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

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SUBJECT CURRICULUM/ SYLLABUSES

Tenth grade

Prishtina, 2018

Republika e Kosoves Republika Kosova-Repub lic ofKosovo
Qeveria -Vlada-Government
Ministria e Arsimit, e Shkences dhe Teknologjise- Ministarstva za Obrazovanje Nauku i Tehnologiju-Ministry of Education Science & Technology

Kabineti iMinistrit /KabinetMinistra *I*Cabinet of theMinister

No. 319/01B

Date: 11/04/2018

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 20l0) and based on Article 5and the Law no. 04/L032 on Pre-University Education of Republic of Kosovo, as well pursuant to Article 8 paragraph 1.4 and Annex 6 of the Regulation no. 02/2011 on Administrative Areas of Responsibility of the Office of the Prime Minister and Ministries (22.03.2011), issues:

D E C I S I O N

1. To implement the Subject Curriculum for the tenth grade of upper secondary school in the Pre-university Education of the Republic of Kosovo.

2. The decision must be implemented in all upper secondary schools - grades 10 in pre-university education in the Republic of Kosovo.

3. With the entry into force of this decision, the decision dated: August 3, 2017 is repealed Ref. No. 157/01B

4. The Decision shall enter into force upon its signing.

R e a s o n i n g

Based on the provisions noted above and after the realization, the identification of errors in the subject programs published for the tenth grade of upper secondary school in the pre-university education of the Republic of Kosovo, and since it is necessary to repeal those programs with errors and approval of the revised programs, it was decided as the enacting clause of this decision.

Decision to be served to:

1. Secretary General, MEST;
2. Department for the Development of Pre-University Education, MEST;
3. Department for Pre-University Education Policies, MEST;
4. Education Inspection Department, MEST;
5. State Council for Pre-University Education, MEST;
6. State Council for the Licensing of Teachers, MEST;
7. Division for the Professional Development of Teachers, MEST;
8. Division of Curriculum School and Textbooks, MEST;
9. To all Municipal Directorates of Education;
10. Archive, MEST.

Shyqiri Bytyqi,

_____

Minister/MEST

CONTENT

Introduction

In the tenth grade, subject curricula/learning programs contribute to the process of acquiring knowledge and developing students' skills, values and attitudes by preparing them to take responsibility for their lives, to participate as active citizens and to be made competent in social developments. Educational programs enable students to prepare for ongoing classes, for further studies and successfully enter the labour market. Therefore, students undergo a more challenging process of acquiring knowledge, developing their intellectual, social, socio-emotional and physical potential.

The 10th grade subject curricula/syllabus have been designed for two types of high schools, the High School of Social Sciences - Linguistics and the High School of Natural Sciences. They are designed for the subjects that are defined by the curriculum for the seven curricular areas, Languages and Communication, Arts, Mathematics, Natural Sciences, Society and Environment, Life and Work, as well as Physical Education, Sports and Health.

In this class, even though the teaching is organized through subjects, the teachers must make efforts to do integrated teaching by coordinating the planning among themselves. Teachers should relate teaching to real-life and context-based situations, to enable students to understand social and natural processes, their relationship with the natural environment and the human-made environment. Also, the teachers through the teaching of each subject, including the teachers of optional lessons, in this class, must make an effort to develop and achieve the competencies that are defined in the fifth level of the Curriculum.

Lesson plan

Curriculum areas	Teaching subjects	Gymnasium of social sciences and languages				
		Grades			Total per Teaching subjects	Total per curricular areas
		10	11	12		
Languages and communication	Mother tongue	4	4	4	12	27
	English language	3	3	3	9	
	Second foreign language	2	2	2	6	
	Other languages	/	/	/	/	
Arts	Musical art	1	1	0	2	5
	Figurative art	1	1	1	3	
Mathematics	Mathematics	3	3	2	8	8
Natural sciences	Biology	2	/	/	2	10
	Physics	1	1	/	2	
	Chemistry	2	/	/	2	
	Astronomy	/	/	/	/	
	Geography	2	2	/	4	
Society and environment	Civic education	1	1	2	4	23
	History	2	2	3	7	
	Psychology	/	2	2	4	
	Philosophy and Logic	/	/	3	3	
	Sociology	/	2	3	5	
Life and work	ICT	2	2	1	5	5
Physical Education, sports and health	Physical education, sports and health	2	2	2	6	6
Elective part	Elective part	2	2	2[4]	6	6
Total – teaching hours / minimum		30	30	30	90	90
Extracurricular activities						

Curriculum areas	Teaching subjects	Gymnasium of social sciences and languages				
		Grades			Total per Teaching subjects	Total per curricular areas
		10	11	12		
Languages and communication	Mother tongue	3	3	4	10	21
	English language	2	2	2	6	
	Second foreign language	2	2	1	5	
	Other languages	/	/	/	/	
Arts	Musical art	1	/	/	1	2
	Figurative art	1	/	/	1	
Mathematics	Mathematics	4	4	4	12	12
Natural sciences	Biology	3	2	3	8	32
	Physics	2	3	3	8	
	Chemistry	2	3	3	8	
	Astronomy	/	/	2	2	
	Geography	2	2	2	6	
Society and environment	Civic education	/	/	/	/	6
	History	2	/	/	2	
	Psychology	/	2	/	2	
	Philosophy and Logic	/	2	/	2	
	Sociology	/	/	/	/	
Life and work	ICT	2	1	2	5	5
Physical Education, sports and health	Physical education, sports and health	2	2	2	6	6
Elective part	Elective part	2	2	2	6	6
Total – teaching hours / minimum		30	30	30	90	90
Extracurricular activities						

CURRICULUM AREA: LANGUAGES AND COMMUNICATION

Subject curricula/teaching programs

Albanian language and literature (Gymnasium of social sciences– languages)

Albanian language and literature (Gymnasium of natural sciences)

English language (Gymnasium of social sciences– languages and Gymnasium of natural sciences)

German language (Gymnasium of social sciences– languages and Gymnasium of natural sciences)

French language (Gymnasium of social sciences– languages and Gymnasium of natural sciences)

Subject curricula/syllabuses

Albanian language and literature (Gymnasium of social sciences– languages)

Content

Introduction

The teaching of the subject Albanian language and literature for the tenth grade, high school of social and linguistic sciences, is focused on the acquisition of cultural and literary knowledge, on linguistic formation as an individual and as a citizen. The program for this class helps the individual formation of the student through the reading of all kinds of texts, but mainly of well-known literary works from Antiquity to the literature of the European Renaissance, but also to other literatures. This enables students to create the historical perspective of the cultural and literary space. Through this, the formation of students as individuals is favoured, enabling them to use the Albanian language in order to better structure their thoughts, judgments and creative abilities. Students manage to organize their thoughts and present cultural and literary issues orally and in writing. The level of acquisition of communication skills (listening, speaking, reading and writing) is advanced according to the requirements of the class, grade and level.

Students in this class advance language skills for debates and essays; develop narrative skills (telling in stories and novels) and skills of using figurative language, know other literary and non-literary discourses. Students master the language as a medium for presenting information by expressing general views.
The knowledge gained from the national and world cultural heritage, as well as the knowledge gained through the analysis of relevant ideas and arguments, contribute to cultural, intellectual, emotional and civic formation.

Language is treated as the basis of thinking, communication, learning and seeing the world as an essential element of identity and culture. Students need to master the language skills to understand ideas and information, social interactions to make inquiries in other areas of learning, and to express themselves clearly and to appreciate the nature of society.

Purpose

The program of this grade aims to reinforce previous achievements and develop new units related to Albanian and international language, literature and culture. At the same time, the student owns and uses the language for various purposes of communication and creativity, increases the level of communication with oral, literary and non-literary discourses aiming to achieve the culture of independent thought.

All these should serve the student to achieve subject results and develop the main competencies of the Curriculum.

Topics and outcomes

Students in the tenth grade must achieve the learning outcomes of the subject (LOS), from the topics defined in the table below. The topics have emerged from the concepts and learning results of the area (LRA) *Languages and Communication* for the fifth stage of the Curriculum (St5), which you can see in the Core Curriculum for Upper Secondary Education

Communication skills

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

Concepts	**Topics**	**Learning outcomes of the subject per topic (LOS)**
Literary and non-literary texts	• Old Albanian literature: culture, history, religion, rhetoric, discourses • Latinity - cultural concept; Humanism and nationalism • M. Barleti, • Gjon Buzuku	- Distinguishes the historical and cultural context of old Albanian writing, writing as a document and as a literary culture, as well as cultural and literary discourses. - Identifies aspects of Latinity and humanism in Albanian culture in addition to knowing the elements of literary rhetoric and discourses. - Distinguishes historical, fictional and rhetorical-heroic discourse: elaborates the *Introduction*, comments on fragments from the *History of Skanderbeg*. - Makes comments linguistic and cultural analysis of *Meshari*: with a focus on some of the parables and religious hymns where the discourse of spiritual devotion comes to the fore.

	• Biblical discourse, church literature and ethnicity in old Albanian texts ,	- Distinguishes the biblical discourse within Albanian culture and literature by gaining knowledge from different rhetoric, discourses and genres.
	• Pjetër Budi • Frang Bardhi	- Distinguishes the cultural context of Budi's poetry, literary from non-literary, biblical and ethnic motifs. - Knows the apologetic-rhetorical discourse of *Apology of Skanderbeg*.
	• Pjetër Bogdani	- Distinguishes the context of the appearance of the literary book *Cuneus prophetarum*; interprets excerpts *Të primit përpara letërorit (*Premium before the paper), *Krijimi i rruzullimit* (Creating the orb), *Këngët e sibilave* (The songs of Sibyls), *Ligjërata* (Lecture)
	• Jul Variboba	- Understands the cultural context of Arbëresh and interprets verses from *Gjella e Shën Mërisë Virgjër* (The life of the virgin Mary), analysing the complex literary, religious and linguistic structure.
	• The Bejtexhinj: N. Frakulla, H. Z. Kamberi e M. K. Çami	- Identifies the cultural, thematic and linguistic dimension of the Bejtexhinj. - Identifies the divan genre, the rhythm and personal discourse of Frakulla, the social and satirical discourse of Kamberi and the love theme of M. K. Çami.
	• Oral epics and introduction to adventure, ballads and legendary, heroic,	- Distinguishes the main features of the oral epic/adventure in the epic; understands the heroic, the

	historical and mythological Albanian stories;	legendary and the mythological as discourses through the hero's adventure in *Martesa e Halilit* (Halil's Marriage) - Distinguishes literary and mythological linguistic structures from historical ones.
	• Albanian ballads and fairy tales	- Compares the characteristics of the Albanian ballad and fairy tale.
	• Indo-European classics	- Identifies the main lines of the Indo-European epic ,
	• The Epic of Gilgamesh:	- Distinguishes fantastic discourse; the theme of immortality, the divine, the human and the animal in Gilgamesh.
	• Greek classics - Homer	- Identifies the Greek classics through selected parts from Homer, understanding the essence of the epic, the theme of war and return, the notion of myth and that of history.
	• Aeschylus • Aristophanes	- Identifies the essence of the tragedy. - Identifies the essence of comedy.
	• Greek lyrics; poetic-devotional and personal types of discourses	- Identifies the literary types of ode, dithyramb, elegy, hymn, idyll; examples from Sappho and other poets.
	• Aristotle	- Compares the notion of poetics, rhetoric and tragedy according to Aristotle.
	• Latin classics - Virgil	- Identifies elements of Latin verse from Virgil/*Aeneid*.
	• Literature of the Middle Ages - cultural essences	

	• Persian mysticism	- Identifies features of the theme, the hero of the Song of Roland and Beowulf verse and compares them with the cycle of songs of heroes songs about *Muji and Halil*. - Distinguishes Persian mystical poetry and its influence on Albanian literature and culture, examples from Rumi.
	• D. Aligieri • M. de Servantes • Elizabethan theater / Shakespeare • The appearance of classicism • Poetic image from the Far East/haiku	- Identifies the beginning of national literature and the allegorical tone of the allegorical verses from *Inferno*. - Understands features of Modern Times prose. Illustrations from *Don Quixote*. - Interprets the essence of Elizabethan theater - illustrations from Shakespeare's *Hamlet*, themes and hero. - Identifies the notion of Classicism through examples from Moliere's work. - Distinguishes the poetic structure of Japanese haiku from Basho's verses by making West-East literary parallels.
Figurative and non-figurative language	• Elements of literary and non-literary discourses, language and literature (figurative and non-figurative language present in various literary and non-literary texts)	- Compares simple figurative language and literary expressions. - Distinguishes and uses figurative and non-figurative language according to the given text.
Culture, Criticism	• Religious and literary culture; • Traditional/oral and written culture ;	- Distinguishes religious culture from literary culture. - Identifies different cultural, religious and literary discourses. - Distinguishes traditional culture

	• Codifying/ethnic discourse in the Kanuni; • Classical (Greek/Latin), Medieval and European Renaissance concepts/cultural context.	from written culture. - Identifies the codifying/ethnic discourse of the Kanuni. - Understands the Greek/Latin, Medieval and European Renaissance concepts and cultural context. - Identifies dithyramb, ode, hymn, comedy, tragedy, poem. - Distinguishes literary themes from international and national literature.
Linguistic system	• Standard language and the language of literature , • Adjective • Punctuation and literary effects • Forms of sentences/function • Parts of speech and the sentence (morphosyntactic function) • Sentence and style • The writing process	- The difference between standard Albanian and the language of literature. - Identification of the adjective and its functions in literary and non-literary texts. - Uses punctuation/spelling for literary effect. - Analysis of effective and combined sentences/ review of basic sentence patterns and introduction to new sentence patterns. - Identification of (temporal) parts of speech and their morphosyntactic functions. - Analyzes the stylistics of combined sentences and effective sentences by testing the new sentence/paragraph pattern. - Develops the writing strategy, such as expanding or reducing the sentence/paragraph. - Writes different types of essay

	• The essay • Historical (phonetic) changes of Albanian sounds, • Infinitive forms of the verb • The language of old literature and oral creativity • Standard language and spoken language	(auto/biographical and research). - Understands the historical (phonetic) changes of Albanian sounds, examples from old literature. - Practices the simple forms of the verb. Distinguishes the standard language from the language of old Albanian texts and from the spoken language. - Practices complex grammatical structures in writing and orally

Methodological guidelines

The teacher must apply the methods that put the student at the centre of the learning process, giving the learning also application values. Learning should be organized in such a way that speaking, writing and reading are simultaneously developed at high levels of communication.

The teaching process for this class is based on the needs and interests of the students in order to develop their individuality and creativity. Students must achieve their classroom competencies through integrated learning and approach. Methods, forms, tools, teaching content, as well as teaching and learning strategies and techniques, are the main key to achieving competences.

Teaching should focus on practical situations of learning linguistic, literary and cultural knowledge, encouraging them to communicate together, to use the language clearly and fluently during communication in the classroom and in everyday life. Work is organized in groups and pairs, but individual creative work is also encouraged.

Special attention is paid to reading: analytical and rapid reading. Analytical reading aims at detailed analysis of texts of different lengths. Speed reading promotes students' independence in

reading literary and non-literary texts. The connection between reading and writing should be permanent.

Guidelines for the implementation of cross-curricular issues

The Albanian language is in direct relation with topics from other subjects such as civic education, peace education, interdependence, media education, arts, culture, etc.

In order to achieve results for certain cross-curricular topics, the teacher must select the method, resources, form and strategy in the service of the development of the student's linguistic competences.

Students should be encouraged to communicate together, use language clearly when communicating in the classroom and in everyday life on various topics.

Guidelines for assessment

For the subject Albanian Language and Literature, the assessment is done with the aim of collecting, systematizing, recording and reporting data on the achievements of students throughout the learning process. The assessment for this subject provides students with information about the level of acquisition and achievement of the subject's results for the class, but in addition it becomes part of their intellectual formation.

In this class, the assessment should focus on the differences and comparisons of the literary, linguistic and cultural elements of this period from Antiquity to the European Renaissance, from Meshari i Buzuku (1555) to the Albanian pre-romantic atmosphere. The assessment of clear oral and written expression, recognition of grammatical and cultural categories, pragmatic and literary writing, linguistic and literary stylistics, becomes the primary goal in this class. The assessment should also gain special attention in terms of the development of the topic as a whole, focusing on the clear presentation of ideas and the ability to give them in a concise manner.

Instructions for learning materials and resources

The teacher can use all the resources, tools and materials which help to achieve the results of the subject and the competencies of the fifth stage (St5).

Subject curricula/syllabuses

Albanian language and literature (Gymnasium of natural sciences)

Contents

Introduction

The teaching of the Albanian language and literature subject for the tenth grade, high school of natural sciences, is focused on the acquisition of cultural and literary knowledge, cultural and linguistic formation as an individual and as a citizen. The program for this class helps the individual formation of the student through the reading of all kinds of texts, but mainly of well-known literary works from Antiquity to the literature of the European Renaissance, but also to other literatures. This enables students to create the historical perspective of the cultural and literary space. Through this, the formation of students as individuals is favoured, enabling them to use the Albanian language in order to better structure their thoughts, judgments and creative abilities. Students manage to organize their thoughts and present cultural and literary problems and topics orally and in writing. The level of acquisition of communication skills (listening, speaking, reading and writing) is advanced according to the requirements of the class, grade and level.

Students in this class advance language skills for debates and essays; develop narrative skills (telling in stories and novels) and skills of using figurative language, know other literary and non-literary discourses. Students master the language as a medium for presenting information by expressing general views.
The knowledge gained from the national and world cultural heritage, as well as the knowledge gained through the analysis of relevant ideas and arguments, contribute to cultural, intellectual, emotional and civic formation.

Language is treated as the basis of thinking, communication, learning and seeing the world as an essential element of identity and culture. Students need to master the language skills to understand ideas and information, social interactions to make inquiries in other areas of learning, and to express themselves clearly and to appreciate the nature of society.

Purpose

The program of this grade aims to reinforce previous achievements and develop new units related to Albanian and international language, literature and culture. At the same time, the student owns and uses the language for various purposes of communication and creativity, increases the level of communication with oral, literary and non-literary discourses aiming to achieve the culture of independent thought.

All these should serve the student to achieve subject results and develop the main competencies of the Curriculum.

Topics and results

Students in the tenth grade must achieve the learning outcomes per subject (LOS), from the topics defined in the table below. The topics have emerged from the concepts and learning results per area (LRA) *Languages and Communication* for the fifth stage of the Curriculum (St5), which you can see in the Core Curriculum for Upper Secondary Education.

Communication skills

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

Concepts	Topics	Learning outcomes of the subject per topic (LOT)
Literary and non-literary texts	Old Albanian literature: culture, history, religion, rhetoric, discourses, Latinity, humanism	- Distinguishes the historical and cultural context of old Albanian writing, Latinity and humanism, writing as a document and as a literary culture, as well as cultural and literary discourses.
	M. Barleti,	- Distinguishes historical, fictional and rhetorical-heroic discourse: uses the *Introduction*, comments on fragments from the *History of Skanderbeg*.
	Gjon Buzuku	- Understands important linguistic and cultural elements of *Meshari*.
	Elements of biblical discourse	-Distinguishes the biblical discourse within Albanian culture and literature by gaining knowledge from different rhetoric, discourses and genres.
	Pjetër Budi and Frang Bardhi	-Distinguishes the cultural context of Bud's poetry, the literary from the non-literary, the biblical and ethnic motifs by comparing it with the apologetic-rhetorical discourse in the *Apology of Scanderbeg*.
	Pjetër Bogdani	-Distinguishes the context of the appearance of the work *Cuneus prophetarum*; interprets fragments from this work.
	Jul Variboba	-Understands the cultural context of Arbëresh and interprets verses from *Gjella e Shën Mërisë Virgjër (*The life of the virgin Mary), analysing the complex literary, religious and linguistic structure.
	Bejtexhinj: N. Frakulla, H. Z. Kamberi and M. K. Çami	- Identifies the cultural, thematic and linguistic dimension of Bejtexhinj.
		- Identifies the divan genre, the rhythm and personal discourse of Frakulla, the social and satirical discourse of Kamberi and the love theme of M. K. Çami.
	• Oral epics and introduction to adventure, ballads and legendary, heroic, historical and mythological Albanian;	-Distinguishes the main features of the oral epic/adventure in the epic; understands the heroic, the legendary and the mythological as discourses through the hero's adventure in Martesa e Halilit (Halil's Marriage)
	Albanian ballads and fairy tales	

	The Epic of Gilgamesh: Greek classics - Homer Aeschylus, Aristophanes, Aristotle Greek lyrics; poetic-devotional and personal types and discourses From Latin Classics to Medieval Literature – culture and poetics Elizabethan theater (Shakespeare), Cervantes and Haiku	- Compares the characteristics of the Albanian ballad and fairy tale. -Distinguishes fantastic discourse; the theme of immortality, divine, human and animal in Gilgamesh. -Identifies the Greek classics through selected parts from Homer, understanding the essence of the epic, the theme of war and return, the notion of myth and that of history. - Distinguishes the essence of tragedy and Comedy and understands the notions of poetics and rhetoric according to Aristotle. -Identifies the literary types of ode, dithyramb, elegy, hymn, idyll; examples from Sappho and other poets. - Identifies elements of Latin verse from Virgil/*Aeneid*, compares features of the *Song of Roland and Beowulf* and compares them to the Songs about *Muji and Halil*. - Analyzes elements of Rumi's mystical poetry and focuses on D. Aligieri's verse (*Divine Comedy*) at *Inferno* and the beginning of national literature. - Draws literary parallels between the Elizabethan theater -(illustrations from *Shakespeare's Hamlet*) and Japanese Haiku (Basho). Interprets the prose of Cervantes; illustrations by *Don Quixote*.
Figurative and non-figurative language	Figurative and non-figurative language present in various literary and non-literary texts	-Compares simple figurative language and literary expressions. -Distinguishes and uses figurative and non-figurative language according to the given text.
Culture, Criticism	Religious and literary culture; Traditional/oral and written culture; The codifying/ethnic discourse in	-Distinguishes religious culture from literary culture. -Distinguishes different cultural, historical and literary discourses. -Distinguishes traditional (oral) culture from written culture. -Identifies the codifying/ethnic discourse of the

	Kanuni; Classical (Greek/Latin), Medieval and Renaissance European cultural and literary concepts/context.	Kanuni. - Explains concepts and cultural context and - Greek/Latin literature, of the Middle Ages and the European Renaissance. - Identifies dithyramb, ode, hymn, comedy, tragedy, poem. - Distinguishes literary themes from international and national literature.
Linguistic system	Standard language and the language of literature, Adjective Punctuation and literary effects Parts of speech and the sentence (morphosyntactic function) Sentence and style Writing process Essay Historical (phonetic) changes of Albanian sounds, Infinitive forms of the verb The language of old literature and oral creativity Standard language and spoken language	- Distinguishes standard Albanian from the language of literature. - Identifies the adjective/position and its functions in literary and non-literary texts. - Uses spelling and punctuation for literary effect. - Identifies (temporally) the parts of the lecture and their morphosyntactic function. - Makes stylistic analysis of combined sentences. - Develops writing strategies, such as expanding or reducing the sentence/paragraph. - Writes different types of essay (auto/biographical and research). - Analyzes the historical (phonetic) changes of Albanian sounds, examples from old literature. - Uses the simple forms of the verb. - Distinguishes the standard language from the language of old Albanian texts and from the spoken language. - Practices complex grammatical structures in writing and orally

Methodological guidelines

The teacher must apply the methods that put the student at the centre of the learning process, giving the learning also application values. Learning should be organized in such a way that speaking, writing and reading are simultaneously developed at higher levels of communication.

The teaching process for this class is based on the needs and interests of the students in order to develop their individuality and creativity. Students must achieve their classroom competencies through integrated

learning and approach. Methods, forms, tools, teaching content, as well as teaching and learning strategies and techniques, are the main key to achieving competences.

Teaching should focus on practical situations of learning linguistic, literary and cultural knowledge, encouraging them to communicate together, to use the language clearly and fluently during communication in the classroom and in everyday life. Work is organized in groups and pairs, but individual creative work is also encouraged.

Special attention is paid to reading: analytical and rapid reading. Analytical reading aims at detailed analysis of texts of different lengths. Speed reading promotes students' independence in reading literary and non-literary texts. The connection between reading and writing should be permanent.

Guidelines for the implementation of cross-curricular issues

The Albanian language is in direct relation with topics from other subjects such as civic education, peace education, interdependence, media education, arts, culture, etc.
In order to achieve results for certain cross-curricular topics, the teacher must select the method, resources, form and strategy in the service of the development of the student's linguistic competences.

Students should be encouraged to communicate together, use language clearly when communicating in the classroom and in everyday life on various topics

Guidelines for assessment

For the subject Albanian Language and Literature, the assessment is done with the aim of collecting, systematizing, recording and reporting data on the achievements of students throughout the learning process. The assessment for this subject provides students with information about the level of acquisition and achievement of the subject's results for the class, but in addition it becomes part of their intellectual formation.

In this class, the assessment should focus on the differences and comparisons of the literary, linguistic and cultural elements of this period from Antiquity to the European Renaissance, from Meshari i Buzuku (1555) to the Albanian pre-romantic atmosphere. The assessment of clear oral and written expression, recognition of grammatical and cultural categories, pragmatic and literary writing, linguistic and literary stylistics, becomes the primary goal in this class. The assessment should also gain special attention in terms of the development of the topic as a whole, focusing on the clear presentation of ideas and the ability to give them in a concise manner.

Instructions for learning materials and resources

The teacher can use all the resources, tools and materials which help to achieve the results of the subject and the competences of the fifth stage (St5).

Subject curriculum/syllabus

English language (Gymnasium of social sciences - languages and Gymnasium of natural sciences)

Content

Introduction

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule/governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. Language is essential for forming interpersonal relationship, understanding social situations, extending experiences, and reflecting on thought and action. Language is the primary basis of all communication and the primary instrument of thought. It is an essential tool in the development of all six competencies foreseen in the Kosovo Curriculum Framework.

Consequently, the program of English language will emphasize the importance of experiencing language in context. Learners' background knowledge, skills and attitudes will be used as a means of developing communicating abilities: interpreting, expressing and negotiating meaning through oral and written texts. 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:

- interpreting, expressing and negotiating meaning (communication).
- patterns of ideas, behaviours, manifestations, cultural artefacts and symbols (culture).
- sounds, written symbols, vocabulary, grammar and discourse (language).
- cognitive, socio-affective and meta-cognitive process (general language education).

Learners will learn to communicate in English through the process of 'comprehension', 'production' and 'negotiation'. **Comprehension** involves deriving meaning or significance from an oral or written text. **Production** is expressing meaning by creating oral and written texts to suit different participants, topics, purposes, and reasons for communication. **Negotiation** is the *interaction process:* participants in the communication process must adjust to the needs and intentions of others. Integral to all three processes are the communicative intents or functions of communication, reporting or describing, persuading, or advocating and so on, which are developed in the experience / communication component. Learners will also learn about the language and how to use it: the sound – symbol system, vocabulary, grammar and discourse elements that are required to convey ideas and enhance communication in an oral or written context.

Goals

The long–term goals in the study of English language are cultural understanding and effective communication with representatives of various cultures worldwide. The development of cultural understanding and linguistic proficiency is a complex process involving a variety of language experiences and exposure to the culture of the people whose language is being studied. At this particular stage and grade learners should:

- reinforce, develop and deepen their language proficiency and language learning skills, gained at previous level, and should broaden them gradually, aiming at increasing language awareness and broadening their communicative ability.
- develop an appreciation of the social, economic, political and linguistic factors that characterize the human experience across cultures.
- deepen the level of understanding of their own culture and other cultures, where English is spoken as a first, second, or an international language.
- apply the gained knowledge and skills in real-life circumstances, being aware of the world around them, interacting with people of their own and representatives of other cultures in a manner accepted in a civilised society.

Topical content and learning outcomes

Concept	Topics	Subject learning outcomes for topic
Literary & non-literary texts	**Topic 1** **Residence** • Home & shelters • Amenities • Living outdoors	• Listens /reads short recorded/print text (advertisements, brochures...) and extracts essential information and shares it with peers and teachers and school community • Understands and extracts the essential information from short, recorded passages on a range of topics

		• Listens/reads and extracts specific information and makes use of it in shaping his personal opinion (dates, figures) • Listens/views and understands the main points of broadcast on familiar topics and topics of personal interest and responds orally or in writing; • Understands the gist of TV news, interviews, announcements, and films without too much effort and responds orally or in writing. • Describes places, events and experiences with an improving accuracy and fluency • Compares and contrasts information extracted from electronic and print media and uses it in their own work • Demonstrates fair degree of competence in delivery needing some support from interlocutor (peers, teachers, and other speakers)
	Topic 2 **Daily life** • Activities at home • School life & community activities • Paid jobs & volunteering • Fund-raising event: Talent show	• Reads texts of fair complexity in English comparing the information found in sources in the mother tongue. • Listens/reads passages relating to specific topics and expands his vocabulary • Listens/reads and expands his knowledge and understanding developed in other school subject • Values paid jobs and community work by demonstrating initiative in planning such activities • Develops further his/her creativity by producing oral and written texts of reasonable length on topics of community and social interest and presents them to peers and teacher, and wider school community • Contributes to school events by participating in planning, conducting fund raising events for different target group beneficiaries

	Topic 3 **Leisure & pleasure** • Lifestyles • Media • Information, education/ entertainment • My favourite book/author/film	• Explores, extracts, and makes use of information from various sources identifying relevant information • Discusses personal lifestyle comparing it to their peers' lifestyle in English speaking countries • Uses media for a range of purposes (information, education, entertainment) • Summarizes texts read in the source language (English or mother tongue) and translates them into the target language (mother tongue or English). • Demonstrates understanding that different media texts reflect different points of view; • Compares media texts from different sources concerning the same event or character and identifies similarities and differences; • Compares media texts in the target language and mother tongue identifying and depicting similarities and differences; • Produces media messages for different purposes and different types of intended audiences (commercials for specific products, for teenagers: boys/ girls; adults: men/ women; elderly)
	Topic 4 **Education & career** • Learning styles • Out-of-school learning • Education & learning resources • Career opportunities • Plans & ambitions • Education, investment for future	• Explores, extracts, and makes use of information from various sources identifying relevant information • Explores and identifies his preferred learning style and recognizes the value of experiential and self-directed learning • Uses a numbers of reading strategies before, during and after reading to understand more complex texts • Activates his prior knowledge, using visualization and, summarizing paragraphs during reading and synthesizing ideas to broaden understanding • Discusses career opportunities with peers, taking into consideration advantages and disadvantages of various

		options • Values the education opportunities and options provided by demonstrating readiness to engage in self-directed learning
	Topic 5 **Public services** • Emergency services • Public security • Telecommunications • Healthcare	• Explores, extracts, and compares relevant information regarding public services throughout the world and draws conclusions relating to similarities and differences • Discusses the advantages and disadvantages of public services using appropriate terminology • Listens/reads/views materials from diverse sources and makes use of the information gathered in their own work • Produces texts evaluating the quality of particular public services for particular purpose and intended audience, justifying their opinion • Produces descriptive oral and written texts relating public services using grade appropriate vocabulary and structures • Presents orally or in writing the features of public services comparing them with the ones in the target culture countries • Produces texts evaluating the quality of particular public services for particular purpose and intended audience, justifying their opinion • Discusses with confidence the advantages and shortcomings of public services based on information gathered • Writes with reasonable accuracy concerning spelling and punctuation
	Topic 6 **A matter of life & death** • Take a deep breath!	• Explores, extracts, and compares relevant information relating to health issues and healthy lifestyles • Views documentary programmes relating to physical and mental health, and stress-management issues

	• Stress is all around us • Physical & mental health maintenance • Health-related campaigns	• Listens/reads/views and responds orally and/or in writing proposing solutions to particular health maintenance issues • Contributes to health-related campaigns by participating in initiating and conducting promotional activities for particular target groups (teenagers, adults, elderly...)
	Topic 7 **The world of fashion** • Shopping • Money & prices • Clothes and accessories • Charity event: Spring-clean your house	• Explores, extracts and compares information regarding fashion around the world, comparing it to traditional and current trends • Reads/listens/ views materials regarding the world of money, comparing currencies and prices in different parts of the worlds • Reads/listens to texts relating to teenage fashion comparing teenage culture in the target culture world and their own culture • Engages in discussion with peers and teacher regarding trends in fashion • Undertakes together with peers a survey/investigation in order to identify vulnerable groups needing support • Contributes to charity events in initiating, organizing, and conducting charity events to aid particular target groups
	Topic 8 **Travel** • Countries and places • Travel rules and tips • Globetrotters • School excursions	• Explores, extracts, and compares relevant information regarding various countries in places • Listens/reads/views particular programmes relating to travel and transport extracting specific information • Engages in discussion with peers and teacher regarding travel and transport • Produces persuasive media messages for target audience promoting a particular type of travel (poster, advertisement, audio/video message...) • Explores the information relating to benefits of getting acquainted with people of different nations and cultures in aiding cultural understanding and facilitating

		communication between people • Contributes to school excursions by initiating, organizing and conducting such events
Figurative & non-figurative language	**Topic 1** **Residence** • Home & shelters • Rooms and furniture • Amenities • Living outdoors	• Listens /reads short recorded/print text (advertisements, brochures...) and extracts essential information, distinguishing different shades of meanings • Listens/reads and extracts specific information distinguishing between facts and opinions • Discusses various types of homes and shelters expressing preferences and justifying their opinions • Explores, extracts, reads, compares and presents orally and/or in writing the common features of homes and shelters in our environment and other areas in the world • Engages in discussion with peers and teacher regarding types of accommodation • Reads/listens to texts and extracts relevant vocabulary in order to enrich his/her lexical fund • Infers the meaning of words from the context • Uses level and grade appropriate print/ electronic/online dictionaries and reference materials to check spelling, pronunciation, and meaning • Distinguishes between formal and informal language • Together with peers plans and conducts a survey regarding the most popular suburb in the city • Discusses the issue of homelessness and together with peers designs a survey questionnaire
	Topic 2 **Daily life** • Activities at home • School life & community activities • Paid jobs &	• Describes orally and/or in writing various home and school activities • Compares teenage opportunities for volunteering and paid jobs in their own and the target culture • Values paid jobs and community work by demonstrating initiative in planning such activities

	volunteering • Fund-raising event: Talent show	• Demonstrates creativity by contributing to school events presenting his own work • Integrates knowledge from other subject and presents his own work in the target language • Reads texts of fair complexity in English comparing the information found in sources in the mother tongue • Infers the meaning of words from the context • Demonstrates understanding that words acquire different meanings in different contexts • Uses level and grade appropriate print/ electronic/online dictionaries and reference materials to check spelling, pronunciation, and meaning • Distinguishes between formal and informal language used in different situations and with different interlocutors
	Topic 3 **Leisure & pleasure** • Lifestyles • Media • Information, education/ entertainment • My favourite book/author/film	• Compares lifestyles in the countries of the target culture with their own • Uses the Internet for information, communication, and entertainment being cautious of privacy and safety issues • Communicates with teacher and peers, and other people using Internet (emails, mailing lists, groups, social networks) • Drafts his/her writing using computer programs, like spell-checkers for accuracy, online dictionaries, vocabulary lists, as well as specific IT tools for presentations of their work; • Integrates knowledge from other subject and presents his own work in the target language • Creates text and video messages and sends them using ICT • Uploads his/her work on the web taking care of privacy and security issues • Writes texts of a variety of lengths (book/film review, biography…)

	Topic 4 **Education & career** • Learning styles • Out-of-school learning • Education & learning resources • Career opportunities • Plans & ambitions • Education, investment for future	• Explores and identifies his preferred learning style and recognizes the value of experiential and self-directed learning • Discusses career opportunities with peers, taking into consideration advantages and disadvantages of various options • Values the education opportunities and options provided by demonstrating readiness to engage in self-directed learning • Drafts his/her writing using computer programs, like spell-checkers for accuracy, online dictionaries, vocabulary lists, as well as specific IT tools for presentations of their work; • Creates text and video messages and sends them using ICT; • Uploads his/her work on the web taking care of privacy and security issues. • Creates text and video messages and sends them using ICT • Uploads his/her work on the web taking care of privacy and security issues • Writes texts of a variety of lengths (book/film review, biography…)
	Topic 5 **Public services** • Emergency services • Public security • Telecommunications • Healthcare	• Produces texts evaluating the quality of particular public services for particular purpose and intended audience, justifying their opinion • Produces descriptive oral and written texts relating public services using grade appropriate vocabulary and structures • Demonstrates understanding that words may have direct and metaphorical meanings • Presents orally or in writing the features of public services comparing them with the ones in the target culture countries • Discusses with confidence the advantages and shortcomings of public services based on information gathered • Writes with reasonable accuracy concerning spelling and punctuation

	Topic 6 **A matter of life & death** • Take a deep breath! • Stress is all around us • Physical & mental health maintenance • Health-related campaigns	• Explores, extracts, and compares relevant information relating to health issues and healthy lifestyles • Views documentary programmes relating to physical and mental health, and stress-management issues • Listens/reads/views and responds orally and/or in writing proposing solutions to particular health maintenance issues • Contributes to health-related campaigns by participating in initiating and conducting promotional activities for particular target groups (teenagers, adults, elderly...)
	Topic 7 **The world of fashion** • Shopping • Money & prices • Clothes and accessories • Charity event: Spring-clean your house	• Explores, extracts and compares information regarding fashion around the world, comparing it to traditional and current trends • Reads/listens to texts regarding the world of money, comparing currencies and prices in different parts of the worlds • Reads/listens to texts relating to teenage fashion comparing teenage culture in the target culture world and their own culture • Undertakes together with peers a survey/investigation in order to identify vulnerable groups needing support • Contributes to charity events in initiating, organizing, and conducting charity events to aid particular target groups
	Topic 8 **Travel** • Countries and places • Travel rules and tips • Globetrotters • School excursions	• Explores, extracts, and compares relevant information regarding various countries in places • Listens/reads/views particular programmes relating to travel and transport extracting specific information • Engages in discussion with peers and teacher regarding travel and transport • Produces persuasive media messages for target audience promoting a particular type of travel (poster, advertisement, audio/video message...) • Explores the information relating to benefits of getting

		acquainted with people of different nations and cultures in aiding cultural understanding and facilitating communication between people • Contributes to school excursions by initiating, organizing and conducting such events
Criticism, theory, history		• Demonstrates understanding of similarities and differences between the target culture and their own culture using them in bridging the culture gap and aiding communication across cultures • Demonstrates understanding by identifying the content and relevance of news items, articles and reports related to everyday problems, or to issues of personal interest in the target language and culture • Together with team-mates analyses, classifies, and organizes data collected through surveys on various topics of personal, educational, or community interest in the target culture and their own • Engages with his team-mates in sharing work and responsibility, and performs his/her part in presenting the findings of the survey in agreed form (talk, PowerPoint presentation, poster presentation, debate) • Shares his work with peers and teacher in class and engages in giving and receiving feedback • Develops his proof-reading and self-correcting ability by using the reference tools (online/print dictionaries, reference books…) • Independently, or together by mates, or guided by the teacher, explores the rules and regularities in the language system • Compares and contrasts particular linguistic features of the target language and the mother tongue

		• Presents his/her report on various topics to peers and teacher and includes it into class materials to be displayed, read and peer-evaluated by class-mates and teacher • Seeks and provides information in unfamiliar real-life situations and finds solution to problems justifying his/her choices • Reads/listens/views various materials in a range of sources and expands his knowledge and understanding developed in other school subjects relating to the target culture • Demonstrates understanding that different media texts reflect different points of view • Recognizes stereotypes and preconceived ideas • Demonstrates understanding and recognizes the influence of the target culture on their own • Compares, contrasts and applies social conventions across cultures in oral and written communication
Language exponents	**Topic 1** **Residence** • Describing • Expressing likes, dislikes, and preferences • Comparing and contrasting • Present tenses • Adjectives • Adverbs of frequency • Clause patterns • Word order – statements/ questions • Vocabulary field – residence, household	• Describes, places, events and experiences with an improving accuracy and fluency • Describes orally and/or in writing different types of residences, expressing likes, dislikes and preferences • Compares and contrasts information extracted from electronic and print media and uses it in their own work • Demonstrates fair degree of competence in delivery needing some support from interlocutor (peers, teachers, and other speakers) • Presents reasons for different types of accommodation relating it to social, economic and climatic issues, using grade appropriate vocabulary and structures • Builds his personal vocabulary, by using and reusing items orally and in writing and makes attempts at storing them in long-term memory • Presents orally and/or in writing the common features of

	utensils • Idioms related to home • Word and sentence stress	homes and shelters in our environment and other areas in the world • Produces descriptive oral and written texts relating to his home/ rooms in it/ his own room • Discusses with confidence the advantages and disadvantages of different types of homes with fair degree of fluency • Independently or guided by the teacher notices rules and regularities in the language system • Writes with reasonable accuracy concerning spelling and punctuation
	Topic 2 **Daily life** • Describing actions and activities • Giving and requesting information • Making requests • Expressing approval and disapproval • Present & past tenses • Adverbials • Word order - phrases • Statements • Questions • Imperatives • Vocabulary field – occupations • Word and sentence stress • Falling and rising intonation	• Describes orally and/or in writing daily activities occurring at home, in school, and in community • Seeks and provides information from other speakers • Produces descriptive oral and written texts relating to school, community and the world of work using grade appropriate vocabulary and structures • Presents orally or in writing the features of the globalised world of work using grade appropriate vocabulary and structures • Builds his personal vocabulary, by using and reusing items orally and in writing and makes attempts at storing them in long-term memory • Discusses with confidence the advantages and disadvantages of different types of jobs with fair degree of fluency using appropriate stress and intonation in statements and questions • Independently and/or guided by the teacher notices rules and regularities in the language system • Writes with reasonable accuracy concerning spelling and punctuation • Performs at a talent show as part of fund-raising event for humanitarian purposes

	Topic 3 **Leisure & pleasure** • Describing feeling and emotions • Expressing likes and dislikes, and preferences • Expressing moods • Present simple and continuous tenses • Word order • Exclamations • Vocabulary field – Sports and leisure activities • Sport related idioms	• Uses Internet for information, communication, and entertainment being cautious of privacy and safety issues; • Expresses his opinions, likes, dislikes, preferences, and moods, using grade appropriate vocabulary and structures • Communicates with teacher and peers, and other people using Internet (emails, mailing lists, groups, social networks) • Enriches his vocabulary by using and reusing items orally and in writing and makes attempts at storing them in long-term memory • Produces media messages for intended purpose and audience • Creates oral and written texts and video messages and sends them using ICT • Uploads his/her work on the web taking care of privacy and security issues • Uploads his/her work on the web taking care of privacy and security issues • Independently or guided by the teacher notices rules and regularities in the language system • Writes texts of a variety of lengths (book/film review, biography…) • Writes with reasonable accuracy concerning spelling and punctuation
	Topic 4 **Education & career** • Making plans • Expressing hopes and ambitions • Modal type of verb phrases	• Discusses with peers and other English speakers' future plans, hopes and ambitions using grade appropriate vocabulary and structures • Discusses with confidence the advantages and disadvantages of different education career paths with fair degree of fluency • Drafts his/her writing using computer programs, like spell-

	• Future tenses • Word order • Comparison of adjectives to a higher degree • Vocabulary field – education • Education related idioms	checkers for accuracy, online dictionaries, vocabulary lists, as well as specific IT tools for presentations of their work; • Creates oral and written text and video messages and sends them using ICT; • Uploads his/her work on the web taking care of privacy and security issues. • Creates text and video messages and sends them using ICT • Uploads his/her work on the web taking care of privacy and security issues • Independently or guided by the teacher notices rules and regularities in the language system • Writes texts of a variety of lengths regarding the topics covered/studied • Writes with reasonable accuracy concerning spelling and punctuation
	Topic 5 **Public services** • Expressing opinions • Describing • Comparing and contrasting • Making generalisations • Present perfect and past simple tense • Categories of nouns • Adverbs of manner • Word classes • Vocabulary field – public services • Business related idioms	• Discusses with confidence the advantages and shortcomings of public services based on information gathered • Expresses his opinion, based on relevant information, comparing and contrasting public services and making generalisations • Produces descriptive oral and written texts relating public services using grade appropriate vocabulary and structures • Presents orally or in writing the features of public services comparing them with the ones in the target culture countries • Together with peers initiates and conducts surveys relating to public services and presents the results of the survey in various forms (text, graphic organizer, poster, flier) • Produces texts evaluating the quality of particular public services for particular purpose and intended audience, justifying their opinion • Independently or guided by the teacher notices rules and regularities in the language system • Writes with reasonable accuracy concerning spelling and

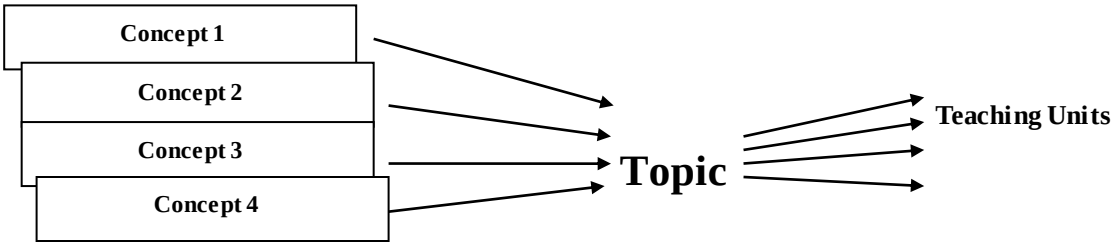
		punctuation
	Topic 6 **A matter of life & death** • Describing people, situations, events • Expressing compassion and support • Expressing disappointment • Reporting statements • Tenses - miscellaneous • Word order • Concord of tenses • Vocabulary field – health and fitness • Health related idioms	• Compares and contrasts information regarding healthy lifestyles and the dangers of the modern world using grade appropriate vocabulary and structures • Discusses with confidence the issues of physical and mental health maintenance • Produces descriptive and persuasive texts relating to health and fitness issues • Produces texts of a variety of lengths for different purposes and audiences concerning health and fitness (posters, fliers, PowerPoint presentations, media messages) • Contributes to health-related campaigns by participating in initiating and conducting promotional activities for particular target groups (teenagers, adults, elderly...) • Writes with reasonable accuracy concerning spelling and punctuation
	Topic 7 **The world of fashion** • Describing objects and their features • Describing people and their appearance • Comparing and contrasting information • Tenses – miscellaneous • Comparison of	• Describes accurately orally and/or in writing, people, objects and their features • Compares and contrasts orally or/and in writing information regarding the current trends in fashion in the world and in our country using grade appropriate vocabulary and structures • Engages in discussion with peers and teacher regarding current trends in fashion comparing it with the past • Produces texts of a variety of lengths for different purposes and audiences concerning current trends in fashion the teenage world (posters, fliers, PowerPoint presentations, media messages)

	adjectives to the same degree • Vocabulary field – clothes and accessories, money and currencies • Fashion related idioms	• Contributes by initiating, organizing, and conducting charity events to aid particular vulnerable target groups • Independently or guided by the teacher notices rules and regularities in the language system • Writes with reasonable accuracy concerning spelling and punctuation
	Topic 8 **Travel** • Describing places, countries, cities • Comparing and contrasting information • Expressing opinions • Agreeing and disagreeing • Interrupting politely • Tenses - Miscellaneous • Word order • Adjectives and adverbs • Vocabulary field – countries, nationalities • Idioms related to travel	• Compares and contrasts orally or/and in writing relevant information regarding various countries and places pointing out their distinctive features using grade appropriate vocabulary and structures • Engages fairly confidently in discussion with peers and teacher regarding travel and transport • Produces descriptive texts relating to countries and places explored/ visited for particular purpose intended audience • Produces persuasive media messages for target audience promoting a particular type of travel (poster, flier, advertisement, audio/video message...) • Presents information relating to benefits of getting acquainted with people of different nations and cultures in aiding cultural understanding and facilitating communication between people • Contributes to school excursions by initiating, organizing and conducting such events • Independently or guided by the teacher notices rules and regularities in the language system • Writes with reasonable accuracy concerning spelling and punctuation

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 student's 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.

Methodological guidelines

In order to achieve the targeted aims and learning outcomes and equip learners with required competencies, Grade Ten English Language Syllabus promotes the most contemporary approaches in 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--centred approaches are favoured over the 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 participant's share in the learning, and responsibility for furthering 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 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, 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 teacher and learner, but may be the least memorable.

Vocabulary learning

Vocabulary teaching and learning is 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 3 learners know how to express themselves using a range of vocabulary and expressions.

L 3	Teacher's role	Learner's role	Possible activities
	▪ to set the task, to give explanations and monitor the learner; ▪ to encourage the use of bilingual and English-English dictionaries.	▪ in pairs or small groups to cooperate and take the right decision with the help of dictionaries if needed ; ▪ to store new words through diagrams, write word lists, produce word-cards and so on.	▪ Using given words to complete a specific task; ▪ classifying items into lists; ▪ matching words to other words e.g. collocations, synonyms, opposites.

The Role of Grammar

If we see language as a building, the words as building blocks or bricks, and grammar as the architect's plan, than we must admit that without a plan, even a million bricks do not make a building. Similarly, one may know a million English words, but if s/he does not know how to put them together, s/he cannot speak English (Sesnan, 1997).

In the light of this statement, the question is not whether to teach grammar or not, but *how* to teach it. We should consider which approach to adopt in teaching grammar, whether to teach form before meaning, or meaning before form, and what strategies and techniques to use in order to enable learners to put their knowledge of grammar into use and communicate effectively. It is

the teacher's responsibility to estimate which approach would yield best effects at a particular stage of learning, or with a particular class.

L 3	Teacher's role	Learner's role	Possible activities
	▪ To set and monitor the development of activities; ▪ To focus on meaning, form and context; ▪ To raise learners' awareness as to what they have learned.	▪ To solve problems, and puzzles, fulfil tasks, and take part in activities; ▪ To make conscious efforts to work out the rules independently; ▪ To increase their awareness and keep record of their own learning.	▪ Solving problems and puzzles ; ▪ Discussions, and debates; ▪ Guided and free writing.

At this level of education, learners should be ready not only to notice the regularities in language, but also to make a conscious effort to work out the rules. They should be ready to deal with more complex sentences, including coordinated and subordinated clauses. Therefore, teachers should increase the learners' awareness about their progress in learning, as well as to encourage them to work independently and keep record of their own learning.

Teachers should always bear in mind that grammar is not an aim on its own, but is closely connected with communication. It should not be used as a driving force, but should arise out of other classroom activities.

Cross-curricular issues

Since English Language is not taught and learnt for its own sake, but is seen as aim and vehicle, the Grade Ten English Language Syllabus integrates topics that directly relate to other subjects, such as: arts, culture, technology, history, geography, media literacy, civic education, and similar. All these are in the function of equipping learners with first of all the communicative competence, as well as other competencies foreseen in the Level Three Core Curriculum.

Teachers are encouraged to use a range of oral and written texts, media excerpts, and documentaries from different disciplines in order to scaffold learners' interest in exploring cross-curricular issues, either guided by the teacher, or collaborating with their peers, or autonomously in order to enable them to develop their critical thinking, as well as their problem-solving skills. By doing so, teachers will provide plenty of opportunities for learners to develop their creativity using different forms of expressing themselves individually, or with their peers.

Assessment and evaluation guidelines

Generally speaking, there are two types of assessment: formative assessment and summative assessment. Formative assessment is applied when we want to see where our learners stand, and what needs to be done in order to support them further in their learning. We do not conduct formative assessment in order to grade our students. Summative assessment is usually administered at the end of the unit, or term, or year in order to grade learners. However, the grade should not be based on the final test, or exam only. Rather, the grade should include the sum of all assessments undertaken by the teacher throughout the process.

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 learners have changed.

This change can be observed in: the amount of English learners know; the quality of the English they use; and their ability to use English.

The general word for measuring the change is assessment. Naturally if we want to assess how much learners have changed, we have to know exactly what they already **know** and what they can already **do,** which means that we do not only assess their knowledge, but their skill as well.

There are different types of assessment (or evaluation) and teachers need to use them in different circumstances:

- Self-assessment (self-evaluation) is used when we want to encourage the learners to monitor their own progress (also guide them in doing so)
- Group assessment (group-evaluation) is effective when we want to develop the spirit of team work, in which learners need to take responsibility for their share of work, as well as for the responsibility for the success of the team as a whole.
- Individual assessment (evaluation) is used when we want to sum up all the
- 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 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' standard on arrival at a particular stage or grade;
- To measure learners' progress during the course;
- To find out how much pupils have learned;
- To find out the quality of learning, as well as of teaching;
- 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 and how to teach it.

There are different kinds of tests, such as:

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

Evaluation is definitely a wider concept and process 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 learner's ability to make 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 making attempts 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 procedure to develop and improve, not only the learner, but also the teaching programme and even the school. Consequently, teachers are strongly encouraged to apply formative assessment whenever possible, in order to ensure the learning to happen and develop learners' competencies as envisioned in the Core Curriculum for this level.

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 **pre-**

intermediate level. These materials and aids should primarily be age-appropriate, which means that they should be dedicated to teenagers and/or young adults.

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).

Suggested online resources

https://www.youtube.com/watch?v=NG2zyeVRcbs&list=PLFT01amlq1Qtr0qd-hvp5oAVpAVlIECE1

https://www.youtube.com/watch?v=NG2zyeVRcbs&list=PLFT01amlq1Qtr0qd-hvp5oAVpAVlIECE1

http://www.englishforeveryone.org/

http://www.eslcafe.com/quiz/

http://www.manythings.org/vocabulary/games/l/words.php?f=body-1

http://www.englishclub.com/esl-quizzes/

http://www.cdlponline.org/index.cfm?fuseaction=stories&topicID=1

http://www.esl-lab.com/

http://www.bbc.co.uk/worldservice/learningenglish

http://iteslj.org/ESL.html

http://www.manythings.org/

http://a4esl.org/

http://www.english-at-home.com/

http://foreignborn.com

http://www.bbc.co.uk/worldservice/learningenglish

http://www.britishcouncil.org/learnenglish

https://ed.ted.com/lessons

https://lyricstraining.com/

https://www.ted.com/talks

http://learnenglishteens.britishcouncil.org/

https://www.teachingenglish.org.uk/teaching-teens

https://www.ted.com/watch/ted-ed

https://americanenglish.state.gov/search/solr?f%5B0%5D=bundle%3Aresource

https://busyteacher.org/atoz/

https://www.k12reader.com/grade-level/grades-k-12/

Media

www.cnn.com

www.bbc.co.uk/

BBC English Radio.

BBC World Service.

http://www.mirror.co.uk

http://www.thebigproject.co.uk//news/

Subject curriculum/syllabus

German language (Gymnasium of social sciences - languages and Gymnasium of natural sciences)

Content

Introduction

Knowledge of foreign languages creates greater space and freedom of movement and with this also self-confidence and is one of the main conditions of qualification for the world labour market, at the same time it is also a prerequisite for familiarity with other cultures.

With the new situation created in Kosovo, opportunities for more frequent contact with Europe were also created, and with this, opportunities for easier learning of foreign languages were also created.
Due to numerous migrations to German-speaking countries, connections with the German language and culture have been created in a way. But, in recent times, the arrivals of German speakers in Kosovo are also frequent, either as employed in our country, or even as tourists. This has also created the need for different qualifications of vocational school students. Even for this type of education, even the newest materials and literature are mainly in the German language, since Germany is the leader in Europe for the development of technology, science, medicine, etc. Also, the possibility of professional training of our young people in German-speaking countries is significantly greater than in other countries. The reasons are already known.

All these are reasons why modern foreign language teaching should provide young people with the skills and knowledge necessary for a multilingual world, which enable them to be able to act outside the borders of their mother tongue. .

The German language in the 10th grade is taught 2 hours a week. With this number of hours, level A1/1 should be reached, according to the "Program Framework for German as a Foreign Language" of the Conference of the German Ministry of Culture, which is again oriented towards the Recommended European Framework of Foreign Languages.

Purpose

The main aims of teaching the German language in 10th grade:

- To develop the four language skills;
- To enable students to get along in simple language situations, inside and outside of school, with people who belong to the German culture and language;
- To enable students to compare German culture with their own culture and tradition, as well as to use these views in the educational profiles chosen by them;
- To enable students to use the structures and regularities of the German language for more conscious use of their mother tongue;
- To be able to independently develop the acquired knowledge in the German language in order to apply it in their future professions.
- Learning the German language in Kosovo is also helpful in preparing students to take the internationally recognized German language exams, which are mainly organized by the Goethe Institute. These exams serve students and students in the future to study, work in German-speaking countries and elsewhere, where the German language is spoken.

Communication skills

Receptive skills
Listening and reading

Productive skills
Speaking and writing

Topics and outcomes

Concept	**Topics**	Learning outcomes of subject per topic **(LOS)**
Literary and non-literary texts Language system	The core topics that are proposed for learning the German language in the tenth grade to achieve the competencies foreseen by the curriculum framework are: **- Personal information, greetings, introduction,**	**Listening:** - listens and understands simple words and sentences that relate to himself, his family or familiar things from the book, when spoken very slowly and carefully, sentences are repeated several times, when there is a longer pause while speaking and the interlocutor is ready to help them; - understands simple instructions addressed

	professions, family **- Shopping, furniture, products, office and technology** **- Free time, compliments, dates, food, invitations** **- Travel, means of transport, daily routine and planning, holidays**	to him slowly and clearly and reacts accordingly. - understands the questions asked about health, residence, family, free time - understands short dialogues, very short texts and simple songs heard and known from the school book, **Speaking:** - creates simple language contacts, such as: hello (Guten Tag!; Guten Morgen! Hallo!), answers to simple questions, is presented (Ich heiße ...; Mein Vorname ist ...; Mein Nachname ist ...), ask about the name (wie heißt du?; wo wohnst du?) - Understands simple instructions: schreibe ab; ergänze; and answers the questions. e.g. Er schreibt, sie schreiben nicht, etc. - can introduce himself in simple sentences, and ask others about himself, e.g.wo sie wohnen?, woher sie kommen?, was für Leute sie kennen?, and can answer questions of this nature. - answers with very simple sentences, expresses himself with very simple expressions, mostly isolated, about himself and his family and people and places - understands questions asked about health, residence, family, free time and answers with simple, mostly isolated expressions, e.g.Wie geht es Ihnen? – Danke, gut. – Ich habe Halschmerzen.- Ich möchte spielen.; Describes simple activities, names objects and activities and describes them: Das ist eine... / Das ist mein .../ das ist die.... - use very short familiar expressions, pausing a lot to find the right expression. - while speaking shows a limited grasp of

		very simple grammatical structures in a repertoire of memorized sentences. - understand in a very simple way about topics from the book, if the interlocutor is willing to speak very slowly and repeat it and say it differently, and helps to formulate what he is trying to say.
		Reading: - reads and understands very simple words and sentences. - reads and understands very short and simple texts from the textbook and distinguishes familiar names and words, especially if they are accompanied by pictures. - reads and understands simple orders in a postcard or short e-mail.
		Writing: - describes sentences and short texts - carries written data about a person in a form. - fills in a form with personal data related to name, surname, address, nationality, etc.

Methodological guidelines

Communicative form of teaching

In a contemporary teaching, special attention is paid to communication, this means: What language tools do students need to express themselves and behave appropriately in certain language situations?

Communication is the most acceptable way to achieve the defined objectives. The starting point for such teaching will not be a grammatical rule, but different linguistic situations. This means that rules are derived from linguistic situations and not the other way around

Three findings of learning psychology and neurodidactics particularly relevant to language learning are:

1. Interest and emotions are best awakened through stories.

2. Our memory works with images.
3. Strengthen repetitions and motivation.

Man learns with all his senses. For this reason, learning material should be delivered through multiple channels and optimally linked together. This type of presentation keeps the attention awake longer.

Different forms of learning through songs, through different games create a perfect network: a network aimed at increasing the success of language learning.

1. Clear arrangement of linguistic planes

It is necessary, especially at the initial level of teaching, to give special emphasis to different language levels, such as

- Vocabulary processing
- Text processing
- Linguistic structures

This means: setting priorities within a learning unit.
You can't e.g. to develop both new vocabulary and new language structures.
The most correct way would be to first process and train the vocabulary, which is presented in the assigned lectures.
Then the elaborated vocabulary will be introduced into new syntactic structures.
The teacher, within communicative teaching, chooses such linguistic situations, which are close to everyday life, so that the structures exercised are natural and not artificial.

3. Realizing an hour through objectives

The clear definition of objectives facilitates the work of the teacher and helps him to define more specific objectives. When the objective is achieved - this means that the students have mastered the processed material - then the teacher should be satisfied with this. If the lesson has not yet ended, there is no logic in introducing new content into the lesson. In this case, it would be more logical to reinforce what has been learned through various exercises, to compose a song during the lesson or to introduce some educational game in order to achieve the objective.

It is also important that in the phase of "announcement with the new topic" (Sprachbegegnung) to get to the core of the "problem" as quickly as possible with a motivation to achieve the objective and not to go to the side roads, which will allowed the student to guess what the purpose of the lesson might actually be.

4. Correct definition of objectives

By getting to know the students and having the previously determined objectives clear, the teacher would not have to make the mistake of setting many objectives for one lesson and then be surprised why the objective was not achieved. For this reason, the teacher must set a specific objective, which he tries to achieve within one lesson. Setting multiple targets for one hour has the following consequences:

There is little time left for exercises and application, therefore the students cannot master the material sufficiently. In the next class, the material must be repeated and clarified once again, because it may happen that mistakes have been made, which can then be corrected, which is a reason for the teacher and the student to despair.

The math is simple: one overloaded hour and one replay hour make two. In this case, it would be more logical to divide the subject into two hours from the beginning.

According to researches, average students are able to remember about ten new expressions in one lesson. This fact should not be overlooked.

5. Sequence: listening/understanding, speaking, reading, writing

Especially in the initial lesson, the order of the four skills should be preserved, that is:

- Students should not speak anything they have not heard before,
- They shouldn't have to read anything they haven't heard and spoken before,
- They should not write anything they have not heard, spoken and read before.

To adhere to this arrangement, especially for beginners, the following reasons speak:

- If a new word is spoken, logically it should be heard first. On the other hand, reading a new word is easier when it has been heard or spoken before. Even writing should be easier when that word has been heard, spoken or read before.

- German and Albanian graphemes do not match in every case. After the students are used to the alphabet of the Albanian language, “generalization” or interference may occur, if they start early with writing in the German language. This can be avoided if the lesson starts with listening and then moves over the speaking and reading stations towards writing.

6. Active and concrete work

A difference between learning the German language in Germany - regardless of whether it is German as a mother tongue or German as a second or foreign language - and in Kosovo is, among other things, that the Kosovar environment can provide little or nothing information about FRY and apart from the lesson there is almost no opportunity to apply what has been learned. Therefore, the possibility that what has been learned at school can be deepened outside the

lessons, such as through excursions, conducting interviews, etc. In this context, television should not be overestimated or underestimated.

The production (creation) of plaques, mosaics and posters, the production of small workshops are also important.

Another reason for such activities is the knowledge from the psychology of learning: according to it, the result (achievement) is greater, the more linguistic actions are supported by concrete actions.

7. Sufficient time for practice and implementation

Learning and mastering a language generally requires three things: time, time and more time.
We know that there are 3 different types of students:
Acoustic types (they learn - they learn the language faster through hearing - the ear);
Visual types (they learn language primarily through the eye);
Motor types (they learn language most quickly through writing)..

For this reason, it is important that the exercise is also chosen through this perspective; that the language is learned simultaneously through multiple channels, since most of those who learn the language are so-called mixed types.

8. Variety in exercise phases

Every teacher knows exactly that in the language lesson, the monotonous exercise of the sentence structure has a more negative impact than what is intended.

Students will lose interest in learning and will not actively participate in it. On the other hand, we know that targeted motivation and giving interesting tasks can increase the desire to learn and the willingness to work (results).

Changing the forms of work (individual work, work in pairs or groups) is much more fruitful, but also games in the lesson, songs and poems as well as stories should become an integral part of the lesson.

9. Correcting students' expressions

Almost no issue is discussed as often and controversially in the teaching circle as the method of correction.
While some see correction as an obstacle to language flow, others rely on the fact that mistakes must be corrected immediately so they don't get hurt.
Perhaps a reasonable compromise can be made during debugging and it would look like this:
- In the phase of first contact with the new topic, such as through a photograph, teachers expect a free expression of their students.
If they did the mass correction during this phase of the lesson, the students would probably withdraw immediately and eventually become completely silent.
At this stage it is right that corrections among others are presented in that way, for example, a word said incorrectly is repeated by the teacher once more, but of course correctly.
- The situation in the implementation and exercise phase is different. This is about training vocabulary and structures, and here correction is of course unconditional.
There is no question that the students did not embarrass them in front of the class, but showed pedagogical tact.

10. Differentiation

It often happens that the different linguistic results of the students in the lesson sometimes present great difficulties.

Until one student has already completed his task, is bored in class or disrupts others by completing tasks, the other is not yet ready even though there is plenty of time available.
For teachers, there are two possibilities here: there may be no difference in the results, but then it would be necessary to take into account the fact that sooner or later difficulties will arise from small or large loads (our demands).
The other option is based on the practice of internal differentiation measures, and this undoubtedly means work for the student.
Different forms of differentiation are distinguished, which will not be discussed here because they are already well known.
Only the two forms need to be looked at more closely:

Quantitative and qualitative differentiation
-*Quantitative differentiation* means that tasks differ in their quantity, i.e. in their quantity. This does not mean anything else, but the "fast" students get supplementary assignments. The measure is easily implemented, because teachers only need to
to think of additional tasks, which then, if necessary, they give to some students. This kind of differentiation, however, also has its drawbacks, because with the additional tasks, even more is required of the students and in this way they become better and better. In other words: the difference between the good and the less good is getting bigger and bigger. It also begs the question, maybe older students see these extra tasks as a kind of punishment for having worked faster.

-*Qualitative differentiation* imposes more demands. In this case, tasks with different degrees of difficulty are given, without neglecting the common theme. Let's start from the fact that within a class we are dealing with three different groups of results A, B, and C, where by group A we mean the group with the highest achievements, with group B the group with medium achievements and with group C the group with the weakest achievements. A lesson flow chart might look like this:

Sprachbegegnung - First contact with the new topic (Evocation) common to all students		
Spracherarbeitung - Elaboration of the topic (Realization) common to all students		
Sprachübung - Exercises about the topic (Reflection) differentiation of groups according to the degree of accessibility, e.g.		
Group A Full text processing. Additional creative tasks	Group B Processing of the whole text with help, e.g. Artikelhilfe	Group C Processing part of the text with help, e.g. Artikelhilfe.

An argument that speaks against this form of differentiation is often heard, which is:

In this way of teaching, not all students learn the same thing, because the requirements profile is different, in this case three levels.

- An analysis of this argument shows very quickly, however, that this cannot always be valid, because: in principle, students never reach the objective of the lesson equally quickly and well.
- What is achieved through this process is the avoidance of excessive or insufficient demand, because students' learning abilities are different regardless of whether differentiation measures are practiced or not.

11. Time allocation of a teching class

The flow of a teaching class could look like this:

Artikulationsstufen	***Methodische Absichten***
1. prachbegegnung	Begegnung mit der neuen Sprachsituation, z.B. durch Bild, Tonaufnahme, Filmausschnitt, Lehrer- oder Schülervortrag.
2. pracherarbeitung	Bereitstellen und Erarbeiten von neuem Wortschatz oder neuen Strukturen.
3. Sprachübung	Übungsbeispiele, möglichst in Form von realen Sprechhandlungen. Aufgreifen und Wiederholen von bekanntem Wortschatz mit neuen Strukturen und umgekehrt. Differenzierungsmaßnahmen Sprachlernspiele
4. prachanwendung	Übertragen des Gelernten auf neue Situationen: Im Klassenzimmer Im außerschulischen Bereich

It is recommended that the topics be selected from the areas proposed by the "Program Framework for German as a Foreign Language" of the Conference of the German Ministry of Culture, which is again oriented to the Recommended European Framework:

- Grundlegende Existenzerfahrungen - Die persönliche Identität - Partnerbeziehungen - Alltag und Familie	- Freizeitgestaltung - Sport - Mensch und Natur

- Individuum und Gesellschaft - Wohnen - Erziehung - Arbeit - Versorgung - Gesundheitsfürsorge	- Mobilität und Verkehr - Kommunikation - Wissenschaft und Technik - Kunst und Kreativität - Norm- und Wertorientierung - Zeitlich-historische Erfahrungen - Geistige und seelische Dimensionen

Guidelines for Assessment

1. Practical opportunities

The teacher has several options for assessment. Before making the assessment, the teacher must think about what form of assessment he will apply, because not every form of assessment is equally suitable for verifying the student's knowledge.

In general, there are three major areas of action (skills), which are evaluated:

1. Reproduction (reproduction) - means reproduction by the student of what was previously learned.
2. Reorganization - means transferring learning to similar situations (e.g. if the student is taught the place of the verb in dependent sentences, he must be able to apply the verb in other dependent sentences).
3. Transfer- means the transfer of learning to completely new situations.

Mainly we recognize three big spheres in assessment:

1. written assessment method: a written answer is expected from the student.
2. oral assessment method: an oral answer is expected from the student.
3. the way of evaluating the actions: an active action is expected from the student, e.g. to exercises where rotation is required

In the following, only the written assessment methods will be presented. They are more objective ways and are most often applied in school.

1.1. Selection answers

As the name itself indicates, during the answer to a question, the student has the opportunity to choose, distinguish or choose, among the many answers given, between correct and incorrect. Here too there are different possibilities.

- **Alternative answers**

The student is given two answers. He must identify an answer as correct and mark it.

Example: circle the correct answer.

Berlin ist die Hauptstadt von BRD.	richtig ○
	falsch ○

The given sentence is clearly worded.
Assuming the student understands all the concepts, the sentence will be circled as correct. The advantage of alternative responses is clear: They are formulated, implemented and evaluated quickly and easily.

The disadvantages are obvious:
The chance of shooting the correct solution is 50% correct, because only one of the solutions is correct.

- **Multiple choice answers**

In contrast to alternative answers, multiple-choice answers give the student more options from which to choose the correct one.

Example: circle the correct answer.

Das Auto steht	○ unter der Straße.
	○ über der Straße.
	○ in der Straße.
	○ auf der Straße.

The student, to be able to circle the correct solution, must know the prepositions used in the example. He must distinguish and compare them. Compared to alternative answers, the chance to guess the correct answer drops; in this example it is 25%.
Multiple-choice answers should have several points in mind: the questions and the answers should have a logical connection.

Example: circle the correct answer

Die	○ fliegt auf den Kopf	des Vaters.
	○ landet auf dem Kopf	
	○ schwebt auf den Kopf	

Fliege	○ befindet sich auf dem Kopf	

In this case the student may have problems while circling the correct solution. Perhaps even a German speaker would not be able to know which solution would be the best, because the given options are primarily a question of language style.

Incorrect answers that are given close to correct answers must have a reasonable relationship to the question. If it is not, then the multiple-choice task under these circumstances will become an alternative-response task. This happens when the students, at first glance, see incorrect solutions as alternative answers.

Example: circle the correct answer

Das Auto steht	○ unter dem Wasser.
	○ über der Mauer.
	○ in der Blume.
	○ auf der Straße.

In this case, the student will immediately eliminate the first three solutions as incorrect. There will be nothing left of the multiple choice answer. The construction and formulation does not dare to make the solution easier for the student.

Das Auto	○ stehst unter der Straßen.
	○ stehen über der Straßen.
	○ steht auf der Straße.

In this case the student will be able to choose the third possibility very quickly as the only correct one, because only in this possibility the predicate in the singular matches the opposite which is also in the singular.

1.2. Regulatory responses

The characteristic of regulatory responses is that the learner must regulate a given system. There are two possibilities here:

- Classification
- Queue

Classification answers

The student is given two groups of words or sentences. They have the duty to add the corresponding part of the second group to a part of the first group.

Example: Classify.

1. Peter 2. Armend 3. Giuseppe	a) Griechenland b) Deutschland c) Spanien d) Kosova e) Türkei f) Italien

Example: What fits? Classify.

1. die Schule 2. der Spielplatz 3. die Fabrik	a) der Lehrer b) die Arbeit c) die Rutsche	d) das Geld e) die Maschine f) das Tor	g) der Sandkasten h) der Schüler i) der Meister

Classification answers have the advantage, because the teacher can very well prove whether the student has logically understood a problem.

- **Alternating answers**

The students' task is to put the sentences, letters and words in the right order.

Example:

Put the sentences in the correct order.

1. Es ist acht Uhr.
2. Liridon geht bei Rot über die Kreuzung.
3. Der Wecker klingelt.
4. Liridon kommt zu spät zur Schule.
5. Liridon hat verschlafen.
6. Der Autofahrer bremst scharf.
7. Er springt aus dem Bett.
8. Der Fahrer schimpft Liridon.
9. Er läuft schnell Weiter.

The correct solution of this task can be facilitated by a series of photographs.

Example: arrange the letters.

schueRt	

hrreeL	
Seluch	
mbsret	

Even in this example, pictures can be presented to facilitate finding the solution.

Example: Arrange the letters correctly.

Der	bremst	Autofahrer	Scharf
a	B	c	D

Example:

Line up the letters correctly in the boxes in the first order.
Write the letter of the inappropriate word in the box.
a) Der b) bremst c) Autofahrer d) groß e) scharf

This example shows the problem. How to evaluate if two students come up with these solutions:
Student 1: *Der Autofahrer scharf bremst.*
Student 2: *Der Autofahrer bremst groß.*
Neither of the two solutions is correct. While in student 1. The word order is wrong, student 2. Has chosen the wrong adverb. Does neither student get points? Or, can it be said that one of the two solutions is "more accurate" and the other "less accurate"?
If the teacher wants to test the correct order of the words in the sentence: Can student 2 then get one of the two possible points?

1.3. Free answers

The free answer is characterized by the fact that the student must react to the task given by the teacher, without having the opportunity to choose.

- **Complementary answers**

Complementary answers, also called short answers, are often practiced at school.

Examples:

Viele Dinge sind schneller, schöner usë. als andere. Setze die richtige Form ein.

(langsam)	Ein Fahrrad ist ... als ein Auto.
(schëer)	Fünf Kilo sind ... als ein Kilo.
(teuer)	Fleisch ist ... als Brot.

Trage das Gegenteil in die Lücke ein.

Dieses Buch ist spannend. Es ist nicht ... Elona ist groß. Sie ist nicht ... Latra ist ein Mädchen. Sie ist kein ...

Setze die richtige Zeit in die Lücke ein.

Heute Nachmittag ... (gehen) ich auf den Spielplatz. Morgen ... (spielen) ich Tennis. Gestern ... (sein) ich im Kino.

- **Draft short answers**

This notion can lead to misunderstandings. This means the students' answers according to the teacher's instructions, which in advance cannot be clearly assessed as correct or incorrect.

Example:
Make a sentence out of these two sentences.

Elira weint. Eine Wespe hat sie gestochen. _____

In this example, no major problems appear during the evaluation. It is more difficult with picture stories, which also count as essay short answers. The task is the same for all students, because they all have the same pictures at their disposal. However, the number of information alone cannot be evaluated, because other criteria play an important role, e.g. order, word choice, connections, etc. These make an objective assessment difficult.

Cross-program and cross-subject aproaches
Before we started working on the detailed plan for the class, we worked on a rough "global" kind of plan for four years, so that we have at least a little clarity about where we want to go after the completion of the four classes (one level) i.e. grades six - nine or ten - twelve (thirteen).
The other reason is that the plans worked out for the class have a programmatic connection and continue roughly where they were left off the previous year, there is no repetition of general objectives or drastic backtracking.
This plan is made according to Bloom's taxonomy and is designed so that it can be read vertically (progress according to the taxonomy for a school year) and horizontally, i.e. pursuing a goal from year to year to a higher degree.
To be clearer, here is the following table:

	1. Lernjahr	**2. Lernjahr**	**3. Lernjahr**	**4. Lernjahr**
Lernziel 1	Einfache sprachliche Kontakte herstellen	Miteinander sprechen	In mündlichen und schriftlichen Kontakten persönliche	Über Ereignisse berichten

			Mitteilungen machen	
Lernziel 2	Gegenstände und Tätigkeiten benennen und beschreiben, nach Gegen-ständen fragen	Über Gegenstände und Tätigkeiten Aussagen machen	Sachinformationen einholen und weitergeben	Gegenstände und Vorgänge beschreiben
Lernziel 3	Anëeisungen verstehen und Fragen beantëorten	Anweisungen verstehen und erteilen	Anweisungen geben und Aufforderungen äußern	Tätigkeiten und Vorgänge beschreiben
Lernziel 4	Sich orientieren und verständigen	Angaben zur örtlichen Umgebung machen	Angaben zu Zeit, Lage und Raum machen	Mitteilungen sachlichen Inhalts machen
Lernziel 5	Sprachliche Kontakte knüpfen	Wünsche und Gefühle äußern	Erlebtes und Gehörtes wiedergeben	Vorgegebene Geschichten und Erlebnisse mündlich und schriftlich darstellen
Lernziel 6	Einfache Auskünfte einholen und erteilen	Persönliche Daten erfragen und Angaben machen	Die eigene Meinung darstellen	Über Zukünftiges und Erdachtes berichten

On the other hand, the language that primarily serves as a means of communication is not taught exclusively in language classes, but in one form or another in all subjects as long as the skills, different views and knowledge are developed through language paths.

As far as the language helps other subjects, other subjects can help to achieve the objectives within the German language learning. First of all, the chosen topics are related to many areas of life and with this also to many teaching subjects, the knowledge of which helps us in learning the German language.

Of course, language is first of all related to the arts because every new word or notion can (should) be explained through song, drawing, photography or play (either to children (level II) or to young people (level III)).

Even the knowledge from the sciences, whether natural or social, should be used when dealing with the various topics planned for the seventh grade.

This knowledge is used especially in the first phase of the lesson (EVOCATION), where, depending on the topics we will cover, we use the knowledge from other subjects (we prepare the students for the topic).

Related to the social sciences, which make students aware of many life issues and help them achieve the appropriate life and communication skills, are the many topics in the seventh grade (and especially with civic education)
The connection also exists with the natural sciences, especially those knowledge related to the environment, its preservation, health (preserving one's own health and that of others), food, etc.

Instructions for learning materials and resources

Due to the specifics of professional education, the group of experts believes that the choice of textbooks should be left to teachers according to the profile in which they work.
However, these textbooks are proposed as an alternative:

MENSCHEN, A1/1, Kursbuch/Arbeitsbuch, HUEBER Verlag, Ismaning, 2016

SCHRITTE International, A1/1, Kursbuch/Arbeitsbuch, HUEBER Verlag, Ismaning

Subject curriculum /teaching program

French language (Gymnasium of social sciences - languages and Gymnasium of natural sciences)

Content

Introduction

The French language, as the official language of the UN, of diplomacy, of culture, of art, of fashion, of etiquette, etc., is one of the most important world languages and represents interest to be learned further everywhere in world, therefore also in Kosovo. After the great changes in our country (political-social, educational, etc.), it remains a language of interest for our present and

future generations, not only as an opportunity to communicate in this language in the world, but also as an opportunity to build a career , employment, studies, etc.

According to the Core Curriculum (CC) for the upper secondary school, the French language, as a second foreign language, with the possibility of choice, will be taught with 2 lessons per week in the 10th grade. Through the teaching of the French language, the students of this grade they will acquire a basic vocabulary of this foreign language, necessary for communication; they will further advance the main language skills (listening, speaking, reading and writing) and they will develop their intellectual capacities in this field. This initial vocabulary of the students in this foreign language, in time, will be gradually enriched with an interdisciplinary approach to teaching this subject with other subjects. Inquiry relies on creating a positive and competitive atmosphere during the lesson and identifying learning styles and strategies.

Purposes

Learning French in grade 10 requires the achievement of language knowledge according to the Common European Framework of Reference for Languages (A1.1 - 1/2 of level A1), determined on the basis of the number of lessons per week, which are measurable by relevant institutions in this field, which include the acquisition of an initial vocabulary of the French language by students and its elementary use for personal needs; recognizing and distinguishing the forms of the linguistic system (phonetics, morphology, syntax); further strengthening of receptive language skills (listening and reading) and productive skills (speaking and writing); increasing their intellectual capacities; consolidation and integration of knowledge; formation of critical and creative thinking; the discovery of a new culture for them and the formation of the right judgment about the world; the formation of a tolerant, respectful, cooperative and humane personality and the formation of a useful and responsible citizen for society.

Topics and learning outcomes

2 hours per week, 68 hours per year

concept	Topic	Learning outcomes of subject per topic (LOS)

Literary and non-literary texts Stage parts, theater, dramatization, etc. Language system	Personal and family information Free activities, preferences Residence Purchases Vacations	LISTENING • Understands greetings and distinguishes formal and informal greetings. Understands forms of thanks and apologies • Understands simple sentences and isolated expressions about himself and the environment around him • Understands conversations about family, school, housing, leisure activities and concrete things if people speak slowly and use everyday language. • Understands simple weather information. SPEAKING • Uses simple expressions or sentences to introduce yourself or others. • Describes the place or people you know. • Speaks about tastes and preferences. • Asks and answer questions when they are asked slowly and clearly. • Describes daily actions. READING • Understands simple words and expressions in a text. • Understands key information in an invitation, advertisement or schedule. • Understands short and simple instructions (especially when they are illustrated). • Understands the main information in a letter of correspondence if it is written simply. WRITTING • Writes basic information about self and others. • Completes a form with personal data (in a hotel or racing activities).

		• Writes a postcard during vacation (location, weather, activities and return date).

Methodological guidelines

The teaching process for the field of Languages and Communication should be based on the needs and interests of students, in order to develop their individuality and creativity. Students of this class learning French must achieve their competences through integrated learning and approach. Their success is achieved through the results of the curricular area. Methods, forms, tools, teaching content, as well as teaching and learning strategies and techniques, are the main key to achieving these competencies. In order to achieve results for certain cross-curricular topics such as: civic education, education for peace, interdependence, media education, education for sustainable development, the teacher must select the appropriate method, form and strategy.

Didactic-methodical principles

Learning French as a foreign language means acquiring certain knowledge and being able to use it in real life situations. For this purpose, two main principles must be followed: 1) focus on communication and not, as so far, focus on language; 2) focusing on the student and his learning. The acquisition of language skills takes primary place in the learning of foreign languages.

Communicative form of teaching

The best teaching of this living foreign language is done in communicative form, therefore special attention is paid to communication. This form of teaching enables students to acquire the language tools they need to express themselves in the classroom, and later also in certain situations of everyday life. Communication is the most acceptable way to achieve the defined objectives. The starting point of such teaching will not be a grammatical rule, but different linguistic situations. This means that rules are derived from linguistic situations and not the other way around.

Teaching methods

For learning the French language, the teacher must use contemporary methods because only they promote direct communication in this language and not the traditional method (although it can remain as an auxiliary method in a first phase of its learning). Naturally, they stimulate the use of the French language during the lesson, as much as the students' prior knowledge enables their understanding. Work in groups or kites, short dialogues, role-plays, short texts, visual materials and forms of work that encourage independent work, creativity and competitive spirit of students in the classroom are also very important. Work methodologies that encourage the productive activities of students should be used.

Order of actions

For an effective learning of French as a second foreign language, it is necessary to respect this order of language skills: listening and understanding, speaking, reading, writing. Active and concrete work: teachers must take into account the working conditions and circumstances (as a non-francophone middle) which are very different from those of France or another francophone country. Exercises should take their place, depending on their types. They can be based on listening, watching and writing.

Correcting students' mistakes

Ways of correcting students' mistakes are often and controversially discussed in the circle of teachers. Some see mistakes as an obstacle in the teaching process, others see them as a help in acquiring a foreign language. While some of them think that they should be corrected immediately so that they do not happen again, others think that they should not be corrected at all. In any case, students should not be punished, reprimanded or criticized for mistakes made.

Differentiated teaching / learning

No class has a homogeneous composition of students in terms of their prior knowledge of the French language and their psychophysical and intellectual abilities, therefore teachers must organize the lesson on this basis. This means that students who have the ability to learn faster are treated differently from others so that French language learning is in accordance with the individual possibilities and abilities of each student.

Work techniques

One of the tasks of teaching a foreign language is to enable students to prepare and take responsibility for individual learning. Students who have the opportunity to think about the processes of learning the French language and organize the process of learning it in a group, usually achieve better success. In this way, they can, among other things, be prepared to react independently in extracurricular situations and continue the language learning process.

Use of media

The computer and the Internet constitute a very useful and permanent tool that should be used by both the teacher and the students. School programs dedicated to the French language or culture in our country, film and drama programs and various foreign television programs in the French language are a powerful tool that will help and accelerate its acquisition by our students.

Film, theater, music also constitute important motivational tools for achieving the best results in the acquisition of the French language. Pictures help craft creative and descriptive texts. They show an event, the beginning or the end of which the picture describes. The video projector increases the interest of the students in learning it. This is achieved by: presenting photographs, drawings, illustrated stories and texts through speakers and projectors. The auditory material enables exposure to standard French and promotes students' listening comprehension. The video

material gives students many opportunities for creating written and oral texts. Showing a film based on a story or fairy tale encourages comparison with the story or fairy tale read or heard before.

Guidelines for the implementation of interdisciplinary / cross-curricular issues

Learning a foreign language offers many opportunities for interdisciplinary and cross-curricular connections, at all levels. These links will include especially those of languages (mother tongue and first foreign language and second foreign language); of social sciences (civic education, history, geography, etc.); of arts of various kinds; but also of natural sciences. In this way, on the one hand, through knowledge from other subjects, students will be helped to acquire the French language more successfully, on the other hand, through knowledge from the French language, they will expand and reinforce their prior knowledge from the subjects the other. The contents of cross-curricular issues come from topics related to peace, human rights, media development, gender equality, life skills, environmental care, health and well-being, etc. Cross-curricular issues can be realized through projects of different natures, debates on certain topics, discussions, research related to the violation of children's rights, visits to health institutions, etc. This will be achieved through an integrated approach to teaching French with different issues, aspects and areas of different subjects. This approach makes it easier and faster to acquire knowledge from this language, and at the same time they are integrated with each other and become much more stable. Therefore, during the preparation of the annual plan, teaching topics are determined that are in function of all teaching subjects. To help this it is required that the annual plans have the same format in which the correlation is noted which will help the connection between fields and subjects to work.

Guidelines for assessment

For the field of Languages and Communication, the assessment is done with the aim of collecting, systematizing, recording and reporting data on student achievements throughout the learning process. The assessment of the results achieved by the students in the learning of the French language provides the students with information about the level of acquisition and achievement of competences. The assessment should focus on knowing the vocabulary of the French language, understanding it in a given context and using it in everyday communication, applying their knowledge of phonetics, grammar and their previous experience in communicating in the language English. During oral and written expression, the acquisition of pronunciation and spelling is evaluated. Of course, for the assessment of students' knowledge and linguistic skills, we must rely on the purpose of the assessment, on qualitative information for assessment, on balanced assessment, on the correct degree of achievement of the students and

on the use of adequate instruments for assessment (survey, questionnaire , oral expression, written expression, the test based on criteria and objectives and the achievement test according to the requirements).

Types of assessments: there are different types of assessment of students' knowledge such as: diagnostic assessment (identification of students' abilities and difficulties in learning); external assessment (assessment of whether the acquired knowledge is sufficient for the student to move to the next class); formative assessment (assessment for learning); predictive assessment (prediction of students' potential failures and successes); final assessment (students' progress and the results achieved in the lesson); selective assessment (self-assessment by students of their achievements and problems in learning); summative assessment (enables the assessment of the knowledge and competences acquired by the student at the end of a school year, the classification of students and the determination of whether the student has achieved the competences to move to the next class); formative assessment (consists of interactive assessments that show students' achievements and progress or deficiencies during learning)..

What should be assessed? To check the acquired knowledge; student progress; the degree of learning development; degree of mastery of the French language; degree of integration of acquired knowledge; extracurricular activities.

Assessment methods: continuous control; direct assessment (with table); indirect assessment (by test); objective assessment (with table); subjective assessment (without table); assessment by students (assessment of each other); assessment in groups of students within the class (with table); self-assessment of students (each student evaluates himself).

Assessment criteria: expression activities; oral expression; written expression; reception activities (oral comprehension and written comprehension); reproduction activities (expressed orally and in writing. Numerical grades are given according to language skills: listening; speaking; reading; writing (5, 4, 3, 2, 1).

Instructions for learning materials and resources

In order to achieve the results of the 10th grade students in the French language, the use of the didactic-methodical literature of this foreign language (in Albanian and French), rich didactic materials from sources (links) of different through the Internet for teaching and learning. For the realization of the results of the field and for the successful achievement of the results for the subject, all teaching tools and materials must adhere to the requirements of these results. The French method for the contemporary teaching of the French language, "Interactions" (the first part of its 2 equal parts), allowed by the Ministry of Education, Science and Technology for use in the SML of the Republic of Kosovo, together with the constituent parts of it, constitutes the main work tool and the main source of teaching and learning information, but not the only tool and source that the French language teacher and his students can and should use. They have at their disposal numerous opportunities for providing rich learning tools, from various sources for

obtaining information, provided that they are carefully selected, depending on the age of the students, the learning unit, its purpose and used in a way suitable for students.

CURRICULUM FIELD: ARTS

Subject curricula/syllabuses

Figurative art (Gymnasium of social sciences - languages and Gymnasium of natural sciences)

Musical art (Gymnasium of social sciences - languages and Gymnasium of natural sciences)

Subject curriculum/syllabus

Figurative art (Gymnasium of social sciences - languages and Gymnasium of natural sciences)

Content

Introduction

The subject of figurative art for the tenth grade is one of the important subjects within the Arts curriculum field, which together with other subjects of this field has an important impact and role in the education of students and cultivates artistic, intellectual, spiritual and emotional culture to students.

Through art, social values and the formation of personality and personal and cultural identity are developed, contributing to the achievement of the learning competencies of the Core Curriculum. The subject Visual Art in the tenth grade focuses on further expanding and consolidating the knowledge and skills of visual art and their use in artistic creation by developing creativity, imagination, critical thinking and aesthetic taste.

Visual art through artistic language gives students expressive and communicative opportunities to reflect their ideas and attitudes through artistic works.

The subject of art aims to highlight the role and importance of art for human society in general and the development of creative skills and artistic talent of artistically inclined students, an opportunity for further studies in the creation of their artistic and professional individuality.

Purpose

The subject of visual art for the tenth grade, through the contents determined according to the themes, has as its purpose:

- Further expansion of knowledge and concepts in visual art;
- Development and aesthetic, artistic, personal, intellectual, social and cultural formation of students;
- Recognition of the role and importance of art for the individual and society;
- Developing creative and artistic skills to communicate feelings, ideas and thoughts through artistic works;
- The skill of using the elements and principles of art in artistic works;
- Recognition and selection of different artistic materials, techniques and tools and their use in works of art;
- Cultivation of taste and aesthetic experience of works of art;
- Development of critical thinking and skills to evaluate and analyse works of art;
- Developing the ability to identify works of art through periods, contents, themes, styles, methods, techniques and materials.

Topics and learning outcomes

concept	Topic	Learning outcomes of subject per topic (LOS)
CREATIVITY AND ARTISTIC PERFORMANCE	**Creation of artistic works in different artistic techniques and mediums** *(Drawing, Painting, Graphics, Sculpture, Applied Arts, Design, Photography, Architecture, Public Art, etc.)*	• Distinguishes the types of drawing, which he practices in the realization of cartoon artworks • Selects and use different drawing techniques • Distinguishes and uses different painting techniques to create artistic works • Creates using knowledge of colour theory (colour, value, intensity, etc.); • Knows the characteristics and expressive features of graphics • Applies and acquires graphic techniques during the work of artistic expression • Recognizes the importance of form as the basic element for the realization of sculpture • Notices the difference between relief and three-dimensional sculpture • Uses different materials and techniques to create different sculptures • Creates artistic photographs using manual or digital tools and techniques. • Processes photographic images using various computer programs. • Distinguishes and uses types of public art to create artistic works • Realizes works in the technique of graffiti through which they present his views • Distinguishes applied art from figurative art • Realizes various works of applied art in the ceramic technique • Distinguishes the special characteristics of applied painting • Realizes applied paintings in mosaic and fresco technique • Knows the role and importance of design in the industry by creating different product designs. • Realizes various works in fashion and interior design, etc.

		• Distinguishes the basic elements and function of architecture for society • Selects and use different materials to create different miniature architectural constructions
LANGUAGE AND ARTISTIC COMMUNICATION	**<u>Figurative elements</u>** *(Line, shape, colour, tonality, volume, texture, space, size, etc.)* **<u>Principles of art</u>** *(Balance, harmony, composition, gradation, community, proportions, surface, rhythm, contrast)*	• Recognizes and describe the importance of the line as a figurative element • Recognizes and uses different types of lines to create artwork • Distinguishes two-dimensional form from three-dimensional form • Performs work using the shape element • Describes and explain the role and importance of colours in visual art • Distinguishes types of colours and applies them in artistic works • Describes the process of realizing different tones in artistic works • Identifies different types of tones and uses them in his works • Distinguishes and uses the values of light and shadow in different figurative forms in a work of art • Distinguishes and apply volume in two and three dimensional works • Distinguishes between different types of textures to create a textured work • Explains the process of making different texts • Distinguishes and describes the different types of space (the difference between real and artistic space) • Uses one-point and two-point perspective to create the illusion of space in two-dimensional works • Recognizes the rules of composition and uses them to compose works of art • Identifies and applies different types of composition to their artwork

		• Identifies the different types of balance and their importance in an artistic work • Performs a work using the principle of Balance • Describes and identify harmony in different works of art • Identifies the different types of harmonies by performing a work with the principle of harmony • Explains and describes the role and importance of proportions for the exact realization of the relationship between different forms • Effectively uses mass as an accurate measure of human body and portrait proportions • Describes the role and importance of the surface in art • Distinguishes the natural surface from the artistic one and apply it to artistic works • Identifies the process and the main elements for the realization of the surfaces in the work of art • Analyzes the rhythm in different artistic works of well-known artists and in their works or those of their friends • Distinguishes and apply different types of rhythm in their work. • Identifies the importance and characteristics of contrast to distinguish between different figurative elements in a work of art • Uses different types of contrast in artwork
	Exhibitions and cultural activities Exhibitions, art projects in the classroom, school and community. Exhibition of students' works for various projects and at the end of the year Meetings with artists, designers and	• Participates in exhibitions and artistic projects in the classroom, school and community; • Participates in lectures and meetings with artists, curators, aesthetes, art philosophers, seminars and other art events.

RELATIONSHIP ART - SOCIETY	artisans	
	Visits and artistic events Visits to art galleries and various exhibitions Visits to museums, (archaeological, ethnographic) Visits to objects of cultural heritage, etc. Visits to artists' studios, Visit to artisan workshops Visits to cultural centres	• Visits others and artists' studios, and shares experiences with professional artists • Visits various art institutions such as museums, galleries, cultural centres, virtual visits on the Internet to various sites, etc.
	Art history Works of art from different countries, cultures and times and objects from cultural heritage **Art in antiquity** Art in prehistory Mesopotamian art Egyptian art **Antiques** Illyrian art Ancient Greek art Roman art **Islamic art** **Medieval art** **Contemporary art** Renaissance art Baroque art	• Knows the historical developments of art and distinguishes different periods of art • Describes and distinguishes the main characteristics of historical periods of art • Identifies the distinguishing characteristics of well-known works of art in different historical periods; • Discusses art periods and works of art using a rich artistic vocabulary; • Knows the main representatives of different periods and artistic directions • Identifies and distinguishes artistic masterpieces of well-known artists • Examines the importance of art throughout various historical developments for society • Analyzes works of art in their historical context by connecting them with important social events; • Identifies the scientific and technological developments that influenced different social and art

	Realism Impressionism **Periods of modern art 20th century** Fauvism Expressionism Cubism Futurism Abstraction Dada Surrealism Contemporary art *Pop-art* *Op-art* Postmodern Art Conceptual Art *Minimalism* Postmodernism	• Describes and evaluates works of art and objects of cultural heritage of Albanian lands, • Identifies and analyzes symbols in works of art to read their meaning; • Identifies and analyzes the elements and principles of visual language and technique used in works of art;
APPRECIATION AND AESTHETIC-ARTISTIC APPRAISAL	Evaluation of periods and directions of art Evaluation of Artistic Works Analysis of works	• Presents different artistic works, using different presentation forms. • Reflects his opinion and judgment on a work of art, through different forms of expression such as through writing (essay), poetry, etc. • Critical and analytical thinking to evaluate different works of art in aesthetic terms • Analyzes and evaluates own and others artistic creations by analysing the elements, principles and techniques of artistic language. • Cultivates the ability to enjoy and experience works of art and refines his aesthetic taste in art. • Observes, experiences, analyzes, appreciates, evaluates and judges the artistic work in an analytical-critical way through individual and group works inside and outside the classroom, organized school exhibitions • Develops the ability to How to read a work of art? • Gets to know the methods and steps that critics follow to evaluate works of art • Distinguishes the object of study of aesthetics

		and the aesthetic qualities in a work of art • *Creates debating culture for discussion and treatment of art issues and problems*

Methodological guidelines

For the best possible organization of the teaching process, for successful teaching and learning and for the realization of the curriculum in the subject of visual art, different teaching methodologies should be used. These methodologies are in the service of increasing the quality of learning successes and achievements by students, offering them the opportunity to show and develop the creative/artistic potential they possess within themselves.

The methodologies should be entirely at the service of the faster and more accurate acquisition and use of knowledge, concepts, skills and in harmony with the learning outcomes per subject of visual arts (LOS), learning results of the area of arts (LRA) and core competencies of the Core Curriculum (CLO).

The selection of methodologies is the competence of the subject teacher, and they are answered in accordance with the needs and demands of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc.

Based on the nature of the subject of visual art, which is rather a practical activity, where the students create different artistic works, the methodologies are also selected in such a way that the students are motivated for active participation in these activities as an opportunity that they through the use of tools diverse artistic to reflect their ideas, attitudes and thoughts.
They are active when they engage in activities, explorations, creations or simulations of knowledge, interpretations, attitudes and judgments. To ensure this active participation of students, the teacher must create an atmosphere that makes them feel free and flexible to develop their knowledge in visual art.

Teaching in the visual arts aims for inclusiveness, motivation, equity in all aspects and is based on *competence-based teaching and learning, student-centred teaching and integrated teaching and learning*.

The planning and selection of teaching strategies and methods in the teaching of visual art takes into account:

- Development and strengthening of knowledge and basic skills of visual art based on the previous ones;

- Main learning competencies in visual art;
- Encouraging critical, creative, and problem-solving thinking;
- Motivating students for artistic creativity and independent work
- The importance of practical activities in the visual arts, inside and outside the classroom
- The importance of using concrete didactic and technology tools;
- Features of individual and group activities;
- The individual's need for lifelong learning;
- The importance of a positive attitude towards the subject of visual art and the appreciation of its versatile use;
- Encouraging teacher-student interaction in the learning process
- Experiences during visits to art institutions (galleries, museums)

Each methodology should serve the interests and needs of students and encourage them to believe in achieving success in the field of art.

In order to successfully develop the learning process, teachers must create a suitable environment in the classroom, stimulate and encourage students to participate in various activities by planning a variety of activities, materials, techniques and information where students have the opportunity to explore as much as possible about visual art.

Even project presentations, discussions, debates during their realization are very good opportunities for the realization of visual/artistic skills.

Forms of work in the subject Visual Art

Different forms of work are applied in the educational process of realizing the program contents of the visual art subject:

- individual
- in pairs
- in groups
- with the whole class

Guidelines for the implementation of cross-curricular issues

In the educational system, cross-curricular subjects are important subjects through which students acquire, 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 topics are topics with which human society is constantly confronted, which aim to create and cultivate some social, humane and human values, which contribute to the formation of the identity and individual and independent personality of students.
In cross-curricular topics, all curricular fields are integrated and contribute in different forms, including the field of arts with its subjects, which helps students to better know, understand and interpret the world, events, processes, relationships in society and to increase the connection of education with life and its interests.

The cross-curricular topics that are addressed in the field of arts are:

- *Education for democratic citizenship*
- *Education for peace*
- *Globalization and interdependence*
- *Media education*
- *Education for sustainable development*

These topics can be interrelated and addressed during the elaboration of the topics foreseen in the art curriculum.

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 an active citizen for their own well-being and that of the community.

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

Globalization and interdependence
Students deal with topics related to the era of globalization in various social spheres 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.

Media education
Education for the use of media is an 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 dexterity and research culture for handling of certain problems. Media can also be used for artistic creations and the presentation of various artistic projects.

Education for 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 discover the challenges of sustainable development in different perspectives, related to the impacts of human activity on society, in the cultural-artistic, social, economic and environmental aspects.

Guidelines for assessment

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

This assessment process extends from the assessment and self-assessment of students' works made with various artistic techniques, portfolio with artistic work, oral and written presentation, 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 tendencies for the forms of artistic expression.

Encouragement, imagination, original and creative expression, interest, artistic experience, interpretation and presentation of artistic works are forms, which help to evaluate the creative work of students in the arts. Also, individual and group participation in various artistic activities that are organized in the classroom, school and community are part of the assessment process.

The individual assessment of students is done in function of measuring certain artistic competencies that 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 evaluated as they demonstrate achievements through various product activities.

The student's portfolio as well as the creations, writings, presentations and testing are an objective possibility of the student's assessment, as it also responds to the assessment according to the competencies of the visual art subject.

Assessment objectives:

- *To identify students' progress and provide them with sufficient data.*

- *To motivate students for work*
- *To provide information on the level of competency attainment*
- *To diagnose weak and strong points in students.*
- *To improve learning and teaching*
- *To give tasks according to individual abilities in accordance with the level of the students.*
- *To select appropriate teaching methods based on grade level.*
- *To 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, offering students not only written criteria, but also other types of assessment, to concretely understand the achievements they aim for. Assessment instruments should always be appropriate, depending on the purpose of the assessment. The form and type of assessment, and especially the way in which the results are reported, should always reflect the purpose of the assessment. The method of constructing the assessment must always be transparent and fair. Assessment must always be conducted with the highest ethical standards. Student assessment should be motivating and objective.

Assessment methods

- **Verbal assessment** - use of short questions, conversations about the learning material or a concrete task, discussions of students with each other, etc.

- **Assessment through listening** - discussing with individual students, groups or the whole class, listening to the discussions students have with each other about a concept, knowledge of visual arts, work or artistic task, etc.

- **Assessment of completed tasks** - step-by-step observation of art tasks, from ideation to organization and realization, such as: demonstration of achievements in concrete work (the word comes from the realization of two- and three-dimensional works, interest in the pursuit of life artistic in the community, passion, appreciation and dedication to this subject, etc.).

- **Assessment of different projects** - cooperation of students in a project based on school or province.

- **Assessment of artistic works** - participation in various artistic activities organized by the school, etc., participation in national activities such as: competitions, exhibitions at the national level or beyond.

- **Written assessment or testing** - special tasks for groups of students, short tests for a concept, topic or a group of topics, for an essay as well as tests for a specific, semester and annual line.
- **Assessment through the portfolio** - the student's portfolio, as an opportunity for assessment and self-assessment, is a collection of his works throughout the school year. It can 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 solutions, correct-false, matching, completion, short answer and open questions);
- Structured oral test;
- Checklist;
- Questionnaire;
- • Sheet for interviews;
- Survey;
- Essay;
- Project;
- Folder/Portfolio.

Instructions and learning resources and tools

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

Technology is one of the widely used tools in the field of visual art, helping students to research and recognize different 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 realization and achievement of the curriculum competencies of certain subjects, in this case also the art subject.

In this form, students are given the opportunity 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 visual artistic language with clear, precise, meaningful and conceptual words and sentences.

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

Some of the most useful didactic tools are:

- Textual materials: *textbooks, workbooks, art catalogues, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopaedias, etc.*;
- Visual tools: *writing board, photographs, paintings, models, models, vases, reproductions of works of art and posters, diagrams, graphic tools, etc.*;
- Auditory-listening means: *radio, tape recorder, telephone, cassette player, etc.;*
- *Audio-visual - audio-visual means: television, film, video projector, video cassette, computer, Internet, teletext, CDs, DVDs, e-mail*;
- Learning environment (*classroom, workshop, cabinet, nature, gallery, museum, etc.).*

Subject curriculum/teaching program

Musical art (Gymnasium of social sciences - languages and Gymnasium of natural sciences)

Content

Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Instructions for learning materials and resources

Introduction

Music is the art of organizing sounds that characteristically expresses with a universal language the various intellectual, emotional and spiritual aspects of human experience throughout the entire historical development of human society. Musical art in practice has always been combined with other forms of artistic expression such as literature, poetry, dance, etc. Since music is present everywhere in our daily life (at school, home, TV, film, concert, theater, family events, events inside and outside of school) it has an impact on the formation of human personality, especially the personality of adolescence, so we must always be especially careful about what music we are offering to listen to these ages, respecting the interest of forming a cultivated musical aesthetic taste but also respecting their musical interests.

In order to be a complete and cultured personality with information and a cultivated aesthetic-musical taste, students from grade X to grade XI or XII, depending on the type of gymnasium, will be introduced to the chronological historical development of musical art through different historical periods through the musical content itself and practical musicianship, along with information, facts, images, and other sources to deal with musical creativity in the historical context. So at this level (X-XII) thematic group 3 (Music and Society) mainly dominates, but it is complemented by three other thematic groups such as 1. creativity and artistic performance, 2. language and artistic communication as well as 4. appreciation and appreciation aesthetic-artistic.

Purpose

The purpose of Music Art is for students through listening to musical works to experience and appreciate the values of world and national music, to make a personal contribution to musical artistic developments at the local, national and wider levels, and to actively participate in cultural organizations in the classroom , school and community.

The music program in grade X, through its 4 main thematic units, is put at the service of realizing this goal and aims at the further development of knowledge and concepts for musical,

aesthetic and cultural formation; the development of musical performance skills and the ability to listen, experience and appreciate works of world music from different cultural periods as well as musical works representing our national musical heritage.

Musical art in the third level of education, therefore also in grade X, especially, aims to fulfil these basic aspects:

- Enabling students to identify and understand the social and historical circumstances of the development of the arts in different historical periods and in different social and cultural contexts
- Encouraging students to actively participate in musical activities (singing, playing musical instruments and creating) according to their inclinations and interest even at this level
- The most advanced and integrated or synthesized use of the elements of artistic language and the rules of artistic communication using different media, including contemporary technology and music technology
- Strengthening the ability to notice, experience, value and appreciate beauty in art and in the daily environment that surrounds students.) also developing the ability to appreciate and critically evaluate aesthetics and cultivate a culture of constructive criticism.
- The development of a positive attitude towards art and popular material and spiritual culture as part of the multitude of identities (such as personal, local, national, global identity, etc.)

Topics and learning outcomes

Concepts	**Topics**	**Learning outcomes of subject per topic (LOS)**
Creativity and artistic performance	1. Songs	• Students sing songs individually and in groups on different topics and genres (artistic, popular, light music, etc.) with a theme that suits the interest and age of students of class X (love, patriotic songs, folk songs, songs light entertainment for festive moments etc.) • •Students sing well-known motifs and themes of vocal and instrumental musical works from different stylistic periods
	2. Interpretation in Musical instruments	• Students perform song accompaniments and small instrumental pieces by imitation or notational text in different genres that they prefer. • Form music bands, dance groups, etc. according to their interest

Language and artistic communication	1. Musical artistic language and musical literacy 2. Musical forms	• Students know the basic elements of the historical development of the elements of music and of writing and reading music in different periods • Students distinguish and correctly name the elements of music (rhythm, meter, melody, intervals, harmony, tempo, dynamics) through songs and listening to music. • Students distinguish the characteristics of musical forms such as sonata, symphony, concerto, suite in different historical periods and in different musical genres and styles
Music and society	1. Historical development of genres and musical styles 2. Musical instruments and formations	• Students distinguish and recognize the characteristics of musical genres (artistic, popular, fun, jazz, rock music) through listening to music • Students distinguish stylistic characteristics and gain knowledge about musical art in different eras, recognize the most important works and representatives of those eras. • Students distinguish musical instruments and formations characteristic of different historical periods
	3. Musical institutions	• Students recognize and name the national and world musical institutions of different historical-stylistic musical periods • Students name and describe and possibly visit musical institutions in the community and country
	3. Creators and performers	• Students distinguish the creators, performers and artistic works from artistic, popular national and world creativity of different periods (at least 3 for each stylistic-musical period)
Aesthetic-artistic appreciation and evaluation	1. Musical works 2. Musical events	• Students distinguish the characteristics of the musical work (form, type, genre, content)

		Students name some of the musical works heard during the year (at least 10) through listening to music. • Students experience and appreciate the music of different eras by developing the skills of aesthetic experience and critical evaluation • Students comment on different events from national and world artistic life • Students participate in concerts, music events, documentaries about music creators and performers. • Students create CDs with their favourite pieces from various classical or modern musical works.

Methodological guidelines

To achieve active learning, the use of efficient methodologies and good organization of the music learning process is a condition for increasing the quality of the music learning process, such as the selection of music recordings, the combination of teaching methods, the organization of group work, preparing questions properly, etc. In the music curriculum, the contents are presented on the basis of four thematic units:

Artistic creativity and performance
Language and musical artistic communication
Music and society
Aesthetic-artistic appreciation and appreciation

For a month, there are 4 hours of music lessons, the teacher can assign for these four hours to each thematic unit from a teaching unit.

- **Creativity and artistic performance** - this thematic set contains all the songs that will be learned during the year and interpretation on the instrument, planning from one hour per month for a new song or melody performed (including improvisations and original creations) on the instruments music, so in principle 10 hours a year are reserved for practical work such as singing and playing musical instruments. Students who have developed musical reading and writing skills can perform this activity with musical scores, notational text, while others can engage through the imitation method (or by ear.
- **Language and artistic communication** - this thematic set contains musical elements and principles (sounds, rhythm, melody, harmony, measures) with which students learn to recognize, understand and apply them for the purpose of artistic communication. Since in this class they will be treated from a historical perspective, teachers are encouraged to

treat the chronological evolution of the elements of musical language and musical literacy in different musical periods by providing them with visual images through PPT presentation, various atlases materials or video documentaries and others. Teachers are encouraged to identify the contribution of creators or musicians in the national context, in addition to international ones, for example, Jan Kukuzelin, Niketë Dardanin in the earlier periods, up to the pedagogues music in current times.

- **Music and society** - in this thematic set, topics related to musical culture and its development in the historical and chronological context will be elaborated, where students through listening to musical works from different genders, genres, styles in different historical periods know and experience works, events, know artistic institutions in each historical period that is treated and analyse them from a wider social perspective. Through these works and musical developments, the students get to know some of the most prominent creators and performers of different musical stylistic periods and their contribution to the artistic developments that have left their mark on society, always in accordance with the experiential opportunities and the age of the students. For example, when the Baroque is treated as a stylistic period, the social, political, economic and historical circumstances of that time are analysed (connecting here with other subjects such as Literature, History, Geography, etc.) and the focus is placed on the musical developments that took place in that period (how the musical language, instruments, musical forms, institutions and musical life of that time have changed, etc.) highlighting the main representatives of this period (Bach and Handel) that the students will remember through their musical works that they listen to in class with different audio-visual tools. Documentary films about these prominent creators can also be used, which opens the way to organize group work with students who are encouraged to research more about this period and about these creators. For example, one group of students analyzes the general circumstances of the period, another group analyzes the developments of musical institutions (opera houses, concert halls, etc.), another group analyzes the creators and their contributions, another analyzes what instruments and performing formations existed. in that period and another group selects through analysis the most representative works of this period. In this way, all students are included in the realization of the teaching topic "Baroque", which can have 2, 3 or 4 separate teaching units, depending on how the teacher plans it. The way of planning and teaching methodology and the depth in different eras depends on the hours available for music in different types of gymnasiums. In those types where music is only taught for a year or two, topics can be broadened and deepened through electives. In the types of high schools where music is present from grades 10-12, it goes more gradually as the teacher sees fit in order to cover all historical - stylistic periods, including Albanian musical creativity as a special teaching topic.
- **Aesthetic-artistic appreciation and evaluation** - within this thematic set, students will listen to musical works from different periods and evaluate the works heard using the relevant terminology during that evaluation. They are also encouraged to evaluate the musical events they attend individually or in an organized manner and are encouraged to express their general and musical impressions.

Guidelines for assessment

Assessment in the curricular field of art requires special care and is based on the principle of individualization, because each student has different predispositions and tendencies for different

forms of artistic expression. Therefore, the assessment should include the student's interest and inclination for certain forms of expression, courage, imagination, original and creative expression, interest, artistic experience, interpretation, etc. Achievements in the field of art are individual, therefore they should be evaluated as such, using the assessment for motivation and encouragement of the development of their creative abilities.

In art, interest and active participation (individual and group) in various artistic activities that are organized in the classroom, at school and in the community should be evaluated. The various music, theater, etc. groups that participate in school performances, individual and group exhibitions should be included in the assessment of the most talented students. For less talented students, the interest and courage to try their commitment in one of the different forms of artistic expression should be appreciated. Knowledge and application of the elements of artistic language, knowledge of facts about creators, works, portfolio of musical works, oral presentation or PPT of different composers, etc. are also evaluated.

For example, in the case of listening and evaluating musical works, the teacher can evaluate the students in four aspects, e.g.:
Composer (Mozart, Bach, Beethoven, Gluk) composers of different eras are written
Musical form (suite, sonata, concerto, opera, oratorio)
Instruments (harpsichord, flute, oboe, string orchestra, symphony orchestra)
Styles (baroque, classicism, romanticism, impressionism)

The (musical) questions with audio-visual means are given on the relevant assessment sheets asking you to circle or mark the name of the part heard for the given group, the composer of the work, the formation which performs it, the genre or style to which the work belongs, etc.

Instructions for learning materials and resources

The arts have their expressive means, techniques and specific procedures that condition the use of different materials for the realization of contents from this curricular field. For example, In musical art, the main material is the musical sound itself, which is produced by the human voice or musical instruments. Educational resources in the art of music also include the textbook, musical instruments and sound resources (relevant CDs, music CDs, DVDs, recordings from the Internet, television programs, music video presentations, public concerts, etc.) so in order to realize these resources, the school must provide the right conditions (laptops, projectors, internet connection, visits to galleries, museums, classrooms and the music cabinet, etc.) so that teachers from this field can use as many resources as possible to concretize the lesson. Technology has a great impact on music by helping the student to find songs with different themes, for young people, different musical works, developing their skills in a more complete knowledge of music. For class 10 in addition to language textbooks Albanian (as a help) you can use video recordings of various musical works being performed on the YouTube channel, video documentaries for different creators, photos of creators, online materials that are available for periods, creators, musical instruments, musical institutions, etc.

Some more suitable for this level are:
https://www.pinterest.com/kimmd123/music-class-resources/
http://musiced.about.com/od/historyofmusic/

https://www.youtube.com/watch?v=rgRmnmyNKaU (dokumentar per muziken antike romake)
https://www.youtube.com/watch?v=a1z0zaGDzlQ&list=PLBDmEXWn6beQx70ahADc9AuWWYovccYEI
(documentary about ancient music until the mediveal)
https://www.youtube.com/watch?v=I0Y6NPahlDE (documentary about music in general in historical terms)
http://musiced.about.com/od/classicaltraditions/a/Music-Forms-Of-The-Classical-Period.htm
http://www.baroquemusic.org/
http://baroque-music.com/
https://www.youtube.com/watch?v=MkKd1fjgqKI (Documentary about Bach)
https://www.youtube.com/watch?v=byCGtCTwLwQ (Documentary about Beethoven)
http://www.classical.net/music/composer/
http://www.classicfm.com/discover/periods/romantic/romantic-music-beginners-guide/
https://www.youtube.com/watch?v=28Jc8qVYu-0 (Beethoven)

CURRICULUM AREA: MATHEMATICS

Subject curricula/syllabuses

Mathematics (Gymnasium of social sciences - languages)
Mathematics (Gymnasium of natural sciences)

Subject curriculum/syllabus

Mathematics (Gymnasium of social sciences – languages)

Contents

Introduction

Mathematics as a subject plays an important role in the study of natural and technical phenomena, while learning it is a necessary value for integration in society, enabling the development of the student's personality, the development of his abilities to think critically and to work independently and continuously. Tenth grade mathematics provides the basic elements for mastering mathematical skills and habits, and prepares students in intellectual development and personality formation to be successful in facing life's challenges.

One of the most important aspects of mathematics is its integration with all fields and cross-curricular issues, in order to master the main competencies. Through mathematics the student can interpret quantities using numbers and algebra, interpret shapes, space and units of measurement using geometry and measurements, and interpret random phenomena using statistics and probability.

The tenth grade math program serves:

- Students for the development of the main competences of lifelong learning and competences in the field of mathematics, so that he will be successful in the future;
- Teachers for the planning, realization and assessment of the teaching activity, as well as the student's achievements in the classroom and outside it;
- Parents recognize the learning results and assessment criteria in certain periods of time for their child;
- Compilers of textbooks and auxiliary materials for teachers and students.

- Learning outcomes of the subject for learning topics, the content of which creates conditions for the student to build and apply knowledge, skills, attitudes and values, in function of field competencies and main competencies;
- Methodological teaching instructions for the implementation of the program, for the achievement of competencies by the students, giving everyone the opportunity to show and develop the potential they possess within themselves;
- Guidelines for the implementation of cross-curricular issues on the contribution of mathematics to society and everyday life;
- Guidelines for assessing the achievement of tenth grade students;
- Instructions for didactic materials, resources and teaching tools.

Purpose

Learning mathematics in the tenth grade is aimed at the intellectual development of each student, the exercise of rules, the cultivation of values as well as the preparation to provide a solid foundation for the continuation of higher education. The mathematics program aims to equip students with mathematical thinking patterns and basic ideas about mathematical structures and to develop their skills for calculation and problem solving in everyday life. Also the tenth grade math curriculum, during implementation:

- Selects and apply problem solving strategies;
- Makes observations, investigations that help in understanding knowledge and mastering mathematical skills;
- Develops his mathematical thinking through mathematical symbols and language;
- Presents math concepts, relates them, and applies them to problem solving.

The purpose of the tenth grade mathematics curriculum is to promote general development and consolidation which is promoted through:

- Integrated learning in the context of everyday life;
- Acquisition of elementary concepts and constructed concepts.

Topics and learning outcomes

The acquisition of program content by the student is demonstrated as relevant knowledge, which is presented to him in relation to his age. The skills that the learner demonstrates include the skills, abilities, techniques and methods for applying knowledge to achieve the learning outcomes planned for the classroom.
Through the subject of mathematics, for the tenth grade, it is intended to develop and acquire mainly these general mathematical concepts:

- Numbers, algebra and function;
- Form, space, measurements and geometry;
- Data processing and probability;

The general concepts are broken down into topics, for each topic the learning outcomes are presented, which provide the supporting basis from the learning outcomes of the field per degree, which present the knowledge, skills, attitudes and values that the student must demonstrate in relation to those topics.
The mathematics curriculum for 10th grade students is focused on general subject learning outcomes and specific learning outcomes on topics and thematic units.

Learning outcomes for: Gymnasium of social sciences - languages

Concept	Topics	Learning outcomes of subject per topic (LOS)
Number, algorithms and algebra	**LRA : Demonstrates understanding of key concepts and principles for logical mathematics, number, number system, exponentiation, rooting, polynomials and combinatorics using critical thinking, problem solving, reasoning and communication, relating, representations and using technology to make decisions by real life.** 1. Develops algebraic reasoning for expanding the concept of real and complex numbers - algebraic forms. 2. Reasons and reflects in solving math problems and real-life problems using logical mathematics. 3. Interpret algebraic rules and use the understanding of function to model and represent functional relationships in several ways. 4. Demonstrates skills for working with numbers, applies the principles and procedures of working with them in numerical and algebraic situations. 5. Demonstrates the understanding of powers with integer exponent, rational number and applies them in concrete situations. 6. Represents the meaning of the polynomial as an algebraic expression, uses symbols to model different shapes and performs operations with them. 7. Converts the main algebraic formulas, performs transformations of expressions using the basic algebraic formulas and uses different sources of information in order to solve problem situations.	

	8. Uses mathematical terminology and communicates thinking to describe different situations from mathematics and from life by connecting concepts (power, root, polynomial) in order to solve different problems. 9. Develops logical reasoning for the concepts of combinatorics - permutation, variation and combination (without repetition) of given classes for the set with n-elements. 10. Selects appropriate strategies and use combinatorics formulas to solve math and real-life problems. 11. Applies combinatorics in sustainable education and in other curricular and cross-curricular areas. 12. Develops algebraic and graphical reasoning for quadratic functions through the study of the relationship between two variables. 13. Applies algebraic procedures to transform expressions and solve quadratic equations and inequations. 14. Analyzes the forms of the quadratic function and determines: domain, peak, opening direction, zeros, position and axes of symmetry x, y. 15. Solves algebraically and graphically problems involving systems of linear and quadratic equations with two variables. 16. Solves problems involving linear and quadratic inequalities in two variables. 17. Presents the graph and analyzes the inverse functions (for linear functions and quadratic functions).	
	Logical mathematics Sets	Student: • Defines judgments and performs actions with judgments; • Determines the accuracy of logical formulas; • Uses logical actions in solving problems in real situations; • Applies logical symbols to mathematical reasoning; • Interprets basic meanings with sets; • Performs actions with sets; • Defines finite and infinite set; • Defines the partition set with concrete examples; • Applies sets to real-life problem situations; • Interprets the relation between sets; • Defines the concept of relation; • Identifies equivalence and ordering relations; • Defines the composition of relations; • Defines the concept of reflection and some types of

		reflections; • Defines the composition of reflections; • Defines inverse reflection and applies it to concrete situations; • Applies reflections to math and real-life situations; • Uses technology to solve problems from mathematical logic.
	Empowerment and rooting	Student: • Defines power elements with integer and rational number exponents; • Presents the root as a power with a rational number exponent; • Uses strategies to perform actions with power and root; • Converts powers from powers with a negative exponent to powers with a positive exponent and vice versa; • Rationalizes fractions with denominators with expressions containing roots; • Applies the properties of empowerment and rooting to problem solving; • Solves problems using powering and rooting;
	Polynomials	Student: • Presents letter expressions through algebraic tiles in geometric shapes; • Performs basic operations of letter expressions; • Designs letter expressions through algebra tiles; • Creates models with algebraic tiles; • Presents the square of the binomial; • Defines a polynomial as a complete rational expression; • Determines the degree of the polynomial; • Performs operations with polynomials (reduces, adds, subtracts, multiplies and divides), also using algebra tables; • When dividing polynomials, uses Horner's method and division with remainders - Performs division with $x-c$ • Analyses polynomials into factors through groupings

		(Quad of Binomial) - Factorises the expression x^2+bx+c • Calculates GCD and LCM of polynomials; • Performs actions with rational expression; • Uses technology to solve problems with polynomials.
	Numerical systems	Student: • Performs operations with natural numbers; • Determines the divisibility of natural numbers (2, 3, ...,11); • Implements divisibility (decomposition into factors, GCD , LCM); • Performs integer operations; • Performs operations with rational numbers; • Performs operations with real numbers; • Defines the imaginary unit as a solution to the equation $x^2+1=0$ and performs the powering of the number i; • Distinguishes the real and imaginary part of a complex number in algebraic form; • Presents the complex number as an ordered pair of real numbers; • Defines and calculates the modulus of a complex number; • Identifies the conjugate number of the complex number; • Performs operations with complex numbers (addition, subtraction, multiplication and division); • Presents the position of the complex number in the rectangular coordinate plane; • Applies the equality of complex numbers in solving equations; • Uses mathematical language and technology to solve number problems.
	Combinatorics	Student: • Defines the meaning of factorial (n!); • Classifies sets or subsets as permutations, variations or combinations; • Calculates permutations, variations and combinations without repetition;

		• Solves different problems from everyday life with the help of combinatorics; • Uses the binomial formula for exponentiation of binomials; • Uses Pascal's triangle to determine the coefficients of the binomial formula; • Uses mathematical language and technology to solve combinatorics problems.
Models, Algebra and function	**Quadratic equations and functions**	Student: • Identifies the standard form of the quadratic equation; • Uses strategies to solve incomplete quadratic equations; • Uses strategies to solve the quadratic equation using the formula; • Analyzes the solutions of the quadratic equation depending on the discriminant; • Applies Viet's rules for solving various problems related to quadratic equations; • Applies strategies to factor quadratic equations; • Applies quadratic equations in solving practical and real-life problems; • Breaks the quadratic trinomial into the product; • Describes the steps to solve quadratic equations with absolute single value; • Identifies the irrational equation and use strategies for solution; • Defines the domain of the quadratic function; • Describes the canonical form of the quadratic function; • • Graphs the quadratic function and from the given graph determines monotonicity, zeros and extreme values; • Determines the form of the quadratic function depending on the coefficient and the denominator;

		• Solves systems of quadratic equations in analytical and graphical form; • Applies systems of quadratic equations in problem solving; • Solves the quadratic inequality; • Connects the meaning of the sign of the function with the set of solutions of the quadratic inequality; • Presents the solutions of quadratic inequations in graphic form; • Uses mathematical language and technology to solve problems involving quadratic equations and inequalities.
Shape, space, measurements and geometry	**LRA: Demonstrates understanding of form and space using critical thinking, problem solving, reasoning and communication, relating, representations and the use of technology.** 1. Develops understanding of 2-D shapes by direct measurement or other form of calculating their perimeter and area. 2. Demonstrates understanding of the measurement system, describes unit relationships for length, area, volume, mass, compares units, and applies strategies to convert them to standard units. 3. Distinguishes, describes and classifies figures and geometric bodies based on their properties, 4. Creates models that contain the basic concepts of geometric shapes for measuring the perimeter and surface area of 2-D shapes using technology; 5. Constructs the image according to a geometric transformation and explain and use practical applications of geometric transformations.	
Measurement	**Surface area of plane figures**	Student: • Determines the location of the point by means of coordinates; • Defines the concept of surface area of plane figures (2D); • Determines the area of polygons; • Uses the formulas to calculate the area of the triangle; • Uses formulas to calculate the surface area of quadrilaterals; • Uses formulas to calculate the surface area of regular figures including the area of a circle and parts of a

		circle; • Uses technology to solve problems in real life situations.
Data and probability	**LRA : Demonstrates understanding of key concepts and principles for the basic elements of statistics using critical thinking, problem solving, reasoning and communication, relating, representations and the use of technology.** 1. Understands the role and interpretation of statistical data; 2. Demonstrates knowledge of statistical data collection and interpretation. 3. Forms frequency distribution tables for qualitative and quantitative data; 4. Constructs different types of tables and diagrams; 5. Interprets variation indicators; 6. Uses technology to communicate and present the collected data	
	Statistics	Student : • Defines key concepts in statistical analysis - population – mass phenomenon, - sample – selection, - statistical unit - experimental, - variable - statistical feature; • Identifies instruments for data collection (observation, evidence, experiment, questionnaire, ...) • Presents data through (bar graph, line, histogram, circle, table, dot, diagram); • Defines population, characteristics and statistical range; • Sets the number of classes, the width of the intervals, and the limit of the interval • Places the data in each group; • Counts units for each class; • Makes the distribution of relative frequencies and percentage frequencies;

		• Draws the frequency polygon; • Distributes cumulative frequency; • Displays cumulative frequency graphs; • Prepares the inspection plan; • Defines measures of central tendency (arithmetic mean, geometric mean, median and mode); • Calculates the arithmetic mean, median, and mode for grouped and ungrouped data; • Finds the connection between average sizes;

Methodological guidelines

The methodologies of teaching mathematics in the tenth grade are based on the teaching principles defined in the Core III Curriculum which provides a teaching that develops learning competencies. The topics presented in the tenth grade curriculum are developed through outcomes designed for the topic and linked to other curricular areas illustrated in real-life contexts. The learning outcomes for each topic also serve the requirements and notions that help the acquisition of other topics within and outside the field.

The teacher should focus on these aspects:

- Linking the learning outcomes of the main competencies with the learning outcomes for the field competencies and subject outcomes;
- Teaching and learning is based on competences;
- Student-centred teaching;
- Integrated teaching and learning;
- Development of cross-curricular topics;
- Development of sustainable education activities.

The teacher must build his work on: determining the topic to develop through methods, techniques and strategies, which are based on interaction; enabling access to all the most necessary tools that students need, motivation, permanent encouragement of students; informing and keeping in constant contact with parents about their children's progress.

Students should practice independent work, work in pairs, small and large groups, because this gives them the opportunity to show courage in discovering and exploring the unknown, to respect the rules, values, personal and other attitudes, to develop communication and teamwork skills. Through the competency-based learning approach, the teacher enables and facilitates the exploration and identification of students' experiences, knowledge and views, which enable their

development, taking into account the differences between students in the classroom. The use of efficient methodologies in the teaching of mathematics is a condition for the implementation of the program, for the achievement of learning outcomes for students' competences, giving everyone the opportunity to show and develop the potential they possess within themselves.

Guidelines for the implementation of cross-curricular issues

Mathematics has a variety of applications in everyday life and is closely related to many components of education, which simultaneously contributes to their realization. Thus, in examining cross-curricular topics: global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful coexistence, budget planning, etc., the student must solve problems of different natures, must use reasoning mathematics and the elements of mathematical language. Through the situations presented in the cross-curricular topics, the student has the opportunity to make the connections between the mathematical competences and the tasks assigned for the realization of these topics.
Tenth grade students learn to solve a problem or problem situation and become able to contribute to their personal growth, helping them find their place in society. Thus, they learn to participate in social life, in the classroom and at school, develop an open attitude towards the world while respecting diversity. Students use the mathematical apparatus in order to reason and argue the decisions made, develop active relationships in their environment, exercising a critical attitude towards sustainable education and cross-curricular issues.

The program and its interpretation in itself contains a connection of mathematics with other fields through examples and problems, so that the curriculum of basic education is seen as a whole for the realization of the main goal of the formation of students.

Guidelines for assessment

Assessment as a process is a part of teaching and learning, therefore through assessment the degree of learning accessibility, the value of the program and the teaching methodology is ascertained. In accordance with the principles of the competence-based learning approach, assessment is considered as an element of teaching, which focuses on the level of achievement of competences. Content assessment is related to mastery of knowledge and demonstration of mathematical skills, through reliable indicators of student progress. During the assessment, the teacher must take into account the learning outcomes for the learning topics of the class, focusing on the grade results. The assessment of the achievement of tenth grade students in mathematics is realized through: evidence of continuous assessment, classroom observation, assessment through periodic summative tests, while the reporting of student achievements is done through

descriptions with constructive comments placed in the teacher's book and placing numerical grades (1-5) in the class book.

The assessment procedure is recommended to be done in harmony with the official assessment documents. Types of assessment should be used in accordance with the goals and learning outcomes of the subject, learning strategies, age and needs of the student. For the subject of mathematics, the assessment is based on: assessment of oral answers; group work; activity during class debates; doing homework; test results for a group of certain subjects; test results at the end of the school year, etc.

Instructions for learning materials and resources

During the teaching of mathematics, the teacher provides information and demonstrates skills, using didactic materials and necessary resources, while the student provides information, forms habits, develops skills and possesses qualities for the field by approaching learning through different forms.

For the realization of the competences of higher secondary education in the field of mathematics for the tenth grade, the teacher provides access through the use of materials appropriate to the age, level and depth of learning. The teacher, in addition to the necessary didactic materials and tools, creates mathematical models, gives special aids, adapts examples of different types, creates environments and spaces for alternative activities. It also provides technical and technological tools to develop the student's skills in learning mathematics. The teacher should enable students to develop the skills to demonstrate or present different projects, and to form attitudes towards learning mathematics.

Subject curriculum/syllabus

Mathematics (Gymnasium of natural sciences)

Content

Introduction

Mathematics as a subject plays an important role in the study of natural and technical phenomena, while learning it is a necessary value for integration in society, enabling the development of the student's personality, the development of his abilities to think critically and to work independently and continuously. Tenth grade mathematics provides the basic elements for mastering mathematical skills and habits, and prepares students in intellectual development and personality formation to be successful in facing life's challenges.

One of the most important aspects of mathematics is its integration with all fields and cross-curricular issues, in order to master the main competencies. Through mathematics the student can interpret quantities using numbers and algebra, interpret shapes, space and units of measurement using geometry and measurements, and interpret random phenomena using statistics and probability.

The tenth grade math program serves:

- Students for the development of the main competences of lifelong learning and competences in the field of mathematics, so that he will be successful in the future;
- Teachers for the planning, realization and assessment of the teaching activity, as well as the student's achievements in the classroom and outside it;
- Parents recognize the learning results and assessment criteria in certain periods of time for their child;
- Compilers of textbooks and auxiliary materials for teachers and students.
- Learning outcomes of the subject for learning topics, the content of which creates conditions for the student to build and apply knowledge, skills, attitudes and values, in function of field competencies and main competencies;
- Methodological teaching instructions for the implementation of the program, for the achievement of competencies by the students, giving everyone the opportunity to show and develop the potential they possess within themselves;
- Guidelines for the implementation of cross-curricular issues on the contribution of mathematics to society and everyday life;
- Guidelines for assessing the achievement of tenth grade students;
- Instructions for didactic materials, resources and teaching tools.

Purpose

Learning mathematics in the tenth grade is aimed at the intellectual development of each student, the exercise of rules, the cultivation of values as well as the preparation to provide a solid foundation for the continuation of higher education. The mathematics program aims to equip students with mathematical thinking patterns and basic ideas about mathematical structures and to develop their skills for calculation and problem solving in everyday life. Also the tenth grade math curriculum, during implementation:

- Selects and implements problem solving strategies;
- Makes observations, investigations that help in understanding knowledge and mastering mathematical skills;
- Develops his mathematical thinking through mathematical symbols and language;
- Introduces math concepts, relates them, and applies them to problem solving.

The purpose of the tenth grade mathematics curriculum is to promote *general development and consolidation* which is promoted through:

- Integrated learning in the context of everyday life;
- Acquisition of elementary concepts and constructed concepts.

Topics and learning outcomes

The acquisition of program content by students is demonstrated as relevant knowledge, which is presented in relation to the report. Skills that demonstrate students' knowledge of skills, abilities, techniques and techniques for knowledge technique for knowledge learning outcomes methods for the classroom.
Through mathematics subjects, for the tenth grade, it is intended to educate and acquire these general mathematical concepts:

- Numbers, algebra and function;
- Form, space, measurements and geometry;
- Data processing and probability;

The general concepts are broken down into topics, for each topic the learning outcomes are presented, which provide the supporting basis from the learning outcomes of the field per degree, which present the knowledge, skills, attitudes and values that the student must demonstrate in relation to those topics.
The mathematics curriculum for 10th grade students is focused on general subject learning outcomes and specific learning outcomes on topics and thematic units.

Learning outcomes for: Gymnasium of natural sciences

Concept	Topics	Learning outcomes of subject per topic (LOS)
Number, algorithms and algebra		1. Develops algebraic reasoning for expanding the concept of real and complex numbers. 2. Models relationships and mathematical situations through algebraic symbols. 3. Reasons and reflects in solving math problems and real-life problems using logical mathematics. 4. Manifests the meaning of numbers in axiomatic form and applies them in solving problems. 5. Interprets algebraic rules and use the understanding of function to model and represent functional relationships in several ways. 6. Demonstrates skills for working with numbers, applies the principles and procedures of working with them in numerical and algebraic situations. 7. Demonstrates the understanding of powers with integer exponent, rational number and applies them in concrete situations. 8. Represents the meaning of the polynomial as an algebraic expression, uses symbols to model different shapes and performs operations with them. 9. Converts basic algebraic formulas, performs transformations of expressions using basic algebraic formulas and uses various sources of information in order to solve problem situations. 10. Uses mathematical terminology and communicates thinking to describe different situations from mathematics and from life by connecting concepts (power, root, polynomial) in order to solve different problems. 11. Develops logical reasoning for the concepts of combinatorics - permutation, variation and combination (without repetition) of given classes for the set with n-elements. 12. Selects appropriate strategies and use combinatorics formulas to solve math and real-life problems. 13. Applies combinatorics in sustainable education and in other curricular and cross-curricular areas. 14. Develops algebraic and graphical reasoning for quadratic functions through the study of the relationship between two variables. 15. Applies algebraic procedures in transformations of expressions and solving quadratic equations and inequations.

	16. Analyzes the forms of the quadratic function and determines: domain, peak, direction of opening, zeros, position and axes of symmetry x, y. 17. Solves algebraically and graphically problems involving systems of linear and quadratic equations with two variables. 18. Solves problems involving linear and quadratic inequalities in two variables. 19. Presents the graph and analyzes the inverse functions (for linear functions and quadratic functions).	
	Logical mathematics Set	Student: • Defines judgments and performs actions with judgments; • Determines the accuracy of logical formulas; • Applies logical formulas (Laws of judgment algebra) in mathematical proofs and real situations; • Uses logical actions in solving problems in real situations; • Applies logical symbols for mathematical reasoning; • Interprets basic meanings with set; • Performs actions with set; • Defines finite and infinite sets; • Defines the partition set with concrete examples; • Applies the laws of the algebra of sets; • Applies sets to real-life problem situations; • Interprets the relationship between sets; • Defines the concept of relation; • Distinguishes the relation of equivalence and order; • Applies relation in mathematics and real-life situations; • Defines the concept of reflection; • Defines several types of mappings; • Defines the composition of reflections; • Defines inverse reflection and applies it in a concrete situation; • Applies reflections in mathematics and real-life situations; • Use technology to solve problems from mathematical logic.

	Empowerment and rooting	Student: • Defines power elements with whole number and rational number exponents; • Presents the root as a power with a rational number exponent; • Uses strategies to perform actions with power and root; • Converts powers from power with negative exponent to power with positive exponent and vice versa; • Rationalizes fractions with denominators with expressions containing roots; • Applies the properties of empowerment and rooting in problem solving; • Solves problems using powering and rooting;
	Polynomials	Student: • Presents letter expressions through algebraic tiles in geometric forms; • Performs basic operations of letter expressions; • Designs letter expressions through algebraic tiles; • Creates models with algebraic tiles; • Presents the square of the binomial; • Creates models and solves problems through algebraic expressions; • Defines the polynomial as a complete rational expression; • Distinguishes the degree of the polynomial; • Performs operations with polynomials (reduces, adds, subtracts, multiplies and divides), also using the algebraic tables; • When dividing polynomials, uses Horner's method and division with remainders - Performs actions with $x-c$ - Performs divisions with $ax+b$; • Analyses polynomials into factors through groupings (Quad of Binomial) - Factorises the expression x^2+bx+c - Factorises the expression $ax^2+bx+c;\ a\neq 1$

		• Calculates GCD and LCM of polynomials; • Performs actions with rational expression; • Uses technology to solve problems with polynomials.
	Numerical systems	Student: • Defines natural numbers axiomatically and performs operations on them; • Determines the divisibility of natural numbers (2, 3, ...,11); • Implements divisibility (decomposition into factors, GCD, LCM); • Defines whole numbers in axiomatic ways and performs operations with them; • Implements modular arithmetic; • Defines rational numbers in axiomatic ways and performs operations with them; • Defines real numbers in axiomatic ways and performs operations with them; • Defines the imaginary unit as a solution of the equation and performs the powering of the number i; • Distinguishes the real and imaginary part of the complex number in algebraic form; • Represents the complex number as an ordered pair of real numbers; • Determines and calculates the modulus of a complex number; • Identifies the conjugate number of the complex number; • Connects the meaning of the root with even number indicators of negative values and the complex number; • Perform operations with complex numbers (addition, subtraction, multiplication and division); • Represents the complex number in the rectangular coordinate plane; • Applies the equality of complex numbers in solving equations; • Uses mathematical language and technology to

		solve number problems.
	Combinatorics	Student: • Distinguishes the steps of the principle of mathematical induction in simpler cases; • Proves statements, theorems, formulas by means of mathematical induction; • Defines the meaning of the factorial ($n!$); • Classifies sets or subsets as permutations, variations or combinations; • Calculates permutations, variations and combinations without repetition; • Solves different problems from everyday life with the help of combinatorics; • Uses the binomial formula for exponentiation • binomials; • Uses Pascal's triangle to determine the coefficients of the binomial formula;
Models, Algebra and function	**Equations and quadratic functions**	Student: • Identifies the standard form of the quadratic equation; • Uses strategies to solve incomplete quadratic equations; • Uses strategies to solve the quadratic equation using the formula; • Analyzes the solutions of the quadratic equation depending on the discriminant; • Applies Viet's rules for solving various tasks related to quadratic equations; • Applies strategies to decompose quadratic equations into simple factors; • Applies quadratic equations in solving practical and real-life problems; • Analyzes the quadratic trinomial in production; • Describes the steps to solve absolute value

		quadratic equations; • Uses strategies to solve the biquadratic equation; • Identifies the irrational equation and uses strategies for solution; • Defines the domain of the quadratic function; • Describes the canonical form of the quadratic function; • Presents the quadratic function graphically and from the given graph determines monotony, zeros and extreme values; • Determines the form of the quadratic function depending on the coefficient a and the difference; • Solves systems of quadratic equations in analytical and graphical form; • Applies systems of quadratic equations in solving problems; • Solves the quadratic equation; • Connects the meaning of the sign of the function with the set of solutions of the quadratic inequation; • Presents in graphic form the solutions of quadratic inequations; • Uses mathematical language and technology to solve problems involving quadratic equations and inequalities.
Shape, space, measurements and geometry	Student: 1. Develops understanding of 2-D shapes by direct measurement or other form of calculating their perimeter and area. 2. Demonstrates the understanding of the system of measurements, describes the relationships of units for length, surface, volume, mass, compares units and implements strategies to convert them into standard units. 3. Applies proportional reasoning to problems involving conversions between SI and other units of measurement. 4. Applies measurement processes, select appropriate techniques and	

	formulas for calculating the perimeter and area of regular 2-D shapes and solve problem situations of everyday life; 5. Distinguishes, describes and classifies figures and geometric bodies based on their properties. 6. Creates models that contain the basic concepts of geometric figures for measuring the perimeter and surface area of 2-D shaped figures using technology; 7. Uses reasoning, validation to discover and prove geometric relationships; 8. Analyzes patterns and games involving spatial reasoning, using problem-solving strategies. 9. Builds the image according to a geometric transformation 10. Uses practical applications of geometric transformations	
Measurement	**Surface area of plane figures**	Student: • Determines the location of the point by means of coordinates; • Defines the concept of surface area of plane figures (2D); • Determines the area of polygons; • Uses the formulas to calculate the surface area of the triangle; • Uses formulas to calculate the surface area of quadrilaterals; • Uses the formulas to calculate the area of the surface of regular figures including the circular area and parts of the circle; • Uses technology to solve problems in real life situations.
Data (Statistics) and probability	Student: 1. Understands the role and interpretation of statistical data; 2. Demonstrates knowledge of statistical data collection and interpretation. 3. Forms frequency distribution tables for qualitative and quantitative data. 4. Constructs different types of tables and diagrams; 5. Interprets the variation indicators; 6. Uses technology to communicate and present collected data.	
		Student:

	Statistics	• Defines key concepts in statistical analysis - Population – mass phenomenon, - sample - selection, - statistical unit – experimental, - variable - statistical feature; • Collects statistical data, divides them into classes, organizes and analyzes them; • Identifies instruments for data collection (observation, evidence, experiment, questionnaire); • Organizes data and presents them (bar graph, line, histogram, circle, table, dot, diagram); • Defines the population, characteristics and statistical range; • Determines the number of classes or set of intervals; • Sets the width of the intervals; • Sets the limit of the interval group; • Places the data in each group; • Counts units for each class; • Makes the distribution of relative frequencies and percentage frequencies; • Identifies the middle of the interval; • Draws the frequency polygon; • Distributes cumulative frequencies; • Uses different diagrams for distribution; • Presents cumulative frequency graphs; • Identifies the distribution of characteristics • Prepares the inspection plan; • Defines measures of central tendency arithmetic, geometric and harmonic mean, median and mode (positional values);

		• Calculates the arithmetic mean for ungrouped and grouped data; • Calculates the median (average value); • Calculates fashion (dominant value); • Finds the relationship between average sizes; • Calculates the geometric mean; • Implements statistical research methods and processes; • Presents data graphically using technology. • Defines the distribution or variation for ungrouped and grouped data; • Calculates the width of the variation; • Calculates variance, coefficient of variation and standard deviation of population and samples for grouped and ungrouped data; • Applies Chbyshoev's Theorem for using and interpreting the standard deviation; • Uses computer programs (Excel) to solve problems from statistics and real life.

Methodological guidelines

The methodologies of teaching mathematics in the tenth grade are based on the teaching principles defined in the Core III Curriculum which provides a teaching that develops learning competencies. The topics presented in the tenth grade curriculum are developed through outcomes designed for the topic and linked to other curricular areas illustrated in real-life contexts. The learning outcomes for each topic also serve the requirements and notions that help the acquisition of other topics within and outside the field.

The teacher should focus on these aspects:

- Linking the learning outcomes of the main competencies with the learning outcomes for the field competencies and subject outcomes;
- Teaching and learning is based on competences;
- Student-cantered teaching;
- Integrated teaching and learning;

- Development of cross-curricular topics;
- Development of sustainable education activities.

The teacher must build his work on: determining the topic to develop through methods, techniques and strategies, which are based on interaction; enabling access to all the most necessary tools that students need, motivation, permanent encouragement of students; informing and keeping in constant contact with parents about their children's progress.

Students should practice independent work, work in pairs, small and large groups, because this gives them the opportunity to show courage in discovering and exploring the unknown, to respect the rules, values, personal and other attitudes, to develop communication and teamwork skills. Through the competency-based learning approach, the teacher enables and facilitates the exploration and identification of students' experiences, knowledge and views, which enable their development, taking into account the differences between students in the classroom. The use of efficient methodologies in the teaching of mathematics is a condition for the implementation of the program, for the achievement of learning outcomes for students' competences, giving everyone the opportunity to show and develop the potential they possess within themselves.

Guidelines for the implementation of cross-curricular issues

Mathematics has a variety of applications in everyday life and is closely related to many components of education, which simultaneously contributes to their realization. Thus, in examining cross-curricular topics: global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful coexistence, budget planning, etc., the student must solve problems of different natures, must use reasoning mathematics and the elements of mathematical language. Through the situations presented in the cross-curricular topics, the student has the opportunity to make the connections between the mathematical competences and the tasks assigned for the realization of these topics.
Tenth grade students learn to solve a problem or problem situation and become able to contribute to their personal growth, helping them find their place in society. Thus, they learn to participate in social life, in the classroom and at school, develop an open attitude towards the world while respecting diversity. Students use the mathematical apparatus in order to reason and argue the decisions made, develop active relationships in their environment, exercising a critical attitude towards sustainable education and cross-curricular issues.

The program and its interpretation in itself contains a *connection of mathematics with other fields* through examples and problems, so that the curriculum of basic education is seen as a whole for the realization of the main goal of the formation of students.

Guidelines for assessment

Mathematics has a variety of applications in everyday life and is closely related to many components of education, which simultaneously contributes to their realization. Thus, in examining cross-curricular topics: global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful coexistence, budget planning, etc., the student must solve problems of different natures, must use reasoning mathematics and the elements of mathematical language. Through the situations presented in the cross-curricular topics, the student has the opportunity to make the connections between the mathematical competences and the tasks assigned for the realization of these topics.
Tenth grade students learn to solve a problem or problem situation and become able to contribute to their personal growth, helping them find their place in society. Thus, they learn to participate in social life, in the classroom and at school, develop an open attitude towards the world while respecting diversity. Students use the mathematical apparatus in order to reason and argue the decisions made, develop active relationships in their environment, exercising a critical attitude towards sustainable education and cross-curricular issues.

The program and its interpretation in itself contains a connection of mathematics with other fields through examples and problems, so that the curriculum of basic education is seen as a whole for the realization of the main goal of the formation of students.

Instructions for learning materials and resources

During the teaching of mathematics, the teacher provides information and demonstrates skills, using didactic materials and necessary resources, while the student provides information, forms habits, develops skills and possesses qualities for the field by approaching learning through different forms.
For the realization of the competences of higher secondary education in the field of mathematics for the tenth grade, the teacher provides access through the use of materials appropriate to the age, level and depth of learning. The teacher, in addition to the necessary didactic materials and tools, creates mathematical models, gives special aids, adapts examples of different types, creates environments and spaces for alternative activities. It also provides technical and technological tools to develop the student's skills in learning mathematics. The teacher should enable students to develop the skills to demonstrate or present different projects, and to form attitudes towards learning mathematics.
The Internet and online mathematics materials serve as support materials for achieving learning outcomes.

CURRICULUM AREA: NATURAL SCIENCES

Subject curriculum/syllabus

Biology (Gymnasium of social sciences - languages)

Biology (Gymnasium of natural sciences)

Physics (Gymnasium of social sciences - languages)

Physics (Gymnasium of natural sciences)

Chemistry (Gymnasium of social sciences - languages)

Chemistry (Gymnasium of natural sciences)

Geography (Gymnasium of social sciences - languages)

Geography (Gymnasium of natural sciences)

Subject curriculum/syllabus

Biology (Gymnasium of social sciences - languages)

Content

Introduction

The design of the curriculum for the subject of biology was carried out on the basis of the CC level III and is dedicated to students of grade X of gymnasium of social sciences - languages and the gymnasium of natural sciences (the difference between them lies in the extent and depth of the problems). The design of the program respects a genuine scientific procedure, both from the form, methodological approach, organization and construction of the subject content, as well as from the presentation of learning results, assessment methods and instruments.

During the design of this teaching program, we started from the goal of achieving pre-planned competences with the Core Curriculum, through subject results - Biology.

The content of the biology curriculum, the methodologies, the approach, the use of different teaching resources, the flexibility and creativity of the teacher, as well as the autonomy of the school (the design of specific learning outcomes), contribute to the development of different competencies in the student.

This program is focused on the continuity of concepts from the first level of pre-university education, but advancing the level of competences through the vertical development of scientific issues, summarized in Results of the Area (LRA), from which the specific topics that are broken down through the results originate. of learning the subject, which results should be achieved through the results of the learning units that the teacher foresees in the context of the school and the classroom (what and what types of results the student should achieve and what the teacher should work o).

The philosophy of CC is respected, where instead of transmitting information from the teacher to the student, the teacher's role becomes a supporting role, while the student cultivates the habits of generating new information, the independent search for information sources, independent work etc.

As the bearer of changes in the learning process, the teacher guides students to think critically, observe, measure, classify, form models, hypothesize, solve problems, learn to use tools correctly and safely and instruments in the biological laboratories, design the experiment, record and present the data, etc., also the teacher takes the supporting and motivating role when dealing with issues related to puberty and the physiological, psychological and emotional changes of the students' age.

In other words, the teaching of biology contributes to the preparation of the student so that he can apply the acquired knowledge and skills in the environment where he lives, thus he transforms himself and society.

Purpose

The teaching program of the subject of biology for grade X is the continuation of the teaching program of natural sciences - biology from level II of pre-university education, as such, it consists in the consolidation of preliminary competences (in deepening the knowledge learned and in the development of skills, values and attitudes, etc.). Therefore, on this basis, the curriculum of the subject of biology for grade X provides the student with the goal of further development for:

- Deepening of knowledge on biological notions and laws.
- Communication skills and habits using scientific language to interpret ideas, phenomena and life processes.
- Habit to work in groups and working teams, a sense of sociability and other positive personality traits necessary for constructive cooperation in solving the tasks presented.
- Research skills (through experimental, observational, measuring and analytical learning develop creative skills, analytical thinking, objective assessment of oneself and the group during teamwork).
- Ability to discover with their creative work how to use technological achievements with scientific work.
- Attitudes about scientific facts in terms of industrial, ethical and environmental issues
- Attitudes about emotional behaviours in puberty.
- Values for the protection of personal sexual health and others.
- Values of integration with other sciences enabling students to form complete preconceptions about nature, life and related phenomena implying unity between the organic and inorganic worlds.

Topics and learning outcomes

Gymnasium of social sciences - languages

The construction of the subject content includes the concept of natural sciences - organized through topics and outcomes by which the foundation of the subject is included.

The construction of the subject is based on the balanced emphasis between concepts and teaching topics, as well as the balancing of the learning outcomes with the topics, where it remains the teacher's responsibility to balance the learning outcomes for the topic with the learning outcomes for the unit teaching, through content of interest to students.

Concept	LRA 4.1 Analyzes the diversity of the living world as a result of evolution, DNA and heredity, biochemical processes in cells. 4.2 Evaluates the impact of medicines and drugs on people's behaviour and health, the relationship between health and disease, the reduction and prevention of various diseases (including sexually transmitted diseases).	
	Topic	**Learning outcomes of the subject per topic (LOS)**
The living world	Cell Biology	• Describes the similarities and differences between different cells of living beings (prokaryotes and eukaryotes, plants and animals, unicellular and multicellular, etc.). • Names cell organelles and describes their function. • Explains the construction of the cell membrane and identifies the ways of transporting materials through the membrane.
	Biodiversity	• Compares the structure and function of viruses and bacteria, explains the way of life, reproduction, nutrition, and names some diseases caused by viruses and bacteria. • Explains the fungi kingdom and living organisms and appreciates their role in human life. • Observes the hyphae, mycelia and sporangia of bread mold with a microscope. • Describes the construction of lichens, the symbiosis of mesalgae and fungi. • Describes the similarities and differences between mosses and ferns, as far as the anatomical construction and the way of reproduction (alternation of gametophyte and sporophyte generations) and makes their classification. • Distinguishes the bare seeds from the seeded ones.

		• Researches and identifies some representatives of conifers living in our country. • Explains the construction of the reproductive organs of plants (flower, seed and fruit). • Distinguishes monocotyledonous plants from dicotyledonous ones and names several types of plants according to their nutritional and medicinal values.
	Metabolization	• Explains the permanent conversion of matter - metabolism. • Describes and distinguishes anabolic processes from catabolic ones, anaerobic endoenergetic aerobics from exoenergetic ones, photosynthesis from chemosynthesis. • Analyzes the respiratory process and evaluates the role of ATP during energy processes in the cell.
	Heredity and genetics	• Analyzes and evaluates the role of heritage in the development of the living world. • Compares and differentiates DNA from RNA by structure and function. • Defines the term gene (structural and regulatory gene), genotype, phenotype, mutation, monohybrid, dihybrid, code, codon, anticodon, etc. • Describes the basic steps of protein synthesis, identifies the roles of DNA and RNA and ribosomes in the process of transcription and translation. • Describes the basic rules of inheritance according to Mendel. • Names and explains types of inheritance of features in plants and animals (dominant-recessive, codominant, intermediate, and correlative or related). • Distinguishes and classifies changes in the structure and sub number of chromosomes and explains the causes and consequences of these

		mutations. • Evaluates and justifies the role of polyploidy in obtaining new plant varieties, increasing quantity and quality for human economic purposes. • Explains heteroploidy (aneuploidy), counts and describes human syndromes (Down's, Edward's, Pataut's and Turner's and Klinefelter's). • Researches the ways of inheritance of traits and diseases in humans such as autosomal dominant, autosomal recessive, as well as linked for the X-chromosome, side-dominant and recessive and linked inheritance for the Y-chromosome (Hollandric). • Justifies and evaluates the role of genetic counseling, amniocentesis, and the consequences of inbreeding. • Classifies mutagenic factors according to their nature and action effect and the consequences that appear in the genetic material.
	Evolution	• Defines the term evolution. • Describes the appearance and dominance of different groups of living things throughout history in different geological periods. • Evaluates the role of anatomical-comparative, embryological, physiological, biochemical, and fossil evidence in the theory of evolution. • Justifies the role of natural selection, shows examples of natural and artificial selection, and describes the ways of species formation. • Describes the primate family tree – discusses human races.

	Sexual and reproductive health risks	• Evaluates the negative effects of drug use. • Identifies sexually transmitted diseases and their consequences. • Evaluates preventive measures for sexually transmitted diseases. • Selects sensitization campaigns for protection from sexual diseases.

Methodological guidelines

For the practical implementation of teaching planning for natural sciences - biology, either inside the lesson, but also outside it in the realization of curricular activities as well as extracurricular activities, the selection of methodologies is needed, harmonizing with the expected results in the teaching and learning process and in the context of the philosophy and principles of the CC.

The selection of methods is the competence of the subject teacher. It is done in accordance with the needs and demands of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc.

The natural sciences are experimental sciences, therefore it is preferable that the legalities, where possible, are explained using proof, demonstration or experiment in collaboration with the students, and the teacher should have a leading role. The success of students in science subjects depends on the work and commitment of the teacher and students. This is achieved using interactive and comprehensive approaches.

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

- Direct teaching (explanation, clarification, practical exercises and examples);
- •Indirect teaching (examination, discovery, 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, research work in the field;
- Teaching through observation, demonstration and experiment;

- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages independent research;
- Outdoor learning and visits to industrial facilities.

The teacher guides the students so that through their activities in the classroom, school, laboratory, nature, etc., they can: recognize, observe, sort, measure, record, collect data, experiment, supervise, think in a way independently, defend and argue their opinions, but always starting from didactic principles: from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general listing.

Guidelines for the implementation of cross-curricular issues

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

- Media education
- Education for sustainable development

Media education refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information for research and new scientific discoveries. The issue of media education includes content related to publications, awards and effects of achievements in science at the national and international level.

Education for sustainable development refers to topics of general importance that influence young people/students to take responsibility for attitude and active action towards issues in the awareness and preservation of natural resources, at the local and global level. This includes issues such as: social aspect, economic and environmental development.
Issues of sustainable development include aspects of having a healthy environment that is related to awareness, civic action and the importance of using environmental resources as heritage and culture of the next generation.

Guidelines for assessment

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

- The assessment is in function of:

- Providing the necessary information for the progress of students and their motivation to learn;
- Assessment of practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions about student achievements during the learning process;
- Self-assessment of students;
- Improving teaching and learning.

The student is assessed for oral and written responses, homework, his/her skills during independent and group work, tests, project work, practical work, field work, research work, various types of tests etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. The assessment must be transparent to students, parents and the community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural sciences - biology, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional asset, teachers' assets) in harmony with the school's assessment plan, which is derived from the assessment plan at the MDE level and with the AI approved by MEST.
Appreciating that assessment is a very complex matter, the teacher must constantly look for opportunities for professional development, research of the situation, review of the criteria for the assessment instrument used, and above all this willingness to be accountable to any interest group.

The teacher draws up an annual plan for student assessment, which plan must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in physical form to all interested parties.
In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfil the philosophy of the curriculum and in particular to achieve results from the natural sciences, it is necessary to recognize the assessment system that is defined by the UA based on the requirements of the CC.

Instructions for learning materials and resources

For the successful realization of competences in natural sciences - biology, it is necessary to use different teaching tools and materials as well as a suitable learning environment.

- Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopedias, etc.;
- Visual tools: writing board, photographs, paintings, models, models, diagrams, graphic tools, etc.;
- Auditory-listening means: radio, tape recorder, telephone, cassette player, etc.;
- Audio-visual - audio-visual means: television, film, video projector, video cassette, computer, Internet, teletext, CDs, e-mail;
- Learning environment (classroom, laboratory, workshop, nature, farm, etc.).

Subject curriculum/syllabus

Biology (Gymnasium of natural sciences)

Content

Introduction

The design of the curriculum for the subject of biology was carried out on the basis of the CC level III and is dedicated to students of grade X of the Gymnasium of natural sciences and the Gymnasium of social sciences - languages (the difference between them lies in the extent and depth of the problems) The design of the program respects a genuine scientific procedure, both from the form, methodological approach, organization and construction of the subject content, as well as from the presentation of learning results, assessment methods and instruments.

During the design of this teaching program, we started from the goal of achieving pre-planned competencies with the Core Curriculum, through the subject results - Biology.
The content of the biology curriculum, the methodologies, the approach, the use of different teaching resources, the flexibility and creativity of the teacher, as well as the autonomy of the school (the design of specific learning outcomes), contribute to the development of different competencies in the student.

This program is focused on the continuity of concepts from the first level of pre-university education, but advancing the level of competences through the vertical development of scientific issues, summarized in the Results of the Area (LRA), from which the specific topics that are broken down through the results originate of learning the subject, which results should be achieved through the results of the learning units that the teacher is expected to see in the context of the school and the classroom (what and what types of results the student should achieve and what the teacher should work on).

The philosophy of CC is respected, where instead of transmitting information from the teacher to the student, the teacher's role becomes a supporting role, while the student cultivates the habits of generating new information, the independent search for information sources, independent work etc.

As the bearer of changes in the learning process, the teacher guides students to think critically, observe, measure, classify, form models, hypothesize, solve problems, learn to use tools correctly and safely and instruments in biological laboratories, design the experiment, record and present the data, etc., also the teacher takes the supporting and motivating role when dealing with issues related to puberty and the physiological, psychological and emotional changes of the students' age.

In other words, the teaching of biology contributes to the preparation of the student so that he can apply the acquired knowledge and skills in the environment where he lives, thus he transforms himself and society.

Purpose

The curriculum of the subject of biology for class X is the continuation of the curriculum of natural sciences - biology from the II level of pre-university education, as such, it consists in the consolidation of preliminary competences (in the deepening of the knowledge learned and in the development of skills, values and attitudes, etc.). Therefore, on this basis, the syllabus of the subject of biology for class X provides the student with the aim of further development for:

- Deepening of knowledge on biological notions and laws.
- Communication skills and habits using scientific language to interpret ideas, phenomena and life processes.
- Express work in groups and working teams, a sense of sociability and other positive personality traits necessary for constructive cooperation in solving the tasks presented.
- Research skills (through experimental, observational, measuring and analytical learning develop creative skills, analytical thinking, objective assessment of oneself and the group during teamwork).
- Ability to discover with their creative work how to use technological achievements with scientific work.
- Attitudes about scientific facts in terms of industrial, ethical and environmental issues
- Attitudes about emotional behaviours in puberty.
- Value for the protection of personal sexual health and others.

- Value of integration with other sciences enabling students to form complete preconceptions about nature, life and related phenomena implying unity between the organic and inorganic worlds.

Topics and learning outcomes

Gymnasium of natural sciences

The construction of the subject content includes natural science concepts - organized through topics and outcomes through which the foundation of the subject is included.

The construction of the course is based on balanced emphasis between concepts and teaching topics, as well as balancing the learning outcomes with the topics, where it remains the teacher's responsibility to balance the learning outcomes per topic with the learning outcomes per unit teaching, through content of interest to students.

<table>
<tr><td rowspan="2">Concept</td><td colspan="2">LRA 4.1 Analyzes and researches the diversity of the living world as a result of evolution, the role of DNA in heredity, the construction and biochemical processes in the cell, and the application of the legality of the construction and function of living systems in biotechnology and engineering.

4.3 Evaluates the impact of drugs and drugs on people's behaviour and health, the relationship between health and disease, the reduction and prevention of various diseases (including sexually transmitted diseases).</td></tr>
<tr><td>Topics</td><td>Learning outcomes of the subject per topic (LOS)</td></tr>
<tr><td>The living world</td><td>Cell Biology</td><td>• Researches the construction of the cell.
• Justifies the unity of the living world with the non-living world.
• Compares the similarities and differences between different cells of different living beings (prokaryotes and eukaryotes, plants, animals, unicellular, multicellular).
• Explains the construction of the cell membrane as well as the nine processes (osmosis, diffusion, active transport, endo and</td></tr>
</table>

		exocytosis). • Analyzes the construction and function of cellular structures (organelles).
	Biodiversity	• Describes the principles and methods of classification of living beings • Evaluates the role of Karl Line in the creation of the modern system of classification and naming of living beings. • Distinguishes between the classification methods used by taxonomists. • Justifies the following assertion: Viruses are not living beings. • Describes the structure of the virus, how it reproduces and some diseases caused by viruses. Monera Kingdom • Describes the construction of the bacterial cell and distinguishes it from eukaryotic cells. • Describes modes of nutrition and reproduction of bacteria. • Describes benefits, damages-diseases caused from bacteria as well as ways to prevent it bacterial diseases. • Evaluates the importance of antibiotics in the fight against bacterial diseases. Kingdom Protista • Identifies the characteristics common to it all members of the Kingdom Protista. • Compares differences by shape, size and how groups provide energy e different protists. • Valuates the role of autotrophic protists in the ecosystem. • Identifies the different types of protists heterotroph. • Names and explains the occurrence of diseases features caused by protists. Kingdom Fungi

		• Identifies common characteristics for most fungi of the kingdom Fungi. • Describes the ways they provide food mushrooms. • Compares and distinguish the ways of reproduction in different groups of fungi. • Distinguishes between groups of fungi: Phycomycetes, Ascomycetes, Basidiomycetes. • Connects the characteristics of mushrooms with the importance of their ecological and economic. Kingdom Plantae - Plants • Describes the adaptations that enabled plants to survive-exist in the terrestrial-terrestrial environment. • Defines the concept of alternation of generations in certain groups of plants. • Distinguishes between non-vascular-nonvascular plants from vascular-vascular plants. • Relates the characteristics of non-vascular and vascular plants to their habitats. • Explains how the development of seeds enabled plants to succeed in most habitats. • Summarizes the reproduction process of gymnosperms. • Describes the role of flowers in the life cycle of plants. • Identifies several important seed families. • Describes the structures and functions of roots and shoots. • Compares and contrast connective tissue, mechanical tissue, covering and creative tissue. • Distinguishes between monocotyledonous and dicotyledonous plants. • Describes how water and other nutrients move through xylem and phloem. • Relates the modes of plant growth to the action of plant hormones. • Describes the ways in which plants respond to seasonal changes throughout the year. • Relates flower construction to the process of sexual reproduction in flowering plants. • Distinguishes between the process of pollination

		and fertilization in flowering plants. • Connects the formation of seeds and fruits with the propagation of plants. • Describes the importance of cereal seeds and legumes in healthy human nutrition. • Identifies foods that originate from fruits, seeds, roots, stems, leaves and flowers. • Identifies plants as a resource for the production of medicines. Animal Kingdom • Names and describes three basic characteristics of animals. • Recognizes the advantage of multicellularity and distinguish between tissues and specialized cells. • Lists three characteristics found in cnidarians but not in sponges. • Compares the building plans of animals with bilateral and radial symmetry. • Compares and distinguishes the three types of body cavities in animals. • Distinguishes the way of life of sponges from the way of life of cnidarians. • Describes and compares the life cycles of cnidarians and parasitic tapeworms and axis. • Identifies the three basic classes of molluscs. • Summarizes the evolutionary advantages of the phenomenon of body segmentation in the example of Annelida ringworms and arthropods. • Describes the ways in which ringworms affect human life. Arthropoda • Names five representatives of arthropods. • Describes the basic characteristics of Arachnida and the function of chelicerates and pedipalps in spiders. • Describes three ways spiders use silk threads. • Lists two types of arachnids that directly affect or harm humans. • Compares the body structure of spiders with the

		body structure of insects. • Distinguishes between development with incomplete metamorphosis and complete metamorphosis in insects. • Describes the basic characteristics of the major insect orders by illustrating each with two or three representative species. • Describes the basic characteristics of Crustacea crabs. • Identifies a species of crab from the orders Decapoda, Amphipoda, Isopoda, Cladocera and Copepoda • Explains the main characteristics of echinodermata and describes some more well-known representatives. Vertebrate • Describes the general characteristics of spines • Describes the basic characteristics of Agnatha jawless fish and how they feed. • Describes the basic characteristics of the Chondrichthyes cartilaginous fishes and how they differ from the jawless Agnatha fishes. • Identifies the differences between bony fish and cartilaginous fish and describes the importance of the swim bladder of bony fish. • Summarize the characteristics of the main groups of fishes by illustrating each with at least one representative in particular describing the Crossopterygii fishes with the species Latimeria chalumnae. • Identifies the characteristics that enabled amphibians to invade land. • Describe the life cycle of the frog. • Describes the characteristics of three orders of aquatic animals: Apoda, Anura and Urodela. • Describes the adaptations through which reptiles adapted to live on land. • Distinguishes between ectothermy and endothermy. • Describes a hypothesis that explains the extinction of the dinosaurs. • Lists the four orders of reptiles that currently live in nature and briefly describes their basic characteristics by illustrating them with at least

		one representative. • Describes the similarities between birds and reptiles. • Describes the differences between birds and reptiles. • Describes the role of the skeleton and feathers of birds. • Summarizes the basic characteristics of the main bird orders by illustrating them with at least one representative. • Describes the basic and unique characteristics of mammals. • Identifies two basic characteristics of the primitive egg-laying mammals Monotremata. • Distinguishes between the way of development in marsupial mammals and that of placental mammals. • Summarizes the basic characteristics of the major orders of mammals by illustrating each with at least one representative.
	Sexual and reproductive health risks	• Evaluates the negative effects of drug use. • Identifies sexually transmitted diseases and their consequences. • Evaluates preventive measures for sexually transmitted diseases. • Selects sensitization campaigns for protection from sexual diseases.

Methodological guidelines

For the practical implementation of teaching planning for natural sciences - biology, either inside the lesson, but also outside it in the realization of curricular activities as well as extracurricular activities, the selection of methodologies is needed, harmonizing with the expected results in the teaching and learning process and in the context of the philosophy and principles of the CC.

The selection of methods is the competence of the subject teacher. It is done in accordance with the needs and demands of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc.

The natural sciences are experimental sciences, therefore it is preferable that the legalities, where possible, are explained using proof, demonstration or experiment in collaboration with the

students, and the teacher should have a leading role. The success of students in science subjects depends on the work and commitment of the teacher and students. This is achieved using interactive and comprehensive approaches.

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

- Direct teaching (explanation, clarification, practical exercises and examples);
- Indirect teaching (examination, discovery, 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, research work in the field;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through
- the computer;
- Teaching that encourages independent research;
- Outdoor learning and visits to industrial facilities.

The teacher guides the students so that through their activities in the classroom, school, laboratory, nature, etc., they can: recognize, observe, sort, measure, record, collect data, experiment, supervise, think in a way independently, defend and argue their opinions, but always starting from didactic principles: from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general listing.

Guidelines for the implementation of cross-curricular issues

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

- Media education
- Education for sustainable development

Media education refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information for research and new scientific discoveries. The issue of media education includes content related to publications, awards and effects of achievements in science at the national and international level.

Education for sustainable development refers to topics of general importance that influence young people/students to take responsibility for attitude and active action towards issues in the awareness and preservation of natural resources, at the local and global level. This includes issues such as: social aspect, economic and environmental development. Issues of sustainable development include aspects to have a healthy environment that is related to awareness, civic action and the importance of using environmental resources as heritage and culture of the next generation.

Guidelines for assessment

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

The assessment is in function of:

- Providing the necessary information for the progress of students and their motivation to learn;
- Assessment of practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions about student achievements during the learning process;
- Self-assessment of students;
- Improving teaching and learning.

The student is assessed for oral and written responses, homework, his/her skills during independent and group work, tests, project work, practical work, field work, research work, various types of tests etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. The assessment must be transparent to students, parents and the community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural sciences - biology, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional asset, teachers' assets) in harmony with the school's assessment plan, which is derived from the assessment plan at the MDE level and with the AI approved by MEST.

Appreciating that assessment is a very complex issue, the teacher must constantly look for opportunities for professional development, research of the situation, review of the criteria for the assessment instrument used, and above all this willingness to be accountable to any interest group.

The teacher draws up an annual plan for student assessment, which plan must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in physical form to all interested parties.
In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfil the philosophy of the curriculum and in particular to achieve results from the natural sciences, it is necessary to recognize the assessment system that is defined by the AI based on the requirements of the CC.

Instructions for learning materials and resources

For the successful realization of competences in natural sciences - biology, it is necessary to use different teaching tools and materials as well as a suitable learning environment.

- Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psychopedagogical materials, encyclopedias, etc.;
- Visual tools: writing board, photographs, paintings, models, models, diagrams, graphic tools, etc.;
- Auditory-listening means: radio, tape recorder, telephone, cassette player, etc.;
- Audio-visual - audio-visual means: television, film, video projector, video cassette, computer, Internet, teletext, CDs, e-mail;
- Learning environment (classroom, laboratory, workshop, nature, farm, etc.).

Subject curriculum/syllabus

Physics (Gymnasium of social sciences - languages)

Content

Introduction

The curriculum of the subject of physics for the tenth grade, gymnasium of social-linguistic sciences provides students with opportunities to develop an understanding of scientific concepts and processes, of the practices used by man to develop scientific knowledge, of the contribution of science to society and its applications in everyday life.

The curricular field "Natural Sciences" at level III of the 5th degree of curricular pre-university education represents the continuation of what was achieved at level II within the field of natural sciences as integrated through the subject of physics.

The integration of teaching subjects is realized through Concepts - of the field of sciences.
Concepts represent the reference for defining learning topics.

From this we understand that a certain concept of the field of natural sciences is not defined only for one subject.

In the 3rd curricular level, the integration is again preserved because the teaching is organized in subjects (Biology, Chemistry and Physics). The subject, Physics 10, mostly contributes to the concept of the curricular area - "**physical processes**" but also to other concepts.
The concept of the field, "physical processes" is broken down into: **Domains**: **I**. Movement; **II**. Structure of the subject; **III**. Cooperation; **IV**. Energy.

The subject of physics, which will be taught in grade VI, includes the most condensed learning units, but always taking into account the psycho-physical abilities of the students.

Through the subject of physics, students are introduced to the role of man in changing, using and mastering the phenomena of nature.

The task of teaching physics is: the development of observation skills and critical thinking, which in reality is a sophisticated form of thinking, namely a cognitive, active and interactive process, the use of technological tools during scientific research

The subject results, reference points have the topics: research, research in physics for the kinematics of movements, electromagnetic gravitational interactions, conservation laws, work, energy and its application.

Purpose

Grade 10 physics integrated in natural sciences aims to develop students' competencies, combining theoretical learning with research methods (direct observation of experiments in the laboratory or in the field, different learning resources, information processing and presentation of findings, etc.).

This enables students to actively develop their competencies and, thanks to research, to generate information, understand, explain and intervene in the relationship between life and nature.

Students, generating the many information, research the essence of the problem, develop and apply critical thinking, process and present data and scientific information.
They are able to analyze, argue and generalize the data.
Learning the subject of physics aims to develop basic knowledge and concepts for scientific training in the field of physics:

The goals of the field of natural sciences are conceived in terms of lifelong learning. Through the subject of physics, tenth grade students:

- develop basic knowledge and concepts for scientific training in the field of physics
- apply scientific knowledge and skills analytically, critically and creatively to problems that require solutions and decision-making;
- evaluate the contribution of science and technology to the well-being of man and society;
- describe energy sources;
- explain processes through four interactions (gravity, electromagnetic, nuclear and weak interaction);
- use information and communication technology as a tool for providing and communicating information;
- explain the role of science in sustainable development, as well as in the preservation and protection of the environment.

Organization of subject content

The content of the physics course is organized according to concepts, topics and subject learning outcomes (LOS). The construction of the subject content includes six concepts, broken down into specific concepts (domain) in topics and subject learning outcomes through which the foundation of the field of science is included in the relevant subject.

Topics and learning outcomes

Domains: **I.** Motion; **II.** Subject structure; **III.** Interaction; **IV.** Energy.

Concept	Topic	Learning outcomes of the subject

Physical processes	**Subject of study of physics**	**I. II. III. IV.** **Student:** -defines physics as a science that studies the properties of matter, its structure and transformations in nature by reasoning with examples. - explains that physics reveals the mastery of nature, mathematics articulates them in the form of laws, while engineering designs them in the form of products to improve the quality of human life. -distinguishes with examples, the accuracy of the laws of physics to the accuracy of the process of their application by engineers, because designed products are not judged by their authenticity. -evaluates that of all the sciences with which physics is related, mathematics has a determining role in the construction of laws, models and theories. -distinguishes theory from experiment in physics and the laws of physics from its principles by reasoning with examples.
	Simple motions	**I.** -list the basic physical quantities and the corresponding units in the table. -analytically defines the uniform rectilinear and accelerated motion of the subject point. -explains circular motion with constant velocity and motion with varying direction of velocity. -experimentally demonstrates the measurement of very small lengths and thicknesses with the help of tools relevant. -experimentally demonstrates the determination of the duration of an event and the time of human reaction. -draws *x-t*, *v-t* and *a-t* diagrams and interpret the meaning of the surfaces under the *v-t* and *a-t* graphs. -express examples of converting larger units of measurement into smaller units of measurement and vice versa. - solve problem tasks for simple moves.
	Interactions and types of forces	**I dhe III.** -describes examples of electric and magnetic gravitational interactions for bodies that meet and are at a distance. - evaluates the mass, volume and density of the body as characteristic properties of its determination.

		-analyzes Galileo's thought experiments for the discovery of the law of inertia. - **demonstrates** experimentally examples for verifying Newton's first law. - **demonstrates** experimentally examples for verification of Newton's second law. -presents force with the help of acceleration or momentum and analyzes graphs *a*(F) and *a*(1/m). - **demonstrates** experimentally examples for verifying the law of action and reaction. -distinguishes active forces from passive forces and treats the calmness of the body with their help. -deals analytically and graphically with elastic forces, normal stress and types of deformation. - **demonstrates** experimentally Hooke's law of elasticity. -analyzes static and dynamic friction, the equation of motion of the body and the resistance of the environment. - **demonstrates** experimentally the determination of the dynamic friction coefficient with the help of the inclined plane. - solves tasks related to the application of Newton's laws.
	Energy and the law of gravity.	**IV.** -examines analytically and graphically the mechanical work and related forces. -differentiates different forms of energy: mechanical, electrical, magnetic, internal, chemical and biological, etc. -explains energy as a constant quantity of a body or system and the connection of work with energy and power. -explains the physical closed system model based on various examples. -analyzes the conversion of energy and applies the law of its conservation in the case where losses are not taken into account. -evaluates the advantages of heliocentrism over geocentrism and Copernicus' contribution to the explanation of apparent movement of the planets through the nodes. - expresses Kepler's laws and Newton's law of gravity, for explaining the movement of the planets around the Sun in elliptical orbits. - solve tasks related to energy, work, power and Newton's law of gravity.

	Model of ideal gases and their laws	**II dhe IV** **- demonstrates** experimentally the isoprocesses and analyzes each one based on the ideal gas model. -defines absolute temperature zero and applies it to isoprocess expressions. -writes the general equation of state of an ideal gas and analyzes the quantities appearing in it. -shows ways of defining temperature and based on the zeroth law of thermodynamics. -defines the first law of thermodynamics in analytical form. - presents in words and with a drawing different formulations of the second law of thermodynamics. -defines entropy and the third law of thermodynamics. -solve numerical tasks for gas state changes.
	Oscillations and waves	**I dhe IV.** **- demonstrates** experimentally the oscillating motion of the elastic spring and determines its elastic constant. -distinguish between free oscillations, damped oscillations and forced oscillations. -**demonstrates** experimentally the damped oscillation, assisted by the reduction of the amplitude of the pendulum mathematician and draws its graph. -experimentally demonstrates the dependence of the swing period of the pendulum on the length of the pendulum and the mass of the body. - **demonstrates** experimentally the determination of the acceleration g of gravity with the help of the mathematical pendulum. - distinguishes types of waves according to the way they are created and presents their graph.

Methodological guidelines

For the practical implementation of teaching planning for natural-physical sciences, whether inside the lesson, but also outside it in the realization of curricular activities as well as extracurricular activities, the selection of methodologies is needed, harmonizing with the

expected results in the teaching and learning process and in the context of the philosophy and principles of the CC.

The selection of methods is the competence of the subject teacher. It is done in accordance with the needs and demands of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc.

The natural sciences are experimental sciences, therefore it is preferable that the legalities, where possible, are explained using proof, demonstration or experiment in collaboration with the students, and the teacher should have a leading role. The success of students in science subjects depends on the work and commitment of the teacher and students. This is achieved using interactive and comprehensive approaches.

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

* Direct teaching (explanation, clarification, practical exercises and examples);
* Indirect teaching (examination, discovery, problem solving);
* Teaching through questions (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, research work in the field;
* Teaching through observation, demonstration and experiment;
* Learning and learning through multimedia tools and in particular through the computer;
* Teaching that encourages independent research;
* Outdoor learning and visits to industrial facilities.

Methods, techniques, learning strategies in the subject of physics are important factors for a successful learning that promotes the interest, inclusiveness, interaction and research work of students.

Their selection and use by teachers plays an important role in the development of students' competencies, respecting their different learning styles.
In the subject of physics, scientific research is the basis of competences.
The methods they can use in the subject of physics are:

- observation,
- modelling,
- experimental and empirical methods,
- forming an idea (hypothesis)
- use of ICT.

- • These methods cannot be used without combining each other.

Observation method: The observation method is a method that helps students in forming scientific concepts. Through this method, students make the connection between abstract concepts and objects, organisms or phenomena of the real world. When observing objects, organisms or phenomena, students use scientific knowledge. Observations help them to create stable representations of the world around us. Observations in nature encourage students to work scientifically, raise hypotheses and test them. Observation is the first step of an investigation, experiment or study

Modelling: means building an abstract situation that is difficult to observe or impossible to see. This modelling is presented through a text, drawing, mathematical formula, equation in the form of a software program. It is very important to understand the situation in which the model was created. Among other things, modelling should help students understand reality, explain the characteristics of this reality and predict a phenomenon.

Experimental method: The experimental method begins with theoretical scientific explanations and continues with the demonstration of the experiment. The purpose of the procedure is to identify and compare quantitative observable elements and to check the validity of the raised hypotheses. When using this method, students use a variety of devices to make measurements, as well as show caution when using them.

Empirical method: The empirical method is based on intuitive models and provides a way to explore the elements of a problem. This method leads to new ideas, hypotheses, theories and techniques for a more detailed research study.

Projects: Projects are learning activities through which students discover objects, processes or phenomena.

ICT Information technology supports the demanding process, increases the quality of students' learning and ensures cooperation between them. Through the use of digital tools, students can explore and perceive abstract concepts, as well as discover relationships between objects and phenomena. *

Forms of work

- individual,
- in pairs,
- in small groups,
- with all students.

The teacher guides the students so that they, with their activities in the classroom, school, laboratory, nature, etc., can: recognize, observe, sort, measure, mark, collect data, experiment, supervise, think independently, defend and argue their opinions, but always starting from

didactic principles: from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general.

Guidelines for the implementation of cross-curricular issues

Connection with other curricular areas
Languages and communication: Listening, speaking and reading different texts
Mathematics: Problem solving reasoning and mathematical proof. Mathematical thinking and communication
Natural Sciences: Identifying Problems and Solving Them. Use of scientific tools, objects and procedures. Communication in the language and terminology of science
Society and environment: Treats the natural-social environment as an asset, which must be preserved and used for the good of society.
Physical education, sports and health: Protect health by respecting the rules of body movements, individual and collective sports activities and the organization of rest.
Life and Work: Adheres to the principles of teamwork and actively collaborates in the achievement of defined objectives by demonstrating manoeuvrability in the use of tools, equipment and information and communication technology to obtain information during research Critical thinking, problem solving and decision making 4. Creativity and innovation

Cross-curricular issues/topics
The cross-curricular topics that can be integrated into the Natural Sciences Curriculum for this age of students are:

- Media education
- Personal development and life skills
- Education for sustainable development

Media education:
It refers to the use of media for the provision of new and accurate information, the creation and use of information for research and new scientific discoveries. The topic of media education includes content related to publications, awards for achievements in science at the national and international level.

Education for sustainable development
It refers to topics of general importance that influence the awareness of young people/students for an active attitude towards issues in the awareness and preservation of natural assets, at the local and global level. This includes issues such as: social aspect, economic and environmental development.

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

Guidelines for assessment

The implementation of the curriculum is impossible without the student assessment component. Assessment is a process of systematic, qualitative and quantitative collection of information about the student's achievements during the learning process and making judgments about those achievements.

The assessment is a function of:
Providing the necessary information for the student's progress and his motivation to learn
Assessment of practical and demonstration work.

- Identifying difficulties during the learning process;
- Drawing conclusions about the student's achievements during the learning process;
- Student's assessment;
- Improving teaching and learning.

Assessment can be classified into assessment:
Formative, summarizing, final and concluding.

1) Formative assessment (assessment for learning) is carried out continuously to obtain information about the student's achievements during each learning activity, in order to support the student.
   - Diagnostic assessment - is used to obtain information on the student's achievement on the degree of acquisition of knowledge, skills, habits, attitudes and values and helps teachers in further work.
   - Motivational assessment - used to stimulate the student's interest and desire to learn.

2) Summative assessment (learning assessment) - includes the overall learning achievement of students. The summative assessment is done at the end of certain periods, which period is determined by the teacher (one month, two months, three months, etc.).

The summative assessment is done with a grade, using different assessment methods and instruments such as: oral and written answers, homework, skills during independent and group work, tests, project work, self-assessment, tests, etc. Assessment forms should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. The assessment must be transparent to the student, parents and the community.

3) Final assessment:

- Includes the assessment at the end of each teaching period determined by the school calendar, according to MEST (end of the 1st, 2nd and 3rd trimesters). The final assessment means the summation of two or more summative assessments within a quarter.
- Final assessment is also called the assessment which is carried out at the end of the school year, which means the summary of the three quarters foreseen by the school calendar, approved by MEST.

4) Final assessment - It is carried out at the end of the curriculum.

In order to achieve the goal of the new Kosovo Curriculum, which originates from the competence-based approach, to fulfil the philosophy of the curriculum and especially for the achievement of results from the natural sciences, it is necessary to recognize the assessment system that is defined by the AI based on the requirements of the CC

Teachers of natural sciences - Physics of the tenth grade, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard that is specified based on criteria, drawn up by the teachers themselves, (professional asset, teachers' asset) in harmony with the assessment plan of the school within the framework of the assessment plan at the level of MDE and AI approved by MEST.

Judging that assessment is a very complex issue, the teacher must constantly look for opportunities for professional development, research, review of assessment criteria, re-selection of assessment instruments, and above all, the readiness of accountability before any interest group.

The teacher draws up an annual plan for the assessment of the student, which plan must be approved by all interest groups (professional asset, school management, students and parents), be transparent, and distribute a copy in physical form to all interested parties.

There are a number of techniques for assessing knowledge, skills and abilities:

- **Written assessment**
- **Oral assessment**
- **Assessment by listening**
- **Practical assessment**
- **Assessment through student questionnaires**
- **Assessment of projects, research works and field works**
- **Testing -** is the progress of measurements according to a certain purpose

There are different types of tests, such as:

- Tests with alternative answers
- Tests with combinations
- Multiple choice tests
- Tests with short answers and completion

The assessment should be:

- Valuable
- Trusted
- Impartial

Instructions for learning materials and resources

For the successful realization of the competencies in natural-physical sciences, it is necessary to use different teaching tools and materials as well as a suitable learning environment.

- Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopaedias, etc.;
- Visual tools: writing board, photographs, paintings, models, models, diagrams, graphic tools, etc.;
- Auditory-listening means: radio, tape recorder, telephone, cassette player, etc.;
- Audio-visual - visual - auditory means: television, film, video projector, video cassette, computer, Internet, teletext, CDs, e-mail;
- Learning environment (class, laboratory, workshop, nature, farm, etc.).

Subject curriculum/syllabus

Physics (Gymnasium of natural sciences)

Content

Introduction

Science is an intellectual and practical activity that involves the systematic study of the structure and behaviour of the physical and natural world through observation and experimentation.

Teaching physics for the tenth grade - high school natural sciences provides students with opportunities to develop an understanding of scientific concepts and processes, of the practices used by humans to develop scientific knowledge, of the contribution of science to society, and of the applications of her in everyday life.

Physics is a dynamic and evolutionary science, therefore our knowledge of nature constantly advances in quality, for this reason the need is felt for the continuous refreshing of the educational plan.

The competences that the field of natural sciences develops, at all levels, contribute to the achievement of the main competences, in function of lifelong learning. The curricular field "Natural Sciences" in grade V represents the continuation of what has been achieved in lower secondary education.

The subject, Physics 10, contributes the most to the concept of the curriculum area -"physical processes"but also in other concepts. Reference points for the subject Physics 10, present the learning outcomes of competences and the learning outcomes of the area - Natural Sciences (LRA) curricular stage V.

Through the teaching of Physics, we contribute to the student achieving the targeted competencies according to the Core Curriculum for grade V - achieving the field results foreseen for the 10th grade.

Subject results in physics for the tenth grade as reference points have the topics: research and research in physics for kinematics and movements, force interactions, energy, conservation laws, the structure of the subject, which have a horizontal connection with the concepts and a vertical connection with LRA- throughout the entire pre-university education.

Purpose

The purposes of the area of natural sciences are conceived in terms of lifelong learning. Through the subject of physics in 10th grade students:

- develop basic knowledge and concepts for scientific training in the field of physics
- develop scientific skills, critical and creative thinking;
- apply scientific knowledge and skills analytically, critically and creatively to problems that require solutions and decision-making;
- evaluate the contribution of science and technology to the well-being of man and society;
- describe energy sources;
- explain processes through four interactions (gravity, electromagnetic, nuclear and weak interaction);
- use information and communication technology as a tool for providing and communicating information;

Topics and learning outcomes

Students in the tenth grade achieve the learning outcomes per subject (LOS) for the subjects set out in the table below, derived from the learning results of the area (LRA) Natural Sciences, stage five Curriculum (St 5) in the Core Curriculum for upper secondary education:
The curriculum for the physics subject of grade 10 gymnasium of natural sciences.

- **Concept: I.** Motion; **II.**Subject structure; **III.**Interaction; **IV.**Energy.

Concept	Topics	Learning outcomes
Physical Processes	**1. Subject of study of physics**	**I, II, III** and **IV.** **Student:** -defines physics as a science that studies the properties of matter, its structure and transformations in nature by reasoning with examples. - shows that the fundamental purpose of the study of physics is to discover the truth about nature written in the form of laws, rules and theories. - explains that physics discovers the wonders of nature based on hypotheses, measurements, experiments, and models, mathematics articulates them in the form of laws, rules and theories, while engineering designs them as products to improve the quality of human life. -distinguishes the accuracy of the laws of physics from the

		accuracy of the process of their implementation by engineers, because designed products are not judged by their authenticity. -evaluates that of all the sciences with which physics is related, mathematics has a determining role in the construction of laws, models and theories. -distinguishes theory from experiment in physics and the laws of physics from its principles by reasoning with examples.
	2. Simple and compound motions.	**I.** - lists basic physical quantities and corresponding units. -identifies scalar quantities and vector quantities in physics and interprets operations with them. - **demonstrates** experimentally the measurement of length with the help of relevant tools. -describes simple motions analytically, tabularly and graphically. - **demonstrates** experimentally the determination of the duration of an event and the time of human reaction. - examines analytically and graphically compound kinematic motions. -obtains the analytical form of kinematic expressions from the meaning of the surfaces under the graphs, *s-t*, *v-t* and *a-t*. -explains the principle of relativity in mechanics and the classical law of addition of velocities. -solves problem tasks for simple motions and compound motions.
	3. Newton's first and second laws	**III and I** -describes the fundamental interactions in nature with particular emphasis on gravitational, electric and magnetic interactions. - evaluates the mass, volume and density of the body as characteristic properties of its definition. -examines Galileo's virtual experiments leading up to the discovery of Newton's first law. - **demonstrates** experimentally examples for verifying Newton's first law. - **demonstrates** experimentally examples for verifying Newton's second law. -presents force with the help of acceleration or momentum and analyzes graphs $a(F)$ and $a(1/m)$.

		-distinguishes body weight in rapid movement, from body weight in relative calm, or in uniform movement linear and analyzes it with examples. -distinguishes inertial and non-inertial reference systems, Newton's second law in these systems and treats examples for real and inertial forces in concrete problems. - examines the centripetal force as a not new and not special force and presents examples in the fields of physics where its role is performed by other forces. -analyzes the balance of forces in the conical pendulum viewed from two reference systems, determines other characteristics and calculates the rotation period of the Earth so that the body at the equator remains suspended. - treats analytically and graphically elastic forces, normal stresses and deformations of elastic bodies. - **demonstrates** experimentally the measurement of the elasticity constant of the spring. - **demonstrates** experimentally Hooke's law of elasticity. -analyzes analytically and graphically the force of friction, the law of motion and describes the resistance of the environment. - solve tasks related to the application of Newton's laws, elastic forces and the force of friction.
	4. Newton's third law	**III and I** - **demonstrates** experimentally examples of balancing forces and analyzes Newton's third law. -distinguishes active forces from passive forces and deals with their balance. - applies Newton's three laws for the analysis of simple body movements on an inclined plane. - **demonstrates** experimentally the determination of the coefficient of friction with the help of an inclined plane. - **demonstrates** experimentally the measurement of the friction force in the horizontal plane, the dependence of this force on the properties of the contact surface and the independence from the size of the body surface. - **demonstrates** experimentally the collection of forces and analyzes examples of their decomposition into components. -explains the physical closed system model based on

		examples. -derives the law of conservation of momentum from Newton's laws and applies it to various examples. -examines analytically the ideal elastic and inelastic shocks of two bodies. - defines moments in physics together with the corresponding formulas. -applies the law of conservation of angular momentum to various examples. -evaluates the contribution of Galileo Galilei and Isaac Newton to the development of science. -solves problem tasks for the application of Newton's second law for motion in one and two dimensions.
	5. Energy and the law of its conservation.	**IV** -examines analytically and graphically types of mechanical work and shows the relevant forces that create that work. -distinguishes different forms of energy: mechanical, electrical, internal, chemical and biological. -explains energy as a constant quantity of a body or system and the connection of work with energy and power. -analyzes energy conversion and applies the law of conservation in the case where losses are not taken into account. -evaluates the role of energy in the development of contemporary society. - **demonstrates** experimentally the law of conservation of energy with the help of horizontal projection. - solve tasks related to the application of work, energy and power in everyday life.
	6. Newton's law of gravity	**III and I** -Newton's law of gravitation evaluates the advantages of heliocentrism over geocentrism and Copernicus' contribution to the explanation of apparent movement of the planets through the nodes and heliocentrism in prayer. -valuates the discovery of Newton's law of gravity as a force of interaction at a distance, under the action of which the planets revolve around the Sun in elliptical orbits. -defines Kepler's laws and derives their analytical form by applying known laws.

		-presents examples of the application of the law of gravity to concrete problems. -examines the work in the field of gravity, the centre of mass and determines the mass of the Moon with the help of the barycenter. - **demonstrates** experimentally the determination of the centre of mass of bodies and surfaces of the shape of regular. -solves problematic tasks for the application of the law of gravity.
	7. The structure of matter and ideal gases.	**II and IV** -describes the particle structure of matter and explains intermolecular interaction. -interprets diffusion and Brownian motion from the point of view of the particle structure of matter. - deals with the meaning of temperature with the molecular-kinetic model, its measurement, scales and connections between them. -examines the thermal linear, surface and volume expansion of the material and the relationships between the coefficients of expansion. -explains the change in density of matter as a function of temperature. -takes advantage of the fundamental equation of the kinetic molecular theory (KMT) of ideal gases. - applies the KMT equation for the analytical definition of temperature and for the benefit of the basic ideal gas equation. -**demonstrates** experimentally and graphically analyzes separately each of the isoprocesses and obtains their analytical form from the gas state equation, respectively from the KMT equation. -deals with Avogadro's law and Dalton's law for ideal gases and Van der Waals' corrections for real gases. -solves problematic tasks for the particle structure of matter and changes in the state of gases.
		IV -defines the fundamental physical concepts, parameters and quantities that describe the thermal properties of matter. - applies the molecular-kinetic model of matter to explain internal energy, its changes and heat.

	8. Heat and other forms of energy.	-explains the amount of heat and the heat capacity of matter. - **demonstrates** experimentally Richman's rule for two or more thermodynamic systems. - **demonstrates** experimentally Richman's rule for determining specific heat capacity. -shows the way to define temperature based on the zeroth law of thermodynamics. -examines the application of the first law of thermodynamics in ideal gases and adiabatic processes. -analyzes the performance of work in function of the way of changing the states of the ideal gas. -analyzes the work of the ideal gas in circular precession. -illustrates different formulations of the second law of thermodynamics. -interprets the second law of thermodynamics with the help of entropy and defines the third law of thermodynamics. - describes thermodynamic cycles, thermal machines and their efficiency. -solves problem tasks from thermodynamics and thermal machines.
	9. Aggregate state changes	**II and IV** -introduces the notion of first-order and second-order phase transitions. -explains the properties of matter during transitions from one aggregate state to another state and sublimation. -describes and illustrates latent heat during solidification and liquefaction of matter. -examines the properties of Wood's metals. -describes the properties of plasma as the fourth aggregate state. -describes and illustrates the meaning of critical temperature during liquefaction. -explains air humidity and how to determine it. -solves problematic tasks for changing aggregate states.

Methodological guidelines

For the practical implementation of teaching planning for natural-physical sciences, whether inside the lesson, but also outside it in the realization of curricular activities as well as extracurricular activities, the selection of methodologies is needed, harmonizing with the expected results in the teaching and learning process and in the context of the philosophy and principles of the CC.

The selection of methods is the competence of the subject teacher. It is done in accordance with the needs and demands of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc.

The natural sciences are experimental sciences, therefore it is preferable that the legalities, where possible, are explained using proof, demonstration or experiment in collaboration with the students, and the teacher should have a leading role. The success of students in science subjects depends on the work and commitment of the teacher and students. This is achieved using interactive and comprehensive approaches.

In order to fulfil the requirements for quality learning, some methodological approaches are suggested as follows

- Direct teaching (explanation, clarification, practical exercises and examples);
- Indirect teaching (examination, discovery, problem solving);
- Teaching through questions (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, research work in the field;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages independent inquiry;

Methods, techniques, learning strategies in the subject of physics are important factors for a successful learning that promotes the interest, inclusiveness, interaction and research work of students.

Their selection and use by teachers plays an important role in the development of students' competencies, respecting their different learning styles.
In the subject of physics, scientific research is the basis of competences.
The methods they can use in the subject of physics are:

- observation,
- modelling,
- experimental and empirical methods,

- forming an idea (hypotzes)
- the use of ICT.
- These methods cannot be used without combining each other.

Observation Method - The observation method is a method that helps students in forming scientific concepts. Through this method, students make the connection between abstract concepts and objects, organisms or phenomena of the real world. When observing objects, organisms or phenomena, students use scientific knowledge. Observations help them to create stable representations of the world around us. Observations in nature encourage students to work scientifically, raise hypotheses and test them. Observation is the first step of an investigation, experiment or study

Modelling - means building an abstract situation that is difficult to observe or impossible to see. This modelling is presented through a text, drawing, mathematical formula, equation in the form of a software program. It is very important to understand the situation in which the model was created. Among other things, modelling should help students understand reality, explain the characteristics of this reality and predict a phenomenon.

Experimental method - The experimental method begins with theoretical scientific explanations and continues with the demonstration of the experiment. The purpose of the procedure is to identify and compare quantitative observable elements and to check the validity of the raised hypotheses. When using this method, students use a variety of devices to make measurements, as well as show caution when using them.

Empirical method - The empirical method is based on intuitive models and provides a way to explore the elements of a problem. This method leads to new ideas, hypotheses, theories and techniques for a more detailed research study.
Projects - Projects are learning activities through which students discover objects, processes or phenomena.

ICT Information technology supports the demanding process, increases the quality of students' learning and ensures cooperation between them. Through the use of digital tools, students can explore and perceive abstract concepts, as well as discover relationships between objects and phenomena.

The teacher guides the students so that through their activities in the classroom, school, laboratory, nature, etc., they can: recognize, observe, arrange, measure, mark, collect data, experiment, supervise, think independently, defend and argue their opinions, but always starting from didactic principles: from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general.

Instructions for the connection with other curricular areas in the function of integrated learning

Natural sciences are not only interrelated since they study nature in different aspects, but are also interrelated with other fields of study, especially with languages in terms of building terminology and communication. Students cannot perceive reality and know the world around them only through the study of subjects belonging to the field of natural sciences.

The field of natural sciences is closely related to the field of mathematics. Mathematics provides students with the necessary knowledge for studying subjects in this field. For example, when the student conducts a scientific investigation, he often needs to make measurements, calculations, find the arithmetic mean, master concepts of applied geometry, and visualize space. The student uses the mathematical apparatus to explain the laws of physics and establish the relationship between variables, such as, in physics, the relationship between force, mass, and acceleration. The interpretation of laws and phenomena through the use of graphs, symbols and mathematical formulas clearly proves the connection between the science of mathematics and the natural sciences. Also, by studying the natural sciences, students develop the mathematical competencies of problem solving, investigation, logical reasoning, conceptual connection between sizes and models

In order to analyze and evaluate the results during the study of phenomena and laws in the natural sciences, students must develop communication skills and use the language and terminology of science correctly. The field "Languages and communication" helps students to develop communication competence in language and science terminology.
The student, by reading, writing or fluently expressing his thoughts about scientific information on the universe, subjects, air and water pollutants, correctly develops the competence of communication, which significantly develops in the field of "Languages and communication". But also natural science subjects contribute to the enrichment of students' vocabulary and enable them to clearly and accurately present their ideas, orally or in writing. Practical and experimental works, which are the basis for the development of the competences of this field, give students the opportunity to develop the competence of language communication and enrich the terminological vocabulary, through discussions on the description of practical and laboratory works and explanations of their results. The different terms used in the field of natural sciences are specific to the field and help students to develop communication competence.

The study of sciences is related to the field of social sciences, as through it students receive information on the history of the development of science in certain historical periods of different societies. By looking at the historical past, they can get answers about how nature and the universe have evolved. On the other hand, students establish and evaluate the connection between natural sciences, technology and society and improve behaviour for harmonizing their relationship with the environment and for its preservation.

Guidelines for the implementation of cross-curricular issues

The cross-curricular topics that can be integrated into the Natural Sciences Curriculum for this age of students are:

- Media education
- Education for sustainable development

Media education - refers to the use of media for the provision of new and accurate information, the creation and use of information for research and new scientific discoveries. The topic of media education includes content related to publications, awards for achievements in science at the national and international level.

Education for sustainable development - refers to topics of general importance that influence the awareness of young people/students for an active attitude towards issues in the awareness and conservation of natural assets, at the local and global level. This includes issues such as: social aspect, economic and environmental development.

Issues of sustainable development include aspects of having a healthy environment that is related to awareness and the importance of using environmental resources as the legacy of future generations.
For more see Core Curriculum for Upper Secondary Education - Gymnasium

Guidelines for assessment

Assessment is a process of systematic, qualitative and quantitative collection of information on student achievements during the learning process and making judgments about them.
The assessment is in function of:

- provision of necessary information for the progress of students and their motivation to learn;
- assessment of practical and demonstration work.
- identifying difficulties during the learning process;
- drawing conclusions about student achievements during the learning process;
- students' assessment;
- improving teaching and learning.

Student assessment is done for oral and written answers, homework, skills during independent and group work, tests, project work, etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. Assessment should be transparent to students, parents and the

community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural sciences - Physics, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional asset, teachers' assets) in harmony with the school's assessment plan.

Appreciating that assessment is a very complex issue, the teacher must constantly look for opportunities for professional development, research of the situation, review of the criteria for the assessment instrument used, and above all, the willingness to be accountable to any interest group.

The teacher draws up an annual plan for student assessment, which plan must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in physical form to all interested parties.

In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfil the philosophy of the curriculum and in particular to achieve results from the natural sciences, it is necessary to recognize the assessment system that is defined by the AI based on the requirements of the CC.

Instructions for learning materials and resources

For the successful realization of the competences in natural-physical sciences, it is necessary to use different teaching materials as well as a suitable learning environment.

- Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopaedias, etc.;
- Visual tools: writing board, photographs, paintings, models, models, diagrams, graphic tools, etc.;
- Auditory-listening means: radio, tape recorder, telephone, cassette player, etc.;
- Audio-visual - audio-visual means: television, film, video projector, video cassette, computer, Internet, teletext, CDs, e-mail;
- Learning environment (class, laboratory, workshop, nature, etc.).

Subject curriculum/syllabus

Chemistry (Gymnasium of social sciences - languages)

Content

Introduction

The subject of chemistry for the 10th grade continues with the process of building deeper knowledge scientific and competence development (understanding, habits, skills, attitudes and values) in the sciences.

Science every day is changing our way of life and its importance is vital for the future of the world.

Chemistry does not only study compounds that are found in nature. It creates new subjects or materials that do not exist in nature. In this class, students will develop learning by evaluating the ideas and theories that have influenced scientific achievements to date, such as: the particle structure of matter and its properties, the role and consequences of different substances in the organism, energy sources today and in the future, the way and cost of benefiting substances, as well as the impact of different substances on the environment.

This is the last year of the formal teaching of the subject of chemistry, therefore, in addition to learning, the students' research skills must be developed through practical work or using technological tools.

The program and methodology are in function of the achievement of the results of the field of natural sciences, as well as the achievement/contribution to the learning outcomes for degree/competency.

Purpose

- Further development and deepening of knowledge in the field of general, inorganic, organic chemistry and chemical technology.
- Understanding chemistry as a natural and experimental science and its importance for man.
- Creating habits and skills during theoretical and practical work, information search skills.
- Activation of as many senses as possible (seen, touched, heard, tasted, smelled) for sustainable learning of knowledge.
- Development of autonomous and critical thinking to understand, express and apply chemical phenomena and phenomena that occur in nature and in the chemical laboratory.
- Educating students, their parents and the wider school community about the environment.
- Awareness of maintaining health and well-being in the environment where you live
- Mastering information and communication technology for the collection, processing and presentation of data during scientific research;
- Developing lifelong learning skills;

Topics and learning outcomes

Students in the tenth grade achieve the learning outcomes per subject (LOS) for the subjects set out in the table below, derived from the learning results of the area (LRA) Natural Sciences, stage five Curriculum (St 5) in the core curriculum for upper secondary education:

Concept		
Matter, properties and transformations	LRA: *Analyzes the composition, construction and properties of substances, the influence of elements, inorganic and organic compounds in the living and non-living world in improving the quality of life*	
	Topic	**Learning outcomes per subject (LOS)**
	The structure of the atom and the periodic table	• Determines the number of protons, electrons and neutrons in an atom, based on the atomic number and mass number. • Analyzes the electron configuration for the first 20 elements of the periodic table. • Discusses the similarities, differences and uses of hydrogen isotopes.

		• Explains the effects of the transition of the electron from one energy level to another. • Analyzes the position of the elements in the contemporary periodic table based on their atomic structure.
	Chemical bonds and properties of substances	• Explains the formation of ionic and covalent compounds with simple examples. • Compares the properties of the elements with the compounds obtained from them. • Compares the properties of covalent and ionic compounds. • Analyzes the properties and bonding method of non-metals which are found in diatomic form in nature. • Explains how multiple bonds are formed in molecules. • Explains the role of intermolecular bonds in the properties of substances (hydrogen bonding). • Shows the role and advantages of alloys formed from carbon, iron, aluminum, copper and tin from metals in elemental state. • Compares the properties of metals to non-metals.
	Water and aqueous solutions	▪ Describes the process of dissolving substances in water. ▪ Discusses the effect of the presence of other substances in water on the change of boiling and freezing point. ▪ Prepares solutions with certain concentration (percentage by mass). ▪ Analyzes the different solubility of gases, liquids and solids in water according to their properties. ▪ Explains what hard water is, the causes and types of hardness. ▪ Describes the process of purifying drinking

		water and waste water. ▪ Classifies substances into acids and bases according to their properties. ▪ Shows the role and use of acids and bases in production and the organism. ▪ Determines the acidity and basicity of a solution using the pH scale and indicators.
	Carbon-based compounds	• Analyzes the advantages and disadvantages of using fossil fuels. • Compares the properties of polymers with those of metals. • Evaluates the economic and environmental aspect of replacing glass, paper and metals with polymers.
Living world	LRA*: Evaluates the impact of medicines and drugs on people's behaviour and health, the relationship between health and disease, the reduction and prevention of various diseases (including sexually transmitted diseases).*	
	Topic	**Learning outcomes of the subject (LOS)**
	Food, herbs and drugs	• Evaluates the use of carbohydrates, proteins and lipids in healthy eating. • Shows the role of vitamins A, B, C, D and K in the body and their health consequences such as their deficiency. • Describes methods for protecting food from bacteria and oxygen. • Explains the purpose of using: antibiotics, antipyretics, analgesics and anesthetics. • Discusses the use of ethanol and its effects on the body. • Analyzes the action of alkaloids in the human body.
Earth, environment and universe	LRA: *Analyzes the composition, construction, structure and dynamics of geospheres - lithosphere, atmosphere, hydrosphere, biosphere, the phenomena and processes that occur in them, the characteristics of the population, settlements and economic activities at the local, regional and international level*	
	Topic	**Learning outcomes of subject (LOS)**
	Usable materials from rocks	▪ Distinguishes rocks from minerals. ▪ Lists the main elements that make up the

		planet Earth. ▪ Names the minerals that contain iron, aluminum, zinc, lead and copper. ▪ Describes the methods of extracting metals from their ores and in particular the benefit of iron. ▪ Assesses the economic and environmental impact of iron and steel rusting. ▪ Explains the advantages of recycling metals (iron and aluminum), plastics and paper. ▪ Describes the composition of the air and the structure of the atmosphere. ▪ Explains the carbon dioxide cycle and how it has been altered by human activities ▪ Shows how the increase in CO2 affects global warming, what could be the consequences of greenhouse gases in the future. ▪ Analyzes the sources and impact of sulfur and nitrogen oxides in the environment.
Research skills in the sciences	• Uses scientific theories to develop hypotheses. • Plans and carries out experiments to make observations, test hypotheses or explain phenomena. • Implements the data collection and analysis cycle during research. • Evaluates data collected during research for both accuracy and reliability. • Presents research data by choosing appropriate scientific methods and language. • Assesses the risk during practical work with gases, liquids and solids. • Uses adequate protective equipment during certain experiments. • Describes standard procedures during laboratory emergencies. • Demonstrates care, dexterity and precision when working with laboratory tools. • Analyzes the role and mode of operation of the latest devices used for identification of substances.	

Methodological guidelines

For the practical implementation of teaching planning for the subject of chemistry, whether inside the lesson, but also outside it in the realization of curricular activities as well as extracurricular activities, adequate use of teaching and learning methodologies is needed.

Learning outcomes per stage (competencies) CLO, learning results per area (LRA) - Natural sciences, namely subject outcomes (LOS) - represent not only reference points for the selection of contents but also for the selection of methodologies by were harmonized with each other in the teaching and learning process and in the context of the philosophy and principles of the CC.

The success of students in the subject of chemistry depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches, methods, techniques and various forms of work. For this purpose, a whole complex of procedures is applied, such as: new information, exercises, tasks, demonstrations, work with projects, practical work and others.
The teacher must respect and respond to the interests and values of all groups of students regardless of nationality, race, gender, social and religious status.

Chemistry is an experimental science, therefore it is preferable that the laws, where possible, are explained by serving them with proof, demonstration or experiment in cooperation with the students, while the teacher should have a leading role.
In order to fulfil the requirements for quality learning, several different methods, forms and techniques of work are suggested:

- Direct teaching (explanation, clarification, practical exercises and examples);
- Indirect teaching (examination, discovery, problem solving);
- Teaching through questions (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, research work in the field;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages independent inquiry;
- Outdoor learning and visits to industrial facilities.

Integrated teaching and learning
The integration of some topics is necessary in natural sciences in order for students to achieve the best possible results. Phenomena that occur in nature cannot be taught as separate or partial,

therefore cooperation is needed between teachers of natural sciences and other fields, so that the topics are presented to the students in a complete and coherent manner.

Topics and concepts from the subject of chemistry that can be integrated with other subjects: structure of the atom, isotopes, forces/bonds between atoms and molecules, properties of matter (with the subject of physics), properties and importance of water for the Earth and the living world (biology, geography, physics), water, air and soil pollution (biology, geography), the impact of food, medicines and drugs on health (biology and the field of society and the environment), the use of different types of materials according to their properties (physics, life and work fields) as well as other topics or concepts that contribute to the achievement of results for the field or for competencies. The presentation and analysis of the results for this class can mainly be done through ICT and mathematical calculations where integration with these subjects/fields is necessary.

Issues of sustainable development include aspects of having a healthy environment that is related to awareness, civic action and the importance of using environmental resources as heritage and culture of the next generation.

Guidelines for the implementation of cross-curricular issues

The integration of cross-curricular topics in the field of natural sciences helps students to know and understand the world and face life's challenges more easily.
Cross-curricular topics that can be integrated into the natural science curriculum for this age of students are:

- **Media education;**
- **Education for sustainable development**

Media education - refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information for research and new scientific discoveries. The issue of media education includes content related to publications, awards and effects of achievements in science at the national and international level.

Education for sustainable development - refers to topics of general importance that influence the taking of responsibilities by young people/students for attitude and active action towards issues in the awareness and preservation of natural assets, at the local and global level. This includes issues such as: social aspect, economic and environmental development.

Guidelines for assessment

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

The assessment is in function of:

- Providing the necessary information for the progress of students and their motivation to learn;
- Assessment of practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions about student achievements during the learning process;
- Self-assessment of students;
- Improving teaching and learning.

The student is assessed for oral and written responses, homework, his/her skills during independent and group work, tests, project work, practical work, field work, research work, various types of tests etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. The assessment must be transparent to students, parents and the community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural sciences - chemistry, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional asset, teachers' asset) in harmony with the school's assessment plan, which was created by the assessment plan at the MDE level and with the AI approved by MEST.

Appreciating that assessment is a very complex matter, the teacher must constantly look for opportunities for professional development, research of the situation, review of the criteria for the assessment instrument used, and above all this willingness to be accountable to any interest group.

The teacher draws up an annual plan for student assessment, which plan must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in physical form to all interested parties.

In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfil the philosophy of the curriculum and in particular to

achieve results from the natural sciences, it is necessary to recognize the assessment system that is defined by the AI based on the requirements of the CC.

Instructions for learning materials and resources

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

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

In order to increase the interest and curiosity of students, it is necessary to use different tools such as: writing board, interactive board, photographs, paintings, models, models, diagrams, graphic tools, television, video projector, computer, phone, tablet, etc.

In order to achieve results in natural sciences, it is necessary to provide a suitable learning environment. According to the possibilities, in addition to the classroom, learning should also take place in other environments (laboratory, workshop, nature, farm, etc.).

Subject curriculum/syllabus

Chemistry (Gymnasium of natural sciences)

Content

Introduction

Chemistry subject for the 10^{th} grade continues the process of building deeper scientific knowledge and developing competencies (understanding, habits, skills, attitudes and values) in the sciences.

Science every day is changing our way of life and its importance is vital for the future of the world.

Chemistry does not only study compounds that are found in nature. It creates new subjects or materials that do not exist in nature. In this class, students will develop learning by evaluating the ideas and theories that have influenced scientific achievements to date, such as: the particle structure of matter and its properties, the role and consequences of different substances in the organism, energy sources today and in the future, the way and cost of benefiting substances, as well as the impact of different substances on the environment.

In addition to learning, students' research skills should be developed through practical work or using technological tools.

The program and methodology are in function of the achievement of the results of the field of natural sciences, as well as the achievement/contribution to the learning outcomes for degree/competency.

Purpose

- Further development and deepening of knowledge in the field of general, inorganic, organic chemistry and chemical technology.
- Understanding chemistry as a natural and experimental science and its importance for man.
- Creating habits and skills during theoretical and practical work, information search skills.
- Activation of as many senses as possible (seen, touched, heard, tasted, smelled) for sustainable learning of knowledge.
- Development of autonomous and critical thinking to understand, express and apply chemical phenomena and phenomena that occur in nature and in the chemical laboratory.
- Educating students, their parents and the wider school community about the environment.
- Awareness of maintaining health and well-being in the environment where you live.
- Mastering information and communication technology for the collection, processing and presentation of data during scientific research;
- Developing lifelong learning skills;

Topics and learning outcomes

Students in the tenth grade achieve the learning outcomes per subject (LOS) for the topics set out in the table below, derived from the learning results of the area (LRA) Natural Sciences, Stage Five Curriculum (St 5) in the core curriculum for upper secondary education:

Concept	**LRA, TOPIC and LOS**	
Matter, properties and transformations	LRA: Analyzes the structure of atoms, molecules, ions, composition, importance, physical and chemical properties of elements, compounds and reactions between them and demonstrates some of them	
	Topic	**Learning outcomes of subject (LOS)**
	State of matter	• Appreciates the importance of chemistry and the application of analytical techniques as part of it. • Describes the structure of the four states of

		matter. • Defines phases and phase changes based on kinetic theory. • Describes the process of melting and freezing based on dynamic equilibrium. • Explains the process of evaporation and its relationship to compression. • Demonstrates the diffusion process between substances in different aggregate states. • Suggests methods and techniques for the purification of substances based on their physical properties (fractional distillation, extraction, crystallization and chromatography).
	The structure of the atom and the periodic table	• Explains the early theories and the development of the modern theory of the atom. • Describes how to detect subatomic particles. • Determines the number of protons, electrons and neutrons in an atom, based on the atomic number and mass number. • Compares the properties of subatomic particles • Discusses the similarities, differences and uses of isotopes of elements. • Explains how a mass spectrometer works. • Defines the four quantum numbers. • Defines atomic orbitals and their shapes. • Relates the position of an element in the periodic table based on its atomic number and electronic configuration. • Explains the effects of the transition of the electron from one energy level to another. • Analyzes the position of the elements in the contemporary periodic table based on their electronic configuration. • Analyzes the trend of properties of elements in groups and periods based on atomic

		radius, ionization energy, electron affinity and electronegativity.
	Stoichiometry	• Expresses the ratio between the mass of the substance, its quantity and molar mass. • Describes and balance chemical reactions • Applies practically and through calculations the law on the conservation of mass and certain ratios of mass. • Finds the reactant in excess and in deficiency in a chemical reaction. • Calculates the participation in mass or percentage of elements in compounds from chemical formulas and determines them from participation in mass using the molar ratio of gases and using the equation of state of gases. • Calculates the yield of products during chemical reactions.
	Chemical bonds	• Clarifies the formation of ionic and covalent bonds and the differences between them based on electronegativity and ionization energy. • Explains the valence theory of bonds and the hybridization of atomic orbitals. • Distinguish between polar and non-polar molecules based on the dipole moment. • Distinguishes the structure of diamond as a covalent crystal, graphite, fullerene, carbon nanotubes and graphene, their properties and applications • Indicates the formation of a coordinate covalent bond. • Interprets the structure of the metallic bond, the physical properties of metals (electrical and heat conductivity, processing, use). • Describes the types of intermolecular forces and hydrogen bond formation. • Compares the physical properties of ionic,

		covalent, molecular and metallic compounds (crystals). • Evaluates the influence of hydrogen bonding on the physical and chemical properties of compounds and its role for living life.
	Chemical thermodynamics	▪ Describes energy effects during chemical and physical changes. ▪ Explains activation energy, as energy of ▪ necessary for a reaction to occur; ▪ Draws the scheme of an exothermic reaction and ▪ endothermic identifying the energy of ▪ activation. ▪ Explains the concept of enthalpy change ▪ Applies Hess's Law, during energy changes of chemical reactions ▪ Writes and interprets diagrams and thermochemical equations. ▪ Determines enthalpy change from calorimetric data. ▪ Explains the formation stages of ionic compounds and the enthalpy changes involved in this process according to the Born-Haber cycle (enthalpy of atomization, ionization, electron affinity and enthalpy of crystal network formation). ▪ Calculates energy changes in a chemical reaction based on the energy of formation and breaking/breaking of a chemical bond. ▪ Calculates the energy changes during the breakdown of food and the burning of fuels.
	Kinetics of reactions	▪ Describes the chemical reaction at the microscopic level as collisions between reactant molecules. ▪ Suggests practical methods for determining the ▪ the rate of a chemical reaction. ▪ Interprets and determines the rate of a chemical reaction, based on diagrams and

		graphs. ▪ Describes the factors that affect the speed of a chemical reaction: temperature, concentration and pressure, as well as the dimensions of the particles of substances. ▪ Describes the characteristics of catalysts and inhibitors such as their effect on the speed of a chemical reaction. ▪ Explains catalytic action based on activation energy. ▪ Explains how enzymes work in the body.
	Chemical equilibrium	• Compares reversible/reversible and irreversible/irreversible reactions • Describes the achievement of dynamic equilibrium for a chemical reaction • Interprets the law of action of active measures • Calculates the equilibrium constant based on the concentrations of reactants and products at equilibrium • Explains the shift of chemical equilibrium according to Le Chatelier's principle • Shows how concentration, temperature and pressure affect the equilibrium shift
	Solutions and colloids	• Differentiates solutions according to the size of the dissolved particles • Describes the notions: emulsion and suspension • Prepares solutions with different concentrations: mass participation, quantitative participation, volumetric participation, mass concentration, quantitative concentration and molality. • Distinguishes between electrolyte and non-

		electrolyte solutions. • Interprets the colligative properties of solutions • Explains the increase in the boiling point of solutions, the decrease in the freezing point and the osmotic pressure • Describes osmosis and its effect on physiological solutions • Compares the osmotic pressure of electrolytes with non-electrolytes • Clarifies the terms colloidal micelle, dialysis, coagulation and peptization

Research skills in the sciences	• Plans and carries out experiments to make observations, test hypotheses or explain phenomena • Uses adequate protective equipment during certain experiments • Demonstrates care, dexterity and precision when working with laboratory tools • Implements the data collection and analysis cycle during research • Evaluates data collected during research for both accuracy and reliability • Presents research data by choosing appropriate scientific methods and language

Methodological guidelines

For the practical implementation of teaching planning for the subject of chemistry, whether inside the lesson, but also outside it in the realization of curricular activities as well as extracurricular activities, adequate use of teaching and learning methodologies is needed.

Learning outcomes per stage (competencies) CLO, learning results per area (LRA) - Natural sciences, namely subject outcomes (LOS) - represent not only reference points for the selection of contents but also for the selection of methodologies by were harmonized with each other in the teaching and learning process and in the context of the philosophy and principles of the CC.

The success of students in the subject of chemistry depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches, methods, techniques and diverse forms of work. For this purpose, a whole complex of procedures is applied, such as: new information, exercises, tasks, demonstrations, work with projects, practical work and others.
The teacher must respect and respond to the interests and values of all groups of students regardless of nationality, race, gender, social and religious status.
Chemistry is an experimental science, therefore it is preferable that the laws, where possible, are explained by serving them with proof, demonstration or experiment in cooperation with the students, while the teacher should have a leading role.
In order to fulfil the requirements for quality learning, several different methods, forms and techniques of work are suggested:

- Direct teaching (explanation, clarification, practical exercises and examples);
- Indirect teaching (examination, discovery, problem solving);
- Teaching by means of 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, research work in the field;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools;
- Teaching that encourages independent inquiry;
- Outdoor learning and visits to industrial facilities.

Integrated teaching and learning

The integration of some topics is necessary in natural sciences in order for students to achieve the best possible results. Phenomena that occur in nature cannot be taught as separate or partial, therefore cooperation is needed between teachers of natural sciences and other fields, so that the topics are presented to the students in a complete and coherent manner.

Topics and concepts from the subject of chemistry that can be integrated with other subjects: structure of the atom, isotopes, forces/bonds between atoms and molecules, properties of matter (with the subject of physics), properties and importance of water for the Earth and the living world (biology, geography, physics), water, air and soil pollution (biology, geography), the impact of food, medicines and drugs on health (biology and the field of society and the environment), the use of different types of materials according to their properties (physics, life and work fields) as well as other topics or concepts that contribute to the achievement of results for the field or for competencies. The presentation and analysis of the results for this class can mainly be done through ICT and mathematical calculations where integration with these subjects/fields is necessary.

Guidelines for the implementation of cross-curricular issues

The integration of cross-curricular topics in the field of natural sciences helps students to know and understand the world and face life's challenges more easily.
The cross-curricular topics that can be integrated into the Natural Sciences Curriculum for this age of students are:

- Media education;
- Education for sustainable development

Media education - refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information for research and new scientific discoveries. The issue of media education includes content related to publications, awards and effects of achievements in science at the national and international level.

Education for sustainable development - refers to topics of general importance, which influence the assumption of responsibilities by young people/students for attitude and active action towards issues in the awareness and preservation of natural assets, at the local and global level. This includes issues such as: social aspect, economic and environmental development.

Issues of sustainable development include aspects of having a healthy environment that is related to awareness, civic action and the importance of using environmental resources as heritage and culture of the next generation.

Guidelines for assessment

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

The assessment is in function of:

- Providing the necessary information for the progress of students and their motivation
- to learn;
- Assessment of practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions about student achievements during the learning process;
- Self-assessment of students;
- Improving teaching and learning.

The student is assessed for oral and written responses, homework, his/her skills during independent and group work, tests, project work, practical work, field work, research work, various types of tests etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. The assessment must be transparent to students, parents and the community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural sciences - chemistry, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional asset, teachers' asset) in harmony with the school's assessment plan, which was created by the assessment plan at the MDE level and with the AI approved by MEST.

Appreciating that assessment is a very complex matter, the teacher must constantly look for opportunities for professional development, research of the situation, review of the criteria for the assessment instrument used, and above all this willingness to be accountable to any interest group.

The teacher draws up an annual plan for student assessment, which plan must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in physical form to all interested parties.

In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfil the philosophy of the curriculum and in particular to achieve results from the natural sciences, it is necessary to recognize the assessment system that is defined by the AI based on the requirements of the CC.

Instructions for learning materials and resources

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

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

In order to increase the interest and curiosity of students, it is necessary to use different tools such as: writing board, interactive board, photographs, paintings, models, models, diagrams, graphic tools, television, video projector, computer, phone, tablet, etc.

In order to achieve results in natural sciences, it is necessary to provide a suitable learning environment. According to the possibilities, in addition to the classroom, learning should also take place in other environments (laboratory, workshop, nature, farm, etc.).

Subject curriculum/syllabus

Geography (Gymnasium of social sciences - languages)

Content

Introduction

The Geography subject program for the 10th grade is built on the basis of level I, level 1 and 2, integrated within the area: Man and nature (biology, physics, chemistry, geography) and level II - of the 3rd and 4th stage as a special subject within the field: Society and the environment (history, geography and civic education), while maintaining the content links with them.

The Geography subject syllabus for grade 10 is derived from the CF and CC of pre-university education, competence learning outcomes, learning outcomes of the field of natural sciences (LRA), the curriculum stage V and the curriculum of upper secondary education-gymnasium.

The subject of Geography in the 10th grade has as its focus of study the geographical environment with its physical and human characteristics, the mutual relations between society and the physical components of the Earth, in the context of place, space and environment. It is a structured way of discovering, analysing and explaining the phenomena and characteristics of the Earth, its inhabitants and the mutual relations between them.

The geography program helps develop key competencies for lifelong learning. Competence development is the starting point and basic organizational principle of this program. The subject content is conceived as a tool for their realization through the development of learning situations.

The student acquires geographical tools and terminology and at the same time discovers the role he must fulfil for sustainable development. He learns to answer geographical problems using the spatial representations he has used before, which he now modifies and develops.

Observations and field work, map work, interpretation of the spatial distribution of natural and social features on Earth and the interdependencies between them, develop basic geographic skills at this schooling level.

The 10th grade geography program creates space and situational opportunities for students to learn through, discussing current issues at the local and global level, such as: climate change, earthquakes, natural disasters, floods, landslides, river erosion , of beaches, etc.; today's geopolitical conflicts, multiculturalism and globalism, etc.

The subject of geography for the 10th grade of high school deals with the subject contents, in accordance with the age of the students. The development of the geography curriculum for the 10th grade is built on the basis of the scientific procedure, such as form, methodological approach, organization and construction of the content of the subject, as well as the presentation of the learning results for competencies, the results of learning in the field of natural sciences as well as assessment instruments. It aims to encourage students to explore and develop knowledge, skills, habits, attitudes and values.

Purpose

The geography program for stage 5, grade 10 has the purpose for the student to:

- use basic concepts related to the Earth, the environment and space, and apply them those in social, economic, technological and environmental situations;
- develop knowledge, skills and attitudes regarding complexity and dynamics of physical-geographical processes and phenomena occurring on Earth, on the basis of continuous confrontation of critical and creative thinking;
- to develop an understanding of the general laws of geospheres and to act in accordance with them to solve geographical problems of everyday life;
- to be able to discover and argue the cause-effect relationships of phenomena and processes that occur in the natural and human systems of our planet;
- develop geographic research skills through researching the features and characteristics of the Earth's systems, as well as making judgments and developing attitudes regarding environmental perspectives;
- to be able through tasks, practical works, curricular projects and other interactive strategies, in geographical research and critical and creative thinking;

- to be able to process statistical data, build and interpret diagrams, graphs, maps, etc., to promote the development of skills in the use of mathematics;
- to be able, through the use of various sources, such as: maps, globes, photographs, statistics, diagrams, photo illustrations and videos, etc., to discover and acquire geographical information and concepts about the atmosphere, hydrosphere, lithosphere, biosphere and sociosphere;
- develop the skills to be a critical and creative user of geographic research methods and group work;
- develop as an informed, responsible and active citizen who can contribute to the development of a sustainable world;
- use information and communication technology as a tool for providing and communicating information

Topics and learning outcomes

The content of the Geography course is designed on the basis of the main concepts of the field of natural sciences, in particular the concept of the earth, the environment and the universe, topics, results in LOS, balancing them through LRA in accordance with the general goals of the subject.

The results of the teaching units remain as an opportunity to select the teacher, respecting the autonomy of the school and the teacher. This gives freedom to the teachers, who, starting from the concrete conditions (students, equipment, etc.), can choose specific results, but based on LOS and LRA, in order to acquire these results as best as possible by the students. The geography subject program for gymnasium, stage 5, grade 10 is structured in 4 topics.

<table>
<tr><th>Concept</th><th colspan="2">LRA, TOPIC and LOS</th></tr>
<tr><td rowspan="2">Earth, environment and</td><td colspan="2">LRA: Explains the position of the Earth in the Solar System, the movements of the Earth, the Sun, the Moon, the planets and other bodies of this system, the shape, the dimensions of the Earth and the presentation of the Earth's surface on the map and globe</td></tr>
<tr><td>Topic</td><td>Learning outcomes of the subject (LOS)</td></tr>
</table>

universe	**1. Place and space**	• Analyzes the subject of the study of geography, its connections with other sciences, the basic concepts of geographical research based on its topics: place/location and space, environment, region, human-nature interaction/connection and scientific methods used in geographical research ; • Explains the shape of the Earth, its dimensions and their importance; • Analyzes the main features of the Earth and the Solar System, planets, asteroids, comets, satellites and the Moon as a celestial body and a natural satellite of the Earth; • Explains the evidence and consequences of the movement of the Earth around its axis; • Analyzes the evidence and consequences of the movement of the Earth around the Sun; • Compares the different ways of presenting the Earth on a map, globe and plan (mathematical elements of the map, in particular the scale of the map); • Differentiates different types of cartographic projections; • Analyzes the construction of the geographic coordinate system (the network of parallels and meridians, latitude and longitude); • Explains the content of the map - the geographical elements of the map, the methods of presenting the relief on the map and the absolute and relative height; • Demonstrates orientation and movements in the map and space, through the sides of the horizon, objects, waypoints, characteristic lines, compass, GPS.
	LRA:. *Analyzes the composition, construction, structure and dynamics of geospheres - lithosphere, atmosphere, hydrosphere, biosphere, the phenomena and processes that occur in them, the characteristics of the population, settlements and economic activities at the local, regional and international level.*	
	Topic	**Learning outcomes of the subject (LOS)**
	2. Physical systems - Geospheres	• Analyzes the composition, construction and internal structure of the Earth and cause-effect relationships of processes and phenomena in the lithosphere;

		• Describes the chemical composition of the earth's crust and the formation of continents and oceans as a result of the movement of tectonic plates; • Explains the characteristics of rocks (igneous, sedimentary and metamorphic), the conditions of their formation and identifies the physical properties of minerals and their uses; • Describes the division of geological time into periods and eras, giving the main features of each of them; • Differentiates the absolute and relative age of rocks and the ways of determining them; • Identifies internal (endogenous) forces, crime and tectonic movements and relief forms created with them; • Explains the causes and consequences of volcanoes, earthquakes and the main areas of their appearance; • Differentiates the external (exogenous) forces, the forms of relief created with them, the causes of alienation (alteration) and the conditions in which erosion and forms of denuation are created; • Explains the conditions under which the karst process takes place and the surface and underground forms created by karst activity; • Explains the importance of erosive and accumulative forms of fluvial relief; • Describes erosive and accumulative forms of glacial, eolian and abrasive relief; • Explains the role of relief in human activities and risks in the lithosphere; • Analyzes the composition of the atmosphere and its structural construction, giving the main characteristics of its layers; • Explains the importance of solar radiation, as the basic radiation for our planet and for life on it, the temperature change in time (daily and annual) and in space (vertical and horizontal) and the factors that influence it; • Analyzes atmospheric pressure changes in time and space and the general circulation of winds and their

		formation; • Explains the concepts of air humidity, absolute and relative humidity and the conditions for the formation of atmospheric precipitation; • Explains the concepts of weather and climate and the factors that influence the formation of climate; • Classifies climate zones and climate types from the equator to the poles; • Explains the main features of the hydrosphere and its connection with other physical systems (lithosphere, atmosphere, biosphere), the circulation of water in nature and the physical and chemical properties of the World Sea, etc.; • Analyzes the features of the forms of movements of the waters of the world ocean (waves, sea currents and ebb and flow); • Identifies the main forms of horizontal coastal development by highlighting their main features; • Identifies the types of underground water and the way of their formation; • Describes the main characteristics of the constituent parts of the river; • Analyzes lakes according to the origin of their formation; • Analyzes the conditions of formation of permanent snow and glaciers; • Explains the basic features of the biosphere and its connection with other physical systems (lithosphere, atmosphere, hydrosphere); • Analyzes the conditions for the creation of plant areas and the main types of these plants;
	LRA: *Analyzes the composition, construction, structure and dynamics of geospheres - lithosphere, atmosphere, hydrosphere, biosphere, the phenomena and processes that occur in them, the characteristics of the population, settlements and economic activities at the local, regional and international level.*	
	Topic	**Learning outcomes of the subject (LOS)**
	3. Human systems	• Analyzes the impact of physical, environmental,

		economic and political factors on the distribution of the population in the world (numerical movement, density, natural movement and the theory of demographic transition); • Differentiates the basic structures of the population in the world; • Explains the types, causes and consequences of migrations; • Explains the factors that have influenced and influence the creation of settlements, their functions and main criteria; • Analyzes the factors that influence the urbanization process; • Describes the elements of the state, the various economic, political, military groups as well as the importance of international organizations; • Explains the basic economic-geographic features in the world as the main factors influencing economic development and economic activity according to the relevant sectors (primary, secondary and tertiary); • Describes the main branches of agriculture and the factors affecting its development; • Explains the industrialization process, the importance of natural resources, the factors that influence the development of industry and its main branches; • Explains the features of traffic (automotive, railway, water, air), trade and tourism for the development of economic activities;
	LRA: *Analyzes the composition, construction, structure and dynamics of geospheres - lithosphere, atmosphere, hydrosphere, biosphere, the phenomena and processes that occur in them, the characteristics of the population, settlements and economic activities at the local, regional and international level.*	
	Topic	**Learning outcomes of the subject (LOS)**
	4. Human/nature interaction	• Analyzes the impact of human activity on the geographical environment and vice versa;

		• Analyzes the relationship between man and the environment such as: the consequences of climate change on the environment and on health, natural and man-made hazards and ways of sustainable management of natural resources; • Proposes possible alternatives and strategies for the protection and use of natural resources; • Researches cases of mismanagement of natural resources, predicting ways and possibilities of their prevention or treatment;

Methodological instructions

For the practical implementation of the teaching program of the Geography subject, it is necessary to select adequate methodologies by harmonizing them with the outcomes of the competences (CLO), the results of the area (LRA), the learning outcomes of the subject per topics (LOS), which are point of reference for the realization of the contents of the subject and in the context of the philosophy and principles of the CC.

Teaching methods, techniques, strategies, in the subject of geography, are one of the key points of the program for a successful teaching that promotes the interest, inclusiveness, interaction and research work of students.

The application of methods, techniques, strategies and different forms of organizing the process is a professional right of teachers.

It is recommended that special attention be paid to many methodological, theoretical and applied aspects. The methodology must be selected in advance in accordance with the needs and requirements of the students, in accordance with the content of the topic to be developed, but also depending on the didactic basis and the level of geographical formation of the students.

The methodology should be entirely at the service of the faster and more accurate acquisition and use of geographical knowledge, habits, skills and values, primarily those needed to solve the problems of everyday life.

Didactic methods should be combined with each other throughout the lesson, in accordance with the character of knowledge, subject results and in function of new technologies that can be used by teachers and students.

Teaching and learning, based on competences, requires that in the selection and use of teaching strategies, techniques and methods, the teachers of this subject:

- take into account the student's prior knowledge, skills and attitudes;
- encourage direct observation, curiosity, reasoning and judgment through demonstrations and observations in nature;
- encourage critical, creative, and problem-solving thinking;
- to motivate the student, considering him as a partner, in the sense that in the learning process the teacher and the student complement each other;
- to support independent and cooperative learning of students through project work, group work, individual work;
- to take into account the integration and relationship between the subjects of the "Natural Sciences" field, their applications in everyday life, as well as the inter-subject connection;
- to use various sources of information and appreciate the text as an important but insufficient source for fulfilling the competences of the field;
- to use ICT as a support and facilitator of teaching and learning;

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

- Direct teaching (explanation, conversations, clarifications, practical exercises and examples);
- Non-direct teaching (examination, discovery, problem solving);
- Teaching by means of 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, research work in the field;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages independent inquiry;
- Outdoor learning and visits to industrial facilities.

For the realization of the program, the teacher must also take into account the basic principles in the teaching of geography. During the implementation of the geography program, he guides the students so that through their activities in the classroom, cabinet, nature, etc., they can: recognize, observe, order, measure, mark, collect data, experiment, supervise , think independently, defend and argue their opinions, uniting from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract , from the particular to the general

Guidelines for the connection of fields and teaching subjects in the function of integrated teaching

Natural sciences are not only interrelated since they study nature in different aspects, but they are also interrelated with other scientific fields.

In the Science of Geography, both for the theoretical knowledge and for the empirical knowledge contained in this subject, a series of knowledge systems are created, such as geomorphological, climatological, hydrographic, biogeographical knowledge, etc.

The teachers of this subject should focus on the integrative connections within the field of natural sciences. The Science of Geography, physics, chemistry and biology, as subjects of the same field of study, have many possibilities of integration between them.

Applying the law of universal attraction to explain the attraction of the Earth, the Moon, the position of the planets in orbit around the Sun, or the knowledge of the nature of longitudinal waves and the process of their propagation in the environment to interpret sea waves, etc., are objects of integration. between the Science of Geography and physics. Likewise, the application of the half-life period and the method of marked atoms of the phenomenon of radioactivity to determine the absolute age of rocks, etc., is the subject of integration between the science of geography and chemistry. Pollution of water, air and soil, biodiversity, etc. is an object of integration between the science of geography and biology.

Integration with other curricular areas

- **Communication and expression**

The student selects appropriate language strategies to explore, present and communicate understanding of geographical phenomena. He uses literary language to express his position clearly and coherently. The practical works, projects and tasks that the student completes enable the development of linguistic communication competence and the enrichment of the terminological vocabulary. Uses knowledge and skills related to essay writing, finding and using media materials, writing, reading and communicating information. The skills of critical and logical analysis and reflective thinking about scientific ideas are supported by the use of the technical language of Geography. *Example: Students prepare an argumentative essay on the global consequences of melting glaciers.*

- **Mathematics**

The student develops mathematical competence through the use of quantitative and qualitative information, reading or constructing maps, graphs and statistical tables. For example, the student calculates the daily, monthly or annual average of air temperatures; calculate local and zonal time based on fractional operations; constructs precipitation, temperature distribution graphs and interprets them. The student builds diagrams that present the structure of the population of a country or region, of the economy and its sectors, etc. *Example: Students calculate local and time zones in different countries based on their longitude*.

- **Society and the environment**

The connection of geography with society and the environment serves the student to better understand the changes that different cultures have undergone and their impact on the development of countries and regions, as well as the challenges of global interdependence. The

student researches the history of geographical thought to understand the evolution of ideas and theories.

The geography program helps develop the dimensions of citizenship. He sees the world as a global and interdependent community. The student identifies problems, suggests solutions and reflects on making decisions. Geography gives greater topicality to issues that concern citizenship and helps in debates about important issues and events. It contributes to the preservation and protection of the environment as well as to its sustainable development.

- **Life and work**

Information and communication technology (ICT) supports learning in the subject of geography through the realization of various tasks, projects, research, processing and presentation of information. The student learns to select information and take a critical attitude towards it, distinguish fact from opinion. Students can use a word-processor in writing materials and practical work, implement data entry into a table to build a graph (e.g., the annual trend of air temperature), use powerpoint for the presentation of a report, informational material, research project through slide presentation *(e.g., report on water pollution in your district) or search on the Internet (e.g., data on air pollution in a country), information (e.g., tornadoes and aftermath), maps (topographic, synoptic, earthquake distribution, volcanoes), satellite imagery*.

Guidelines for the implementation of cross-curricular issues

The integration of cross-curricular topics in the field of natural sciences helps students to know and understand the world and face life's challenges more easily.

The cross-curricular topics that can be integrated into the Natural Sciences Curriculum for this age of students are:

- **Media education;**
- **Education for sustainable development**

Media education

It refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information for research and new scientific discoveries. The issue of media education includes content related to publications, awards and effects of achievements in science at the national and international level.

Education for sustainable development

It refers to topics of general importance which affect the taking of responsibilities to young people/students for attitude and active action towards issues in the awareness and preservation of natural resources, at the local and global level. This includes issues such as: social aspect, economic and environmental development.

Issues of sustainable development include aspects of having a healthy environment that is related to awareness, civic action and the importance of using environmental resources as heritage and culture of the next generation.
For more on cross-curricular issues, see the Core Curriculum for Upper Secondary Education.

Guidelines for assessment

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

The assessment is in function of:

- Providing the necessary information for the progress of students and their motivation to learn;
- Assessment of practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions about student achievements during the learning process;
- Self-assessment of students;
- Improving teaching and learning.

The student is assessed for oral and written responses, homework, his/her skills during independent and group work, tests, project work, practical work, field work, research work, various types of tests , etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. Assessment should be transparent to students, parents and the community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.
Teachers of natural sciences - geography, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional asset, teachers' asset) in harmony with the school's assessment plan, which was created by the assessment plan at the MDE level and with the AI approved by MEST.
Appreciating that assessment is a very complex matter, the teacher must constantly look for opportunities for professional development, research of the situation, review of the criteria for the assessment instrument used, and above all this willingness to be accountable to any interest group.
The teacher draws up an annual plan for student assessment, which plan must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in physical form to all interested parties.

In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfil the philosophy of the curriculum and in particular to achieve results from the natural sciences, it is necessary to recognize the assessment system that is defined by the AI based on the requirements of the CC.

Instructions for learning materials and resources

The use of teaching tools in the teaching and learning process in the field of "Natural Sciences" helps in the concretization of ideas and phenomena, in the application of teaching methods and strategies, as well as makes learning more interesting and fun for the student. The successful use of the aforementioned methods and techniques cannot be realized without the necessary didactic tools, which can be of different types, such as: general or thematic maps, atlases, albums, photos, sketches, models, models, diagrams, graphic tools, educational films, videotapes, computer, projection device, CD, DVD, etc.; Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopaedias, etc.;

While teaching is responsible for creating a stimulating environment. It should ensure that the student has access to the various learning resources. The list of valuable resources for the development of competences in geography is diverse: museums, maps, plans, paintings, historical documents, audio-visual documents, etc. Also, the resources include information and communication technologies that students use as research and for the preparation of various projects and tasks.

Suggestions for using ICT

- Use of e-mail for information exchange.
- Using the Internet to use geography Web pages.
- Using the CD-ROM to collect information on the topics he/she studies.
- Organization and presentation of data, using different types of software.
- Use of software simulations.
- Use of graphics software.
- Graphic presentation of data

Subject curriculum/syllabus

Geography (Gymnasium of natural sciences)

Content

Introduction

The Geography subject program for the 10th grade is built on the basis of level I, level 1 and 2, integrated within the area: Man and nature (biology, physics, chemistry, geography) and level II - of the 3rd and 4th stage as a special subject within the area: Society and the environment (history, geography and civic education), while maintaining the content links with them.

The Geography subject syllabus for grade 10 is derived from the KK and KB of pre-university education, the learning outcomes of the competences, the learning outcomes of the field of natural sciences (RNF), the 5th curricular level and the teaching plan of higher secondary education - gymnasium.

The subject of Geography in the 10th grade has as its focus of study the geographical environment with its physical and human characteristics, the mutual relations between society and the physical components of the Earth, in the context of place, space and environment. It is a structured way of discovering, analysing and explaining the phenomena and characteristics of the Earth, its inhabitants and the mutual relations between them.

The geography program helps develop key competencies for lifelong learning. Competence development is the starting point and basic organizational principle of this program. The subject content is conceived as a tool for their realization through the development of learning situations.

The student acquires geographic tools and terminology and at the same time discovers the role he must fulfil for sustainable development. He learns to answer geographical problems using the spatial representations he has used before, which he now modifies and develops.

Observations and work in the field, working with maps, interpreting the spatial distribution of natural and social features on Earth and the interdependencies between them, develop basic geographic skills at this level of education.

The 10th grade geography program creates space and situational opportunities for students to learn through, discussing current issues at the local and global level, such as: climate change, earthquakes, natural disasters, floods, landslides, river erosion , of beaches, etc., today's geopolitical conflicts, multiculturalism and globalism, etc.

The subject of geography for the 10th grade of high school deals with the subject contents, in accordance with the age of the students. The development of the geography curriculum for the 10th grade is built on the basis of the scientific procedure, such as form, methodological approach, organization and construction of the content of the subject, as well as the presentation of the learning results for competencies, the results of learning in the field of natural sciences as well as assessment instruments. It aims to encourage students to explore and develop knowledge, skills, habits, attitudes and values.

Purpose

The geography program for stage 5, grade 10 has the purpose for the student to:

• use basic concepts related to the Earth, the environment and space, and apply them

those in social, economic, technological and environmental situations;
- develop knowledge, skills and attitudes regarding complexity and dynamics of physical-geographical processes and phenomena occurring on Earth, on the basis of continuous confrontation of critical and creative thinking;
- to develop an understanding of the general laws of geospheres and to act in accordance with them to solve geographical problems of everyday life;
- to be able to discover and argue the cause-effect relationships of phenomena and processes that occur in the natural and human systems of our planet;
- develop geographic research skills through researching the features and characteristics of the Earth's systems, as well as making judgments and developing attitudes regarding environmental perspectives;
- to be able through tasks, practical works, curricular projects and other interactive strategies, in geographical research and critical and creative thinking;
- to be able to process statistical data, build and interpret diagrams, graphs, maps, etc., to promote the development of skills in the use of mathematics;
- to be able, through the use of various sources, such as: maps, globes, photographs, statistics, diagrams, photo illustrations and videos, etc., to discover and acquire geographical information and concepts about the atmosphere, hydrosphere, lithosphere, biosphere and sociosphere;
- develop the skills to be a critical and creative user of geographic research methods and group work;
- develop as an informed, responsible and active citizen who can contribute to the development of a sustainable world;
- use information and communication technology as a tool for providing and communicating information

Topics and learning outcomes

The content of the Geography course is designed on the basis of the main concepts of the area of natural sciences, in particular the concept of Earth, the environment and the universe, topics, outcomes in LOS, balancing them through LRA in accordance with the general purposes of the subject.

The outcomes of the teaching units remain as a possibility for the selection of the teacher, respecting the autonomy of the school and the teacher. This gives freedom to the teachers, who, starting from the concrete conditions (students, equipment, etc.), can choose specific results, but based on LOS and LRA, in order to acquire these results as best as possible by the students. The geography teaching program for gymnasium, stage 5, grade 10 is structured in 4 topics.

Concept	**LRA:** ***6.1.*** *Analyzes the position of the Earth in the Solar System, the movements of the Earth, the Sun, the Moon, the planets and other bodies of this system, the shape, the dimensions of the Earth and the presentation of the*

	Earth's surface on the globe and map.	
Earth, environment and universe	**Topic**	**Learning outcomes of the subject (LOS)**
	2. Place and space	• Analyzes the subject of the study of geography, its connections with other sciences, the basic concepts of geographical research based on its themes: place/location and space, environment, region, human-nature interaction/connection and scientific methods used in geographical research ; • Explains the shape of the Earth, its dimensions and their importance; • Analyzes the main features of the Earth and the Solar System, planets, asteroids, comets, satellites and the Moon as a celestial body and a natural satellite of the Earth; • Explains the evidence and consequences of the movement of the Earth around its axis; • Analyzes the evidence and consequences of the movement of the Earth around the Sun; • Compares the different ways of presenting the Earth on a map, globe and plan (mathematical elements of the map, in particular the scale of the map); • Differentiates different types of cartographic projections; • Analyzes the construction of the geographic coordinate system (the network of parallels and meridians, latitude and longitude); • Explains the content of the map - the geographical elements of the map, the methods of presenting the relief on the map and the absolute and relative height; • Demonstrates orientation and movements on the map and in space, through the sides of the horizon, objects, waypoints, characteristic lines, compass, GPS.
	LRA: ***6.2.*** *Explains the composition, construction, structure and dynamics of the geospheres - lithosphere, atmosphere, hydrosphere, biosphere, the phenomena and processes that occur in them, the interactive relationships between the components of the geospheres, human/nature interaction and the characteristics of the population, settlements and economic activities at the local level , regional and international*	

	Topic	Learning outcomes of the subject (LOS)
	2. Physical systems - Geospheres	• Analyzes the composition, construction and internal structure of the Earth and cause-effect relationships of processes and phenomena in the lithosphere; • Describes the chemical composition of the earth's crust and the formation of continents and oceans as a result of the movement of tectonic plates; • Explains the characteristics of rocks (igneous, sedimentary and metamorphic), the conditions of their formation and identifies the physical properties of minerals and their uses; • Describes the division of geological time into periods and eras, giving the main features of each of them; • Differentiates the absolute and relative age of rocks and the ways of determining them; • Identifies internal (endogenous) forces, crime and tectonic movements and relief forms created with them; • Explains the causes and consequences of volcanoes, earthquakes and the main areas of their appearance; • Differentiates the external (exogenous) forces, the forms of relief created with them, the causes of alienation (alteration) and the conditions in which erosion and forms of denuation are created; • Explains the conditions in which the karst process takes place and the surface and underground forms created by the karst activity; • Explains the importance of erosive and accumulative forms of fluvial relief; • Describes erosive and accumulative forms of glacial, eolian and abrasive relief; • Explains the role of relief in human activities and risks in the lithosphere; • Analyzes the composition of the atmosphere and its structural construction, giving the main characteristics of its layers; • Explains the importance of solar radiation, as the basic radiation for our planet and for life on it, the

		temperature change in time (daily and annual) and in space (vertical and horizontal) and the factors that influence it; • Analyzes changes in atmospheric pressure in time and space and the general circulation of winds and their formation; • Explains the concepts of air humidity, absolute and relative humidity and the conditions for the formation of atmospheric precipitation; • Explains the concepts of weather and climate and the factors that influence the formation of climate; • Classifies climate zones and climate types from the equator to the poles; • Explains the main features of the hydrosphere and its connection with other physical systems (lithosphere, atmosphere, biosphere), the circulation of water in nature and the physical and chemical properties of the World Sea, etc.; • Analyzes the features of the forms of movements of the waters of the world ocean (waves, sea currents and ebb and flow); • Identifies the main forms of horizontal coastal development by highlighting their main features; • Identifies the types of underground water and the way of their formation; • Describes the main characteristics of the constituent parts of the river; • Analyzes lakes according to the origin of their formation; • Analyzes the conditions of formation of permanent snow and glaciers; • Explains the basic features of the biosphere and its connection with other physical systems (lithosphere, atmosphere, hydrosphere); • Analyzes the conditions for the creation of plant areas and the main types of these plants;
	LRA: *6.2.* *Explains the composition, construction, structure and dynamics of the geospheres - lithosphere, atmosphere, hydrosphere, biosphere, the phenomena and processes that occur in them, the interactive relationships between the components of the geospheres, human/nature interaction and the*	

	*characteristics of the population, settlements and economic activities at the local level , regional and international***.**	
	Topic	**Learning outcomes of the subject (LOS)**
	3. Human systems	• Analyzes the impact of physical, environmental, economic and political factors on the distribution of population in the world (numerical movement, density, natural movement and the theory of demographic transition); • Differentiates the basic structures of the population in the world; • Explains the types, causes and consequences of migrations; • Explains the factors that have influenced and influence the creation of settlements, their functions and main criteria; • Analyzes the factors influencing the urbanization process; • Describes the elements of the state, the various economic, political, military groups as well as the importance of international organizations; • Explains the basic economic-geographic features in the world as the main factors influencing economic development and economic activity according to the relevant sectors (primary, secondary and tertiary); • Describes the main branches of agriculture and the factors affecting its development; • Explains the process of industrialization, the importance of natural resources, the factors that influence the development of industry and its main branches; • Explains the features of traffic (automotive, railway, water, air), trade and tourism for the development of economic activities;
	LRA: *6.2.* *Explains the composition, construction, structure and dynamics of the geospheres - lithosphere, atmosphere, hydrosphere, biosphere, the phenomena and processes that occur in them, the interactive relationships between the components of the geospheres, human/nature interaction and the characteristics of the population, settlements and economic activities at the local level , regional and international*	
	Topic	**Learning outcomes of the subject (LOS)**

	4. Human/nature interaction	• Analyzes the impact of human activity on the geographical environment and vice versa; • Analyzes the relationship between man and the environment, such as: the consequences of climate change on the environment and on health, natural and man-made hazards, and ways of sustainable management of natural resources; • Proposes possible alternatives and strategies for the protection and use of natural resources; • Researches cases of mismanagement of natural resources, predicting ways and possibilities of their prevention or treatment;

Methodological instructions

For the practical implementation of the teaching program of the Geography subject, it is necessary to select adequate methodologies by harmonizing them with the outcomes of the competences (CLO), the results of the area (LRA), the learning outcomes of the subject per topics (LOS), which are point of reference for the realization of the contents of the subject and in the context of the philosophy and principles of the CC.

Teaching methods, techniques, strategies, in the subject of geography, are one of the key points of the program for a successful teaching that promotes the interest, inclusiveness, interaction and research work of students.

The application of methods, techniques, strategies and different forms of organizing the process is a professional right of teachers.

It is recommended that special attention be paid to many methodological, theoretical and applied aspects. The methodology must be selected in advance in accordance with the needs and requirements of the students, in accordance with the content of the topic to be developed, but also depending on the didactic basis and the level of geographical formation of the students.

The methodology should be entirely at the service of the faster and more accurate acquisition and use of geographical knowledge, habits, skills and values, primarily those needed to solve the problems of everyday life.

Didactic methods should be combined with each other throughout the lesson, in accordance with the character of knowledge, subject results and in function of new technologies that can be used by teachers and students.

Teaching and learning, based on competences, requires that in the selection and use of teaching strategies, techniques and methods, the teachers of this subject:

- take into account the student's prior knowledge, skills and attitudes;
- encourage direct observation, curiosity, reasoning and judgment through demonstrations and observations in nature;
- encourage critical, creative, and problem-solving thinking;
- to motivate the student, considering him as a partner, in the sense that in the learning process the teacher and the student complement each other;
- to support independent and cooperative learning of students through project work, group work, individual work;
- to take into account the integration and relationship between the subjects of the "Natural Sciences" field, their applications in everyday life, as well as the inter-subject connection;
- to use various sources of information and appreciate the text as an important but insufficient source for fulfilling the competences of the field;
- to use ICT as a support and facilitator of teaching and learning;

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

- Direct teaching (explanation, conversation, clarification, practical exercises and examples);
- Non-direct teaching (examination, discovery, problem solving);
- Teaching through questions (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, research work in the field;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages independent inquiry;
- Outdoor learning and visits to industrial facilities.

For the realization of the program, the teacher must also take into account the basic principles in the teaching of geography. During the implementation of the geography program, he guides the students in such a way that with their activities in the classroom, cabinet, nature, etc., they can: recognize, observe, order, measure, mark, collect data, experiment, supervise , think independently, defend and argue their opinions, starting from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general

Guidelines for the connection of fields and teaching subjects in the function of integrated teaching

Natural sciences are not only interrelated since they study nature in different aspects, but they are also interrelated with other scientific fields.

In the Science of Geography, both for the theoretical knowledge and for the empirical knowledge contained in this subject, a series of knowledge systems are created, such as geomorphological, climatological, hydrographic, biogeographical knowledge, etc.

The teacher of this subject should focus on the integrative connections within the field of natural sciences. The science of geography, physics, chemistry and biology, as subjects of the same field of study, have many possibilities of integration between them.

Applying the law of universal attraction to explain the attraction of the Earth, the Moon, the position of the planets in orbit around the Sun, or the knowledge of the nature of longitudinal waves and the process of their propagation in the environment to interpret sea waves, etc., are objects of integration. between the Science of Geography and physics. Likewise, the application of the half-life period and the method of marked atoms of the phenomenon of radioactivity to determine the absolute age of rocks, etc., is the subject of integration between the Science of Geography and chemistry. Water, air and soil pollution, biodiversity, etc., is the subject of integration between the Science of Geography and biology.

Integration with other curricular areas

- **Communication and expression**

The student selects appropriate language strategies to explore, present and communicate understanding of geographical phenomena. He uses literary language to express his position clearly and coherently. The practical works, projects and tasks that the student completes enable the development of linguistic communication competence and the enrichment of the terminological vocabulary. Uses knowledge and skills related to essay writing, finding and using media materials, writing, reading and communicating information. The skills of critical and logical analysis and reflective thinking about scientific ideas are supported by the use of the technical language of Geography. *Example: Students prepare an argumentative essay on the global consequences of melting glaciers*.

- **Mathematics**

The student develops mathematical competence through the use of quantitative and qualitative information, reading or constructing maps, graphs and statistical tables. For example, the student calculates the daily, monthly or annual average of air temperatures; calculates local and zonal time based on fractional operations; constructs precipitation, temperature distribution graphs and interprets them. The student builds diagrams that present the structure of the population of a country or region, of the economy and its sectors, etc. *Example: Students calculate local and time zones in different countries based on their longitude*

- **Society and environment**

The connection of geography with Society and the environment serves the student to better understand the changes that different cultures have undergone and their impact on the development of countries and regions, as well as the challenges of global interdependence. The student researches the history of geographical thought to understand the evolution of ideas and theories.
The geography program helps develop the dimensions of citizenship. He sees the world as a global and interdependent community. The student identifies problems, suggests solutions and reflects on making decisions. Geography gives greater topicality to issues that concern citizenship and helps in debates about important issues and events. It contributes to the preservation and protection of the environment as well as to its sustainable development.

- **Life and work**

Information and communication technology (ICT) supports learning in the subject of geography through the realization of various tasks, projects, research, processing and presentation of information. The student learns to select information and take a critical attitude towards it, distinguish fact from opinion. Students can use a word-processor in writing materials and practical work, apply data entry in a table to build a graph (e.g., the annual trend of air temperature), use powerpoint for the presentation of a report, informational material, research project through slide presentation (e.g., report on water pollution in your district) or search on the Internet (e.g., data on air pollution in a country), information *(e.g., tornadoes and aftermath), maps (topographic, synoptic, earthquake distribution, volcanoes), satellite imagery*

Guidelines for the implementation of cross-curricular issues

The integration of cross-curricular topics in the field of natural sciences helps students to know and understand the world and face life's challenges more easily.
The cross-curricular topics that can be integrated into the Natural Sciences Curriculum for this age of students are:

- **Median education;**
- **Education for sustainable development**

Media education
It refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information for research and new scientific discoveries. The issue of media education includes content related to publications, awards and effects of achievements in science at the national and international level.

Education for sustainable development
It refers to topics of general importance which affect the taking of responsibilities to young people/students for attitude and active action towards issues in the awareness and preservation of

natural resources, at the local and global level. This includes issues such as: social aspect, economic and environmental development.

Issues of sustainable development include aspects of having a healthy environment that is related to awareness, civic action and the importance of using environmental resources as heritage and culture of the next generation.

For more on cross-curricular issues, see Core Curriculum for Upper Secondary Education.

Guidelines for assessment

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

The assessment is in function of:

- Providing the necessary information for the progress of students and their motivation to learn;
- Assessment of practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions about student achievements during the learning process;
- Self-assessment of students;
- Improving teaching and learning.

The student is assessed for oral and written responses, homework, his/her skills during independent and group work, tests, project work, practical work, field work, research work, various types of tests etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. Assessment should be transparent to students, parents and the community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural sciences - geography, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional asset, teachers' assets) in harmony with the school's assessment plan, which is derived from the assessment plan at the MDE level and with the AI approved by MEST.

Appreciating that assessment is a very complex matter, the teacher must constantly look for opportunities for professional development, research of the situation, review of the criteria for the assessment instrument used, and above all this willingness to be accountable to any interest group.

The teacher draws up an annual plan for student assessment, which plan must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in physical form to all interested parties.
In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfil the philosophy of the curriculum and in particular to achieve results from the natural sciences, it is necessary to recognize the assessment system that is defined by the AI based on the requirements of the CC.

Instructions for learning materials and resources

The use of teaching tools in the teaching and learning process in the field of "Natural Sciences" helps in the concretization of ideas and phenomena, in the application of teaching methods and strategies, as well as makes learning more interesting and fun for the student. The successful use of the aforementioned methods and techniques cannot be realized without the necessary didactic tools, which can be of different types, such as: general or thematic maps, atlases, albums, photos, sketches, models, models, diagrams, graphic tools, educational films, videotapes, computer, projection device, CD, DVD, etc.; Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psychopedagogical materials, encyclopaedias, etc.;

Whereas, teaching is responsible for creating a stimulating environment. It should ensure that the student has access to the various learning resources. The list of valuable resources for the development of competences in geography is diverse: museums, maps, plans, paintings, historical documents, audio-visual documents, etc. Also, the resources include information and communication technologies that students use as research and for the preparation of various projects and tasks.

Suggestions for using ICT

- Use of e-mail for information exchange.
- Using the Internet to use geography Web pages.
- Using the CD-ROM to collect information on the topics he/she studies.
- Organization and presentation of data, using different types of software.
- Use of software simulations.
- Use of graphics software.

- Graphic presentation of data.

CURRICULUM AREA: SOCIETY AND ENVIRONMENT

Subject curricula/syllabuses

Civic Education (Gymnasium of social sciences - languages)

History (Gymnasium of social sciences - languages)

History (Gymnasium of natural sciences)

Subject curriculum/syllabus

Civic education (Gymnasium of social sciences - languages)

Content

Introduction

The subject of Civic Education for the tenth grade provides the student with the knowledge and skills necessary for an active citizen, with the aim of becoming capable of contributing to the improvement of life in the community and society. This subject helps students to better understand their own rights and responsibilities, as well as those of social groups and institutions. The learning contents of this course provide knowledge of social phenomena and processes related to the development of the population, state, law, governance, democracy, decision-making, citizenship, culture, media, environment and sustainable development. These topics are of basic importance for the creation of knowledge, skills and habits for a responsible citizen who understands his relationship with other citizens, institutions and the state.

Civic education is important for every individual, because through this they understand the nature of social relations, the peaceful resolution of conflicts, the functioning of power and authority, as well as the development of democracy. This course enables students to use their minds well to live and act in a complex and ever-changing society.

On the other hand, Civic Education contributes to the student developing the knowledge and skills necessary to correctly understand the social and political processes, which he sees,

analyzes and judges and for which he decides how to act. This course prepares the student to become an active citizen by revealing the civic, social and political dimension of social life.

Purpose

The program of the subject of civic education for the tenth grade aims to develop the student's personality in terms of civic culture, moral and social values, with the aim of making him a responsible citizen. This subject:

- creates conditions for the student to gain necessary knowledge about citizenship and its important aspects, such as: responsibility, decision-making, participation, etc.
- enables the creation of civic attitudes and values, such as: tolerance, peace, open communication, respect for the law.
- learns about effective strategies for peaceful resolution of problems and about the need for critical acceptance of information.
- develops intellectual and civic skills to understand and appreciate the role of law, justice institutions, power, and democracy.
- develops civic awareness for participation and involvement in solving community and society problems.
- creates capable and responsible citizens for independent actions and relations with other citizens, with civil society groups and institutions.

Topics and learning outcomes

Students in the tenth grade achieve the learning outcomes of the subject (LOS) for the topics set out in the table below, derived from the learning results of the area (LRA) Society and Environment, of the fifth stage (St 5) of Core Curriculum for Upper Secondary Education:

<table>
<tr><th>Concept</th><th colspan="2">LRA, TOPIC and LOS</th></tr>
<tr><td rowspan="3">The individual, groups and social relations</td><td colspan="2">LRA: 1. Researches the structure of social groups and ways of participation and involvement in them

1. Analyzes and draws conclusions about the influence of prominent personalities historical, social, political, cultural and educational, national and world long different historical periods.

2. Compares the developments of social groups, institutions, structures and the ways of their organization, then and now.</td></tr>
<tr><td>Topic</td><td>Learning outcomes of the subject (LOS)</td></tr>
</table>

<table>
<tr><td></td><td>Democracy and citizenship</td><td>Student:
▪ Interprets some aspects of the historical development of democracy from the time of its birth until today.
▪ Analyzes and categorizes some of the basic elements of democracy, such as: free elections, political pluralism, participation and representation, separation of powers, human rights and respect for the law.
▪ Assesses the importance of the community and its values (solidarity, diversity, inclusiveness) for active citizenship.</td></tr>
<tr><td>Social processes</td><td colspan="2">LRA: 2. Researches objects/monuments, phenomena, historical, social and environmental processes as well as the connection and influences between them

1. Critically analyzes the causes and consequences of various events, phenomena and processes in society and expresses personal opinions about their impacts on individuals, social systems and global developments.</td></tr>
<tr><td></td><td>Topic</td><td>Learning outcomes of the subject (LOS)</td></tr>
<tr><td></td><td>Media, culture and society</td><td>▪ Argues about the role of the media as a means of communication and formation of public opinion.
▪ Evaluates the media and their influence on individual decision-making.
▪ Analyzes the forms of media influence on individuals, groups and social processes, as well as how the news shapes our perception of reality.
▪ Analyzes the role of the media as a tool of influence through the transmission of information, messages and images, both at the local and global level.
▪ Evaluates the role of the media, including the Internet, in the development and distribution of artistic, cultural and scientific values.
▪ Assesses the importance of fair and safe use of electronic media for communication and research purposes.</td></tr>
<tr><td>Norms, rights and responsibilities</td><td colspan="2">LRA: 3. Analyzes and examines critically and applies social norms and rules for common life in diversity
1. Researches data related to identity, such as: traditions, rules, beliefs, myths, legends (autochthonous architecture), monuments, clothing, food, etc., of one's own people and of other peoples; explains the values of</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">national, regional, European and global identity.

2. Analyzes and evaluates the causes and circumstances of changing norms, laws and customs for the regulation of social life in different times and places.</td></tr>
<tr><td></td><td>Topic</td><td>Learning outcomes of the subject (LOS)</td></tr>
<tr><td></td><td>Law, justice and responsibility</td><td>Student:
▪ Proves with argumentative examples the function of the law as a regulator of social life;
▪ Evaluates the procedure for issuing laws and the civic and institutional responsibilities for its compliance.
▪ Assesses the role of the law in improving the quality of human life, preventing violence and criminality, solving problems of property, inheritance, family conflicts and other issues of this nature.
▪ Assesses the role of justice bodies for the functioning of the law in the democratic state and provides the basic principles for access to justice by the citizens of Kosovo.</td></tr>
<tr><td></td><td>Identity and cultural diversity</td><td>Student:
▪ Argues the importance of preserving cultural identity and diversity, taking into account the ethnic, religious, regional aspect in Kosovo and beyond, as well as the need for communication, understanding and mutual respect.
▪ Assesses the negative role of stereotypes and prejudices towards persons and groups with other national, racial, gender, social affiliations and assesses the importance of freedom from stereotypes and prejudices;
▪ Values the peaceful resolution of conflicts, giving good examples from community life where groups with different affiliations coexist.</td></tr>
<tr><td>Decision making and institutions</td><td colspan="2">LRA: 4. Gives ideas and proposals and makes decisions in a conscious and responsible manner

1. Critically analyzes the differences between decision-making systems at the local, regional and international levels, as well as their impact on the lives of citizens in different historical circumstances and periods.</td></tr>
</table>

	Topic	**Learning outcomes of the subject (LOS)**
	Governance, power and authority	Student: ▪ Evaluates democracy as a form of government and the differences between legislative, executive and judicial power; ▪ Analyzes the levels of power in Kosovo and the differences between decision-making at the local and central level; ▪ Compares and analyzes the role played by different institutions in the lives of citizens and the development of the country; ▪ Assesses the role of citizens and political parties for the development of democracy; ▪ Argues with real examples the role of good governance for citizen well-being;
	Institutional decision-making	▪ Compares the characteristics of institutional decision-making, based on legal and democratic procedures, from non-institutional, undemocratic and authoritarian. ▪ Evaluates democratic decision-making based on legality, transparency, prior consultations and harmonization of interests between parties with different interests and views. ▪ Assesses the need for fair and efficient decision-making by the authorities and the government, but also the role of citizens and civil society in this process.
Environment and sustainable development	**LRA: 5. Contributes to the preservation and protection of the environment as well as to sustainable development.** 1. Based on the preliminary analysis, identifies a concrete current problem of pollution in its environment, plans the work, collects data, analyzes and interprets them and comes up with a series of sustainable solutions.	
	Topic	**Learning outcomes of the subject (LOS)**
	Social causes of environmental issues	▪ Analyzes the impact and correlation of social factors such as: population growth, industrialization and urbanization, as well as values and habits related to individualism, consumerism, militarization, with environmental issues both at the local and global level. ▪ Argues the consequences of irresponsible actions and behaviours in relation to the environment for future

		generations and for the future in general.
	Resources and sustainable development	▪ Reflects on the prevention of environmental problems and sustainable solutions to existing ones. ▪ Assesses the role of natural resources for development and their use, taking into account the balance between social, economic and environmental aspects. ▪ Analyzes the principles of sustainable development and understands the responsibility of the present generation to leave a sustainable environment to future generations.

Methodological guidelines

The competency learning outcomes per stage (CLO), the learning results per area (LRA) and the learning outcomes for the subject (LOS) represent points of reference for the selection of contents and methodologies for this subject. The contents and methods for their realization are in harmony with the philosophy and principles of the Kosovo Curriculum Framework.

In the subject of Civic Education, the success of students depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches, methods, techniques and diverse forms of work. For this purpose, a whole complex of methods and techniques is applied, such as: new information, tasks, activities, work with projects, practical work and others.

Civic education is a subject through which the capacities of young people are developed to be involved in social decision-making throughout their lives, therefore social processes, where possible, should be explained by serving them with activities in collaboration with students, where the teacher must have a leading role.
In order to fulfil the requirements for quality learning, several different methods, forms and techniques of work are advised:

- Direct teaching (explanation, clarification, practical activities and examples);
- Indirect teaching (examination, discovery, problem solving);
- Teaching by means of questions (technique of questions addressed to students);
- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching that promotes critical, creative, independent thinking and problem solving;
- Teaching that encourages independent inquiry.

Integrated teaching and learning

In the subjects of the area of Society and environment, the integration of several topics is necessary so that students can achieve the best possible results. Learning the phenomena and events that occur in society should not be done in a separate or partial manner, therefore cooperation is needed between the teachers of the subjects within the field of Society and Environment, but also in other fields, so that the learning contents of are presented complete and in coherence with each other.

The teaching topics taught in the subject of Civic Education are also integrated with other subjects. Let's say, topics such as: democracy, state, power, citizenship, culture are related to history; topics on settlements, environment, population, natural resources are related to geography; then, topics such as: personal and social values, diversity and interdependence, equality and justice are related to psychology and sociology. Also, research and presentation of findings by teachers and students on different topics in this class can be done through ICT, which means that the use of ICT is very important for achieving the results as foreseen by the program.

Guidelines for the implementation of cross-curricular issues

Cross-curricular issues are related to the results of the field, therefore care should be taken to adequately treat them through the subject of Civic Education. In the planning phase, the teacher is required to analyse the results of the field, the results of the subject, the topics and teaching units with which cross-curricular issues are related. In this way, integrated teaching and their best possible treatment is ensured. In the Core Curriculum for Higher Secondary Education, the following topics are planned to be addressed:

- Education for democratic citizenship
- Education for peace
- Globalization and interdependence
- Media education and
- Education for sustainable development

Education for democratic citizenship – refers to topics related to citizenship and democracy. Both of these concepts are very broad, but they are closely related to each other. To be a citizen of a country is to have responsibility towards the country and to contribute with all the possibilities for development and well-being. This development is enabled by democracy as a system of governance, but it is not only about the state or power. Democracy has meaning if it is reflected in the daily life of citizens, in security, well-being, free movement, rule of law, peace and tolerance.

Education for peace - enables students to develop the skills to manage conflicts constructively, then in a practical way to avoid possible escalations in conflicts between them. Addressing this topic, they also find ways that enable

the reconciliation of the conflicting parties as well as contribute positively to the personal, social and international plan.

Globalization and interdependence - contains two component concepts; globalization and interdependence, which in relation to each other during examination from the perspectives of different sciences or subjects to the student present a whole that contributes to the cognitive dimension of the student. The learning process must unfold in all three of these dimensions, which mutually support each other: knowledge, concepts and understanding, skills, attitudes and values. In this way, the learning process will be connected and will serve the formation of the student's competencies.

Media education - It is a subject that includes contents related to publications, awards and effects of achievements in culture, art, sport, science at the national and international level. Media education is one of the cross-curricular topics that refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information.

Education for sustainable development - refers to topics of general importance that influence the taking of responsibilities of young people/students for attitude and active action towards issues in the awareness and conservation of natural assets, at the local and global level. This includes issues such as: social aspect, economic and environmental development. Issues of sustainable development include aspects of having a healthy environment that is related to awareness, civic action and the importance of using environmental resources as heritage and culture of the next generation. The commitment to a sustainable development also means the personal responsibility to react in a legal way to the actions of others that endanger the environment and the health of the population.

Guidelines for assessment

Assessment is the process of gathering information and making judgments about the achievement or performance of students and reflection on teaching. In order to determine the level of achievement of the results planned in the plans, proof and evidence must be sought in the performances of each student. Starting from the practical understanding of the concept of assessment as a deliberate, comprehensive, planned, continuous action, the teacher for the assessment of students' achievements must follow the following steps: first, the purpose of the assessment is determined, why (for what) we are assessing, e.g. we asses to plan, we assess the level of progress in the achievement of competencies, we assess the academic knowledge of the students, we asses to improve teaching, we assess the experiences of the students, the way of learning (styles) etc. and then we define the methodology, the instruments, the processing of the results and the reporting In order to carry out a successful assessment, we must keep in mind the questions: why, to whom, what, how and when?. Assessment of students is done through different methods and instruments, depending on the requirements of the learning outcomes. During the assessment process, the teacher can use observation, testing, portfolios, checklists, etc.

Instructions for learning materials and resources

In the process of teaching and learning, within the subject of Civic Education, for the realization of the teaching topics and for the achievement of the results of the subject, in addition to textbooks and school resources, illustrations, photographs, documents, documentary and artistic films, songs, paintings, cartoons, diagrams and other evidence. Likewise, a welcoming and

debating learning environment can be created in which professionals from different fields, citizens with special life experiences, representatives of institutions and civil society can be invited to talk about different aspects of personal, family and social life. and institutional. Also, visits to different institutions can be organized in function of learning outcomes and teaching topics.

Subject curriculum/syllabus

History (Gymnasium of social sciences - languages)

Content

Instructions for learning materials and resources

Introduction

The History subject, as part of the Society and Environment area, plays an important role in the development of the student's abilities, skills, values and attitudes. Through this subject, the student of grade X (gymnasium of social sciences - languages), will deepen the knowledge about the development of human society from its origins to the period of Early Feudalism. Through this subject, the student will gain knowledge about the activity of man and human society at all levels, such as economic, social, spiritual, cultural, political, institutional, etc., as well as about the role of the natural environment in these developments. By studying the human past in all its dimensions, the student will understand the role of history as a social science, in man's self-awareness, in time and space, as an important prerequisite to better understand today and to have clear vision for the future.

Purpose

The purpose of the History subject in this class, in addition to deepening general historical knowledge, is also the development of creative and critical thinking as well as argumentation and logical judgment through the comparative analysis of human activity throughout these historical periods, which will affect the development of the student's abilities, skills, values and attitudes as a stable personality and responsible citizen, who will respect social diversity and different individual and group identities and affiliations.

Topics and learning outcomes

Students in the tenth grade achieve the learning outcomes of subject (LOS) per topics set out in the table below, derived from the learning results of the area (LRA) Society and Environment, of the fifth stage (St 5) in Core Curriculum of Upper Secondary Education

Concept	LRA, TOPIC and LOS
The individual, groups and social relations	**LRA: 1. Explores the structure of social groups, past and present, and ways of participating or being involved in them.** 1. Analyzes and draws conclusions about the influence of prominent historical, social, political, cultural and educational, national and world personalities, during different historical periods. 2. Compares the developments of social groups, institutions,

	structures and the ways of their organization, then and now.	
	Topic	**Learning outcomes of the subject (LOS)**
	Prehistory – The beginnings of humanity, the first human communities	• Defines the main features of the science of history, the main historical periods and ways of calculating time. • Differentiates the stages of evolution/development of the ancestors of the human being-hominid, with concrete arguments. • Analyzes the main characteristics of homo erectus, neanderthal and homosapiens, the time of their appearance, the characteristics of the habitat where they lived as well as the reasons and directions of their movements and emigrations. • Analyzes the circumstances of the creation of the first human communities, the advantages of life in groups and the forms of their settlements. • Appreciates the creative engagement and inventions of Stone Age and Metal Age people. • Identifies the first "professions" of people, and explains the circumstances of the division of labour. • Identifies and describes the division of gender roles (matriarchy and patriarchy) and describes the social relations within them. • Identifies prehistoric cultures in the Balkans and analyzes its locality in Kosovo.

	Prominent personalities of the Ancient and Medieval world	• Identifies historical personalities of the Ancient East and evaluates the contribution in the field of their scope in the given historical context. • Identifies prominent Greek scholars in Antiquity, analyzes their philosophical and scientific views, and evaluates their contribution to the legacy of human thought. • Identifies the historical personalities of the Roman Empire and evaluates the contribution in terms of their scope in the given historical context. • Identifies prominent Illyrian personalities, analyzes their activity in the given historical context and evaluates their contribution to Illyrian society. • Identifies outstanding arboreal personalities, analyzes their activity in the given historical context and evaluates their contribution to the arboreal society. • Analyzes and evaluates the contribution of prominent personalities of the Eastern Roman Empire - Byzantium. • Evidences the scientific and cultural contribution of prominent Arab personalities.
Social processes	**LRA: 2. Researches objects/monuments, phenomena, historical, social and environmental processes as well as the connection and influences between them.** 1. Critically analyzes the causes and consequences of various events,	

	phenomena and processes in society and expresses personal opinions about their impacts on individuals, social systems and global developments.	
	Topic	**Learning outcomes of the subject (LOS)**
	Civilizations of the Ancient East	• Compares the main characteristics of the first state formations near the big rivers. • Analyzes the social-economic organization in the slave-owning order in the Ancient East. • Compares the common and special features of the countries of the East of Lasha. • Identifies the types of writings and analyzes the features of the developments of science, culture and faith in the Ancient East. • Compares the way of daily life in the societies of the Ancient East.
	Mediterranean Civilizations in Antiquity	• Identifies the ancient peoples of the Balkan Peninsula as well as their particularities and commonalities in social and cultural terms. • Defines the scope of the ancient Greeks, the main tribes and distinguishes the specifics of the social, cultural, religious and state organization of the Greek city-states. • Analyzes the causes of the settlement of the Greeks in the Mediterranean and Illyria, and the mutual influences with the autochthonous-indigenous people.

		• Identifies some of the causes of the Greco-Persian wars. • Specifies the characteristics of the Macedonian state at the time of Philip II and Alexander the Great. • Analyzes the circumstances of the establishment of Rome as a state formation and distinguishes the specifics of the social, cultural and religious organization. • Analyzes the different governing periods of Ancient Rome (monarchical, republican, imperial period) and their specifics. • Analyzes the social-political circumstances of the birth, spread, legalization and formalization of Christianity in the Roman Empire. • Distinguishes the features of Roman culture and distinguishes the commonalities and particularities of Mediterranean cultures in Antiquity.
	Illyrian civilization	• Defines the territorial extent of the Illyrian tribes and "Illyria", and evidences the main cities and the extent of the Illyrian Kingdoms. • Compares the social, economic and political organization of the Illyrian kingdoms. • Compares the characteristics of the Illyrian culture and faith with those of the Greeks, Romans and other neighboring ethnic groups.

		• Analyzes the role of the Illyrian woman in social life and evaluates the commitment of Queen Teuta. • Analyzes the changes in the social, cultural, economic and political life of the Illyrians during the Roman rule, as well as the degree of their integration into the Roman society. • Evaluates the resistance of the Illyrians to the Roman invasion and rule.
	Albania in the Middle Ages	• Analyzes the effect of the division of the Roman Empire (Theodosian Line) on the trees. • Defines political, administrative (Themes) and social changes in the Eastern Roman Empire - Byzantium and the position of Albanians within it. • Analyzes the circumstances of the birth and development of feudal relations among the Albanians • Evidences the stages of development of the Albanian State and compares the medieval state formations - the origins of the Albanians. • Analyzes the characteristics of arboreal culture and civilization from Antiquity to the Early Middle Ages. • Describes the social relations and the way of daily life of Albanians.
	The influx of peoples	• Evidences the influx of peoples and

	- the development of medieval civilizations	analyzes the consequences of their embedding in Europe: on the cultural, social and political level. • Describes the penetration of Slavic tribes into South-Eastern Europe and the consequences of their settlement in this peninsula. • Identifies the first Slavic state formations in the Balkans and the relations between the Balkan peoples. • Defines the characteristics of social relations in Early Feudalism, social strata in feudalism and compares the feudal order with the slaveholding order.
	Europe, Eastern Roman Empire - Byzantium, Arabs, Seljuk Turks	• Explains the role and importance of the French state under the leadership of Charlemagne. • Defines the territorial extent of Byzantium, as well as analyzes social, political, economic and organizational developments. • Analyzes the political, social and economic circumstances of the formation and strengthening of Arab state formations. • Evaluates the role of the Arab cultural-scientific world in the revival and spread of the philosophical and scientific thought of the ancient world and its influence on European cultural and scientific development. • Distinguishes the position of the peoples

		of the Balkans during the time of the first Turkish-Ottoman invasions, and their attempt at resistance. • Analyzes the reasons for undertaking the Crusades, their consequences in the European society of the time and their impact on the relationship between East and West cultures.
	Great Eastern Empires	• Identifies the main aspects of Chinese civilization at this time and identifies its cultural and scientific-technical achievements. • Examines the characteristics of the Mongol Empire, the conquests of Genghis Khan and their impact on the medieval world.
Norms, rights and responsibilities	**LRA: 3 . Analyzes and critically examines and applies social norms for common life in diversity** 1. Researches data related to human identity, such as: traditions, rules, beliefs, myths, legends, autochthonous architecture, monuments, clothing, food, etc., of one's own people and other peoples; explains the values of national, regional, European and global identity. 2. Analyzes and evaluates the causes and circumstances of changing norms, laws and customs for the regulation of social life in different times and places.	
	Topic	**Learning outcomes of the subject (LOS)**
	Social relations in Antiquity and the Middle Ages	• Selects some of the articles of Hammurabi's Law, analyse them and debate about rights and responsibilities in ancient human societies. • Describes the Roman government at the time of the Republic and explains why

		Roman Law is considered a paradigm of today's Law. • Highlights the features of Justinian's Code and its overall impact on the Byzantine Empire. • Identifies the features of "Salic law" (of the Frankish state in the Early Middle Ages), and its influence on the future legal systems of European countries.
	Beliefs and religions	• Understands the first forms of human belief. (animism, totemism, polytheism). • Analyzes the historical context of the birth and spread of the main religions (Judaism, Christianity, Buddhism, Hinduism, Islam) and compares their main characteristics. • Describes the historical context of the spread of Christianity in Illyria, distinguishes some of the first Illyrian church centres and explains the influence of the new monotheistic faith in Illyrian society.
Decision making and institutions	**LRA: 4. Gives ideas and proposals and makes decisions in a conscious and responsible manner** 1. Critically analyzes the differences between decision-making systems at the local, regional and international levels, as well as their impact on the lives of citizens in different historical circumstances and periods.	
	Topic	**Learning outcomes of the subject (LOS)**

	The institution of decision-making in ancient and medieval society	• Compares the main features of decision-making in the family and society during the period of antiquity and the Early Middle Ages and describes the relationships within them. • Analyzes the functioning of democracy in Ancient Athens. • Identifies the distinctive features of the monarchist state organization in Europe.
Environment, resources and sustainable development	**LRA.5 Contributes to the preservation and protection of the environment as well as to sustainable development** 1. Based on the preliminary analysis, identifies a concrete current problem of pollution in its environment, plans the work, collects data, analyzes and interprets them and comes up with a series of sustainable solutions.	
	Topic	**Learning outcomes of the subject (LOS)**
	City and citizens, organization of living space	• Identifies the first spaces of human settlements, analyzes environmental conditions and their organization for the benefit of society and sustainable development. • Describes the features of ancient and medieval cities and compare them in terms of environmental planning and the level of accommodation of their citizens. • Explains the function of the family, the way of life and analyzes economic activities, crafts. • Evidences the peak architectural achievements in Antiquity and the Middle Ages and evaluates their role as cultural and engineering heritage of humanity.

Methodological guidelines

Realization of the subject program requires prior preparation. Careful planning and selection of adequate methodologies is the key to successful teaching. It is recommended that the teacher memorizes the learning outcomes per stage (competencies) CLO, the learning results per area (LRA) – Society and Environment as well as the learning outcomes per subject (LOS) of the history subject. The results are not only reference points for the selection of contents (learning units) but also for the selection of teaching strategies, methods and techniques that will be applied during the lessons.

For the practical implementation of teaching planning for the subject of History, adequate use of teaching and learning methodologies is needed, harmonizing one with the other in the context of the philosophy and principles of the Curriculum Framework.

The student's success in the History subject is interconnected and depends on the work and commitment of the teacher and the student. The teacher must respect and respond to the interests and values of all groups of students regardless of nationality, race, gender, social and religious status. This is achieved by using interactive and inclusive approaches, diverse forms of work respecting different personalities and learning styles. The teacher must also take care of the differentiated learning approach. For this purpose, a whole complex of procedures is applied, such as: new information, exercises, individual and group work, research, assignments, demonstrations, work with projects, and others.

Taking into consideration the specifics of the subject, it is preferable to use where possible: the game in general and the role-playing game in particular, which creates habits of effective communication, creative thinking skills, cooperative skills and socialization; Interviews and narratives (oral history) to collect data on events, places, personalities and lifestyles which develop the skill of using different sources of information; cooperation with institutions, interest groups and civil society, as forms that can be realized outside the school space, always in cooperation with students, where the teacher must have an advisory, guiding role.

The teacher has an important role in orienting the student for the rational use of ICT and media, which helps them complete the absorption of information and preparation for successful engagement. Also, the organization of educational visits and excursions has an important role in the all-round development of students. They enable students to develop the skills of observation, research and observation, interpretation and discussion of various phenomena of society and the environment.

The teacher should also consider integrated teaching and learning. Adhering to the principles of the curriculum, it is necessary to aim for an integrative approach, where the topics within the subjects of the field or other fields are treated in an integrated manner. Events, phenomena that

occur in society and the environment cannot be taught as separate or partial, therefore cooperation is needed between teachers of history subjects with teachers of subjects within the field but also with teachers of subjects from other fields. This guarantees that the topics are presented to the students in full and in coherence with each other.

Guidelines for the implementation of cross-curricular issues

The teacher should also take care of dealing with cross-curricular issues/topics. The integration of these topics with the topics/contents of the History course helps students to know and better understand the events, processes, relationships in society and the environment, their interdependence, and in this way to face life's challenges more easily.
With the History subject program for this age of students, all cross-curricular issues/topics can be integrated:

- Education for democratic citizenship
- Education for peace
- Globalization and interdependence
- Media education
- Education for sustainable development.

These topics can be interrelated and addressed during the elaboration of the topics foreseen by the program. For example, when dealing with the topics of civilizations, the institution of decision-making or democracy, they can be related to education for democratic citizenship, where freedoms and human rights, participation in decision-making can be explained in different disputes and periods, how their evolution happened, etc. The same approach applies to the treatment of other topics such as education for peace, which can be related to the contents when dealing with diversity in society, tolerance, harmony and coexistence, human dignity. Likewise, the topic of globalization and interdependence can be well connected to the treatment of economic and educational issues in the periods covered in this class. The topic of media education can serve in the context of students' research on different content by providing material, pictures, maps, etc. While the issue of education for sustainable development can be related to the relationships and interdependence of man with the living environment from the beginning of human society and through other historical stages that are treated in this class.

Guidelines for assessment

Assessment is closely related to teaching methodology and requires compliance and consistency throughout the process. The teacher must harmonize the assessment with what he has planned, intended, to reach the student. Therefore, we must assess what we have set as the objective of assessment, the knowledge, skills, behaviours, and attitudes of the students. Different forms and

instruments can be used for the assessment of students at this age, in addition to different types of testing, such as verbal, non-verbal, assessment of the student in group work, project work, etc., can and should also be done observations of the acquisition of knowledge, behaviours and attitudes, and the rate of growth of skills and abilities to apply the outcomes envisaged in the Core Curriculum for this level.

For all types of assessments that should be made to the student, the reference points are the results of the subject, the field at the class level as well as those for competencies at the degree level. The teacher, depending on their specifics, investigates finding the most suitable forms for evaluating their achievements.

The approach to the new curriculum with competences aims to evaluate what the student is able to do, that is, the assessment of the practical application of the knowledge acquired during schooling. Thus, the application of assessment through the continuous observation of student achievements and keeping evidence for the purposes of documentation and planning of further work with students is essential. The observation of work in groups and individual initiatives can also be assessed through the technique and instruments known as the participation bulletin or what is called the checklist, etc.

From this age it is important to cultivate the habit of self-assessment 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 commitments others related to the expected results for this age of the student.
The assessment should always 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 that during the learning process, students and teachers also use other sources of knowledge such as: workbooks, other alternative materials, brochures, atlases, maps, encyclopaedias, educational software, various cognitive visits, such as e.g., social, cultural and natural monuments.

Teachers can use newspapers, magazines, specialized literature or different manuals for activities with students. Also, it is very important that students and teachers collaborate in the creation of different materials through the use of information technology resources.

Subject curriculum/syllabus

History (Gymnasium of natural sciences)

Content

Introduction

The subject of History, as part of the area Society and Environment, plays an important role in the development of students' abilities, skills, values and attitudes. Through this subject, students of grade X (gymnasium of natural sciences) will deepen their knowledge of social, economic, cultural, scientific, political developments, etc., from the second half of the XIX century (the process of the formation of national states) until today, as well as for the role of outstanding personalities in all areas of human activity and for institutions and decision-making in different circumstances of political organization (pluralism, democracy, different forms of dictatorships such as fascism, Nazism, communism). In addition, by studying the past in all its dimensions, students appreciate the role of the science of history in man's awareness of his past, to understand the present and to design the future.

Purpose

The purpose of the history course at this level, in addition to deepening general knowledge about this historical period, is also the development of creative and critical thinking, as well as argumentation and logical judgment through the comparative analysis of human activity of that period, which will affect in the development of the abilities, skills, values and attitudes of the student as a stable personality and responsible citizen, who will respect different identities and affiliations, such as: gender, ethnic, racial, social, cultural, faith, sexual orientation, etc.

Topics and learning outcomes

Students in the tenth grade achieve the learning outcomes of subject (LOS) for the topics set out in the table below, derived from the learning results of the area (LRA) Society and Environment, of the fifth stage (St 5) in Core Curriculum of Upper Secondary Education

Concept	LRA, TOPIC and LOS
The individual, groups and social relations	**LRA: 1. Explores the structure of social groups, past and present, and ways of participating or being involved in them** 1. Analyzes and draws conclusions about the influence of prominent social, political, cultural and educational personalities at the national and world level, during different historical periods. 2. Compares the developments of social groups, institutions,

	structures and ways of their organization, then and now.	
	Topic	**Learning outcomes of the subject (LOS)**
	The role of prominent personalities of Modern and Contemporary History	- Researches the activity of historical personalities of the Modern and Contemporary period. - Analyzes the contribution of outstanding personalities in certain fields of activity (society, culture, science) and compares their contribution with that of their predecessors in certain fields of activity.
Social processes	**LRA: 2. Researches objects/monuments, phenomena, historical, social and environmental processes as well as the connection and influences between them** 1. Critically analyzes the causes and consequences of various events, phenomena and processes in society and expresses personal opinions about their impacts on individuals, social systems and global developments.	
	Topic	**Learning outcomes of the subject (LOS)**
	Nationalism - the formation of nation states	- Describes the role of nationalism in the formation of national states at the regional, European level and world. - Analyzes the reasons for the formation of political and military alliances at the regional, European and world level. - Argues the role of economic empowerment and military of the Great Powers in the redistribution of the colonies (Africa, Asia) for the exploitation of the natural resources of the occupied countries and the expansion of the market for their goods. - Evaluates the struggle for liberation and national unification of the occupied countries.
	The Age of Inventions	- Analyzes the circumstances of the development of liberal ideas and their impact on the society of the 19th century. - Evaluates the reasons for the birth of the

		Industrial Revolution in England and its effects on society. - Identifies the main scientific-technical inventions of this period. - Evaluates the impact of the scientific-technical and cultural achievements of the 19th century on the daily life of man.
	Albanian National Movement	- Understands the importance of the influence of collective historical memory, tradition, language, culture, national education as well as the European Enlightenment in the cultivation of national identity. - Examines the character, purpose and manner of the implementation of the reforms of the Ottoman government in Albania and their impact on the Albanian National Movements. - Argues the position and treatment of Albanians by the Ottoman government. - Identifies the Albanian political-military subjects carrying efforts for national liberation. - Evaluates the goals of the Albanian National Movement for independence and its contribution to the liberation of the Balkans from the Ottoman Empire. - Argues and evaluates the role of revivalists and Albanian national activists in the national and political emancipation of Albanians. - Analyzes social relationships and the way of daily life of Albanians in the period of the National Renaissance. - Understands the impact of the Eastern Crisis on the dynamism of the National Movement and

		appreciates the efforts of Albanians to achieve political goals and protect territorial integrity.
Social processes	**Albania, Kosovo and other Albanian countries in the period of the new political composition of the Balkans 1912-1914**	- Analyzes the historical context of the Assembly of Vlora and the declaration of Albania's Independence. - Defines the specific position of Albanians in the Balkan confrontation 1912-1913. - Defines the role of the external factor (Powers of Great, the Balkan states, the Ottoman Empire) in the stage of the birth and rise of the Albanian state: the decisions of the Conference of Ambassadors in London for Albania (status, internal regulation, borders) and their implementation. - Argues the objective difficulties (obstacles) of interior in the first steps of the Albanian state. - Examines the causes of the state crisis during the reign of Prince Vid. - Describes the process of conquest and annexation Kosovo and other Albanian countries from Montenegro and Serbia. - Researches the position of Albanians in the occupied countries (Kosovo, Dibër, Malësi, Qameri) from neighbouring countries Serbia, Montenegro and Greece and their policies for ethnic cleansing. - Justifies the resistance of the Albanians against the invasion, the eliminative treatment by the neighbouring countries and the unjust decisions of the international factor.
	Southeastern	- Defines the position of the autonomous states

	Europe between the Ottoman and Austro-Hungarian Empires	within the Ottoman Empire and their relations with the central Ottoman government. - Compares the aims and policies of Austria-Hungary and Russia towards the Balkans. - Analyzes the attitude of the European powers towards Ottoman Empire and national movements the peoples of the Balkans. - Evaluates the efforts of the peoples of the Balkans for national liberation and an independent state (independence).
Social processes	**The period of imperialism, the separation of spheres of interest - colonialism**	- Explains the reasons for the rapid industrial development of the European Great Powers and their intentions for new colonies. - Evaluates Abolitionism as an important movement for human rights. - Analyzes the consequences of the national unification (empowerment) of Germany and Italy in the formation of new alliances in Europe. - It highlights the clashes between the European powers for spheres of interest in Africa and Asia.
	World War I, the Versailles System and its undoing.	- Analyzes the factors of the division of Europe into two blocs and the causes of the escalation of the crisis in the relations between them. - Identifies the main fronts of the First World War as well as the human losses in this war. - Describes the character of the Peace Conference The Versailles System and the role of the League of Nations. - Defines the circumstances of birth and empowerment ideologies and the capture of states by them (USSR, Fascist Italy, Nazi Germany, militarist

		Japan) and compares the specifics between them. - Highlights the factors that influenced the undoing of the Versailles system and the efforts of Western democracies to maintain the status quo. - Evaluates the developments in the social, cultural, artistic and scientific plane during the years 1919-1939. - Analyzes aspects of the daily life of citizens and soldiers during the First World War and evaluates its impact on their lives.
Social processes	**Albania and Albanians during the First World War**	-Explains the position of Neutral Albania and Albanians abroad at the beginning of the First War World (1914-1915). - Identifies the occupied areas in Albania and Kosovo, their duration and the policies implemented by the occupying regimes (administrative organization, education, economy, etc.). - Analyzes the political engagement of Albanians during the war and at its end. - Evidences the foreign presence in Albania after the First World War 1918-1920.
	Albanians (Albania, Kosovo, other countries) between the two World Wars	- Explains the treatment of Albania at the Paris Peace Conference and its international position 1919-1921. - Analyzes the internal challenges for political, economic and state consolidation of Albania (1920-1924). - Identifies the main developments on the political, economic, social, educational and cultural levels during the period of the Republic (1925-1928)

		and the Monarchy (1928-1939). - It evaluates the developments and modernizing achievements of the Albanian society. - Analyzes political orientations and actions Albanian political emigration 1925-1939. - Argues the position of Albanians in the Kingdom of SCS-Yugoslavia: the programs, forms and methods of oppression and persecution as a function of ethnic cleansing. - Defines the forms of resistance as well as the organization and political action of Albanians for the realization of their civic and national rights.
	The Second World War, the division into blocs and the Cold War	- Describes the causes of World War II, the main fronts of the war, the final operations of the anti-fascist Coalition and the scale of the human tragedy at the world level. - Analyzes aspects of the daily life of citizens and soldiers during the Second World War and evaluates its impact on their lives. - Defines the main concepts of the Holocaust and highlights its consequences. - Evidences and evaluates the role of Albanians in the protection of Jews during the Holocaust. (The noble/honorable among peoples/nations). - Evaluates efforts to punish war crimes, its actors (Nuremberg Court, Tokyo, etc.) and their impact on continuity. - Evidences the diplomatic activity during the Second World War (meetings, conferences) and the decisions of the anti-fascist Coalition for the new post-war international system.

		- Evaluates the contribution and role of the USA in World War II and after it. - Analyzes the factors of division into blocs, the causes of the beginning of the Cold War and its hot outbreaks (crises and local wars). - Assesses the role of the European Community in maintaining peace and European economic and cultural progress.
Social processes	**Albanians during the Second World War and after it**	- Clarifies the circumstances (internal and external) of the occupation of Albania by fascist Italy. - Describes Kosovo's involvement in the Second World War, the areas of occupation and the position of Albanians and other communities in them. - Compares the position (policy) of the Coalition Anti-fascist and that of the Nazi-Fascist Coalition towards Albania and Albanians. - Analyzes programs and the role of formations Albanian political-military during the WWII and their vision for the solution of the Albanian Question at the end of the war. - Argues the contribution of Albanians in the anti-fascist war. - Analyzes the historical context of the installation of the communist system in Albania and the stages of its deepening. - Argues the social transformations and daily life of the ordinary citizen in the communist system and its inherited consequences. - It highlights the role of education, science and culture in the communist system.

	Southeastern Europe during the communist period	- Analyzes the role of the international factor in the inclusion of the Balkan states in the Eastern Bloc. - Explains the reasons for Yugoslavia's departure from this Bloc and its international position. - Evidences the involvement of communist states Balkans in the economic and military organizations of the Eastern Bloc. - Describes the effects of the communist government on the social, economic and cultural level in these countries with special emphasis on Yugoslavia. - Discusses the causes of the collapse of the monist-communist system in the Balkans and, in particular, the disintegration of Yugoslavia.
Social processes	**Kosovo 1945-2008: The birth of a new European state**	- Describes the phase of reconquest, annexation and the installation of the Yugoslav communist system in Kosovo - Defines the policy of the Yugoslav communist regime towards Albanians 1945-1966 and evaluates the Albanian National Movement (various groups and personalities, such as: Albanian National Democratic Movement – LNDSH, Revolutional Movement for the Union of Albanians - LRBSH, etc.) - It evaluates the achievements in the social, educational, cultural and political level of Albanians in the period 1966-1981. - Evidences the measures of the Yugoslav-Serbian regime for the political, constitutional, educational, health and economic degradation of

		Kosovo 1989-1999 and evaluates the resistance of the Albanians against them. - It describes the concrete political and diplomatic actions of Albanians and other communities (Bosnian, Turkish, etc.) and evaluates the Liberation War for the independent state of Kosovo. - Evaluates the role of the Albanian Diaspora for the economic survival of the people of Kosovo, for its liberation and state building. - Analyzes the role of the international factor in the liberation of Kosovo and its state building 1989-2008.
	The ramification of the bipolar order in the world	- Understand the reasons for the reforms in the USSR: Perestroika and Glasnost. - Evidences political and social movements (dissidence) in communist states and their role in the fall of communism. - Analyzes the role of the great democratic powers in the corruption of the Eastern Communist Bloc. - It highlights the global effects of the collapse of the bipolar world. - Understands the daily life of people during the process of social, economic and cultural transition in the former communist states.
Norms, rights and responsibilities	**LRA: 3 . Analyzes and critically examines and applies social norms for common life in diversity** 1. Researches data related to identity such as: traditions, rules, beliefs, myths, legends, autochthonous architecture, monuments, clothing, food, etc., of one's own people and other peoples; explains the values of national, regional, European and global identity.	

	2. Analyzes and evaluates the causes and circumstances of changing norms, laws and customs for the regulation of social life in different times and places.	
	Topic	**Learning outcomes of the subject (LOS)**
	European integrations and Southeast Europe	- It defines the prerequisites and the process of European integrations from a Community to a European Union - Analyzes the rights, obligations and stages of membership of European states in the European Union. - Identifies the decision-making mechanisms of the European Union and analyzes their functioning. - Defines the Western Balkans and its achievements in the process of integration into the European Union. - Evaluates the aspirations and efforts of Albanians for EU membership.
	Collective security (UN, Council of Europe, CSCE/OSCE)	- Identifies European and World security and cooperation mechanisms. - Explains the functioning of the UN and its role in protecting world peace. - Analyzes the scope and operation of mechanisms of the CSCE/OSCE. - Argues and evaluates the role and importance of NATO in maintaining peace and stability in the world.
Decision making and institutions	**LRA: 4. Gives ideas and proposals and makes decisions in a conscious and responsible manner** 1. Critically analyzes the differences between decision-making systems at the local, regional and international levels, as well as	

<table>
<tr><td></td><td colspan="2">their impact on the lives of citizens in different historical circumstances and periods.</td></tr>
<tr><td></td><td>Topic</td><td>Learning outcomes of the subject (LOS)</td></tr>
<tr><td></td><td>Ideologies and totalitarian states (communism, Nazism, fascism)</td><td>- Specifies the forms of totalitarian systems.

- Explains the causes of the birth of totalitarian systems in different countries.

- Analyzes the reasons for the fall of communism, Nazism and fascism in the period between the two world wars.</td></tr>
<tr><td></td><td>Decision-making in democratic states</td><td>- Evaluates democratic efforts and values in relation to totalitarian systems.</td></tr>
<tr><td>Environment, resources and sustainable development</td><td colspan="2">LRA: 5 It contributes to the preservation and protection of the environment as well as to sustainable development

1. Based on the preliminary analysis, identifies a concrete current problem of pollution in its environment, plans the work, collects data, analyzes and interprets them and comes up with a series of sustainable solutions.</td></tr>
<tr><td></td><td>Topic</td><td>Learning outcomes of the subject (LOS)</td></tr>
<tr><td></td><td>Challenges and perspectives of globalization</td><td>- Identifies the contemporary challenges that humanity is going through.

- Compares and analyzes the challenges and perspectives of globalization (terrorism, global warming, immigration, etc.)

- Argues the role of globalization in the life of everyday life of people and their interdependence.

- Evaluates scientific and technical achievements in function of economic and social development.</td></tr>
</table>

Methodological guidelines

Realization of the subject program requires prior preparation. Careful planning and selection of adequate methodologies is the key to successful teaching. It is recommended that teachers memorize the learning outcomes per stage (competencies) of the CLO, the learning results per area (LRA) – Society and Environment as well as the learning outcomes per subject (LOS) of the history subject. The outcomes are not only reference points for the selection of contents (learning units) but also for the selection of teaching strategies, methods and techniques that will be applied during the lessons..

For the practical implementation of teaching planning for the subject of History, adequate use of teaching and learning methodologies is needed, harmonizing one with the other in the context of the philosophy and principles of the Curriculum Framework.

The success of students in the subject of history is interconnected and depends on the work and commitment of the teacher and students. The teacher must respect and respond to the interests and values of all groups of students regardless of nationality, race, gender, social and religious status. This is achieved by using interactive and inclusive approaches, diverse forms of work respecting different personalities and learning styles. The teacher must also take care of the differentiated learning approach. For this purpose, a whole complex of procedures is applied, such as: new information, exercises, individual and group work, research, assignments, demonstrations, work with projects, and others.

Given the specifics of the subject, it is preferable to use where possible: the game in general and the role-playing game in particular, which creates effective communication skills, creative thinking skills, cooperative skills and socialization; Interviews and narratives (oral history) to collect data on events, places, personalities and lifestyles which develop the skill of using different sources of information; cooperation with institutions, interest groups and civil society, as forms that can be realized outside the school space, always in cooperation with students, where the teacher must have an advisory, guiding role.

The teacher also has an important role in orienting students for the rational use of ICT and media, which helps them complete the absorption of information and preparation for successful engagement. Also, the organization of educational visits and excursions has an important role in the all-round development of students. They enable students to develop the skills of observation, research and observation, interpretation and discussion of various social and environmental phenomena.

The teacher should also consider integrated teaching and learning. Adhering to the principles of the curriculum, it is necessary to aim for an integrative approach, where the topics within the

subjects of the field or other fields are treated in an integrated manner. Events, phenomena that occur in society and the environment cannot be taught as separate or partial, therefore cooperation is needed between teachers of the subject of history with teachers of subjects within the field but also with teachers of subjects from other fields. This guarantees that the topics are presented to the students in full and in coherence with each other.

Guidelines for the implementation of cross-curricular issues

The teacher should also take care of dealing with cross-curricular issues/topics. The integration of these topics with the topics/contents of the history course helps students to know and better understand the events, processes, relationships in society and the environment, their interdependence and in this way to cope with the challenges of life more easily.

With the history curriculum for this age of students, all cross-curricular issues/topics can be integrated:

- Education for democratic citizenship
- Education for peace
- Globalization and interdependence
- Media education and
- Education for sustainable development

These topics can be interrelated and addressed during the elaboration of the topics foreseen by the program. For example, when dealing with topics about civilizations, the institution of decision-making or democracy, they can be related to education for democratic citizenship, where freedoms and human rights, participation in decision-making can be explained in different contexts and periods, how it happened and the evolution of their etc. The same approach applies to the treatment of other topics such as education for peace, which can be related to content such as diversity in society, tolerance, harmony and coexistence, human dignity. Likewise, the topic of globalization and interdependence can be well connected with the treatment of economic and educational issues. The topic of media education can serve in the context of students' research on different content by providing different materials, photos, maps, etc. While the issue of education for sustainable development can be related to the relationships and interdependence of man with the living environment from the beginning of human society and through other historical stages that are treated in this class.

Guidelines for assessment

Assessment is closely related to teaching methodology and requires compliance and consistency throughout the process. The teacher must harmonize the assessment with what he planned to achieve with the student. Therefore, we must evaluate what we have set as the objective of assessment, the knowledge, skills, behaviours, and attitudes of the students. For the assessment

of students at this age, different forms and instruments can be used, in addition to different types of testing, such as verbal, non-verbal, assessment of students in group work, project work, research, etc., can and should be observations are also made of the acquisition of knowledge, behaviours and attitudes and the degree of development of skills and abilities to implement the results foreseen in the Core Curriculum for this level.

For all types of assessments that should be made to the student, the reference points are the results of the subject, the field at the class level as well as those for competencies at the degree level. The teacher, depending on their specifics, researches to find the most suitable forms for evaluating their achievements.

The approach of the new curriculum with competences aims to evaluate what the student is able to do, i.e. the assessment of the practical application of the knowledge acquired during schooling. Thus, the application of assessment through continuous observation of student achievements and keeping evidence for the purposes of documentation and planning of further work with the students, it is necessary. Observation of group work and individual initiatives can also be evaluated through the technique known as the participation bulletin or what is called the checklist etc.
From this age it is important to cultivate the habit of self-esteem 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 commitments others related to the expected results for this age of students.

The assessment should always 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 that during the learning process, students and teachers also use other sources of knowledge such as: workbooks, other alternative materials, brochures, atlases, maps, encyclopaedias, educational software, various cognitive visits, such as e.g., social, cultural and natural monuments.
Teachers can use and create folders, newspapers, magazines, specialized literature or different manuals for activities with students. Also, it is very important that students and teachers collaborate in the production of different products through the use of information technology resources.

CURRICULUM AREA: LIFE AND WORK

Subject curriculum/syllabus

ICT (Gymnasium of social sciences – languages and Gymnasium of natural sciences)

Subject curriculum/syllabus

ICT (Gymnasium of social sciences – languages and Gymnasium of natural sciences)

Content

Introduction

While preparation for life and work is emphasized throughout the curriculum as an important issue, the curriculum area: "Life and Work" aims to contribute especially as a "carrier" area to the development of competencies for life and work. Through the ICT subject, students will be introduced to the different roles of individuals in life and work, such as family members, citizens, producers, consumers, employers and employees.

In the area "Life and Work" in grade X, the main subject is Information and Communication Technology, which also includes some of the main concepts of this aera, such as Information and Communication Technology-ICT, Work and entrepreneurship education, Counselling and career guidance, Education for sustainable development. Information and communication technology - for the tenth grade (X) is the continuation and expansion of prior knowledge from this area. This course equips students with modern information and communication technologies such as: working with advanced application programs, working with other modern communication devices, demonstrating skills in using these devices and programs for floor. It also includes advanced systems that enable the collection, organization, storage, use and transmission of information in various forms. This also means audio (voice) and video (graphics) communications, as well as the use of interactive multimedia. In the tenth grade, students also learn about the application program for tabular and graphic data processing, the multimedia possibilities in computer systems as well as the application program for preparing presentations.

Through ICT, students create habits and skills during theoretical and practical work for independent research of information from all curricular areas. In the tenth grade, students will also apply data analysis, formulas and functions, creating presentations, multimedia, demonstrating with concrete cases. The subject of ICT has a special connection with all areas of the Curricular Framework which enables the subjects to advance and promote them modernly

through ICT. The use of ICT helps in the better acquisition of other subjects by making them more understandable and attractive.

Purpose of subject

With the use of ICT, students develop skills to access and manage various information, to create, analyse and present information, to solve problems, to make decisions, to communicate, to express and justify proposals data etc.
ICT and its use help students to successfully transfer the developed knowledge and skills to the environment where they live and act. Students learn to use ICT carefully, understanding its possibilities and limitations, as well as the impact on individuals, groups and beyond.
Through the ICT subject, students will know and use information and communication technology devices, as well as show courage and initiative in taking responsibility for work and connecting personal skills with their career, education and sustainable development, which are related to the analysis and processing of data in various fields of human activity.

Through the ICT subject, the level of learning and the quality of daily life increases, including the basic concepts of the "Life and Work" field.

The main purposes of the ICT subject for students are:

- Development and deepening of knowledge in the field of ICT and its importance in life and work.
- Creating habits and skills during theoretical and practical work, research skills, analysis and presentation of information from the ICT field.
- Formulas, functions, graphs and presentations using computer application programs are also essential in technological practices for defining and clarifying ideas and proposed solutions.
- Development of entrepreneurship and use of technology.
- Lifelong learning capability.

Topics and outcomes and learning

Students in the tenth grade achieve the learning outcomes per subject (LOS) for the topics set out in the table below, derived from the area learning results of area (LRA) Life and Work, of the fifth stage (St 5) in the curriculum core for upper secondary education:

Concept	LRA, TOPIC and LOS
Information and Communication Technology-ICT	**LRA:** **1. Understanding and practicing practical work at home, at school and in the community.** *1.1. Analyzes the differences between individual and group work*

	respectively finds the differences and similarities of project work. *1.2. Uses personal knowledge and experience to design and implement school project work individually and in groups.* **2. Raising personal qualities for life and work** *2.1. Demonstrates the necessary skills to provide the basis for personal and professional development as well as various learning opportunities.* **4. Using ICT to advance learning and the quality of everyday life.** *3.1. Analyzes some of the advantages of using ICT for projects and research work.* **8. Communication for life and work.** *4.1. Use multimedia to get information about the implementation of various tasks and projects.*	
	Topic	**Learning outcomes of the subject (LOS)**
	Formulas and Functions	▪ Explains operations related to formulas. ▪ Localizes the placement of formulas in cells. ▪ Identifies arithmetic expressions. ▪ Demonstrates through examples the use of some elementary functions, their insertion (use of different functions, calculation of sum, production, etc.). ▪ Uses functions for text work, financial functions and explain their importance. ▪ Identifies troubleshooting when using functions.
	Data analysis, page layout, printing and charting	▪ Explains ascending and descending sorting and does data filtering. ▪ Shows steps for printing data. ▪ Names the beginning and end of the page. ▪ Demonstrates worksheet organization. ▪ Links the steps that must be used to activate the graphics system (inserting a graphic for the given table). ▪ Explains the types of charts by demonstrating the steps of inserting them.

	Creating presentations	▪ Compares the advantages of the PowerPoint presentation application with other applications. ▪ Shows the creation of a presentation of a certain topic, taking into account the use of technology to make the presentation. ▪ Shows how to edit the data on the slide, taking into account the style used, its size and placing the text in the specified position. ▪ Interprets the designs built by providing clarifications for each slide designed for the presentation. ▪ Explains the importance of presenting text on slides. ▪ Shows that during the creation of the presentation in PowerPoint, in addition to texts, other multimedia materials can be used, such as: photographs, multimedia recordings, drawings, animations, etc. ▪ Demonstrates the use of effects on slides. ▪ Discusses the importance of presentation. ▪ Describes the steps during the printing phase.

	Multimedia, creation of multimedia sequences	▪ Shows the advancement and advantages of multimedia. ▪ Tells about the basic elements of graphics, processing of photographs (pictures). ▪ Distinguishes computers which are used during the design or presentation of multimedia sequences. ▪ Distinguishes the quality of the presentation of a multimedia material. ▪ Shows the creation of multimedia sequences using the relevant programs. ▪ Creates film sequences and make their presentation based on work in design, graphic processing and projection.
Counselling and career guidance	**LRA: 3. Counselling and career guidance** *3.1. Assesses personal skills and knowledge relevant to their future career.* *3.2. Link personal knowledge and skills with the needs of the labour market.*	
	Topic	**Learning outcomes of the subject (LOS)**
	My career	▪ Tells about career goals and plans "what they are capable of doing". ▪ Explains how they can achieve their career development goals. ▪ Uses technological devices to research opportunities for career guidance. ▪ Tells about updating/updating the personal portfolio. ▪ Use differents CV building applications, select the right CV format and build its content.

<table>
<tr><td rowspan="3">Work and education for entrepreneurship</td><td colspan="2">LRA:
5. Entrepreneurship development exercise.
5.1. Presents creative ideas for creating a business based on labour market analysis.
7. Preparation for professional life and future career.
7.1. Reads, interprets and completes documentation for personal needs based on legislation and labour market requirements.</td></tr>
<tr><td>Topic</td><td>Learning outcomes of the subject (LOS)</td></tr>
<tr><td>The young entrepreneur. Labour market and preparation for labour market research.</td><td>▪ Describes the role of the market.
▪ Researches the market
▪ Requests and needs at a certain time and place.
▪ Presents in power point the requirements and needs at a given time and place.</td></tr>
<tr><td rowspan="4">Education for sustainable development</td><td colspan="2">LRA:
9. Protection and conservation of nature and environment
9.1. Shows care for the working environment and justifies the role of technology in preserving the environment.</td></tr>
<tr><td>Topic</td><td>Learning outcomes of the subject (LOS)</td></tr>
<tr><td>Use of technology with low consumption of electricity</td><td>▪ Analyzes technological devices making comparisons about their energy expenditure and processing speed.</td></tr>
<tr><td>The impact of Wifi on human health</td><td>▪ Shows the importance of Information Technology devices in human health.</td></tr>
<tr><td>Cyber attacks</td><td>▪ Processes information about cyber-attacks and explains their importance.
▪ Tells about the dangers of the Internet.</td></tr>
</table>

Methodological guidelines

Different work methods can be used for the realization of the learning contents that are defined in the ICT subject in order to fulfil the requirements of the field, but also because of the specifics it carries. Some of the methods that facilitate successful development are student-cantered teaching methods, such as:

1. Emphasis on demonstration and individual and group work including reading, demonstration and individual and group work.
2. The lecture of the program content in the classroom or cabinet should be done through computer presentations and not through the table. The use of the electronic table during the lecture is also encouraged.
3. Encouraging individual work and exchange of ideas and skills (interactive work).
4. Repetition of content through tasks that involve the application of more acquired knowledge.

ICT can be developed in various forms, using interactive methods which are combined with forms, such as: Demonstrations through technological tools, individual work in small groups, work with projects.

Guidelines for the implementation of cross-curricular issues

Cross-curricular issues within the "Life and Work" field, namely the ICT subject, as the main goal, has the realization of cross-curricular issues that will help to achieve the main competencies foreseen by the CC. During the planning stages, identify the different results that help develop the competencies and results of the fields, through common themes. The cross-curricular issues that are included in the ICT subject are:

- Education for democratic citizenship
- Education for peace
- Globalization and interdependence
- Media education, and
- Education for sustainable development

The identification of common topics from different subjects in the 7 curricular areas help students achieve the expected results in CF and CC.

Guidelines for assessment

Assessment is an element present in every learning activity. Measurement and assessment are an integral and very important part of teaching in the contemporary school.

The ICT subject, due to its nature and specifics, requires a variety of assessment methods on a regular basis, while the focus is on understanding life and work, concepts and practicing positive behaviours and attitudes.

There are several techniques and instruments that help in the direct observation of the student's activity, which are used for assessment. Here are some of them:

The participation bulletin is described as an observational technique that can be used to observe, in small groups, or during discussion. The bulletin shows who gives aid, how often they cooperate and how valuable the aid is, etc.

The checklist is an instrument that contains a list of topics, objectives, knowledge, for which the student will be observed. The main purpose of the checklist is to record an ongoing assessment of student progress.

Student's portfolio is a tool that can be used to show samples of student work that demonstrate student progress, skills, and level of work.

Electronic portfolio is a form which already enables the integration of technology in the students' tasks and activities. Assessment of learning has many methods that we can use during implementation such as: testing, assessment of individual tasks and computer projects, their contribution and activity individually and in groups.

Learning materials and resources

For the most successful implementation of the ICT subject, a wide range of learning resources should be used, including textbooks, activity and exercise books, workbooks, brochures, the Internet, encyclopaedias, educational software, projects, studies of various, analyzes and various reports of the relevant field and related work materials.

Teachers can create portfolios, newspapers, magazines, specialized literature or various handbooks for activities with students. Also, it is very important that students and teachers cooperate in the production of different materials through the use of information technology resources.

CURRICULUM AREA: CIVIC EDUCATION, SPORTS AND HEALTH

Subject curriculum/syllabus

Physical education, sports and health

(Gymnasium of social sciences – languages and Gymnasium of natural sciences)

Content

Subject curriculum/syllabus

Physical education, sports and health

(Gymnasium of social sciences – languages and
Gymnasium of natural sciences)

Content

Introduction

The subject of Physical Education, Sports and Health is a significant part of human activity as it occupies a very important space and has an indisputable influence on the psycho-social, physical and health condition of the person.

Physical-motor activity and sport have always been considered as an integral part of physical and mental formation, spiritual wealth and human culture in all stages of life.

The subject of Physical Education, Sports and Health aims to strengthen the knowledge of each student/etc. and provide new experiences, skills and knowledge, which will further expand the cultural, physical and health education. Recognizing, realizing and evaluating physical-motor and sports activity by all students is a form of acting in a group, and affects the strengthening of social and communicative relations.

Physical Education, Sports and Health aims that through the study of other subjects in the social, scientific, as well as the arts fields, the creation and general completion of the culture and formation of students is achieved, which formation is achieved through several main lines of the teaching process.

The organization and realization of this subject will help the students to appreciate its positive effects in many directions, not only in terms of health and physicality but also in terms of cooperation, expanding knowledge about the cultures and regions of different countries which contribute to the creation of a more social environment at the local and global level.

Purpose

The purpose of the Physical Education, Sports and Health course is to develop and stimulate the most complete health of the student in physical, psychological, psychic and social aspects. Through this course, the aim is to promote regular physical activity, education for a healthy lifestyle, stress management, the ability to make the right decisions and be flexible for the right and adequate use of the environment where you live.

Topics and outcomes and learning

Students in the tenth grade achieve the learning outcomes per subject (LOS) for the topics set out in the table below, derived from the learning results of the area (LRA) Physical Education Sports and Health of the fifth stage of the curriculum (St 5) in the Core Curriculum for upper secondary education:

Concept	LRA, TOPIC and LOS	
Physical, mental, emotional and social well-being	**LRA: 1.** ***Uses adequate strategies in difficult physical, psychological, emotional and social situations acting in a coordinated and responsible manner in emergency situations*****.**	
	Topic	**Learning outcomes of the subject (LOS)**
	Preservation and advancement of physical and mental health	Student: ▪ Identifies stressful situations and recognizes the symptoms of stress in physical sports activities, breathing disorders, uncontrolled behaviour, concentration problems. ▪ Successfully manages his emotions in different situations during and after sports activities. ▪ Identifies signs of fatigue during and after physical activities ▪ Applies safety rules during specific exercises for different sports activities. ▪ Applies the initial rules of providing first aid in cases of various traumas that may occur during physical and sports activities
Comprehensive and harmonious development of the body through physical and sports activities	**LRA: 1.** ***Assesses the importance and role of sports cultural heritage*** ***2. Participates in strenuous physical and sports activities and shows a positive attitude about their impact on maintaining health*****.**	
	Topic	**Learning outcomes of the subject (LOS)**
	History and development of sports	Student: ▪ Knows the meaning and historical antiquity of physical education, sports and their values in the development of human society; ▪ Describes the content and organization of the Olympic games, their historical and social value, symbols and their meaning. ▪ Knows the names of Albanian Olympic athletes, prominent figures from their city or province. ▪ Uses various resources that provide information on activities, sports history, recreational activities, fitness, as well as equipment and applied technologies.

	Individual sports and their importance	Student: • Explains and applies the rules of the game in individual sports. • Reinforces and demonstrates the technical elements of athletic disciplines • Reinforces and demonstrates the techniques of free gymnastics with apparatus on apparatus and rhythmic gymnastics. • Reinforces tactical technical elements in table tennis, tennis, badminton • Demonstrates tactical elements in attack and defense in combat sports. • Discusses, describes the importance of endurance, strength, speed, flexibility for body development and health. • Reinforces technical elements in water. • Reinforces the technical elements in the snow. • Understands the aesthetic values of physical culture
	Team sports	Student : • Explains and applies the rules of sports games. • Applies and reinforces the basic technical elements of sports games. • Applies simple offensive and defensive tactics during sports games • Develops advanced techniques in the chosen sport.
Promotion of active and healthy lifestyle	***LRA: 3. Demonstrates skills in food selection and preparation and analyzes the influence of advertising and media on healthy eating.***	
	Topic	**Learning outcomes of the subject (LOS)**
	Food and nutrition	Student: ▪ Discusses the importance of participating in physical activities and making healthy food choices. ▪ Describes the nutritional value of natural food with quantitative and qualitative content.
Awareness of the impact of the use of addictive substances	***LRA: 4. . Uses strategies to make choices based on correct information that can be applied in challenging situations, including peer pressure***	
	Topic	**Learning outcomes of the subject (LOS)**
	Addictive substances	Student: • Identifies the signs of addiction to drugs, alcohol, tobacco, as well as the consequences in the human

		body. • Presents strategies for protection from addictive substances.
Education on the environment and sustainable development	***LRA: 5. Demonstrates skills for fair and adequate use of the environment for health promotion***	
	Topic	**Learning outcomes of the subject (LOS)**
	The environment as a factor for the advancement of physical health	Student: • Uses different natural environments for the development of physical and sports activities • Proposes and participates in various initiatives in the school and community for the regulation of sports grounds for the development of physical activities

Methodological guidelines

For the realization of the contents defined in the Physical Education, Sports and Health subject, different methods can be used in order to achieve the competence results, which methods are common to all subjects, including the Physical Education, Sports and Health subject. Within this framework, the teacher's focus should be on the implementation of methodologies that ensure a comprehensive teaching for all students as they are:

- Student-cantered and inclusive teaching and learning;
- Teaching and learning based on the integrated approach;
- Teaching and learning based on the achievement of competencies;
- Differentiated teaching and learning;

In order to achieve the results of the competences of the field, apart from the common methods, each teaching subject also has its 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 safety of the student.

The good organization of the learning process of this subject means that the students are placed in concrete practical situations where they develop and apply the movement and sports elements. Play and sports are activities that dominate most of their school life and outside it, occupying most of their time and energy, creating skills, dexterity and forming social behaviour, as a fundamental contribution to the demand for rapid growth and healthy.

In the lessons of Physical Education, Sports and Health, special emphasis should be placed on maintaining personal hygiene before, during and after physical activities.

The motivation of students for sports activities remains among the main goals of the teacher. He should achieve this through the relevant choice of program contents, namely by encouraging and evaluating the progress in student achievements. The tasks set by the teacher must be such that the student can complete them. The teacher in this age group must take into account the interest and talent of the students for certain sports branches in a way to stimulate and support the achievement of the highest possible results. Of interest is the organization of learning in groups, according to abilities and needs, taking care that all students are involved and get the maximum benefit based on their individual opportunities.

Guidelines for the implementation of cross-curricular issues

The handling of cross-curricular issues within the course is an aspect of great importance as it enables the integration of curricular areas and teaching subjects in order to support students to understand and correctly interpret the social and natural processes that occur in society. The implementation of cross-curricular issues will help the development and completion of the content of the field 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, combining skills and opportunities to create common things, combining efforts with others to achieve greater success)
- **Media education** (refers to the use of the media to provide new and correct information, the creation and use of information, communication through traditional and digital media, criticism of the media, the language of the media and its impact on society, the expectations of citizens from media and fair and safe use)
- **Personal development and life skills** (education for consumption and saving; respect for oneself and others, tolerance, self-restraint, ability to negotiate; initiative and preparations for the future).
- **Education for sustainable development** (refers to topics of general importance that influence the awareness of young people/students for an active attitude towards environmental issues and phenomena, at the local and global level)

In general, the results of the field affect cross-curricular issues, so attention will be paid to adequate treatment in teaching units. However, teachers during their work should pay attention to cross-curricular issues, so that in the planning phase they analyse the topics or teaching units with which cross-curricular issues are related in order to ensure integrated teaching is handled by different subjects and with different perspectives different which also enable the achievement of the competences defined by the CC.

Guidelines for assessment

The subject Physical Education Sports and Health, due to its nature and specifics, requires a variety of assessment methods on a regular basis, while the focus is on understanding health, concepts and practicing positive behaviours and attitudes. Students should be able to constantly and actively apply the knowledge learned in their daily life. The objective of the assessment is not only the knowledge and skills, but also the attitudes and values and behaviours of the students.

The teacher develops and helps students develop a variety of assessment methods for example:

- Use of encouraging words and expressions during learning.
- Correcting wrong moves with tact.
- Assesses the appropriate use of tools
- Assesses motor actions based on individual achievements;
- Assesses speed in short and medium distances on the basis of individual achievements;
- Complex grading of exercises with points.
- Complex assessment of specific exercises with points.
- Score assessment of compositional elements in sports and rhythmic gymnastics
- Assessment of technical elements with points.
- Assessment with tests for knowledge on health education.
- Assessment based on the checklist

Assessments on participation in various sports activities can be added to these assessments.

In the engagement of students with small groups or teams, the teacher presents the weight of the grade assessment of the group as a whole and of each student in particular.

As a rule, the students and the teacher should freely communicate as partners about the acquisition of the knowledge and skills acquired in the previous lessons. From time to time the teacher must evaluate with a grade, making it clear to the students from the beginning the purpose of the assessment and its criteria. The written assessment (only for the line of knowledge) serves to enable written communication and can be done not only with pencil and paper, but also electronically. The student's portfolio as an assessment and self-assessment opportunity is a summary of the student's performance during the school year for a certain subject. It can contain thematic tasks (sports article, sports programs, planning of sports activities), photos and CDs of demonstration of motor skills for different lines of the program, engagements in different school activities.

Instructions for learning materials and resources

For the successful realization of competencies in the field 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. 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, which serve to plan and implement the learning process in the classroom. .

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, encyclopaedias, educational software, projects , various studies, analyses, various reports in the relevant field and other books.

Teachers and students can engage in the design and use of learning materials, e.g.: the results of projects realized by students can become valuable learning resources for different classes.