintain a straight posture while singing, singing with emotion, the correct pronunciation of the text, and aiming to sing in the most accurate intonation. Children are encouraged to sing alone in addition to singing in a group. While playing the instruments, they can create special sound effects (imitating the sounds of sticks, different instruments), using the voice, sticks, claps or other simple instruments for

children (Orff instruments, for example)

For the education of a child's sense of rhythm, the teacher must demonstrate to them in concrete form the phenomenon of rhythm, how it is experienced, and then apply it in practice.

E.g.

Nature and environmental phenomena, for example, the ticking of a clock, the imitation of a train, the ringing of a bell, the beating of a hammer, the beating of a hand's pulse, the beating of a bell, the beating of a drum in a march, etc.). Rhythmic lectures by accompanying them with rhythmic movements or different words divided into syllables, by accompanying them with clapping, sticks, etc. It is advisable to learn exercises with rhythmic elements to the accompaniment of children's songs and games.

Key concepts of rhythm/meter/measure/counting units are continually experienced through singing, playing and listening to music. If the teacher decides to explain phenomena/concepts, they are explained simply by relating to a given song, and also by relating to the mathematical concepts of the whole/half/counting of units within the given measure.

Working with musical instruments aims at getting to know the instrument, increases interest in the activity, and helps to educate the rhythmic or melodic feeling. In this way, we created simple rhyming models; beating with the palm, tools, and percussion, we create instruments from recycled materials wherewith we accompany in songs and also body movements, etc.

Music and society

Listening is the main way through which the child relates to music. Through listening, they express emotions brought by songs, instrumental works, etc. The teacher must cultivate the feeling of listening to his/her voice while the child sings the song, and attends to the music with appropriate movements (dancing ballet, waltz, march, etc.). Listening simultaneously develops the sense of commenting on the instrumental pieces they hear through a simple vocabulary. The teacher may use a comparison method comparing a dance with a march, a lullaby with dance music, and comparing the nuances of the voices of friends, animals, instruments, etc.

The pieces that this age will listen to should be carefully selected, be simple in music content and relate to the given topics/units.

Artistic-aesthetic estimation and evaluation

In this dimension, the teacher reinforces singing, playing and understanding of music concepts through the engagement of students in self-evaluation and the evaluation o their peers, but they are also trained to evaluate and critically judge the musical works they listen to. They are also trained to comment on them with the relevant vocabulary of terms adequate for music phenomena.

In terms of inter-subject and interdisciplinary **interrelation and integration**, music can be a part of any topic delivered in first grade in different areas. For example, in mathematics, comparing fractions with the division of the unit by number (quarter, half, eighth note); various music

phenomena in the natural sciences (how sound is produced, how sound is transmitted, etc.); Exercises during physical education classes (walking, running, various activities) can be accompanied by rhythmic music. So, in every topic or unit, music can be included through listening or singing to make learning more interesting for children of this age. Music can also be a good tool for relaxation during short vacations. Relaxing, calm music calms the students and makes them ready for the next lesson. Many routine activities can be signalled through different songs or appropriate musical examples for listening.

Guidelines for the implementation of cross-curricular issues

From the perspective of the area of arts, a range of cross-curricular issues related to sustainable development, recognition and respect for child rights, gender equality issues, cultural and cross-cultural issues, preventing and combating negative social phenomena etc., can be addressed in the first grade. For example, the treatment of equal importance and cooperation between the voices of both sexes in music, and the treatment of artistic occupations regardless of gender, religion, race, etc.

Interdependence

From the perspective of arts, the group artistic activities themselves deal with this topic, because, for example, when a mural, mosaic, collage, or group model needs to be created, all participants understand that without the cooperation of each one, the common integrity cannot be achieved. Music in the ensemble, choir, and orchestra is realized only by respecting interaction and interdependence.

Sustainable development education

Issues of sustainable development, issues of realizing the right to live in a healthy environment and social welfare based on international conventions can be the subject of the treatment of the child's creative work even at this age.

The use of artistic expression to address the child's fundamental rights to education, freedom and dignified life can be very well realized through creative works etc. The use of artistic expression to address some of the topics of sustainable development (protection of the environment, spaces, the order in the classroom, at home in the family, etc.) is done, for example, by recognizing and using recycled materials to create art but at the same time paying due care for paper, wood, materials in the classroom and the school environment, etc.

Assessment guidelines

The assessment in first grade continues to be descriptive since the purpose of the area of arts is to develop children's creativity and encourage and motivate them to engage in various music activities, but a distinguished student can be rewarded with symbolic star ratings, heart, sun, etc. and especially those who are distinguished by creativity and artistic activity. From this age, it is

good for children to be encouraged and helped to make a critical assessment of their own performance and that of their peers in the class by prompting them with questions: How did you/he/she sing, how did you/he/she dance, how did you/he/she draw or model, etc.)

Learning materials and resources

The selection and use of didactic and teaching tools is an inseparable part of the teaching process, and is of particular importance in the achievement and realization of competencies. These tools serve to demonstrate and concretize the topics and teaching units covered in the subject of music education and they must be very efficient, tangible and practical for the students.

The school, as an educational institution, must provide and offer adequate or alternative technical-technological conditions and opportunities in the implementation and achievement of the expected competencies and learning outcomes in the subject of music. In this way, the opportunity to demonstrate and present the music material selected by the teacher for listening is created.

The teacher encourages students' interest in music activities and the expansion of students' knowledge by motivating them to use resources, materials and texts (books) appropriate to their age and the possibility of learning level.

Some of the most useful didactic tools are:

- Textual materials: textbooks, workbooks, art catalogues, albums, professional *guides*, *dictionaries*, *newspapers*, *magazines*, *pedagogical materials*, *encyclopedias*, *etc.*;
- Audio-listening tools: *radio*, *tape recorder*, *telephone*, *CD player*, *etc.*;
- Audiovisual tools – *television*, *film*, *video projector*, *video player*, *computer*, *internet*, *Teletext*, *CDs*, *DVDs*, *e-mail*;
- *Musical instruments for children (school, folk, Orff or created by students with recycled material)*

<https://www.pinterest.com/pin/34902965838806956/>

<http://www.kinderart.com/teachers/9instruments.shtml>

Online resources

<http://www.classicsforkids.com/>

<http://colorinmypiano.com/2010/03/19/early-childhood-online-resources/>

<https://www.preschoolprodigies.com/>

<http://www.sphinxkids.org/>

Classical music video for children

https://www.youtube.com/watch?v=1hMjxnwig0o&list=PL3WK_yMF5c6fF5aQNDxY_wEKERleEnGY

[wEKERleEnGY](https://www.youtube.com/watch?v=1hMjxnwig0o&list=PL3WK_yMF5c6fF5aQNDxY_wEKERleEnGY)

http://www.bbc.co.uk/northernireland/schools/4_11/music/

[mm/](http://www.bbc.co.uk/northernireland/schools/4_11/music/)

http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/teachers/lessonplans.shtml

CURRICULUM AREA: MATHEMATICS

Subject curriculum/syllabus

Mathematics

Subject curricula/syllabus

Mathematics

Content

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Purpose

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Guidelines for the implementation of cross-curricular issues

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Introduction

The learning of Mathematics in first grade provides the basis for mastering mathematical habits and skills and prepares students in intellectual development and personality formation to be successful in facing the challenges of life and integration into society. The students of this grade come from preparatory class environments and with different experiences related to the surroundings where they live, so the mathematics program must also provide a variety of learning opportunities through good teaching materials, with teaching methodologies and a permanent commitment to developing their skills.

In first grade, Mathematics is delivered as an integrated part of daily activities with a strong connection to language, art, music and through games so that students are entertained and educated through mathematics starting to conceive it as a separate subject. If the mathematic situations are related to the student's daily life, then they make it possible for the student to apply what he/she knows and develop new knowledge.

The document itself contains:

The aims of the subject of Mathematics for the first grade serve:

- Students to develop the main competencies of lifelong learning and competencies in the area of Mathematics so that he/she can be successful citizens in the future;
- Teachers to plan, implement and assess the teaching activity and the achievements of the students in the classroom and outside it;
- Parents to recognize the learning outcomes and assessment criteria in certain periods of time for his/her child;
- The drafter of textbooks and auxiliary materials for teachers and students.

The subject learning outcomes for learning topics for contents create conditions for the student to build and apply knowledge, skills, attitudes and values, in the function of area competencies and key competencies.

Methodological guidelines for teaching as a condition for the implementation of the program, for the achievement of competencies by students, allowing everyone to show and develop the potential that they possess within themselves, and guidelines for the implementation of cross-curricular issues for the contribution of mathematics to society and daily life.

Guidelines for assessing the achievement of first-grade students, as one of the essential components for improving student achievement and the learning process,

Instructions for didactic materials and learning resources and tools.

Purpose

Learning Mathematics in the first grade aims at the intellectual development of each student, the exercise of basic rules, the cultivation of values and the preparation for the following grades.

The Mathematics program aims to provide students with mathematical thinking patterns, basic ideas and mathematical structures, and to develop their computational and problem-solving skills in daily life.

The development of Mathematics mainly focuses on:

- Developing an understanding of addition and subtraction and strategies for addition and subtraction of numbers up to 20;
- Developing an understanding of the relationships between numbers and place value including grouping into tens and ones;
- Developing an understanding of measurement, length measurement;
- Reasoning about the attributes and composition and decomposition of geometric shapes;
- Collecting information and their processing.

The subject of Mathematics in first grade also aims at *mathematical formation* which is achieved through:

- Integrated learning in the context of daily life
- learning through the mastering of elementary concepts of Mathematics.

Topics and learning outcomes

Mastering of program content by the student is demonstrated as relevant **knowledge** presented to him/her in relation to age, and skills that the student demonstrates, which includes skills, abilities, techniques and methods for applying knowledge in achieving the outcomes projected for this grade.

In the subject of Mathematics for first grade, the following general elementary mathematical concepts begin to be developed and mastered:

- Numbers, algebra and function;
- Shape, space, measurements and geometry;
- Annotation and probability processing;

The general concepts are broken down into topics and learning outcomes are presented for each topic providing a supporting base from the learning outcomes for the level.

Through simple life situations and various games, the student naturally learns concepts about counting, numbers up to 20, comparing quantities, measurements, time and modelling, and concepts about shapes, geometric bodies, orientation, and location of objects in space and direction.

Mathematics in its content includes concepts which are covered by relevant topics in relation to area learning outcomes (ALO) in the Core Curriculum for Preparatory Grade and Primary Education and harmonized with the subject learning outcomes (SLO).

Topics and learning outcomes by topic:

Concept	Topics	Subject learning outcomes by topic (SLO)
Number		<p>Student:</p> <ol style="list-style-type: none"> 1. Uses an understanding of numbers, relationships between numbers, and the algorithm of number operations to represent real-world quantities. 2. Uses numbers to show quantities: counts, reads numbers, counts objects comprehensibly up to 20. 3. Compares numbers using the corresponding symbols; visually estimates the number of a number of objects, without counting them. 4. Performs operations with numbers: adds by adding value and subtracts by subtracting value, applies properties of operations and relationships between addition and subtraction, explores, observes parts of the whole in the context of daily life and uses concrete materials to investigate multiplication and division. 5. Solves simple problems using numbers: determines the number of elements of a set, uses 1-to-1 correspondence to count objects and compares the size of a group of objects, and determines the place value of numbers. 6. Uses numerical indicators: drawings to show numbers, identifies numbers in situations from daily life, uses ordinal numerals (the first, the second, ..., the last), writes and compares numerals up to 20 according to quantity.
	atural numbers	<p>Student:</p> <ul style="list-style-type: none"> ▪ Reads and writes numbers from 1 to 20; ▪ Counts in ascending and descending order with numbers from 1 to 20; ▪ Understands signs; +, -, >, <, =, and uses them in certain cases; ▪ Demonstrates understanding of numbers through association with objects/drawings; ▪ Defines the first addend, the second addend, the sum, the subtractor, the subtracted, and the change of numbers from 1 to 20; ▪ Performs addition and subtraction operations, as well

		<p>as compares natural numbers (from 1 to 20 including the number 0);</p> <ul style="list-style-type: none"> ▪ Shows the predecessor, successor, stands between, of numbers from 1 to 20 ▪ Identifies even and odd numbers from 1 to 20; ▪ Argues the relation between addition and subtraction of numbers from 1 to 20; ▪ Apply the permutation and associative property to the addition of numbers from 1 to 20; ▪ Solve simple problems based on the given patterns; ▪ Applies addition and subtraction to word problems (in real situations); ▪ Collects and withdraws money (uses euro currency) ▪ Determines the sequence (ordinal numbers); ▪ Defines half and quarter of the whole with examples from daily life.
Algebra and function	<p>Student:</p> <ol style="list-style-type: none"> 1. Recognizes relationships in a given environment: compares, classifies and regroups objects based on one or several characteristics, sorts according to different qualities. 2. Understands patterns, creates new patterns and uses patterns in an environment. 3. Finds the rule, uses meaning for the missing number and uses symbols to model relationships in practical situations. 4. Use equation as a function of number operations limited to addition and subtraction with small numbers. 5. Masters the function of distinguishing a rule, through concrete models, mainly of an amusing character, with verses. 	
	Patterns	<p>Student:</p> <ul style="list-style-type: none"> ▪ Draws the next figure observing the sequence of previous figures; ▪ Models the square and rectangle with plasticine and other tools; ▪ Classifies objects according to their properties;

	Sets and relations	<ul style="list-style-type: none"> ▪ It describes the set as a collection of objects; ▪ Identifies objects that are inside or outside a set; ▪ Represents the set through a Venn diagram; ▪ Creates sets based on the qualities of objects (elements); ▪ Compares sets using expressions; more, less, as much as; ▪ Associates the objects (elements) of a given set with the objects (elements) of another set; ▪ Establishes sets from two given sets.
	Letter expressions	<ul style="list-style-type: none"> ▪ Defines letter expressions and distinguishes them from numeric expressions; ▪ Sets the value of the literal expression for specified values of letters; ▪ Model problems with verbal expressions; ▪ Solve problems from daily life using letter expressions; ▪ Converts symbol expressions with word expressions and vice versa;
	Linear equations and inequalities	<ul style="list-style-type: none"> ▪ Identifies the addend, the subtractor and the unknown deductor (numbers from 1 to 20); ▪ Solve word problems using numbers from 1 to 20; ▪ Defines linear equations and inequalities with one unknown, as well as their corresponding solutions; ▪ Solve linear equations and inequalities with one unknown (using additive and multiplicative properties); ▪ Finds the set of solutions of inequalities (numbers from 1 to 20); ▪ Solve simple life problems using equations and inequalities.
	<p style="text-align: center;">Student:</p> <ol style="list-style-type: none"> 1. Implements measurement processes, and selects appropriate techniques to perform measurements directly in real situations. 2. Is time-oriented and performs the chronological order of events related to their daily life. 	

<p>Measurements</p>	<ol style="list-style-type: none"> 3. Builds initial knowledge of the use in measurement of standard units: m, cm, kg, hours, days, weeks, months, years and currencies. 4. Calculations are limited to measuring length, time, mass and the use of currencies. 5. Comparisons: compares objects using measurable characteristics and describes measurements taken. 6. Represents and interprets geometric data, identifies 2D and 3D shapes identifies patterns, and creates new geometric patterns. 	
	<p>Measuring units</p>	<p>Student:</p> <ul style="list-style-type: none"> ▪ Measure different lengths using non-standard units (palm, step, pencil, sticks, etc.). ▪ Directly compares objects by length using expressions; longer, shorter, the same; ▪ Visually compares the lengths of two or more objects; ▪ Makes connections between numbers and measurements; ▪ Evaluates and lists objects by size ▪ Directly compares objects by weight using expressions; heavier, lighter, the same; ▪ Uses standard measurement units such as m, cm, kg, hours, days, weeks, months, years and currencies; ▪ Is oriented in time by using the appropriate words (e.g, yesterday, a week ago, now, tomorrow, in a few days, in two months, etc.) in determining the past, present or future time; ▪ Sorts the days of the week, the months of the year; ▪ Lists events that are related to their daily life, within a time period of a day, a few days, or a few months; ▪ Uses the relevant terminology (“heavier”, “lighter”, “equally heavy”, “heaviest”, “lightest), to express the mass of objects from his/her daily life; ▪ Demonstrates weighing with a balance using different items; ▪ Uses coins from €1 to €20 to calculate prices of items from his/her daily life; ▪ Solves situation problems related to purchases known to them; ▪ Compares the volume of different containers, known

		to them.
Geometry (Space and shape)	ALO:	
	1. Observes positions and location: sorts out objects and puts them together, uses actions and words to show position, location, movements and orientation.	
	2. Expands knowledge of two-dimensional shapes (square, circle, rectangle, triangle) and describes some of them based on the number of legs and vertices, utilizing concrete illustrations.	
	3. Uses reasoning to discover geometric relationships for 2D (2-dimensional) figures.	
4. Observes shapes in the environment and talks about the characteristics of the shapes, identifies and names some shapes, tells when the shapes are the same or different using one or more of the characteristics.		
5. Intuitively handles knowledge of axial symmetry.		
Orientation	Student: <ul style="list-style-type: none"> ▪ Determines the placement of objects, front, back, bottom, top, right, left, inside, outside, in; ▪ Describes the route from one place (origin) to another (destination) and vice versa; 	
Geometric figures	<ul style="list-style-type: none"> ▪ Draws straight, curved, open and closed lines; ▪ Names geometric figures such as: triangles, squares, rectangles and circles; ▪ Freehand draws the square, triangle and other figures; ▪ Shows other examples that resemble geometric figures; ▪ Paints the symmetrical figure and creates symmetrical figures; 	
Geometric bodies	<ul style="list-style-type: none"> ▪ Names geometric bodies (cube, cuboid, sphere); ▪ Compares geometric bodies (their sizes); ▪ Identifies cube-, cuboid-, and sphere-like objects; ▪ Finds (makes) the differences between geometric figures and geometric bodies; 	

	Surface	<ul style="list-style-type: none"> ▪ Paints the surfaces inside different figures (square, rectangle, triangle, circle); ▪ Distinguishes the surface inside, outside and in the picture;
Data and probability	ALO:	
	<ol style="list-style-type: none"> 1. Reads and understands statistical data (with different figures) from daily life, reads and completes a table with simple data from their environment. 2. Organizes the collection of information and uses the information collected. 3. Asks questions to collect information, divides and classifies into groups, and evaluates information to answer questions about situations that will occur. 	
	Working with data	<p>Student:</p> <ul style="list-style-type: none"> ▪ Reads the data collected in the table and presents them in the chart and vice versa; ▪ Interprets the collected data and compares them; ▪ Predicts the possibility of the occurrence of an event (with large differences); ▪ Does the test, possible, or impossible?

Methodological guidelines

The mathematics teaching methodologies in the first grade are based on the teaching principles defined in Core Curriculum I, which aims at teaching that ensures learning competencies. The topics presented in the program for the first grade cannot be developed uniquely and separately, but they are related to other areas. The learning outcomes for each topic serve the requirements and notions aiming at other topics within the area. Mathematical education is a complex process that requires a harmonious interweaving of learning outcomes and careful teaching that places them in the function of each other.

The teacher mainly focuses on the following aspects:

- Linking learning outcomes of core competencies to learning outcomes for area competencies and subject outcomes;
- Competency-based teaching and learning;
- Child-centred teaching;
- Integrated teaching and learning;
- Development of cross-curricular topics;
- Development of sustainable education activities.

The teacher is suggested to build the work on:

- Determining the topic to deliver;
- Listing methods, techniques and strategies based on interaction;
- enabling access to all the most necessary tools that students need
- Constant motivation, encouragement and praise of children;
- Informing and keeping constant contact with parents about their children's progress

Establishing teacher-student relations is the interaction where the environment, student-to-student cooperation, and the use of tools and materials, always stimulate the active participation of students in learning. Learning through games and group and individual exercises are considered a priority in mathematical formation, especially in solving problems and constructive thinking.

The teaching of Mathematics should be done by advanced methods and contemporary forms of work with a cognitive approach that includes conceptual development, knowledge and the adoption of meaningful schemes. Mathematics content should be thematically related to learning in other subjects. Students should be trained for independent work, work in pairs, small and large groups, since this gives them the opportunity to show courage in discovering and exploring new and unknown areas, comply with rules, values, personal attitudes and to others, develop communication skills and teamwork.

Guidelines for the implementation of cross-curricular issues

Mathematics serves all areas, with concepts and skills. The relation of Mathematics to other areas enriches the learning situations, in which the student develops his/her competencies. On the other

hand, the content of Mathematics (such as: numbers, ratios, figures, understanding of space, data processing, etc.) can be used in the study of other areas. It is an indispensable aid for the natural sciences, but at the same time, it plays an important role in all other areas. Meanwhile, Mathematics uses the concepts of other sciences to clarify, facilitate, concretize mathematical concepts and to enshrine in students the belief about the usefulness of Mathematics in the functioning of the real world. Other areas help the student understand mathematical evolution. It should be emphasized that the study of languages helps the student to develop and use mathematical concepts.

Mathematics has a variety of applications in daily life and is closely related to many components of education, which simultaneously contributes to the realization of these topics: global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful coexistence, budget planning, etc., the student must solve situations and problems, must use mathematical reasoning and elements of mathematical language, in order to clarify and explain various issues related to their realization. Through the situations presented in the cross-curricular topics, the student has the opportunity to make the connections between the mathematical competencies and the tasks assigned for the realization of these topics.

The student learns to carry out several stages when solving a problem or situation and this ability contributes to his/her personal growth by helping them find their place in society. The student can use statistical methods such as surveys, and interviews to analyze people's opinions, he/she may reason and argue a certain decision. Thus, he/she learns to participate in social life in the classroom and at school and develops an open attitude towards the world while respecting diversity.

The student is encouraged to develop active relationships in the environment while maintaining a critical attitude towards consumer goods. Using the understanding of numbers, the reasoning of ratios, interpretation of percentages, the student can exercise his/her creative and critical judgment about the consumption and use of consumer goods. Statistical knowledge and probability can help the student to interpret data for the promotion of good health, tradition and lifestyle habits and to exercise judgment, and argumentation for decisions made thereof.

The student uses his/her mathematical skills related to symbols, drawings, graphics to develop active relationships in his/her environment. He/she can explain the phenomena in their world and the interdependencies of the environment and the human world.

Assessment guidelines

In accordance with the principles of the competency-based learning approach, assessment is considered a teaching element which focuses on the level of competency achievement. The content assessment relates to mastery of knowledge and demonstration of mathematical skills through reliable indicators of students' progress. During the assessment, the teacher should take into account the subject learning outcomes for the grade, taking into account level outcomes.

The assessment of student achievement in the first grade in Mathematics is carried out through the evidence of continuous assessment, classroom observation, and assessment through the portfolio, while the reporting of the achievements is done through descriptions by constructive comments.

The assessment should focus on the **control** of the development of concepts as to how much the child: correctly counts objects from 1 to 20, performs the operation of addition and subtraction of numbers up to 20, recognizes shapes (square, triangle, circle), classifies objects by colour, shape and size, groups things that are the same, arranges objects according to the measure rule, uses words like: “bigger” and “smaller” for comparison, compares the mass of groups of toys or objects.

It is mainly assessed:

- the work the students did in the classroom
- portfolio as an indicator of activity in learning and adoption of mathematical content.

Instructions for learning materials and resources

During the teaching of Mathematics, the teacher **generates** information and **performs** skills using didactic materials and necessary resources, while the student **generates** information, **forms** and **develops** skills by approaching learning through sight, hearing, touch and other forms.

For the achievement of the first-level competencies of primary education for the first grade, the educator provides access through the use of age-appropriate materials and the possibility of the learning level.

The teacher, in addition to the necessary didactic materials and tools, makes drawings and mathematical patterns, offers special aid, adapts examples of different types, and creates an environment and climate for alternative activities. He also offers them technical and technological tools to develop their skills in learning Mathematics such as: *natural visual, artificial, audiovisual, listening, verbal, texts, etc.*

Materials that can be used for topics in Mathematics: recyclable materials; sheets; magnetic boards; number charts; boxes of different shapes; geometric figures of different shapes and colours; matchsticks; didactic sticks; colour our colourless sheets; pencils; abacus with blanks; colour pencils, tables for recording data; strings with blanks; leaflets to connect the number with the quantity; various toys; cubes; geometric bodies.

The teacher uses clear, precise words and sentences with a rich vocabulary. He/she introduces/clarifies to students certain content or skills they need to demonstrate. The teacher creates opportunities for students to demonstrate or present different tasks and projects through the media.

CURRICULUM AREA: NATURAL SCIENCES

Subject curriculum/syllabus

Human and Nature

Subject curriculum/syllabus

Human and Nature

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Introduction

Quality education in the area of Natural Sciences for the first grade contains the basis of knowledge and understanding as well as the skills, habits, attitudes and values through the disciplines of biology, chemistry, physics and geography that are taught as an integrated whole within the subject. **Human and Nature**. Students should be encouraged to understand how science can be used to explain natural phenomena and what happens around them.

The subject of Human and Nature helps in the development of competencies that help students in the social, health and economic aspect related to various issues at the local, national and global levels.

Purpose

The learning objective of the subject of Human and Nature are:

- Developing knowledge and understanding of scientific and technological concepts through the investigation of biological, physical, chemical and geographical processes in the environment.
- Developing a scientific approach that supports critical and creative understanding and thinking.
- Encouraging children to recognize, explore, develop and apply scientific ideas and concepts through games, drawings and hands-on activities.
- Encouraging children to appreciate the contribution of science and technology in everyday life.
- Cultivating care and respect for the diversity of the living world, the physical environment and the interdependence between them.
- Encouraging children to take responsibility to protect, improve and love the environment by getting involved in the identification, discussions and activities of environmental problems that promote sustainable development.
- Children's willingness to communicate among themselves ideas and findings from observations and visits to nature.

Topics and learning outcomes

The content of Human and Nature course is based on the concepts of the area, topics and subject learning outcomes (SLO) in accordance with its goals.

Subject: The content of Human and Nature includes four concepts (see the table below), which are covered by relevant topics in relation to the area learning outcomes (ALO) defined in the Core Curriculum for the first grade aligned with the subject learning outcomes (SLO).

Concept	ALO: Observes, describes and compares materials, by origin, composition, properties, size, shape, transformations and use in daily life	
	Topics	Subject learning outcomes by topic
Substance, properties and transformations	Composition, properties and use of materials	<ul style="list-style-type: none"> - Identifies the materials used in the environment (construction, clothes, tools, toys, food) - Names materials of natural origin and human-made ones - Groups objects according to the materials that make them up (textile, rubber, metal, plastic, glass, wood, clay) - Describes the physical properties of the materials of daily life (flexibility, transparency, strength, magnetic property) - Describes the use of different materials
	Materials and transformations	<ul style="list-style-type: none"> - Researches the impact of water on different types of materials - Describes the effect of heating and cooling on various substances (chocolate, water, ice cream, eggs)
Living world	ALO: Describes the importance of using variety and quantity of healthy food, as well as taking care of personal hygiene. Observes and describes basic characteristics and vital needs of human beings and other living beings, biological diversity, the interaction of organisms with the natural environment as well as their growth and development in the natural environment	
	Myself	<ul style="list-style-type: none"> - Shows the function of the body his/her parts - Describes the importance of hygiene of body parts. - Shows the gender difference through physical characteristics (female and male)
	Living things and their growth	<ul style="list-style-type: none"> - Identifies similarities and differences between plants and animals. - Shows the different needs for the life of Humans and animals. - Demonstrates the need for plant growth for light and water. - Identifies living environments of living beings - Identifies the connection between living beings and the environment

Physical processes	ALO: Distinguishes the state of rest from the state of motion of bodies, describes different types of movements by placing them in relation to the the action of forces. Identifies the different energy sources (including the role of the Sun’s heat for life on Earth) for their efficient use for human life.	
	Designations for the position of bodies, the amount and types of materials	<ul style="list-style-type: none"> - Distinguishes objects and bodies in daily life. - Designates objects and bodies expressing meanings: big, small, many, few, fast, slow, under, over, near, far, left, right, down, up, hot, cold, heavy, light, bright, less bright, smooth, hard etc. - Distinguishes the body from the material it is made of
	Silence, movements, sound and light	<ul style="list-style-type: none"> - Shows examples of the state of calm and movement of bodies. - Identifies different voices produced by musical instruments, through games, dancing, music and songs - Names the light sources he/she is familiar with from everydayness.
Earth, environment and universe	ALO: Identifies modes of orientation and movements in space, and shows simple forms of interaction in the human-nature relationship, distinguishes some of the environmental pollutions that are caused by different factors in the area where he/she lives and beyond, tells about the role he/she has in environmental protection and undertakes useful actions promoting a clean environment. Describes the features of the natural elements of the natural environment (landscape, climate, waters, flora and fauna).	
	Place and space	<ul style="list-style-type: none"> - Shows meaning for the location/place, the horizon (the open and closed horizon), horizon line and the key horizon directions (N, E, S, W); - Lists some elementary ways of orientation in nature; - Defines the main directions of the horizon (N, E, S, W), making known one of horizon points, e.g. Peja is located in W, find the other points;
	Physical systems	<ul style="list-style-type: none"> - Shows the characteristics of the weather (rainy, sunny, hot, cold, storm, snow, frost), and adaptation to the weather in daily life. - Describes the environment around them using the terms field, hill, mountain, river, stream, lake, etc.; - Shows on the map or globe through colours that the greatest part of

		the Earth's surface is water.
	Human/nature interaction	<ul style="list-style-type: none"> - Estimates air as a natural resource and an essential element for life. - Identifies major air pollutants. - Describes land and water as very important natural resources for life in the environment; - Describes a polluted and clean living environment through the use of drawings, photographs, etc.

Methodological guidelines

For the realization of the content of the subject Human and Nature, both within curricular and extra-curricular activities, in the achievement of educational competencies, the teacher selects the necessary methods, techniques and forms in accordance with the needs and opportunities of the students in line with the achievement of the results expected in the context of the NQF philosophy and principles.

The teacher uses different tools, materials and tests based on the requirements that arise for the realization of the specific teaching unit.

Natural Sciences as experimental science requires the teacher to be more in the role of manager using creative, inclusive, interactive and team approaches.

In order to fulfil the requirements for quality learning, the following methodological approaches are suggested:

- Direct teaching (explanation, clarification, practical exercises and examples);
- Non-direct teaching (observation, testing, problem-solving);
- Teaching through questions (the technique of asking questions to students);
- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching that fosters critical, creative thinking and problem solving;
- Learning through projects, fieldwork;
- Teaching through observation, demonstration and trial;
- Teaching and learning through multimedia tools and in particular through information technology;
- Teaching that triggers an independent inquiry;
- Outdoor learning and visits to industrial facilities;

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

The teacher guides the students so that through their activities in the classroom, school, nature, etc., they can: recognize, observe, line up, measure, mark, collect data, try,

think independently and give their opinions, but always starting from didactic principles: *from the known to the unknown, from the near to the distant, from the simple to the compound, from the concrete to the abstract, from the particular to the general.*

Guidelines for the implementation of cross-curricular issues

Cross-curricular topics that can be integrated into the Natural Sciences curriculum for this age of students are:

- **Media literacy;**
- **Sustainable development education**

Media literacy

It refers to getting to know the types of media that distribute new and accurate information about new scientific research and discoveries. The issue of media literacy includes content related to publications and awards for achievements in science at the national and international levels.

Sustainable development education

It refers to topics of general importance that influence the shaping of children/students for a conscious attitude towards issues in the awareness and preservation of natural assets, at the school level and in the surroundings where they live. This includes issues such as social aspects, family economy, recycling, etc.

Issues of sustainable development include aspects of having a healthy environment that is related to awareness and the importance of using environmental resources as a legacy of the future generation.

In the Core Curriculum for Preparatory and Primary Education, you can also see some of the cross-curricular issues.

Assessment guidelines

Assessment is a process of systematic, qualitative and quantitative collection of information on the achievement of students during the learning process and making judgments about them.

Student assessment is based on the learning outcomes of the subject program and skills, values and attitudes in the subject of Natural Sciences.

Assessment methods to be used in the natural sciences:

- Oral assessment (discussions, debates, presentations)

- Written assessment which is carried out through various techniques (tests, quizzes, essays, work reports),
- Assessment of practical/experimental work
- Evaluation of progress and work output by projects
- Portfolio assessment
- Individual and group assessment during the game/research work
- Homework assessment

Natural Sciences teachers, due to the specifics of the area, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified by criteria drawn up by the teachers themselves, in compliance with educational policies.

The teacher draws up the annual plan for student assessment, which plan must be approved by all stakeholders (professional body, school management, students and parents).

The internal assessment of students is done according to the AI on assessment.

Instructions for learning materials and resources

For the successful achievement of the main competencies and concepts in the natural sciences, it is necessary to create conditions, and provide learning tools and a suitable learning environment.

As a source of information, in addition to the school textbooks, it is necessary to use other sources such as CDs (films, documentaries, video experiments, etc.), the Internet (textual materials photographs, instructional programs, videos, etc.), encyclopedias, atlases, etc.

**CURRICULUM AREA: SOCIETY AND
ENVIRONMENT**

Subject curriculum/syllabus

Society and Environment

Subject curriculum/syllabus

Society and Environment

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Introduction

The subject of Society and Environment for the first grade plays an important role in the development of students' knowledge, skills, values and attitudes. Through this subject, the student will have the opportunity to understand family relationships, origin, age, kinship, roles, and occupations of family members and people they know.

This subject enables the student to better understand the living space, the house, where he/she lives, and the interpersonal relationships in the family, school and society. The student expands his/her knowledge about the developments and changes in the place where he/she lives with others, with whom he/she shares the space of residence and action, e.g. about caring for the environment, and various organizations, as well as the decisions he/she and others make.

Through this subject, the student is enabled to cultivate personal, social, cultural, state and national identity, learning to live together with others, and sustainable development education.

Purpose

The purpose of the subject is for the student to gain knowledge about himself/herself, the community and the environment where he/she lives. To understand his/her relationships and role with others in the family, community and beyond; understand the changes that occur in the lives of individuals, society and the environment. To gain knowledge and understanding of the rules of collective life, to gain basic skills to make appropriate decisions in daily life situations, cultivate respect and care for the environment, and be a responsible citizen.

Topics and learning outcomes

Children in the first grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Society and Environment, of the first level (Level 1) of the Core Curriculum for Preparatory Grade and Primary Education:

Concept	ALO, TOPIC and SLO
The individual, groups and social relations	ALO: 1. Learns about himself/herself, the structure of social groups and the ways of involvement in them <i>1.1. Tells (narrates) about himself/herself, close and extended family (distinguishes age and origin), the neighbourhood where he/she lives and acts as well as the organization of the residential space and activity, migrations, settlements and economic activities.</i>

	<p><i>1.2. Distinguishes several aspects of the expression of personal and group identity, such as: physical, psychological, cultural, social, and administrative, in order to interact with others, regardless of differences.</i></p>	
	Topic	Subject learning outcomes (SLO)
	My Family	<p>Student:</p> <ul style="list-style-type: none"> • Tells about himself/herself, and some of his/her characteristics (e.g. gender, age, origin and place of residence, etc.) • Describes family structure/composition, close and extended family, and identifies their age and background. • Distinguishes the roles of family members and explains how they contribute to shared family life. • Talks about the importance of working together to meet the needs and desires of family members.
	My Home	<p>Student:</p> <ul style="list-style-type: none"> • Shows the importance of the home in providing security and family warmth, for the functioning of a normal life and his/her and other family members' well-being in it. • Identifies the different spaces of the house and discusses their function.
Social and natural processes	<p>ALO: 2. Recognizes the importance of monuments, phenomena, historical, social, natural and environmental processes as well as the interrelations and impacts between them</p>	
	<p><i>2.1. Describes social, cultural and historical events and natural and environmental phenomena through examples from daily life and the past.</i></p> <p><i>2.2. Understands various social and natural processes and phenomena and the interdependence of human and nature.</i></p>	
	Topic	Subject learning outcomes (SLO)
	Living then and now	<p>Student:</p> <ul style="list-style-type: none"> • Shows how the lives of family members and their environment may have been different in the past from the current ones. • Identifies different aspects of people's lives (cultural, social, etc.) in the past and nowadays. • Names some of the things and tools that were used in the past and shows what we use today instead of them

		<p>(sewing with a needle - sewing machine, ploughing the land by animals - ploughing by tractors and other tools, means of transport, communication, etc..).</p> <ul style="list-style-type: none"> Recognizes human-caused changes in the surrounding environment.
Norms, rights and responsibilities	<p>ALO: 3. Knows and learns to apply social norms and rules for common life in diversity</p> <p><i>3.1. Identifies and respects traditions and holidays as a reflection of cultural, religious, social, ethnic and family diversity.</i></p> <p><i>3.2. Participates in setting rules for personal life (working time, entertainment, visits, rest and sleep), family rules, school rules and the groups he/she is involved in and adheres to them.</i></p>	
	Topic	Subject learning outcomes (SLO)
	Rules in the family, in the classroom and society	<p>Student:</p> <ul style="list-style-type: none"> Describes and complies with certain rules of various activities that take place in the family, class and society. Contributes and justifies the importance of establishing the necessary rules, in cooperation with others, for his/her daily activities in the family, school and society. Recognizes the importance of establishing rules and their application in a given activity. It talks about the importance of complying with the traffic rules and identifies some of the rules of behaviour on the street.
Decision-making and institutions	<p>ALO: 4. Is involved in giving ideas, and proposals and makes responsive decisions</p> <p><i>4.1. Demonstrates self-confidence and makes decisions on matters related to situations from daily life, in accordance with age as an individual and as a member of a group (family, school, etc.)</i></p>	
	Topic	Subject learning outcomes (SLO)
	I decide together with others	<p>Student:</p> <ul style="list-style-type: none"> Makes decisions for different life situations in the group, classroom, and family, in relation to his/her age. Clarifies in different expressive forms his/her own and the group's decisions during the game and various

		<p>activities in the family, school, etc.</p> <ul style="list-style-type: none"> • Justifies the importance of making joint decisions on different activities in the classroom and in different environments where it operates.
Environment, resources and sustainable development	<p>ALO: 5. Contributes to the preservation and protection of the environment as well as in sustainable development</p> <p><i>5.1. Recognize and distinguish some of the types of environmental pollution caused by different factors, in the neighbourhood where he/she lives and understands the role he/she has in environmental protection.</i></p> <p><i>5.2. Understands the connection of personal and social well-being in relation to care for the environment.</i></p>	
	Topic	Subject learning outcomes (SLO)
	My clean environment/ neighbourhood	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates willingness to follow the rules of personal and environmental hygiene in daily activities in the family, classroom, neighbourhood, school, etc. • Identifies the main polluters of the environment where he/she lives (classroom, school, neighbourhood, etc.) and demonstrates constant skills for its maintenance. • Gives examples of human impact on protecting and damaging the surrounding environment. • Evaluates his/her own actions that can affect the preservation and protection of the environment.

Methodological guidelines

In order to achieve the expected results in the Society and Environment subject program for the first grade, different teaching methods, strategies and techniques should be used. It is important and necessary for the teacher to use an interactive and inclusive approach, to respect the age, personality, opportunities, interests and learning styles of the student. He/she should therefore make an effort to organize teaching through a differentiated approach, teaching in the form of games, exercises, individual and group work, tasks, demonstrations, project work, and others. Such teaching is in the function of building effective communication skills, creative thinking skills, cooperative skills and socialization.

The teacher should also pay attention to the approach of integrated learning, and cross-curricular and extracurricular issues. Cooperation with family, school, community, media, institutions and civil society is also important.

Guidelines for the implementation of cross-curricular issues

Cross-curricular issues are special issues/topics that must be linked to subject and subject outcomes. They should be given adequate attention and treatment through the subject of Society and Environment. In the planning stage, the teacher is required to analyze the area outcomes, the subject outcome, the topics and the teaching units and foresee to which cross-curricular issues, defined in the core curriculum they are related. In this way, the treatment of these issues is ensured, taking into account integrated teaching.

The cross-curricular issues, foreseen under the core curriculum, which must be addressed, are:

- Education for democratic citizenship
- Peace literacy
- Globalization and interdependence
- Media literacy
- Sustainable development education

During the treatment of topics - cross-curricular issues should take into account the age and capabilities of the student. Interrelations of topics - cross-curricular issues with the topics of the subject program can be treated as follows, e.g realizing the topic My clean environment/neighbourhood, the teacher contributes to the cross-curricular issue of “Sustainable development education”. The topic of “sustainable development education” can also be related to activities for the separation of plastic, paper and other types of waste.

The use of educational materials and programs by electronic print media contributes to the “Media literacy” topic. Addressing the topics of responsibility, cooperation, tolerance, etc., contributes to the cross-curricular issue of “Education for democratic citizenship”. Topics related to electronic communication, the exchange of ideas and goods, etc., contribute to the topic of “Globalization and interdependence”. In this context, other examples can be used to address cross-curricular issues.

Assessment guidelines

The assessment is done in order to monitor the student’s learning progress and reflection on teaching. The assessment should serve the further motivation of the student. It is closely related to planning and teaching methodology. The teacher must therefore harmonize the assessment with what he/she has planned and intended to achieve for the student according to the subject program and the Core Curriculum of the Preparatory Grade and Primary Education.

So, we should assess what we have put as the objective of the assessment, the knowledge, skills, and the child’s behaviours and attitudes. Different forms and instruments can be used for student assessment at this age, such as student assessment in group work, cooperation with others, tests, checklists, files, etc. Attention should also be paid to the assessment of behaviours, such as

maintenance and organization of work tools, notebooks, books, bags, desks, classrooms, etc., which can be controlled in different ways.

For all types of assessments that must be made to the student, the reference point is the subject and area outcomes as well as those for competencies defined in the Core Curriculum of the Preparatory Grade and Primary Education for the first level. The teacher researches, depending on the children's specifics, to find the most suitable forms for assessing their achievements.

The competency-based approach, in addition to aiming to assess the achievement of knowledge, also aims to assess what the student can do, i.e., the assessment of the practical application of the knowledge acquired during schooling. In this context, it is necessary to continuously observe the student's achievements and keep evidence for the purposes of documentation and planning of further work. The observation of work in groups and individual initiatives can also be evaluated through different instruments such as the participation bulletin or checklist, etc.

It is important from this age to cultivate self-esteem habits which can be achieved by keeping students' files, where they save their representative works, such as interviews with family members, individual or group work for environmental protection and other commitments related to the expected results for this age of students.

The assessment must always be impartial and have a motivational character so that the student is educated to accept the real assessment and aim for the highest possible achievements.

Instructions for learning materials and resources

In addition to basic textbooks, it is suggested to students and teachers use other sources during the learning process, such as workbooks, other alternative materials, illustration books, brochures, encyclopedias for children, educational software etc. It is also suggested to visit various social, cultural and natural monuments.

Teachers can use specialized literature or different handbooks for activities with students. Also, students need to be encouraged and instructed in the use of information technology resources together with parents, in order to achieve the competencies provided for under the Core Curriculum of the Preparatory Grade and Primary Education

**CURRICULUM AREA: PHYSICAL
EDUCATION, SPORTS AND HEALTH**

Subject curriculum/syllabus

Physical Education, Sports and Health

Subject curriculum/syllabus

Physical Education, Sports and Health

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introduction

Physical Education, Sports and Health in the first grade occupy an important space in the psycho-physical, social-emotional and health development of students.

Physical Education, Sports and Health aim to develop the knowledge, and skills of each student based on their individual needs and potential. This subject plays a fundamental role in preparing students for a healthy life, which is done through physical, cultural, sports and artistic activities.

The organization and implementation of this subject will help students to appreciate its positive effects in many directions, not only in terms of health and physical aspects but also in terms of relationships between each other, in terms of expanding knowledge about concepts such as responsibility, individual, group, society, order, diversity, activity, social contribution, etc.

Purpose

The purpose of the Physical Education, Sports and Health course is to achieve all the area outcomes defined in the curriculum. The subject of Physical Education, Sports and Health in the first grade provides all students with the opportunity to gain knowledge, skills, habits, attitudes, values and behaviour, which will prepare them for a healthy life. This will be achieved through the continuous progress of physical, psychological, emotional, and social health and the formation of valuable habits for life.

Topics and learning outcomes

Students in first grade achieve subject learning outcomes (SLO) for the topics set out in the following table, deriving from area learning outcomes (ALO) of Physical Education, Sports and Health of the first level (Level 1) of the Core Curriculum for secondary lower education:

Concept	ALO, TOPIC and SLO	
Complete physical, mental, emotional	ALO: 1. Tells about his/her feelings in daily life situations and identifies his/her rights and responsibilities.	
	Topic	Subject learning outcomes (SLO)

and social well-being	Knowing yourself and the surrounding	<p>Student:</p> <ul style="list-style-type: none"> • Shows emotions through playing, group activities, and interaction with teachers, children and others • Evaluates own feelings by talking with adults and peers • Supports peers and is ready to help
	Health and factors affecting health	<p>Student:</p> <ul style="list-style-type: none"> • Knows the importance of health and the factors affecting health • Describes what a healthy person looks like and what they need to do to be healthy • Becomes aware and chooses the people/institutions that help him/her to be and remain healthy
	Care and safety	<p>Student:</p> <ul style="list-style-type: none"> • Distinguishes the right behaviours in the activities in which he/she participates • Explains right and wrong behaviour in different situations • Complies with the rules during games and various activities in the school and beyond • Is aware and complies with the instructions for the use of tools, various props and equipment

Comprehensive and harmonious development of the body through physical and sports activities	ALO: 2. <i>1. Demonstrates combinations with various non-locomotor movements (pulling, pushing, balancing, turning, rotating, etc.), locomotory movements (walking, jogging, jumping, etc.) and other sports</i> <i>2. Actively participates by developing motor skills through elementary and popular games.</i>	
	Topic	Subject learning outcomes (SLO)
	Elementary movements and their coordination	<p>Student:</p> <ul style="list-style-type: none"> • Applies the correct breathing technique during activities and physical exercises under the guidance of the teacher • Shows willingness to participate in physical activities • Demonstrates skills in elementary movements while grasping and throwing props • Participates in basic games and masters simple polygons at school
	Mobile and popular games	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates different ways of walking, running, jumping, throwing, etc • Demonstrates running at a speed of at least 20 meters and runs at an average pace over a distance of at least 100 meters • Practices simple rhythmic exercises with and without tools • Actively participates in simple games and polygons • Demonstrates rhythmic games and simple dances
Games and rest	<p>Student:</p> <ul style="list-style-type: none"> • Practices games and physical activities in cooperation in pairs and groups • Recognizes signs of fatigue and manages them 	

		<p>appropriately</p> <ul style="list-style-type: none"> • Knows and practices ways of relaxing during games and exercises • Adapts and selects clothing according to seasons and physical activities • Applies hygienic measures before, during and after physical activities • Distinguishes the right and wrong posture of the body and tries to keep the body straight when carrying various objects
<p>Promoting active style and healthy life</p>	<p><i>ALO: 3.</i></p> <p><i>1. Distinguishes the right way of nutrition according to the routine, healthy and unhealthy food and explains the influence of nutrition in growth and development</i></p> <p><i>2. Demonstrates skills and habits for personal hygiene maintenance at home, school and environment</i></p>	
	<p>Topic</p>	<p>Subject learning outcomes (SLO)</p>
	<p>Healthy food and the nutrition culture</p>	<p>Student:</p> <ul style="list-style-type: none"> • Distinguishes the types of foods he/she uses in his/her menu • Practices the right ways of eating • Explains the origin of the foods he/she consumes • Knows food products from the plant and animal origin • Appreciates the influence of food and physical activities on health

	Personal health and hygiene	<p>Student:</p> <ul style="list-style-type: none"> • Defines health and factors affecting health • Maintains proper ways of dressing and personal hygiene • Selects and adapts the clothing according to the season, the activity and the sports activity he/she performs • Shows the importance of dental and oral health
Awareness raising on the impact of the use of addictive substances	ALO: 4. <i>Identifies products and tools that should not be touched and consumed and understands what drugs and harmful substances are</i>	
	Topic	Subject learning outcomes (SLO)
	Recognition and protection from various dangers	<p>Student:</p> <ul style="list-style-type: none"> • Recognizes and distinguishes dangers in school, home and the environment where he/she lives • Understands the importance of using medicines for his/her health • Describes the hazard signs from the use of various substances and preparations • Identifies the persons or institutions where he/she can ask for help
Education on the environment and sustainable development	ALO: 5. <i>Understands the importance of ongoing development of physical skills, and the environmental impact on health and quality of life</i>	
	Topic	Subject learning outcomes (SLO)
	Me and environment	<p>Student:</p> <ul style="list-style-type: none"> • Identifies the factors of the external environment affecting his/her development • Identifies suitable environments for conducting physical activities • Appreciates the importance of a clean environment during sports activities

Methodological guidelines

For the implementation of the contents defined in the area of Physical Education, Sports and Health, various methods are used in order to achieve the competency outcomes, which methods are common to all areas. Within this course, the focus of the teacher should be on the implementation of methodologies that ensure comprehensive learning for all students, such as:

- Student-centred and inclusive teaching and learning;
- Integrated approach-based teaching and learning;
- Competency-based teaching and learning;
- Differentiated teaching and learning;

In order to achieve competency outcomes, in addition to the common methods, each teaching area has its own peculiarities for the organization of the teaching work.

In all cases, the implementation of teaching methods and techniques must be accompanied by the use of relevant didactic materials and tools, always keeping in mind the student's safety.

The good organization of the learning process in this area means that the student is placed in concrete practical situations where they develop and apply the motor and sports elements. Motor activity (games and sports) is an activity dominating most of their lives in schools and outside, occupying most of their time and energy, as a fundamental contribution to the demand for fast and healthy growth.

In physical education classes, special emphasis should be placed on maintaining hygiene, participating in them teaches students how to maintain cleanliness and take care of body hygiene during and after physical activity. During these activities, safe practices are taught, which, if followed by children throughout their lives, will prevent them from various diseases.

Physical Education, Sports and Health find themselves quite well as a component of artistic education, because they are interconnected with each other. Physical and Sports Education sets the whole human body in motion, therefore synchronization and rhythmic skills as coordination skills are an integral part of physical and artistic education, which jointly help in a more complete development and formation of the student.

Guidelines for the implementation of cross-curricular issues

Dealing with cross-curricular issues within the course is another very important aspect as it enables the integration of curricular areas in order to support students to understand and correctly interpret the social and natural processes that occur in society. Realization of cross-curricular issues will help develop and complement the content of the area for the achievement of all competencies defined by the Kosovo Curriculum Framework. Some of the cross-curricular issues that help students at this level are:

- **Globalization and interdependence** (refers to interaction, a combination of skills and opportunities to create common things, combining efforts with others to achieve greater successes)
- **Media literacy** - refers to the use of media for the provision of new and fair information, the creation and use of information, communication through traditional and digital media, media criticism, media language and its impact on society, the expectations of citizens from the media and fair and safe use
- **Personal development and life skills** - education for consumption and savings; respect for oneself and others, tolerance, self-restraint, the ability to negotiate; own initiative and preparations for the future.
- **Sustainable development education** - refers to topics of general importance to influence the awareness of students for an active attitude towards environmental issues and phenomena, at the local and global level

During the treatment of cross-curricular issues for the first grade, the age and capabilities of the students should be taken as a basis so that teaching and learning are in accordance with their needs and potential.

In general, the area outcomes affect cross-curricular issues, so care must be taken to adequately treat them in the teaching units. However, the work of the teacher who, during his/her work, pays attention to cross-curricular issues is essential, so that in the planning stage they always analyze lessons with which cross-curricular issues are related in order to ensure integrated learning, which aims at including all important social aspects in treating different subjects and by different perspectives, which also enable the achievement of the competencies defined by the Kosovo Curriculum Framework.

Assessment guidelines

The subject of Physical Education, Sports and Health, due to its nature and specifics, requires a variety of assessment methods regularly. Also, understanding the importance of maintaining health, the concepts and practice of positive behaviours and attitudes are quite complex elements to be evaluated, therefore in this context, it is very important to use different methods that ensure

that the student's acquired knowledge to apply in daily life. The assessment objective is not only the knowledge, abilities and skills but also the attitudes, values and behaviours of the students.

The teacher develops a variety of assessment methods, for example:

- Verbal description of movements to be improved
- Uses encouraging words and expressions while teaching
- Standardized written test
- Active participation during the lesson
- Essay (individual or group research on health education topics)
- Video recordings

Meanwhile, in Physical Education and Sports, the teacher's focus should be on assessing these elements:

- Tactful correction of wrong movements.
- Checklist
- Active participation in elementary games during the lesson
- Choosing the fastest students in running
- Composing physical exercises and points.
- Scores system for special exercises
- Scores system for composing dance.
- Scores for individual actions
- Scores for the best group during the game or competition
- Scores for the movement schemes of different running Evaluations on activation in various sports activities can be added to such assessments.

The student's portfolio is an opportunity for assessment and self-assessment it is a summary of performance during the year for a certain area. It may contain practical thematic tasks, photos and CDs demonstrating motor skills for different program lines, engagements in different school activities, etc.

Instructions for learning materials and resources

For the successful achievement of competencies in the area of Physical Education, Sports and Health, it is important to use different learning resources that motivate students and stimulate their progress in order to create habits and skills necessary for life.

For the most successful implementation of the Physical Education, Sports and Health curriculum, a wide range of learning resources should be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopedias, educational software, projects, various studies, analyzes and various reports of the relevant are and other books.

Teachers and students may be engaged in designing and using the learning materials, e.g the outcomes of projects carried out by students can become valuable learning resources for different classes.

CURRICULUM AREA: LIFE AND WORK

Subject curriculum/syllabus

Skills for Life

Subject curriculum/syllabus

Skills for Life

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Introduction

The subject of “Skills for Life” in the first grade is oriented towards the acquisition of knowledge, attitudes and skills of the student.

This subject includes systematic efforts to influence the development process of the student who, through the learning process, uses different materials, and working tools that directly contribute to the development of skills and abilities.

Through learning situations and meaningful activities, the student exercises practical work at school, at home and in the environment where he/she lives, developing skills for life and work

The subject affects the student in the development of critical thinking, the development of problem-solving skills, the promotion of creativity, presentation skills, increasing self-confidence and teamwork.

Purpose

The purpose of the subject of “Skills for Life” is for the student to get to know the different roles of individuals in life and work, to get to know the environment and health in general, different materials and their use, about traffic and his/her behaviour in traffic, occupations, the use of simple tools, the computer, TV-media, planning.

Through the subject of “Skills for Life”, the level of knowledge and skills for everyday life increases, including the basic concepts of the area.

Topics and learning outcomes

Students in first grade achieve subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of “Life and Work” of the first level (Level 1) of the Core Curriculum for primary education:

Concept	ALO, TOPIC and SLO	
Development based on practical manual (handmade) activities	ALO: 2. Enhancing personal qualities for life and work	
	<i>2.1. Distinguishes similarities and differences between peers in the classroom and at school, in terms of talents, interests and tendencies for various ACTIVITY inside and outside of school.</i>	
	8. Communication in/for life and work <i>Follows instructions during measuring, marking, safe cutting and shaping activities of various materials</i>	
	Topic	Subject learning outcomes (SLO)

	Materials and their processing.	<ul style="list-style-type: none"> ▪ Distinguishes the basic properties of materials from daily life and the ways of their processing. ▪ Classifies materials by type, colour, etc. ▪ Use scissors and other tools correctly. ▪ Compares properties using different materials.
Education and sustainable development	<p>ALO: 1. Understanding and practising practical work at home, school and in the community</p> <p><i>Describes the differences and similarities between activities conducted at home and school</i></p> <p><i>Implements simple practical activities in the family, at home and in the classroom, based on tasks clearly assigned by the teacher and parents.</i></p>	
	Topic	Subject learning outcomes (SLO)
	Traffic	<ul style="list-style-type: none"> ▪ Identifies the roads around the school, and pedestrian and bicycle path signs. ▪ Behaves properly in urban traffic. ▪ Distinguishes the rules of behaviour as a fellow passenger in traffic vehicles.
Career counselling and guidance	<p>ALO 2. Enhancing personal qualities for life and work</p> <p><i>2.1. Distinguishes similarities and differences between peers in the classroom and at school, in terms of talents, interests and tendencies for various ACTIVITY inside and outside of school.</i></p> <p>3. Understanding and using technology for daily life and work life.</p> <p><i>Identifies simple household appliances, equipment and machinery</i> <i>Uses safe and adequate tools, devices and materials to work on simple products based on personal initiative or proposed by the supervisor or teacher.</i></p> <p>4. Using ICT to advance learning and the quality of daily life.</p> <p><i>Uses personal computer for initial communication</i></p> <p>7. Preparation for professional life and future career</p> <p><i>Identifies the activities and the activity providers that take place at home, in the community and at school.</i></p>	

	Topic	Subject learning outcomes (SLO)
	Occupations	<ul style="list-style-type: none"> ▪ Describes the occupation of his/her parents and relatives ▪ Expresses imagination about his/her profession when he/she grows up ▪ Draws different tools according to occupations ▪ Plays role-playing games about the occupation he/she wants ▪ Presents different pictures by identifying the occupations from the pictures ▪ Uses the computer for initial communication, the realization of a small project (research of pictures, document storage, etc.)
	Topic	Subject learning outcomes (SLO)
Household	<p>ALO: 1. Understanding and practising practical work at home, school and in the community <i>Describes the differences and similarities between activities conducted at home and school Implements simple practical activities in the family, at home and in the classroom, based on tasks clearly assigned by the teacher and parents.</i></p> <p>5. Entrepreneurship and business plan development exercise Through practical actions in the household, he/she understands and experiences factors to be considered</p>	
	Planning	<ul style="list-style-type: none"> ▪ Plans time for learning, playing and helping with the family. ▪ Plans different parties ▪ Plans shopping for family or school holidays ▪ Explains the importance of planning family income and expenses
Personal development	<p>ALO: 6. Promotion of safe conditions for life and work <i>6.1. Understands the rules for protection and safety, distinguishes risks in daily life</i></p>	
	Environmental care and health protection	<ul style="list-style-type: none"> ▪ Uses work tools correctly. ▪ Describes some rules of hygiene and applies them in daily life. ▪ Identifies the means and ways of personal hygiene as well as the possible causes of health deterioration. ▪ Uses some simple hygiene tools and the rules for maintaining cleanliness.

		<ul style="list-style-type: none"> ▪ Makes sure that his/her environment in which he/she worked is cleaned after completing the certain task/activity
Sustainable education development	<p>ALO: 9. Protection and preservation of nature and environment. <i>9.1. Identifies and classifies basic recyclable materials from the household by distinguishing, comparing and sorting them for further use.</i></p>	
	Environment	<ul style="list-style-type: none"> ▪ Identifies the recycling materials that surround him/her at home and school ▪ Classifies recyclable and non-recyclable materials ▪ Collects recycled materials by creating things of different shapes with such materials ▪ Describes his/her litter-free neighbourhood ▪ Practices disposing of waste based on the designations in the designated baskets

Methodological guidelines

For the realization of the contents defined in the subject of “Skills for life”, different work methods can be used in order to fulfil the requirements of this subject, but also because of the specifics it carries. Some of the methods that facilitate successful development are student-centred teaching methods.

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

- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through computers;
- Teaching that triggers independent research;
- Outdoor learning and visits to industrial facilities;
- Learning through projects, in and out of the school.

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

Within the subject of “Skills for Life”, one of its important goals is the principle of learning by doing and the realization of cross-curricular issues, which will help to achieve the main envisaged competencies.

The subject of “Skills for Life” should be implemented in such a way as to enable students to

improve and gradually implement the main competencies foreseen by the CC. The lesson organization should focus on what the students should know and what they should be able to do. It is reflected through knowledge, skills, and habits, but also through attitudes and behaviours that they should reflect.

Guidelines for the implementation of cross-curricular issues

Within the subject of “Skills for Life” one of its important goals should be the implementation of cross-curricular issues, which will help to achieve the main competencies foreseen by the NQF. Some of the cross-curricular issues that must be taken into consideration at this level, but which can be addressed continuously at other levels, are:

- Education for democratic citizenship
- Peace literacy
- Globalization and interdependence
- Media literacy, and
- Sustainable development education

Assessment guidelines

Assessment is an element present in every learning activity. Testing and assessment are integral and very important parts of teaching in contemporary schools.

The student learns during the lesson, but not everything he/she learns can be assessed by tests, also due to the fact that, for the primary level student, the use of different techniques enables the most realistic assessment based on the different characteristics of the students.

The subject of “Skills for Life”, due to its nature and specifics, requires a variety of assessment methods regularly, where the focus is on understanding life and work; concepts and practice of positive behaviours and attitudes. In other words, the student must be able to continuously and actively apply the knowledge learned in daily life.

Due to the specifics of this subject, it would be valuable, in addition to the numerical assessment, to apply to a large extent a descriptive assessment, since group work, projects, psychomotor skills, speaking ability, etc., cannot be measured through tests. Other instruments are used to test and assess them. Direct observation is a suitable procedure for the subject of “Skills for Life”, which can be used in various teaching situations and at all levels of education.

Several techniques and instruments help in the direct observation of student activity, which are used for assessment. Here are some of them:

Attendance bulletin is described as an observation technique that can be used to observe the student, in small groups or during discussion. The bulletin shows who extends aid, how often they cooperate, how valuable the aid is, etc.

Checklist is an instrument containing a list of topics, objectives, and knowledge, for which the

student will be observed. The main purpose of the checklist is to record an ongoing assessment of the student's progress, demonstrating how he/she is accomplishing various tasks or objectives. In addition to the list of elements to be observed, a scoring scale is also provided.

Student's file (Portfolio) is used to indicate the progress of the student's work, which proves the progress of the student, his/her skills and the level of the work. The file can contain, for example, drawings, a project, a creation, plans, etc.

The file is valuable for the following reasons:

- It is a tool providing information to teachers, parents and students.
- It gives the student a comprehensive overview of his/her work.
- By preparing the file himself/herself, the student plays an active role in the learning and assessment process.

Instructions for learning materials and resources

For the successful achievement of the competencies in the subject of "Skills for Life", it is important to use different learning resources to motivate students and stimulate their progress in order to acquire habits and skills necessary for life and work in daily life. Since textbooks are valuable and important sources of learning, students' access to information should not be limited only to textbooks, but also to other sources that serve to plan and implement the learning process in the classroom.

For the most successful implementation of the subject of "Skills for Life", a wide range of learning resources should be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopedias, educational software, projects, various studies, analyzes and various reports of the relevant area and other relevant working materials. Teachers, students and other education providers can also engage in the design of tailored learning resources, e.g the results of student projects can become valuable learning resources for different classes.

Teachers can prepare files, newspapers, magazines, specialized literature or different handbooks for activities with students. Also, students and teachers must cooperate in producing different materials through the use of information technology resources.