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

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SUBJECT CURRICULA/SYLLABUSES

Eleventh class

Prishtina, 2018

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

Cabinet of the Minister

No. *425/01B*
Date: *13/04/2018*

The Minister of Education, Science and Technology, pursuant to Articles 4, 21, 22 of Law No. 03/L-189 on State Administration of the Republic of Kosovo (Official Gazette No. 82, 21 October 2010), Article 5 of Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, and based on Article 8, paragraph 1.4 and Annex 6 of Regulation No. 02/2011 on Areas of Administrative Responsibility of the Office of the Prime Minister and the Ministries, and based on the request no. 8/01-15-02 dated 03.07.2018, renders the following:

DECISION
For the implementation of the subject plan and program

1. All higher secondary education institutions are obliged to implement the curriculum for the eleventh (11) grade in the higher secondary education in the Republic of Kosovo.

2. This Decision shall enter into force upon its signing.

Reasoning

Based on the provisions noted above and the functioning of the implementation of the new subject programs for the eleventh (11) grade of higher secondary education in the Republic of Kosovo, it was decided as in the enacting clause of this decision.

The Decision is sent to:

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

Shyqiri Bytyqi
/seal & signature/
Minister/MES/

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Introduction

In the eleventh class, subject curricula/teaching programmes contribute to the process of acquiring knowledge and skills development, values and attitudes of students continuously from the previous classes, preparing them to take responsibility for their lives, to participate as active citizens, and to become competent for social developments.

The teaching programmes in this class enable students to continuously prepare for further studies and to be successfully integrated in the labor market. In this class, students undergo a more challenging process of acquiring knowledge, developing their intellectual, social, socio-emotional and physical potential.

The eleventh class subject curricula/programmes are drafted for the two types of gymnasiums, Gymnasium of Social and Linguistic Sciences, Gymnasium of Natural Sciences.

For Gymnasium of Social and Linguistic Sciences, the subject programmes have been drafted which are determined by the curriculum for the seven curricular fields, whilst for the Gymnasium of Natural Sciences the subject programmes have been drafted for six curricular fields, for Languages and Communication, Math, Natural Sciences, Society and Environment, Life and Work, and Physical Education, Sports and Health. For this gymnasium, subjects of the field of Arts are not foreseen in the curriculum.

In this class, even though the teaching is held through the subjects, teachers shall make efforts to conduct integrated teaching by coordinating planning among themselves. Teachers shall relate teaching to real-life and context-based situations, to enable students to properly understand social and natural processes, their relation with the natural environment and with human-made environment. Also, through the teaching of each subject, including electives ones, teachers shall make efforts for students to develop and achieve competencies that are defined in the fifth level of the curriculum.

Lesson plan

Curricu -lar field	Subjects	Gymnasium of Social and Linguistic Sciences				
		Classes			Total subjects	Total subject curricula
		10	11	12		
Languages and communication	Native language	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	/	2	5
	Figurative art	1	1	1	3	
Math	Math	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	ITC	2	2	1	5	5
Physical Education, Sports and Health	Physical Education, Sports and Health	2	2	2	6	6
Selective part	Selective part	2	2	2	6	6
Total – teaching hours/ minimum		30	30	30	90	90
Activities outside curricular						

Curricu -lar field	Subjects	Gymnasium of Natural Sciences				
		Classes			Total subjects	Total subject curricula
		10	11	12		
Languages and communication	Native language	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	
Math	Math	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	ITC	2	1	2	5	5
Physical Education, Sports and Health	Physical Education, Sports and Health	2	2	2	6	6
Selective part	Selective part	2	2	2	6	6
Total – teaching hours/ minimum		30	30	30	90	90

Activities outside curricular					

CURRICULUM AREA: : LANGUAGES AND COMMUNICATION

Subject curriculum/syllabus

Albanian language (Gymnasium of social and linguistic sciences)
Albanian language and literarture (Gymnasium of natural sciences)
English language (Gymnasium of social and linguistic sciences and natural sciences)
German language (Gymnasium of social and linguistic sciences natural sciences)
French language (Gymnasium of social and linguistic sciences and natural sciences)

Subject curriculum/syllabus

Albanian language and Literature (Gymnasium of social and linguistic sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introdution

The learning of the subject Albanian language and literature for the eleventh class, gymnasium of social and linguistic sciences aims at acquisition of cultural and literary knowledge, linguistic formation, as an individual and as a citizen. The programme for this class helps the student on individual vocation through reading texts of all kinds, mainly well-known literary works. This enable students to create historical perspective of the cultural, literary and linguistic space. Through this, training in the use of the Albanian language is favored in order to better structure thoughts, judgments and creative skills. Students succeed to manage to organize their thoughts and present cultural and literary problems, and topics verbally and in writing. Level of acquisition of communication skills (listening, speaking, reading and writing) is advanced according to the requirements of the class, grade and level.

Within this framework, students advance language skills for debates and essays; develop narrative skills such is verbal narration of experiences and events, narration in the stories and novels; develop skills of using figurative language, be familiar with other literary and non-literary discourses. Students master the language as a medium to present information by expressing general point of views.

Knowledge obtained on the national and world cultural heritage, as well knowledge obtained through analysis of the relevant ideas and arguments, contribute to cultural, intellectual, emotional and civic formation.

Language is treated as the basis of thinking, communication, learning and viewing the world, identity and culture. Students shall master language skills in order to understand different ideas, information, and to conduct research in other fields; to express oneself clearly and assess appreciate nature and society.

Goal

Programme of this class aims to strengthen previous achievements and develop new units related to the Albanian and international language, literature and culture. At the same time, student masters and uses the language for various purposes of communication and creativity. Increases the level of communication with verbal, literary and non-literary discourses, aiming to achieve the culture of independent opinion.

All these shall serve the student to achieve subject results and develop main competencies of the curriculum.

At the end of the eleventh class, the student:

- Possesses special individual, cognitive and communicative skills for individual and group work;
- analyzes, evaluates, synthesizes and organizes information from different sources, presenting them at the level of questions, problems and issues;
- recognizes different cultural and literary formations of the Modern Times, from the Renaissance to Romanticism and Realism;
- identifies, recognizes and practices, through writing, different literary and non-literary forms;
- understands basic forms and ideas of the culture and literature of the late Middle Ages, namely Renaissance, in order to continue with the knowledge of classical, romantic and realistic, foreign and Albanian culture and literature;
- understands features of Albanian literature and culture related to the National Renaissance, as an Albanian national project that contains within itself elements of Romanticism, Realism, Sentimentalism and and introduction to the contemporary literary trends;

- possesses argumentative and evaluative skills for culture and literature, as well linguistic knowledge, practicing different types of analysis and writing; especially in terms of syntactic-stylistic style;

Subjects and learning outcomes

Students in the eleventh class shall achieve the subject learning outcome (RNL) from the topics set out in the table below. Topics have emerged from the concepts and domain learning outcome of the area (DLO) Languages and communication for the fifth level of the Curriculum (Le 5), which you can see in the Core Curriculum for upper secondary education (class 10-12).

Communication skills

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

Concept	**Subject**	**Subject Learning Outcome per Topic (RNF)**
Literary and non-literary texts	**European Romanticism** • V. Goethe • V. Hugo • G. Bayron	- Distinguishes basic characteristics of European Romanticism. - Compares European Romanticism and Albanian Renaissance and finds commonalities and differences. - Identifies Pre-romanticism and Romanticism. *Faust*-subject, characters. - Identifies romantic essences through poetry of Hugo. - Analyzes the poem *Child Harold's Pilgrimage,* romantic essences and personal discourse.

	Literature of Albanian National Renaissance • J.De Rada and other *Arbëresh* authors • K. Kristoforidhi • N. Frashëri • Z. Serembe • S. Frashëri **Realism** • Onore de Balzak Xha Gorio (*Uncle Gorio*) - structure /theme **Contemporary Predecessors**	- Distinguishes and compares cultural and political dimension of Albanian National Renaissance, the view of culture and authors from Romanticism to the contemporay predecessor. - Identifies romantic poem as a poetic-epic-lyrical variety (in Albanian literature): place, historical time and period of narration. - Compares *Milosao's Songs* with *Bala's Last Song* (*G.Dara Junior*). - Analyzes translations and narration of *The Hunt of Highlanders*; - Textual-linguistic variants, theme, symbolism. - Identifies themes and discourses that emerge from the creativity of this author. - Comments verses from *Summer Flowers, History of Skenderbeg, Livestock and Agriculture*. - Makes distinguishment between national hero and ethic one. -Distinguishes lyrics of the author, sonnet, personal discourse. - *Albania* is being analyzed, *what it was, what it is* and *what will become* in three tenses, as a project related to the Albanian National Renaissance. - Compares Albanian authors with those from Europe (poetics, commonalities and differences). - Distinguishes elements of the realistic

	Edgar Allan Poe and Charles Baudelaire **Albanian contemporary predecessors** Gj. Fishta, N. Mjeda F. S. Noli A. Z. Çajupi	novel (structure/ theme/ characters) - Balzac is compared with L. Tolstoy, Ch. Dickens, F. M. Dostoevsky; relation with realist trends in Albanian literature. - Identifies characteristics of verse/prose from the point of view of form and idea from the creativity of Poe and Baudelaire, as contemporary predecessors. - Identifies his lyric, national epic poem "*The Highland Lute"*, satire. - Analyze of poems, interprets *Dream of life* - structure, ideas, hero. - Distinguishes poetic structure of author's verse-personal/biblical motifs, figures, ideas, allegory. - Distinguishes features of the lyric (elegy *Lamentations*) and analyzes comedies. .
Figurative and non-figurative language	Use of images for literary and non-literary purposes (irony, metaphor, synecdoche, metonymy, symbol, allegory) at different levels of the text.	- Use figures in literary and non-literary writings. - Identifies literary style that flows through figurative/non-figurative language effects. - Understands allegory and hiding behind the image.
Culture, Criticism	Albanian National Renaissance Literature and Society Cultural patterns	- Relates historical context to the development of poetic forms at the time of European Romanticism. - Understands literature/society relations, particularly literature/politics/identity.

		- Assesses relation of Albanian literature and non-literary/political and missionary functions. - Distinguishes transitions from classical to romantic, realistic and modern literature within the context of cultural and social developments. - Identifies main features of various cultural-literary models related to the end of Middle Ages, Renaissance, Classicism, Romanticism, Realism, Sentimentalism; characteristics of the respective Cultures and Poetics are known; texts and contexts. - Identifies and uses informative and explanatory text. - Analyzes relation between literature and identity: personal/national; literature as part of the projects related to the cultural nationalism of the XIX century, in particular the German.
Linguistic system	• Language and history; • Sentence, text, discourse; • Coherence of texts; • Dictionary, abstract and affective • Standard Albanian and dialects; application of the norm in speaking and writing, Discourse forms, argumentative and persuasive language. • features of the functioning of language levels;	- Explains historical, social and cultural variations of language use. - Identifies different discourses (literary, non-literary, social, cultural, political, administrative, etc.). - Distinguishes features of construction and discourse functioning. - Explains manner of constructing the coherence of texts. - Enriches abstract and affective vocabulary. - Distinguishes standard language from dialects and applies the linguistic norm in speech and writing. - Identifies forms of discourse, especially argumentative and persuasive language

	• From simple to the complex sentence; • Verb, syntactic relations and modal and tense values of verbs; • Style figures; (substitution; opposition; insistence, enlargement/reduction, analogy); • Words and their reports; (synonyms and antonyms); • Connotations, semantics and lexical domains; • Literary writing - rise of the project, Essay • Stylistics of coordination and subordination in Albanian (poetry, prose, non-literary text)	(discourse). - Analyzes linguistic characteristics of official acts written at different period of time. - Distinguishes different levels of language articulation. - Develops skills of developing simple sentences into compound sentences and paragraphs. - Distinguishes modal and tense values of verbs within discourse. - Identify and uses figures of speech. - Distinguishes stylistic aspect of Albanian; sequence, style, discourses; critical and creative language. - Analyzes lexicological relations of identity and opposition of words. - Explains emotional value of words in the lexical field. - Practices pattern and manner of writing in the project and essay. - Distinguishes between sentence and period stylistics.

Methodological guidelines

Teacher shall apply methods that puts the student at the center of the learning process, giving the learning also application values. Learning shall be organized in such a way that speaking, writing and reading are simultaneously developed at higher levels of communication.

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

Teaching shall 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 the groups and pairs, but individual creative work is also being encouraged.

Special attention is devoted 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. Connection between reading and writing shall be permanent.

Guidelines on the implementation of inter-curricular issues

Albanian language is directly related to thetopics from other subjects, such are civic education, education on peace, interdependence, media education, arts, culture, etc.

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

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

Guidelines on assessment

For the subject Albanian Language and Literature, assessment is carried out with the aim of collecting, systematizing, recording and reporting data on the achievement of students throughout the entire learning process. Assessment for this subject provides students information about the level of acquisition and achievement of the subject results to the class.

In this class, assessment shall focus on the differences and comparisons of elements of the literary texts of this period; distinguishing the main and secondary information of clear written and verbal expression, spelling and grammar of vowels and consonants, punctuation marks, grammatical and syntactic forms, vocabulary development, in speaking and writing. Assessment shall pay special attention to the development of the topic as a whole, focusing on the clear presentation of ideas and their summary.

Guidelines on learning materials and resources

Teacher may use all resources, tools and materials that help to achieve results and competencies of the subject for this class.

Subject curriculum/syllabus

Albanian language and literarture (Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines

Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

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Within this framework, students advance language skills for debates and essays; develop narrative skills such is verbal narration of experiences and events, narration in the stories and novels; develop skills of using figurative language, be familiar with other literary and non-literary discourses. Students master the language as a medium to present information by expressing general point of views.

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	Contemporary Predecessors Edgar Allan Poe and Charles Baudelaire **Albanian contemporary predecessors** Gj. Fishta, N. Mjeda F. S. Noli B. Z. Çajupi	and differences). - Distinguishes elements of the realistic novel (structure/ theme/ characters) - Balzac is compared with L. Tolstoy, Ch. Dickens, F. M. Dostoevsky; relationship with realist trends in Albanian literature. - Identifies characteristics of verse/prose from the point of view of form and idea from the creativity of Poe and Baudelaire, as contemporary predecessors. - Identifies his lyric, national epic poem "*The Highland Lute"*, satire. - Analyze of poems, interprets *Dream of life* - structure, ideas, hero. - Distinguishes the poetic structure of author's verse-personal/biblical motifs, figures, ideas, allegory. - Distinguishes features of the lyric (elegy *Lamentations*) and analyzes comedies.

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		- Distinguishes between sentence and period stylistics.

Methodological guidelines

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Teaching shall 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 the groups and pairs, but individual creative work is also being encouraged.

Special attention is devoted 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. Connection between reading and writing shall be permanent.

Guidelines on the implementation of inter-curricular issues

Albanian language is directly related to thetopics from other subjects, such are civic education, education on peace, interdependence, media education, arts, culture, etc.

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

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

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For the subject Albanian Language and Literature, assessment is carried out with the aim of collecting, systematizing, recording and reporting data on the achievement of students throughout the entire learning process. Assessment for this subject provides students information about the level of acquisition and achievement of the subject results to the class.

In this class, assessment shall focus on the differences and comparisons of elements of the literary texts of this period; distinguishing the main and secondary information of clear written and verbal expression, spelling and grammar of vowels and consonants, punctuation marks, grammatical and syntactic forms, vocabulary development, in speaking and writing. Assessment shall pay special attention to the development of the topic as a whole, focusing on the clear presentation of ideas and their summary.

Guidelines on learning materials and resources

Teacher may use all resources, tools and materials that help to achieve results and competencies of the subject for this class.

Subject curriculum/syllabus

English language (Gymnasium of social and linguistic sciences and natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

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** **What a wonderful world** • The town where I live • The world around us • Around the world	• Listens to short recorded passages and copes with language spoken at normal speed and with interference and hesitancy by native speakers, and responds by interacting with the listened material (commercials, narrative passages, brochures, travel guides); • Listens and identifies the main points and specific details of spoken texts without much interference and hesitancy; • Listens /reads short recorded/print text (advertisements, brochures...) and extracts essential information and shares it with peers and teachers and school community; • Identifies native from non-native accents; • Demonstrates fair degree of competence in delivery needing occasional support from interlocutor (peers, teachers, and other speakers); • Demonstrates understanding and responds to main points of radio, or TV programmes on topics of general or personal interest when delivery is moderate and clear; • Explores environmental topics in his own environ relating them to global issues; • Describes orally their hometown identifying positive and/or negative features of life conditions; • Delivers a presentation regarding the issue in his own environs comparing them to global issues; • Interacts with peers seeking and providing information relating to living conditions in urban/rural areas other than their own; • Describes places, events and experiences with an improving accuracy and fluency; • Writes a five paragraph essay describing his hometown comparing it with a town/city of his choice.
	Topic 2 **English is fun** • The present and the future of English • Jobs and subjects	• Reads texts of fair complexity regarding the English Language in English comparing the information found in sources in the mother tongue; • Explores the sources in attempts to collect information regarding the spread and the importance of English in the world; • Listens/reads passages relating to specific topics regarding English and its statusand

	• Dilemmas and decisions	expands his vocabulary; • Listens/reads and expands his knowledge and understanding developed in English relating it to other school subject; • Explores/ listens/reads texts relating to English used for various purposes (e.g. study, communication, entertainment); • Explores/ listens/reads texts relating to English making effort in distinguishing between general and specialised vocabulary; • Explores types of jobs in the labour market that directly require knowledge of English; • Produces a brochure/ a poster relating English and the types of jobs that require mastery of English.
	Topic 3 **Entertainment** • Weddings, parties and invitations • National celebrations • Special occasions	• Explores, extracts, and makes use of information from various sources identifying relevant information regarding similarities and differences between customs in the target culture and their own culture relating to special occasions and celebrations; • Summarises 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 prior to forming their own viewpoint; • Engages with confidence in discussion regarding national holidays of the target culture comparing them with those in their own culture; • Produces media messages for different purposes and different types of intended audiences (Posters, formal and informal invitations, thank you letters…); • Produces descriptive texts/ and or media messages relating to special occasions in the target culture.
	Topic 4 **Travel and tourism** • How organized are you? • Package tours • Travel wisely, travel well	• Explores, extracts, and makes use of information from various sources identifying relevant information (print and online commercials, travel guides, brochures...); • Uses a numbers of reading strategies (previewing, skimming, scanning, inferring) before, during and after reading to understand more complex texts; • Takes notes during listening/reading and organizes his/her notes extracted from listening or reading passages into graphic organizers; • Activates his prior knowledge, using visualization and, summarizing paragraphs during reading and synthesizing ideas to broaden understanding; • Discusses with peers and teachers various modes and options of organizing a trip and

		travelling wisely; • Produces a written plan of a trip to a destination of their choice; • Uses most computer programs and online sites in drafting and proofreading his/her work and specific IT tools for presentations, as well as online sources for uploading and disseminating their work taking into account privacy and safety issues.
	Topic 5 **Relations with other people** • Generation gap • People around me • Visiting relatives	• Explores human relations between people in family, community, and society accessing various print and digital sources; • Reads extensively for pleasure and personal growth; • Extract relevant information from the sources used; • Compares relations between people in the past and present; • Compares relations between people in the target culture and their own culture, identifying similarities and differences and justifying them; • Summarises longer texts regarding human relations and presents them to peers, teacher, and wider public; • Discusses changes in people's relations throughout history; • Describes his views in writing regarding the importance and quality of his/her relations with the people around him/her; • Writes with increasing accuracy concerning spelling and punctuation and proofreads his own and his peers work.
	Topic 6 **Health** • Don't smoke, eat apples! • Drugs and alcohol damage your health • Computer games and children	• 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 and makes use of the extracted information; • Uses Internet to explore topics of personal interest, or subject specific topics related to his/her task/project, extracts information being cautious of copyright 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...); • Produces media messages (posters, Power Point Presentations, brochures) relating to health maintenance.

	Topic 7 **Home sweet home** • Do's and don'ts • What home means to people in different countries • Rules and freedom of behaviour	• Explores, extracts and compares information regarding home and its significance in the target culture comparing it to their own; • Identifies characteristic features of types of homes in different cultures focusing particularly on the target culture; • Engages with increasing confidence in discussion regarding the rules of dwelling in different home types; • Discusses with peers and teacher and other English speakers regarding the necessity of having rules in order to protect their own and other people's freedom; • Produces a list of home rules justifying his choices for each of the rules; • Produces descriptive texts of various lengths pointing out advantages and disadvantages of different home types; • Produces persuasive texts relating to freedom and rules of behaviour.
	Topic 8 **Environment** • Is there a future for us? • Tomorrow's world • Escape from the big city	• Explores, extracts, and compares relevant information regarding various environmental issues in their own community, country and wider; • Listens/reads/views particular programmes relating transport modes and their impact on the environment; • Engages with increasing confidence in discussion with peers and teacher regarding ways of solving some environmental issues in their own environ; • Produces persuasive media messages for target audience promoting a solution to environmental issues (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 and cooperation between people in solving and environmental issue; • Contributes to school events in awareness raising campaign by initiating, organizing and conducting such events.
Figurative & non-figurative language	**Topic 1** **What a wonderful world** • The town where I live • The world around us • Around the world	• 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 with increasing confidence various types of dwellings expressing preferences and justifying their opinions;

		• Explores, extracts, reads, compares and presents orally and/or in writing the common issues in their own environ (town, city, country, worldwide); • Engages with increasing confidence in discussion with peers and teacher regarding disasters of the modern world; • 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 comparing it to a similar suburb in a city of their choice;
	Topic 2 **English is fun** • The present and the future of English • Jobs and subjects • Dilemmas and decisions	• Describes orally and/or in writing his own motives for pursuing English language learning; • Describes, and justifies the interest for learning English worldwide; • 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; • Discusses career opportunities with peers, taking into consideration advantages and disadvantages of various options; • Listens /reads and infers the meaning of words from the context checking and rechecking their guesses; • 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 with increasing confidence between formal and informal language used in different situations and with different interlocutors.
	Topic 3 **Entertainment**	• Compares wedding customs of the target culture with their own; • Distinguishes between formal and informal occasions and acts accordingly;

	• Weddings, parties and invitations • National celebrations • Special occasions	• Writes texts of a variety of lengths (brief informal invitations/ text messages/ formal invitations/ thank you letters); • On special occasions uses Internet to communicatewith teacher and peers, and other people (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; • Creates text and video messages and sends them using ICT; • Uploads his/her work on the web taking care of privacy and security issues.
	Topic 4 **Travel and tourism** • How organized are you? • Package tours • Travel wisely, travel well	• Explores and identifies his preferred mode of travelling justifying his choices; • Evaluates various options taking into account advantages and disadvantages; • Produces media messages advertising a package tour of their own city; • Produces descriptive and/or persuasive text and video messages relating to travel and tourism and uploads them on the web taking care of privacy and security issues; • Provides a detailed oral and/ or written account of an imaginary or real journey.
	Topic 5 **Relations with other people** • Generation gap • People around me • Visiting relatives	• Demonstrates understanding that words and phrases may have direct and transferred/metaphorical meanings; • Presents orally and/or in writing some cases relating to generation gap; • Demonstrates understanding that the source of misunderstandings may be words themselves; • Produces descriptive oral and written texts relating to relations between people using grade appropriate vocabulary and structures; • Produces texts evaluating the importance and quality of human relations for particular purpose and intended audience, justifying their opinion; • Discusses with increasing confidence the consequences of breaking up with people and proposes solutions for overcoming particular situations; • Writes with increasing accuracy concerning spelling and punctuation demonstrating ability for proofreading their own and their peers' work.
	Topic 6 **Modern dangers**	• Explores, extracts, and compares relevant information relating to dangers of the modern world and their consequences;

	• Don't smoke, eat apples! • Drugs and alcohol damage your health • Computer games and youth	• Views documentaries and extract relevant information regarding drug and alcohol abuse and draws conclusions; • Listens/reads/views information regarding the negative effects of over-excessive use of the Internet; • 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 **Home sweet home** • Do's and don'ts • What home means to people in different countries • Rules and freedom of behaviour	• Explores, extracts and compares information regarding the concept of home, comparing it to traditional and current trends; • Reads/listens to texts regarding the homes around the world comparing advantages and disadvantages of particular home types; • Reads/listens to texts relating to rules of running a home in the target culture world and their own culture; • Undertakes together with peers a survey/investigation in order to identify vulnerable groups needing support; • Provides a detailed oral and/ or written account regarding vulnerable groups surveyed proposing solutions.
	Topic 8 **Environment** • Is there a future for us? • Tomorrow's world • Escape from the big city	• Explores, extracts, and compares relevant information regarding various environmental issues; • Listens/reads/views particular programmes relating to environmental issues extracting specific information; • Engages in discussion with peers and teacher regarding particular problems in their environment, exploring options and proposing solutions; • Produces persuasive media messages for target audience promoting a particular type of conduct (poster, advertisement, audio/video message...); • Participates in initiating, organizing, and conducting volunteer work in environment protection and/ orimprovement of school and community environment; • Explores the information and opportunities relating to benefits of cooperation with

		people of different nations and cultures in aiding the protection of the environment from harmful effects.
Criticism, theory, history	**Topic 1** **What a wonderful world** • The town where I live • The world around us • Around the world **Topic 2** **English is fun** • The present and the future of English • Jobs and subjects • Dilemmas and decisions **Topic 3** **Entertainment** • Weddings, parties and invitations • National celebrations • Special occasions **Topic 4** **Travel and tourism** • How organized are you?	• 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 with their 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

	• Package tours • Travel wisely, travel well **Topic 5** **Relations with other people** • Generation gap • People around me • Visiting relatives **Topic 6** **Modern dangers** • Don't smoke, eat apples! • Drugs and alcohol damage your health • Computer games and youth **Topic 7** **Home sweet home** • Do's and don'ts • What home means to people in different countries • Rules and freedom of behaviour **Topic 8** **Environment** • Is there a future for us? • Tomorrow's world • Escape from the big city	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; • Demonstrates appreciation and positive attitude towards unique features of the target culture and their own; • Understands and responds accordingly to culturally significant expressions; • Notices differences in nonverbal social behaviour across cultures and applies them accordingly.

Language exponents	**Topic 1** **What a wonderful world** • Describing • Expressing enthusiasm, happiness, and disappointment • Exclamations • Statements • Adjectives and adjectival phrases • Vocabulary field – nature, places, artefacts • Word and sentence stress • Idioms related to world • Falling intonation	• 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 increasing degree of competence in delivery needing occasional support from interlocutor (peers, teachers, and other speakers); • Presents reasons for different types of settlements relating them to social, economic and climatic issues, using grade appropriate vocabulary and structures; • Builds his/her 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 rural and urban settlements in theirown environment and other areas in the world; • Pronounces word groups and utterances fairly accurately with appropriate stress, rhythm and intonation; • Produces descriptive oral and written texts relating to their own home town; • Discusses with increasing confidence the advantages and disadvantages of different types of settlements with increasing degree of fluency; • Fairly Independently, or guided by the teacher notices rules and regularities in the language system; • Writes with increasing accuracy concerning spelling and punctuation.
	Topic 2 **English is fun** • Describing • Expressing opinions, and attitudes • Persuading • Comparing and	• Describes orally and/or in writing various aspects and functions of the English language; • Seeks and provides information from other speakers relating to the status of English in their own country and in the world; • Produces descriptive oral and written texts relating to the use of English in school, community and the world of work using grade appropriate vocabulary and structures; • Presents orally or in writing the features of the globalised English using grade

	contrasting information • Adjectives & adverbs • Present and future tenses • Future reference from present viewpoint • Non-finite verb forms • Vocabulary field – school subjects, occupations	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 that require knowledge of English with increasing degree of fluency using appropriate stress and intonation in statements and questions; • Increasingly Independently and/or guided by the teacher notices rules and regularities in the language system; • Writes with increasing accuracy concerning spelling and punctuation.
	Topic 3 **Entertainment** • Describing events • Comparing and contrasting information • Issuing invitations • Accepting and/or rejecting invitations • Miscellaneous tenses • Adverbs of manner • Vocabulary field – holidays and celebrations • Politeness markers • Idioms related to entertainment	• 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; • Expresses and justifies opinions, behaviour, attitudes, and plans varying the language to suit context, audience and purpose; • Communicates with teacher and peers, and other people using Internet (emails, mailing lists, groups, social networks); • Pronounces word groups and utterances fairly accurately with appropriate stress, rhythm and intonation; • 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; • Increasingly 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 **Travel and tourism** • Expressing certainty/ uncertainty • Describing places and events • Describing moods and attitudes • Word formation processes • Future time from present viewpoint • Vocabulary field – travel and transportation • Tourism and travel idioms	• 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-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; • Increasingly independently or guided by the teacher notices rules and regularities in the language system; • Fills in forms and applications; • Writes texts of a variety of lengths regarding the topics covered/explored/studied; • Writes with increasing accuracy concerning spelling and punctuation
	Topic 5 **Relations with other people** • Describing people and their relations • Explaining and justifying • Asking for and providing more detailed information • Present and past simple tense	• Discusses with confidence the advantages and human relations based on information gathered; • Expresses his opinion, based on relevant information, comparing and contrasting his own relations and other people's relations and making generalisations; • Produces descriptive oral and written texts relating to human relations using grade appropriate vocabulary and structures; • Presents orally or in writing the features human relations in their own culture comparing them with the ones in the target culture countries; • Together with peers initiates and conducts surveys relating human relations in their environment and presents the results of the survey in various forms (text, graphic organizer, poster, flier); • Produces texts evaluating the importance and quality of human relations for particular

	• Vocabulary field – character, attitudes • Relationship related idioms	purpose and intended audience, justifying their opinion; • Makes attempts at creative writing (diaries, short argumentative essays, short stories about real or fictitious characters and events, and poems); • Increasingly independently or guided by the teacher notices the rules and regularities in the language system; • Writes with increasing accuracy concerning spelling and punctuation.
	Topic 6 **Modern dangers** • Making suggestions • Asking for and giving advice • Persuading • Expressing polite requests • Responding to suggestion, advice and polite requests • Imperatives • Requests and commands • Reported speech - imperatives • Infinitive • Vocabulary field – dangers of the modern world • Idioms related to safety and danger	• Compares and contrasts information regarding the dangers of the modern world using grade appropriate vocabulary and structures; • Discusses with increasing confidence the issues of physical and mental health maintenance; • Produces descriptive and persuasive texts relating to health and fitness issues; • Applies grammar in a new context, although there may be a few mistakes, the meaning conveyed being clear; • Produces texts of a variety of lengths for different purposes and audiences concerning health and fitness (posters, fliers, PowerPoint presentations, media messages, reports); • Compiles a questionnaire and/or interview questions and conducts with peers a survey on drug and alcohol abuse among the youth; • Presents the results of the survey to peers, teacher, and school community; • Contributes to health-related campaigns by participating in initiating and conducting promotional activities for particular target groups (teenagers, adults, elderly...); • Makes attempts at creative writing (diaries, short argumentative essays, short stories about real or fictitious characters and events, and poems); • Increasingly independently or guided by the teacher notices the rules and regularities in the language system; • Writes with increasing accuracy concerning spelling and punctuation.

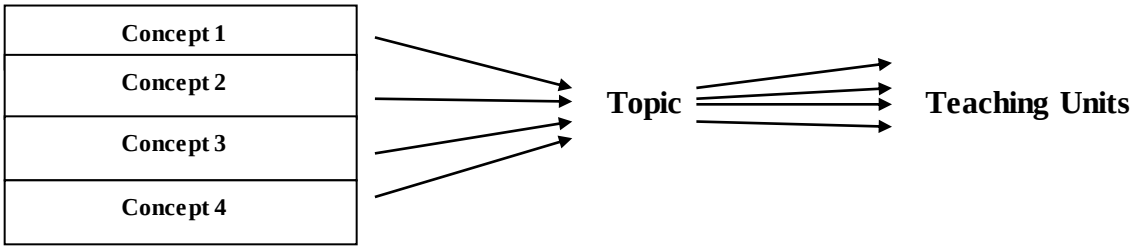
	Topic 7 **Home sweet home** • Describing objects and places • Expressing emotional attitudes • Comparing and contrasting • Generalising • Imperative • Direct and reported commands • Vocabulary field – feelings, emotions, social conventions • Home related idioms	• Describes accurately orally and/or in writing, different types of homes expressing their likes/dislikes and preferences; • Compares and contrasts orally or/and in writing information regarding the current trends in home-making in the world and in our country using grade appropriate vocabulary and structures; • Engages in discussion with peers and teacher regarding home types comparing it with the past • Pronounces word groups and utterances fairly accurately with appropriate stress, rhythm and intonation; • Contributes by initiating, organizing, and conducting charity events to aid particular vulnerable target groups (people in need, homeless...); • Increasingly independently or guided by the teacher notices the rules and regularities in the language system; • Makes use of discourse features in his writing (e.g. words and expressions signaling introduction, exemplification, conclusion); • Writes with increasing accuracy concerning spelling and punctuation.
	Topic 8 **Environment** • Describing nature and city • Expressing opinions • Explaining and justifying opinions • Comparing and contrasting, and generalising information • Miscellaneous tenses • Types of phrases • Direct and reported questions	• Compares and contrasts orally or/and in writing relevant information regarding various countries and places pointing out various environmental issues using grade appropriate vocabulary and structures; • Engages with increasing confidence in discussion with peers and teacher regarding environmental issues seeking for and suggesting solutions; • Makes use of visual and nonverbal clues; • Produces descriptive texts relating to explored issues of personal interest for particular purpose intended audience; • Produces persuasive media messages for target audience promoting a particular type of solution for a problem of their choice (poster, flier, advertisement, audio/video message...); • Further develops his skills in creative writing by producing a variety of texts of increasing length and complexity (argumentative essays, narrative essays, book/film reviews, biographies); • Increasingly independently or guided by the teacher notices rules and regularities in the

	• Past & future tenses • Strong adjectives • Adverbials of time and place • Vocabulary field – nature, dwellings, industry • Environment related idioms	language system; • Writes with increasing 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 Eleven English Language Syllabuspromotes 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 learnerautonomy 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.

1.1. 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 neighbo, 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*.

1.2. 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-evaluation.

1.3. 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.

1.4. 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.

1.5. 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 assesstheir 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 as 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 eleven syllabus teachers should select teaching materials from course book(s) of **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 (for teachers)
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.dmoz.org/Kids_and_Teens/School_Time/English/English_as_a_Second_Language/
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 and linguistic sciences natural sciences)

(Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Knowledge of foreign languages creates bigger space and freedom of movement and with this self-confidence, and is one of the main conditions of qualification on the world labor market, at the same time is also a premise of getting familiar with other cultures.

Since the German language is the most widely spoken language within the European Union, its learning is very important nowdays.

As well, due to numerous migrations to German-speaking countries, connections with the German language and culture have also been established. This has created and increased the need for various qualifications of the students of our schools and learning German language.

Also, possibility of vocational training of our young people in German-speaking countries is significantly bigger than in other countries. Reasons are already known.

All these are reasons that modern foreign language teaching should provide to the youth skills and knowledge necessary for a multilingual world, which enable them to be able to operate outside the borders of their native tongue.

German language in the 11th grade is taught 2 hours per week. With this number of hours, level A1/2 shall be reached, according to the "Programme Framework for German Language, 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.

Goals

Main goals of teaching German language in the XIth class are:

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

Communication skills

Receptive skills

- Listening and reading

Productive skills

- Speaking and writing

Organizing programme content

2 hours per week, 74 hours per year

Concept	Topics	Subject Learning Outcome per Topic (RNF)	Type of texts
Linguistic system	Main topics that are proposed to learn German language in the tenth class and to achieve competences envisaged with the curriculum framework are: - Residing, food; - Planning, plans and wishes; - health and illness; - Profession and career; - Travelling; - Orientation in the city; - appearance and character, sport and fitness; - house maintenance, rules; - Purchases; - Holidays.	**Listening** - listens and understands simple words and sentences related to himself, his family or familiar things, when spoken slowly and carefully and an interlocutor is willing to help; - receives and provides information (e.g. about the time, class hour, place and the daily routine); - understands frequently used sentences and expressions related to his daily life; - understands information (about the space where it is located) and personal information (personally and for others); - makes simple descriptions, for example: describes mother, father, sisters, brothers, teachers; describes one's pets, one's clothing; describes his/her own daily routine; - understands main points of the conversation, when clear standard language is being used, and it is related to the topics familiar to him; - Extracts main points from short reports on the development of events from everyday life.	- Presentation of persons; - Brief description of the items; - Description of daily actions.
		Speaking - Names household furniture with simple	In the basic form - Questions - Instructions

		words; - Expresses her/his interests; - In simple sentences, describes commitments in leisure (When? Where? What? With what devices?). - With the help of words (and, then, etc.) reports on common actions. - Provides information about skills, needs, desires and preferences such are: (***Ich kann ..., ich mag..., ich soll***...). - Briefly introduces himself and others, and knows how to react correctly to others' presentations. - Answers questions addressed to him/her related to the presentation, leisure, daily life, as well profession. - Makes questions and provides information about health. - Ask questions about the date, time, schedule, addresses, phone numbers, prices, etc. - Asks about preferences and dislikes and clarifies them. - Provides and understands basic instructions and describes routes, as well makes requests for clarification. - Asks for things related to everyday life, orders, and thanks. - Talks about experiences in familiar situations such are: vacations, free time, etc. - Owns the forms of politeness, when asking, when making contacts, or even	- Raportings - Discussions - Descriptions - Invitations - Simple conversations (in the restaurants, shops...) - Messages.

		when asking for forgiveness.	
		Reading - Reads and understands main elements in the texts from the textbook, fills the missing parts; - reads familiar texts and simple unfamiliar texts intelligibly and according to intonation rules; - reads and understands main elements in the texts related to familiar topics from the textbook. - Identifies and describes main characters in the short narrative texts, - reformulates and transforms short texts (eg: SMS, short stories, poems), completes and rewords dialogues, plays dialogues, presents short texts. - Understands key information from short descriptions or reports about everyday things; - Receives information about hobbies, products of daily use. - Extracts information from travel plans, television programmes, various organizations, etc.	- texts from the textbook - short texts with known topics - Simple magazine interviews - Advertisements, announcements Postcards, letters, e-mails - Data in the forms (hotel, authorities, in the simple language) - Working hours and notes for the appointments in different institutions. Description of the road, signs and safety instructions (in the simple form).
		Writing - In a letter or e-mail and in a simple form, proides gives information about himself, personal daily life, place of residence, hobbies, etc. - Writes data on everyday topics;	Private postcards - E-mails; - Letters; - Invitations; - Letters of thankfulness, apologies and greetings; - short simple texts on topics from the

		- makes simple description of an event or activity from his daily life; - correctly writes during dictation of short texts from the textbook or while reading simple texts which, in terms of vocabulary and structures, are more or less oriented to the textbook; - Writes short simple texts about familiar situations, related to everyday life; - Writes simple greeting cards, apreciation ones, etc. - Reacts in writing to the questions and requests in the familiar situations.	book or similar topics.

Methodological guidelines

1. Communicative form of teaching

In a contemporary teaching, special attention is paid to communication. Therefore, the question arises: what language tools do the students need in order to express themselves and behave appropriately in the certain language situations?

Communication is the most acceptable manner to achieve 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 and not the opposite.

Three findings of learning psychology and neurodidactics, particularly relevant to the language learning are: interest and emotions are best awakened through the stories, our memory works with images, and strengthening of repetitions and motivation.

Man learns with all his senses. For this reason, learning material shall 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 language learning success.

2. Obvious alignment of language planes

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

- Vocabulary processing (of the speaker)
- Text processing and
- Linguistic structures.

This means that priorities shall be set within a learning unit. It is not possible, e.g. to develop new vocabulary and new linguistic structure at the same time. The most correct way would be to first process and practice the vocabulary, which is presented in the assigned lectures. Then, the processed vocabulary shall be introduced into the new syntactic structures.
Teacher, within communicative teaching, selects such language situations, which are close to everyday life, thus the practiced structures to be natural and not artificial.

3. Completing an hour through objectives

Clear definition of the objectives facilitate the work of the teacher and helps him to define more specific objectives.

When an objective is achieved - this means that students master the processed material - then the teacher shall 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, 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 "introducing the new topic" (*Sprachbegegnung*) to get to the core of the "problem" as quickly as possible with a motivation to achieve an objective and not to go to the side roads, which will allow students to speculate about what the purpose of the lesson might indeed be.

4. Correct definition of objectives

By knowing the students and having clear objectives set before, the teacher would not have to make the mistake of setting too many objectives for one lesson and then be surprised why an objective was not achieved. For this reason, teacher shall set a specific objective, which he shall try to achieve within one lesson. The consequence of setting too many objectives in one lesson is that there is little time left to practice and apply, therefore students cannot master the material sufficiently. In the next lesson, material has to 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 calculation is simple: a overload hour and one hour practicing make two. In this case, would be more logical to divide the subject into two hours even from the beginning.

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

5. The order: listening, understanding, speaking, reading and writing

Especially in an initial lesson, order of the four skills shall be preserved, which means:

- students should not have to speak anything they have not heard before,
- they should not read anything they have not heard and spoken before,
- they should not write anything they have not heard, spoken and read before.

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

- If a new word is spoken, logically should have been 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 of 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 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 may provide little or no information about FRG, and apart from the class there is almost no opportunity to apply what has been learned. Hence, there is possibility that what has been learned at the school can be strengthened outside the classes, such are; through excursions, conducting interviews, etc. In this context, television shall not be overestimated or underestimated.

Production (creating) of posters and of mosaics, production of small workshops are also important.

Another reason for such activities are insights from the psychology of learning: the result is greater, as much as linguistic actions are supported by concrete actions.

8. Sufficient time for practice and implement

To learn and master a language for sure, three things are generally needed: 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 practicing is also chosen through this point of view; the language to be learned simultaneously through multiple channels, since most of those who learn the language are so-called mixed types.

9. Variety in the phases of practice

Each teacher knows exactly that in the class of language, monotonously practicing sentence structure has more negative impact than achieving 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 may increase the desire to learn and willingness to work (results).

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

10. Correcting students' expressions

Almost no issue is discussed as often and controversially in the circle of teachers as the method of correction. Whilst, some of them see correction as an obstacle of the language flow, others rely on the fact that mistakes has to be corrected immediately in order for them to not be stolen.

Perhaps a reasonable compromise can be made during correction and it would look like this:

-In the phase of first contact with the new topic, for example, through a picture, teachers expect a free expression of their students.

- If a mass correction is conducted during this stage of the lesson, students will probably withdraw immediately and eventually become completely silent. At this stage it is right to present corrections in such a manner that, for example, a word said incorrectly to be repeated by the teacher once more, but of course in a correct way.

- Situation in the implementation and practicing phase is different. This is about training vocabulary and structures, and here correction is certainly unconditional.
-It is out of question that we should not embarrass students in front of the class, but to show pedagogical tact.

10. Differentiation

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

Until a student has already completed his task, is bored in the class or disrupts others while completing tasks, the other one is not yet ready even though there is a lot of available time.

For teachers, there are two options here: to pretend as if there is no difference in the results, but then this shall be necessary taken into account, the fact that sooner or later difficulties will arise from small or big burdens (our requests).

The other possibility is based on the practicing of internal differentiation measures, and this undoubtedly means for the student to study.

Different forms of differentiation are distinguished, which will not be discussed here because they are already well known.

Only two forms has to be closely seen:

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 additional assignments. The measure is easily implemented, because teachers only have to think of additional tasks, which then, if necessary, they give to some students. This type of differentiation, however, also has its weakness, because by means of additional tasks, even more is required from 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. The question is also raised, maybe the "faster" students see these additional tasks as kind of punishment for the one who has studied faster.

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

<table>
<tr><td colspan="3">Sprachbegegnung - First contact with the new topic (Evocation)

common for all students</td></tr>
<tr><td colspan="3">Spracherarbeitung - Elaboration of the theme (Completion)

common for all students</td></tr>
<tr><td colspan="3">Sprachübung - Exercises about the topic (Reflection)

differentiation of groups according to the degree of achievement, e.g.</td></tr>
<tr><td>Group A
Processing entire text.
Additional creative tasks.</td><td>Group B
Processing entire text with auxiliaries, e.g. Artikelhilfe</td><td>Group C
Processing entire text with auxiliaries, e.g. Artikelhilfe.</td></tr>
</table>

An argument that speaks against this form of differentiation is often heard, which is:
- In this manner of learning development, not all students learn the same thing, because the profile of requirements is different, in this case of three levels.

-However, ann analysis of this argument shows very fast, 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 avoidance of excessive or insufficient demand, because students' learning abilities are different regardless of whether differentiation measures are practiced or not.

11. Assignment of a lesson

A lesson flow may look as follows:

Artikulationsstufen	***Methodische Absichten***
1. Sprachbegegnung	Begegnung mit der neuen Sprachsituation, z.B. durch Bild, Tonaufnahme, Filmausschnitt, Lehrer- oder Schülervortrag.

2. Spracherarbeitung	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. Sprachanwendung	Übertragen des Gelernten auf neue Situationen: Im Klassenzimmer Im außerschulischen Bereich

[Translator's Note: *Text within the above Chart is in German language*]

Guidelines on the implementation of inter-curricular issues

- Language, which primarily serves as a mean of communication, is not taught exclusively in the classes of language, but in one form or another in all subjects, as long as the skills, various point of views and knowledge are developed through the language paths.
- To the extent that the language helps other subjects, thus may help other subjects to achieve objectives within the learning of German language. First of all, the selected 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.
- Certainly, language is first of all related to the arts because every new word or notion can (shall) be explained through the song, drawing, picture or play (either to children (level II) or to the young people (level III).
- Even the knowledge from the sciences, whether natural or social, shall be used when dealing with various topics planned for the seventh class.
- This knowledge is used especially in the first phase of the lesson (Evocation), where depending on the topics that we will cover, we use the knowledge from other subjects (students are being previously prepared for the topic).
- Related to the social sciences, which make students aware of many life issues and help them to achieve appropriate life and communication skills, are many topics in the seventh

class (especially civic education). Special attention shall be also paid to sensitive topics, such is the topic of gender equality.

- Connection also exists with natural sciences, especially enhanced are those knowledge related to the environment, its preservation, health (preserving one's own health and of others), food, etc.

Assessment

Guidelines on assessment

One of the main and very important issues in teaching and learning a foreign language is assessment. It shall be conducted continuously through corrections, questioning, testing.

Assessment is caried out for each language skill, both receptive and productive.

Assessment starts at the very beginning of teaching, in order to verify possible obstacles that arise for the students, then to what extent students achieve the defined objectives.

Teacher shall continuously assess:

- Knowledge that students have acquired: to what extent students have mastered the vocabulary and how well the student is able to use language skills.
- Obstacles of students: the level of mastery of knowledge is evaluated in order to eliminate obstacles and help students to eliminate difficulties.
- Integration of acquired knowledge: are assessed various activities or projects that students carry out outside the school programme and integration of this knowledge in the situations within the school.

During the learning process, different assessment methods will be of particular importance, such are:

- Assessment by the teacher; direct and continuous assessment, continuous monitoring of student results and indirect assessment through the tests.
- Assessment by the student; during group work or during answers they give, students can complement each other and at the same time assess based on the arguments.
- Self-assessment; student's own assessment.

1. Practical opportunities

Teacher has several options for assessment. Before making the assessment, teacher shall think about what form of assessment he will apply, because not every assessment method is equally suitable to verify student's knowledge.
In general, there are three major areas of actions (skills), which are being assessed:

1. Reproduction (repeating) - means repeating of the student on what was previously learned.

2. Reorganization - means transferring learning to similar situations (e.g. if the student is taught about the place of the verb in a dependent clauses, he shall be able to apply the verb in other dependent clauses).
3. Transfer- means transfer of learning in the completely new situations.

Mainly we recognize three big spheres in the assessment:
- written assessment method; a written answer is expected from the student,
- method of verbal assessment: a verbal answer is expected from the student, and
- manner of evaluating actions: an active action is expected from the student, e.g. in the exercises where the sequencing is required.

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

1.1. Selective answers

As the name itself indicates, while answering to a question, student has the opportunity to choose, distinguish or choose, among many answers given, between correct and incorrect. Even here there are different possibilities.

- **Alternative answers**

To the student are given two answer options. He has to identify an answer as correct and to mark it.

Example: circle the correct answer!

Berlin ist die Hauptstadt von BRD.	richtig ○ falsch ○

[Translator's Note: *Text within the above Table is in German language*]

The given sentence is clearly worded.
Assuming that, the student understands all concepts, the sentence will be circled as correct. Advantage of alternative answers is clear: they are formulated, applied and assessed fast and easy.
Disadvantages are obvious: to choose the right solution is 50%, because only one of the solutions is correct.

- **Answers with multiple choices**

Despite alternative answers, multiple-choice answers give the student more options from which he has 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.

[Translator's Note: *Text within the above Table is in German language*]

The student, in order to be able to circle the correct answer, shall know prepositions used in the example. He has to distinguish and compare them. Compared to alternative answers, the chance to choose the correct answer drops; in this example is 25%.

In multiple-choice answers, several points has to be considered: the questions and the answers shall have a logical connection.

Example: circle the correct answer!

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

[Translator's Note: *Text within the above Table is in German language*]

In this case, 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 the correct answers shall have a justified connection with the question. If not, then the multiple-choice task under these circumstances will turn into an alternative-response task. This happens when 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. Construction and formulation cannot allow to make the solution easier for the student.

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

[Translator's Note: *Text within the above Tables is in German language*]

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

1.1. Regulatory responses

Characteristic of regulatory responses is that the student has to regulate a given system. There are two options:
- Classification, and
- Alignment.

- **Classification answers**

To the student are given two groups of words or sentences. They have the task that a part of the first group to add to the corresponding part of the second group.

Example: Classify!

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

Example: Which one adjusts? 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 SanMDEsten h) der Schüler i) der Meister

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

[Translator's Note: *Text within the above Tables is in German language*]

- **Alignment answers**

Student's task is to properly align sentences, letters and words.

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 asnwer of this task may be facilitated by series of pictures.

Example: Arrange letters!

schueRt	
hrreeL	
Seluch	
mbsret	

Even in this example, pictures may be presented to facilitate finding the answer.

Example: Arrange letters correctly!

Der	bremst	Autofahrer	Scharf
A	B	c	D

Example: Arrange letters correctly in the boxes in the first order!
Write the letter of an inappropriate word in the box!

a) Der b) bremst c) Autofahrer d) groß e) scharf

[Translator's Note: *Text within the above Tables is in German language*]

This example indicates the problem. How to assess if two students come up with these solutions:
Student 1: *Der Autofahrer scharf bremst. **[in German language]***
Student 2: *Der Autofahrer bremst groß. **[in German language]***

Neither of two solutions is correct. Whilst 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 teacher wants to test the correct order of words in the sentence: Therefore, can student 2 get one of the two possible points?

1.3. Open answers

Open answer is characterized by the fact that the student shall answer to the task given by the teacher, without having a possibility of choice.

- **Additional answers**

Additional answers, also called short answers, are often practiced in 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.

[Translator's Note: *Text within the above Tables is in German language*]

- **Draft short answers**

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

Example:
Formaulate a sentence out of these two sentences!

Elira weint. Eine Wespe hat sie gestochen.
_____

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

Guidelines for didactic materials and learning resources and means

LITERATURE

1. MENSCHEN, A1/2, Kursbuch/Arbeitsbuch, HUEBER Verlag, Ismaning, 2016
2. SCHRITTE International, A1/2, Kursbuch/Arbeitsbuch, HUEBER Verlag, Ismaning
3. Deutsch.com A1.2, Kursbuch/Arbeitsbuch, HUEBER Verlag, Ismaning
   [in German language]

Subject curriculum/syllabus

French language (Gymnasium of social and linguistic sciences and natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

French language, as a second foreign language, continues to be taught in the 11th class of LSE, with the same status, commonly with the same teacher, with the same method of its learning, and mainly, under the same conditions and working conditions with those in the previous class, but now with non-primary students. They are already older, with increased intellectual capacities, with an experience in learning a second foreign language and have acquired a non-initial vocabulary of French language, which will be expanded and enriched progressively. This initial vocabulary of students in this foreign language, with time, will be gradually enriched with an interdisciplinary approach to teaching this subject with other subjects. This goal is based on creating a positive and competitive atmosphere during the lesson class and identifying learning methods and strategies. It will serve them not only as an opportunity to communicate in this foreign language in the world, but also as an opportunity to build a career, employment, studies, etc.

French language will be taught with 2 lessons per week also in the 11th class. By learning French language, students of this class 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 develop their intellectual capacities in this area. This initial vocabulary of students in this foreign language, with time, will be gradually enriched with an interdisciplinary approach to teaching this subject with other subjects. This goal is based on creating a positive and competitive atmosphere during the lesson class and identifying learning methods and strategies.

Goals

Learning French language in the 11th class requires achievement of language knowledge according to the Common European Framework of Reference for Languages (A1.2 - 1/2 of level A1), determined on the basis of the number of teaching hours per week, of which are measurable by relevant institutions in this field, which include acquisition of an initial vocabulary of French language by students and its elementary use for personal needs; recognizing and distinguishing 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; discovery of a new culture for them and formation of the correct judgment about the world; formation of a tolerant, respectful, cooperative and humane personality and of a useful and responsible citizen for the society.

General concepts and learning outcome

Concept	Topic	Subject Learning Outcome per Topic (RNF)
Literary and non-literary texts Stage plays, theater, drama, etc. Language system	**Orientation in the city** **Vacations** **Professions** **Description of a person** **Daily activities** **Seasons and weather** **Invitations** **Events in the past** **France and Europe**	LISTENING • Understands simple instructions about orientation or an itinerary. • Understands simple sentences and limited expressions around himself and sourrounded environment. • Understands short sentences about family, holidays, professions, leisure activities and concrete things, if people speak slowly and fluently. • Understands information about weather and seasons. SPEAKING • Communicates simply by using simple expressions or sentences to describe the dwelling-place and people whom he/she knows. • Tells an address and gives simple directions of a route. • Talks about daily activities at home, at school. • Makes and answers questions when they are asked slowly and clearly. • Describes actions carried out in the past using simple, limited sentences. READING • Understands simple words and expressions in a simple text. • Understands main information in an invitation, advertisement or in any school organization. • Understands short and simple instructions with the help of teacher or illustrations. • Understands information in a letter of correspondence if it is written in the simple language. WRITING • Writes detailed information about self and others. • Answers to simple invitations by accepting or refusing an invitation. • Fills-up a form with personal data (in a hotel or competetive activities). • Writes a short letter during vacations (place, weather, activities and date of return).

Methodological guidelines

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

Didactic-methodical principles

Learning French as a foreign language means to acquire certain knowledge and being able to use it at the real life situations. For this purpose, two main principles has to be followed: 1) focus on communication and not just on the language, as it is until now; 2) focus on the student and his learning. Acquisition of language skills takes primary place in the learning of foreign languages.

Communicative form of teaching

The best teaching of this vivig foreign language is carried out in the communicative form, therefore special attention is paid to the communication. This form of teaching enables students to acquire language tools that they need to express themselves in the classroom, and later also in the 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 grammatical rule, but different linguistic situations. This means that rules are derived from linguistic situations and not the other way around.

Teaching methods

To teach French language, teacher shall use contemporary methods because only they encourage direct communication in this language and not the traditional method (although it may remain as an auxiliary method in a first phase of its learning). Naturally, they stimulate the use of French language during the lesson, as much as the students' prior knowledge enables their understanding. Work in the groups or pair, 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 productive activities of students has to be used.

Alignment of actions

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

4.5. Correction of students' mistakes

Manners 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 in order for them to not be repeated, others think that they should not be corrected at all. In any case, students shall not be sanctioned, reprimanded or criticized for the mistakes made.

4.6. Differentiated teaching/learning

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

4.7. Working 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 an opportunity to think about the processes of learning French language and organize the process of learning 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 with the language learning process.

4.8. Use of media

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

Film, theater, music are also motivational important tools to achieve best results in the acquisition of French language. Pictures help craft creative and descriptive texts. They show an event, beginning or end of which the picture describes. The video projector increases student's interest in its learning. This is achieved by: presenting pictures, drawings, illustrated stories and texts through speakers and projectors. Auditory material enables exposure to standard French and promotes students' to listening comprehension. The video material gives students many opportunities for creating written and verbal texts. Showing a film based on a story or fairy tale encourages comparison with the story or fairy tale read or heard before.

Guidelines on the implementation of inter curricular issues

Learning a foreign language offers many opportunities for interdisciplinary and cross-curricular connections, at all levels. These connections will include especially those of languages (native tongue and first foreign language and second foreign language), social sciences (civic education, history, geography, etc.), art of various kind, but also natural sciences.

Hence, on the one hand, through knowledge from other subjects, students will be helped to acquire French language more successfully, and on the other hand, through knowledge from the

French language, they will expand and strengthen their prior knowledge from other subjects. The contents of cross-curricular issues come from topics related to peace, human rights, media development, gender equality, life skills, environmental carefulness, health and well-being, etc. Cross-curricular issues may be completed through projects of different natures, debates on certain topics, discussions, research related to the violation of childrens' 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 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 an annual plan, teaching topics are determined that are in function of all teaching subjects. In order to help this, is required that annual plans have the same format in which correlation is noted, which will help functioning of connection between fields and subjects.

Guidelines on assessment

For the field of *Languages and Communication*, assessment is carried out with the aim of collecting, systematizing, recording and reporting data on students achievement throughout the learning process. Assessment of results achieved by students in the learning of French language provides students with information about the level of acquisition and achievement of competences. The assessment shall focus on knowing the vocabulary of 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 English language. During verbal and written is assessed expression, acquisition of pronunciation and spelling . Certainly, for the assessment of students' knowledge and linguistic skills, we shall rely on the purpose of the assessment, on qualitative information for assessment, on balanced assessment, on the correct degree of students achievement, and on the use of adequate instruments for assessment (survey, questionnaire, verbal expression, written expression, the test based on criteria and objectives and achievement test according to the requirements).

Types of assessment: there are different types of assessment of students' knowledge such are: 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 difficulties in learning); summative assessment (enables assessment of the knowledge and competences acquired by the student at the end of a school year, classification of students and determination of whether the student has achieved competences to move to the next class); formative assessment (consists of interactive assessment that show students achievement and progress or deficiencies while learning).
What should be assessed? To check the acquired knowledge; student progress; the degree of learning development; the degree of mastery of French language; the degree of integration of acquired knowledge; extracurricular activities.
Assessment methods: continuous control; direct assessment (by table); indirect assessment (by test); objective assessment (by table); subjective assessment (without table); assessment made by

students (assessment of each other); assessment in group of students within the class (by table); self-assessment of students (each student assesses himself).

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

Guidelines on learning materials and resources

In order to achieve results of the XIth class in the French language, primarly is important to use the didactic-methodical literature of this foreign language (in Albanian and French), rich didactic materials from different sources (links) through internet for teaching and learning process. For the achievement of field outcome and for the successful achievement of subject outcome, all teaching tools and materials shall adhere to the requirements of these outcome. French method for the contemporary teaching of French language, "Interactions" (the second part of its 2 equal parts), permitted by the Ministry of Education, Science and Technology for use in the LSE of the Republic of Kosovo, together with the its constituent parts, constitutes the main work tool and the main source of teaching and learning information, but not the only tool and source that French language teacher and his students can and should use. They have at their disposal many opportunities for providing rich learning tools, from various sources to obtain information, provided that they are carefully selected, depending on the age of students, learning unit, its purpose and to be used appropriately for the students.

CURRICULUM AREA: : ARTS

Subject curriculum/syllabus

Figurative art (Gymnasium of social and linguistic sciences)

Musical art (Gymnasium of social and linguistic sciences)

Subject curriculum/syllabus

Figurative art (Gymnasium of social and linguistic sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Within the CURRICULUM AREA: Arts, the subject of Figurative Art for the eleventh class has an important role in the formation of education of students on arts in general and on visual arts in particular, where it cultivates artistic, intellectual, spiritual and emotional culture in students.

Subject of Figurative art aims to develop values of an active society and formation of personality and personal and cultural identity in students, contributing to the achievement of main competencies of the Core Curriculum.

Focus of the present subject in the eleventh class will be further expansion of the horizon of knowledge on arts and the consolidation of artistic skills and their use in artistic creation by cultivating creativity, imagination, critical thinking, aesthetic taste, etc.

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

Subject of Art aims to highlight the role and importance of art for human society in gjeneral, and 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.

Goal

Subject of Figurative Art for the eleventh class, through the contents determined according to the topics, has the goals:

- Further expansion of knowledge on the functions of visual art;

- Knowing the terms between arts and social phenomena;
- Acquiring technical-artistic skills to accomplish artistic work;
- Knowing and using contemporary art mediums to communicate their ideas and stances;
- Aesthetic, artistic, personal, intellectual, social and cultural cultivation and formation;
- Use of elements and principles of art in artistic work;
- Recognition and selection of different artistic materials, techniques and tools and their use in artistic work;
- Cultivation of taste and aesthetic experience of artistic work;
- Development of critical thinking and skills to assess and analyze artistic work;

Topics and learning outcome

Students in the eleventh class shall achieve the subject learning outcome (RNL) from the topics set out in the table below. Topics have emerged from the concepts and domain learning outcome of the area (DLO) *Arts*, for the fifth level of the Curriculum (Le 5), which you can see in the Core Curriculum for the lower secondary education:

<table>
<tr><td>Concept</td><td colspan="2">RNF, Topic and RNF</td></tr>
<tr><td rowspan="3">ARTISTIC WORK AND PERFORMANCE</td><td colspan="2">RNF: 1.
• Create artistic work using different means of expression to communicate and express personal experiences, feelings and ideas;
• Present their creative and performing skills in the classroom and in front of a specific audience with confidence and assurance.</td></tr>
<tr><td>Topic</td><td>Subject Learning Outcome per Topic (RNF)</td></tr>
</table>

	Creating artistic work *(Drawing, Painting, Graphics, Sculpture, Applied Arts, Design, Photography, Architecture, public Art, etc.)*	Student: • Practices different types of drawing, during the creative process • Acquires use of different drawing techniques • Studies different painting techniques and uses them to create artistic work • Analyzes element of colors in different work of art, increasing level of their use in work of arts • Identifies graphic techniques and acquires them during creative work • Uses various forms to create sculptures • Identifies and uses recycled materials and techniques to create three-dimensional work • Identifies artistic features of artistic picture and practices them. • Distinguishes different picture techniques and processes them in the photomontage or photocollage technique. • Analyzes function of public arts to reflect social problems. • Executes different work of applied arts in different techniques. • Are familiar with techniques of applied mosaic or fresco paintings • Designs various industrial products. • Processes design elements to execute various fashion work or interior design, etc. • Identifies different architectural constructions and makes sketches or models of different architectural objects • Acquires different techniques and materials to execute creative ideas from contemporary architecture.
LANGUAGE AND ARTISTIC COMMUNICATION	**RNF: 2.** *2.1 Use elements of the language of arts to communicate their ideas through artistic work at a more advanced level* *2.2 Experiment and select expressive possibilities of different artistic techniques, in the execution of artistic work at the most advanced level* *2.3 Communicate with relevant artistic means of expression (music, drama, dance and visual arts), appropriately for different audiences (colleagues, parents, other children, wider public, etc).*	

	Topic	Subject Learning Outcome per Topic (RNF)
	<u>Elements of art</u> *(Line, shape, color, tonality, volume, texture, space, size, etc.)* **<u>Principles of art</u>** *(Balance, harmony, composition, gradation, community, proportions, surface, rhythm, contrast.)*	Student: • Identifies essential characteristics of the line as a figurative element • Acquires use of various type of lines in artistic drawings • Identifies and distinguishes different artistic forms • Researches and finds new artistic forms to shape artistic compositions • Studies quality of colors by analyzing the role, importance and relation between them • Distinguishes different color techniques and applies them in artistic work • Identifies and uses different tonalities in artistic work • Analyzes values of light and shadow in different painting techniques • Identifies role and importance of using volume in two and three dimensional work • Uses the texture element to create two- and three-dimensional work • Identifies and finds different techniques for the execution of different texts • Describes concept of space in arts • Uses rules to execute perspective or create illusion of space in two-dimensional work • Execute artistic compositions using compositional principles • Identifies and applies compositional elements to create artistic work • Describes the role and importance of equilibrium using that art work • Describes importance of Harmony in various work of arts • Creates artistic compositions using different type of harmonies • Uses principle of proportion for the exact execution of artistic work • Identifies and applies different canons as measure of proportions • Execute artistic surfaces using different artistic techniques and elements • Apply different types of rhythm in various artistic works • Identify importance and characteristics of contrast to

<table>
<tr><td></td><td></td><td>distinguish between different figurative elements in a work of art
• Use different types of contrast in artistic works</td></tr>
<tr><td rowspan="4">ARTS - SOCIETY RELATION</td><td colspan="2">RNF: 3.
3.1 Identify and elaborate in writing, verbally or with other forms of presentation, role of arts and artistic development in the cultural and historical context in the different periods of social development.
3.2 Determine impact of the contribution of prominent individuals in the different arts of different cultures throughout history.
3.3 Describe and categorize various work of arts and cultural heritage objects according to historical period, culture, style and artist.
3.4 Recognize and compare different artistic traditions in the different historical periods.</td></tr>
<tr><td>Topic</td><td>Subject Learning Outcome per Topic (RNF)</td></tr>
<tr><td>Exhibitions and cultural activities
(Exhibitions, artistic projects in the classroom, school and community. Exhibition of student's work for various projects and at the end of the year Meetings with artists, designers and artisans).</td><td>Student:
• Participates in exhibitions and artistic projects in the classroom, school and community;
• Participate in lectures and meetings with artists, curators, esthetes, art philosophers, seminars and other artistic events.</td></tr>
<tr><td>Visits and artistic events
(Visits to art Galleries, various exhibitions, museums (archaeological, ethnographic), objects of cultural heritage, artists' workshops, cultural center etc.)</td><td>Student:
• Visits others and artists' ateliers, and shares experiences with professional artists.
• Visits various art institutions are: museums, galleries, cultural centers, virtual visits on the internet in various sites, etc.</td></tr>
</table>

	Historical periods of art *(Art works from different countries, cultures and times and objects of cultural heritage from Prehistory to Contemporary Arts.)*	Student: • Understands the historical developments of arts and distinguishes different periods of art; • Describes and distinguishes main characteristics of historical periods of art; • Identifies distinguished characteristics of well-known works of arts in different historical periods; • Discusses periods of art and work of arts using sophisticated artistic vocabulary; • Identifies main representatives of different periods and artistic directions; • Identifies and distinguishes artistic masterpieces of well-known artists; • Examines importance of arts throughout various historical developments for the society; • Analyzes the work of arts in their historical context by relating them to important social events; • Identifies various scientific, technological, social developments that have influenced development of arts; • Describes and evaluates work of arts and objects of cultural heritage of Albanian territories; • Identifies and analyzes symbols in work of arts in order to interpret their meaning; • Identifies and analyzes elements and principles of visual language and technique used in work of arts.
APPRECIATION AND AESTHETIC-ARTISTIC APPRAISAL	**RNF: 4.. *Students apply critical judgment and appreciation of artistic work in music, visual arts, stage art and dance, based on an understanding of the philosophy of art and aesthetic principles.*** *4.1 Demonstrate an understanding of how arts communicate ideas through personal and social values inspired by the individual imagination and historical, cultural and social context of the creator.* *4.2 Develop their critical and analytical thinking to assess different work of arts from an aesthetic point of view.* *4.3 Develop ability to enjoy and experience artistic work by cultivating and refining their aesthetic taste in art.* *4.4 Create debating culture for discussion and treatment of art issues and problems.*	
	Topic	**Subject Learning Outcome per Topic (RNF)**
	Assessment of periods and directions of art	Student: • Presents different artistic works, using various presentation forms. • Reflects his opinion and judgment on an artistic work, through various forms of expression, through writing

	Assessment of artistic works Analysis of creations	(essay), poetry, etc. • Critical and analytical thinking to assess different work of arts in aesthetic terms. • Analyzes and assesses own and other artistic creations by analyzing elements, principles and techniques of artistic language. • Cultivates ability to enjoy and experience works of arts and refines his aesthetic taste in arts. • Observes, experiences, analyzes, appreciates, assesses and judges the artistic work in an analytical-critical way through individual and group work inside and outside the classroom, organized school exhibitions. • Develop the ability of How to interpret an artistic work? • Introduce methods and steps that critics follow to assess work of arts. • Distinguishes an object of study of aesthetics and of aesthetic qualities in an artistic work. • Create debating culture for discussion and treatment of issues and problems of arts.

Methodological guidelines

For the best possible organization of teaching process, for successful teaching and learning and for the execution of the curriculum in the subject of visual arts, various teaching methodologies shall be used. These methodologies are in the service of increasing the quality of learning successes and achievements by students, offering them an opportunity to show and develop the creative/artistic potential that they possess within themselves.
Methodologies shall be entirely at the service of the faster and more accurate acquisition and use of knowledge, concepts, skills and in harmony with the learning outcome of the subject of visual arts (RNL), of field of arts (RNF) and core competencies of the Core Curriculum (RNK).

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

Based on the nature of the subject of figurative arts, which is rather a practical activity, where students create different artistic work, methodologies are also selected in a such way that the student is motivated for active participation in these activities, as an opportunity for them to reflect their ideas, attitudes and thoughts through the use of diverse artistic means.
They are active when they engage in activities, explorations, creations or simulations of knowledge, interpretations, stances and judgments.

In order to ensure this active participation of students, teacher shall create an atmosphere that makes them feel relaxed and flexible to develop their knowledge in the visual art.

Teaching in visual art aims inclusiveness, motivation, equity in all aspects, and is based on *competence-based teaching and learning, learner-centred teaching and integrated teaching and learning*.

Planning and selection of teaching strategies and methods in the teaching of visual arts take into account:

- Development and strengthening of knowledge and basic skills of visual arts based on the previous ones;
- Key learning competencies in the visual arts;
- Encouraging critical, creative, and problem-solving thinking;
- Motivating students on artistic creativity and independent work;
- Importance of practical activities in visual arts, inside and outside the classroom;
- Importance of using concrete didactic tools and technology;
- Features of individual and group activities;
- An individual's need on learning throughout life;
- Importance of a positive stance towards the subject of figurative arts and appreciation of its versatile use;
- Encouraging teacher-student interaction in the learning process, and
- Experiences during visits to art institutions (galleries, museums).

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

In order to successfully develop the learning process, teachers shall create a suitable environment in the classroom, which will stimulate and encourage students to participate in different activities by planning a variety of activities, materials, techniques and information, where students have an opportunity to explore more about figurative arts.

In order to fulfill requirements for quality learning, several different methods, forms and techniques of work are being suggested, as:

- Direct teaching (explanation, clarification, practical exercises and examples);
- Indirect teaching (examination, disclosure, problem solving);
- Teaching through questions (technique of asking questions addressed 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 means, and in particular through the computer;
- Teaching that encourages independent research, and
- Learning in the Atelier and visits to cultural buildings.

Even project presentations, discussions, debates during their happening are very good opportunities to accomplish visual/artistic skills.

Forms of work in the subject of figurative Art

Various forms of work are applied in the educational process of executing the programme contents of the course of figurative art:

- Individual,
- in pairs
- in groups, and
- with the entire classroom.

Guidelines on the implementation of inter-curricular issues

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

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

Cross-curricular issues are those that are necessarily related to the result of the fields where all the curricular fields are integrated and contribute in different forms, including field of arts with its subjects, which help students to know, understand and interpret more better the world, events, processes, relations in the society and increase connection of education with life and its interests. In the planning phase, teacher is required to analyze results of the field, topics and teaching units and foresee with which cross-curricular issues they are related. In this way, the best treatment of these issues is ensured, taking into account integrated teaching.

The cross-curricular issues that can be related and addressed in the visual arts subject are:

- Media education,
- Education for peace,
- Education for democratic citizenship,
- Globalization and interdependence,
- Human rights and freedoms, and
- Sustainable development.

Media education

Education for the use of media is an imperative of time for students, which provides them information to expand their knowledge on the historical development of arts, author, artistic

work, theory and artistic issue, developing and cultivating skill and research culture to handle certain difficulties. Also, they can use *media* for artistic creations and presentation of various artistic projects.

Education for peace
Students in the subject of visual arts can address and execute topics related to peace, respect for human dignity, cultural diversity, then topics such are: tolerance, humanity, harmony and cohabitation.

Education for democratic citizenship
In the topic *Education for democratic citizenship* through arts, students can address topics on civilization and democracy, and in this manner, form their civic and cultural identity, as an active citizen for their well-being and of the community.

Globalization and interdependence
Students deal with topics related to the era of globalization in various social spheres such are arts, culture, economy, education, etc. And the interdependence and relation of development of different social cultures, creating a positive and accepting perspective towards these experiences and cultures.

Human rights and freedoms
Through art, students deal with topics related to the human rights and freedoms, cultivating a culture of respect for human rights and freedoms regardless of gender, race, nationality, etc.

Sustainable development
Sustainable development is a process that prepares students with sustainable skills that guarantee opportunities for better life. Students shall be able to discover 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 on assessment

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

This assessment process begins from an assessment and self-assessment of students work made with various artistic techniques, portfolio with artistic work, verbal and written presentation, testing, participation in a curricular project, etc.

Assessment in figurative art is based on the principle of individualization, because achievements are more individual, where each student has different predispositions and tendencies on the forms of artistic expression.

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

Individual assessment of students is conducted in function of measuring certain artistic competencies that student manages to develop during the learning process, alone or in a group, through practical activity, i.e., through creation, observation, and analysis of artistic work, etc. Students are assessed as they demonstrate achievements through activities of various products.

Student's portfolio as with creations, writings, presentations and testing are an objective possibility of student's assessment, since it also responds to the assessment according to the competencies of the subject of figurative art.

Objectives of assessment:

- *To identify students' progress and provide them sufficient data*.
- *To motivate students for work;*
- *To provide information on the level of competency achievement;*
- *To detect weak and strong points in students.*
- *To improve learning and teaching*.
- *To give tasks according to individual cabilities in accordance with the level of 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, is suggested for the teachers to use different assessment forms and instruments, offering students not only written criteria, but also other types of assessment, to concretely understand achievements that they aim for. Assessment instruments shall always be appropriate, depending on the purpose of an assessment. The form and type of assessment, and especially the manner in which results are reported, should always reflect the purpose of assessment. Method of assessment building shall always be transparent and fair. Assessment shall always be conducted with highest ethical standards. Student assessment shall be motivating and objective.

Assessment methods

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

- **Assessment through listening -** discussing with special students, groups or the entire classroom, by listening discussions that students have with each other about a concept, knowledge of visual arts, work or artistic assignment, etc**.**

- **Assessment of completed tasks** - step-by-step observation of artistic assignments, from ideation to organization and accomplishment, such are: demonstration of achievements in concrete work (the word comes from the execution of two- and three-dimensional work,

interest in the pursuit of artistic life in the community, passion, appreciation and dedication to this subject, etc.).

- **Assessment of different projects -** cooperation of students in a project based in school or province.
- **Assessment of artistic work** - participation in various artistic activities organized by the school, etc., participation in national activities such are: competitions, exhibitions at the national level or beyond.
- **Written assessment or testing -** special tasks for group of students, short tests on a concept, topic or a group of topics, on an essay, as well tests for a specific, semester and annual line.
- **Assessment through the portfolio** - student's portfolio, as an opportunity for assessment and self-assessment, is collection of his work throughout an academic year. It can contain thematic tasks (essays), various two- and three-dimensional creations executed during an academic 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. selections for portfolio are made by the students, teacher recommends.

Assessment process instruments

- Test (multiple solutions, correct-false, matching, completion, short answer and open questions);
- Structured verbal test;
- Checklist;
- Questionnaire;
- Interview sheet;
- Survey;
- Essay;
- Project;
- File/Portofolio.

Learning materials and resources

Selection and use of didactic and teaching tools is an inseparable part of the teaching process, and has special importance in the achievement and completion of the competencies. These tools are in the service of demonstrating and concretizing topics and teaching units covered in the subject of arts and they shall be very efficient, tangible and practical for the students.

Technology is one of the widely used tools in the subject of fine arts, helping students to research and recognize different work of arts, cultural heritage objects, design objects, etc. by creating the scholarly type of students in the subject of art.
School, as an educational institution, shall provide and offer adequate or alternative technical-technological conditions and opportunities in the execution and achievement of the curriculum competencies of certain subjects, in this case also the subject of art.

In this form, students are given an opportunity to demonstrate or present, through technological media, various tasks and projects.

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

Teacher encourages expansion of knowledge about arts among students by motivating them to use resources, materials and texts, (Books) suitable for their age and abilities according to their level.

Some of the most useful didactic tools are:

- Textual materials: *textbooks, workbooks, catalogs of art, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc;*
- Visual tools: *writing board, pictures, paintings, models, models, vases, reproduction of work of arts and posters, diagrams, graphic tools, etc.;*
- Visual tools: *writing board, pictures, paintings, models, models, vases, reproduction of work of arts and posters, diagrams, graphic tools, etc.*;
- Audiovisual - figurative-auditory tools: *radio, tape recorder, telephone, cassette player, etc.;*
- Audiovisual - audio-visual tools: *television, film, video projector, video cassette, computer, internet, teletext, CDs, DVDs, e-mail*;
- Learning environment: (*classroom, atelier, cabinet, nature, gallery, museum, etc*.)

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Subject curriculum/syllabus

Musical art (Gymnasium of social and linguistic sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Music is the art of organizing sounds, which characteristically expresses with a universal language 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 the school) has an impact on the formation of human personality, especially personality of adolescents, therefore we always have to be very careful which music we are offering to listen to these ages, respecting the interest of forming a cultivated musical aesthetic preferencies, but also respecting their musical interests.

In order to be a complete and cultured personality possessing information and a cultivated aesthetic-musical preference, students from the 10th class up to the 11th or 12th class, depending on the type of the gymnasium, will become familiar withhistorical-chronological development of musical art through different historical periods, through the musical content itself and practical music, in addition to information, facts, images, and other sources to treat musical creativity in the historical context. Thus, at this level (X-XII) thematic group 3 (*Music and Society*) mainly dominates, but it is complemented by three other thematic groups such are: 1. creativity and artistic performance, 2. language and artistic communication, as well 3. appreciation and aesthetic-artistic assessment.

Goals of the subject

Goal of Musical Art is for students, through listening to musical work, to experience and appreciate values of world and national music, to offer personal contribution to musical artistic developments; locally, nationally and beyond, and actively participate in classroom, school and community cultural events.

The music programme in the 11th class, through its four main thematic units, is put at the service of accomplishing this goal and aims at the further development of knowledge and concepts for

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

Music art at the third level of education, therefore also at the 11th class, in particular, aims to fulfill these basic aspects:

- Enabling students to identify and understand social and historical circumstances of development of 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 elements of artistic language and rules of artistic communication using different media, including contemporary technology and music technology;
- Strengthening ability to notice, experience, appreciate and appreciate beauty in arts and in the daily environment that surrounds students, developing ability to appreciate and critically evaluate aesthetics and cultivate culture of constructive criticism.
- Developing positive attitude towards arts and popular material and spiritual culture, as part of the multitude of identities (such as personal, local, national, global identity, etc.)

Concepts	**Topics**	**Subject Learning Outcome per Topic (RNF)**
Creativity and artistic performance	1. Songs	• Students sing individually and in groups songs on different topics and genres (artistic, folk, light music, etc.) with a theme that suits interest and age of the 11th class students (love, patriotic songs, folk songs, light amusing songs for festive occasions, etc). • Students sing well-known motifs and themes of vocal and instrumental musical arts from different stylistic periods, especially works of that period, or style that is defined in the syllabus for the respective class.
	2. Interpretation in instruments	• Students perform song accompaniments and small instrumental pieces by imitation and notational text in different genres that they prefer. • Individual and group interpretation (which helps students to socialize and perform music together).
Language and artistic communication	1. Musical artistic language and music literacy.	• Students further analyze historical development of elements of music, as well musical writing and reading in different historical periods.
	2. Music forms	• Students distinguish and correctly name elements of music (rhythm, meter, melody, intervals, harmony, tempo, dynamics)

		through songs and listening music. • Students distinguish characteristics of music forms such are sonata, symphony, concerts, suite in different historical periods and in various music genres and styles.
Music and Society	1. Historical development of genres and styles of music	• Students distinguish and recognize characteristics of music genres (artistic, popular, fun, jazz, rock music) through listening music. • Students acquire knowledge about musical art of different stylistic periods in succession, such are: baroque, classicism and romanticism, impressionism, etc. • are familiar with the most important work and representatives of the main stylistic eras.
	2. Musical institutions	• Students recognize and name national and world musical institutions of various historical-stylistic musical periods. • Students recognize and possibly visit musical institutions in the community and country.
	3. Creators and performers	• Students recognize creators, performers and artistic work from national artistic and world creativity of different periods (at least 3 for each stylistic-musical period).
Aesthetic-artistic appreciation and assessment	1. Musical work 2. Musical events	• Students distinguish characteristics of musical work (form, type, genre, content). • Students name some musical work listened during the year (at least 10); • Students experience and appreciate music of different eras by developing skills of aesthetic experience and critical assessment. • 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 a CD or MP3 or MP4 album of their favorite pieces from various modern classical and entertainment work of music.

Methodical/methodological instructions

For the completion of active learning, is necessary to use efficient methodologies and good organization of music learning process, which is a condition to increase the quality in music learning process, such is selection of music recordings, combination of teaching methods, organization of group work, preparing questions properly, etc.

In the music subject programme, contents are presented on the basis of four thematic entities:

Artistic creativity
Language and artistic communication
Music and society, and
Aesthetic-artistic appreciation and assessment

For a month, there are 4 hours lessons of musical arts, teacher may assign for these four hours for each thematic unit from a teaching unit.

- **Creativity and artistic performance**- these thematic entities contain all songs that will be learned during the year and will also be performed on the instrument, planning one hour per month for a new song or melody performed (including improvisation and original creativity) on musical instruments, thus, in principle 10 hours per year are reserved for practical work, such are 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 imitation method (or by ear).

- Language and artistic communication – this thematic entities contain musical elements and principles (sounds, rhythm, melody, harmony, measures) by which students learn to recognize, understand and apply them for the purpose of artistic communication. Since in this class they will be addressed from historical perspective, teachers are encouraged to treat the chronological evolution of elements of musical language and musical literacy in different musical periods by providing them visual images through PPT presentation, various atlases, materials or video documentaries and others.
  Teachers are being encouraged to identify contribution of creators or musicians in the national context, in addition to international ones, for example, Jan Kukuzeli, Niketë Dardani in the earlier periods, up to music pedagogues in current times.

- **Music and society** -in these thematic entities will be elaborated topics related to musical culture and its development in the historical and chronological context, where students through listening musical work of various genders, genres, styles, in different historical periods, know and experience work, events, and artistic institutions in each historical period that is addressed and analyze them from a broader social perspective. Through these works and musical developments, students also get to know some of the most prominent creators and performers of various musical stylistic periods and their contribution to artistic development that have left their marks in the society, always in accordance with experiential opportunities of students' age. Let's say, when Baroque is addressed as a stylistic period, social, political, economic and historical circumstances of that time are analyzed (connecting here with other subjects such are Literature, History,

Geography, etc.) and focus is put on the musical development 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 work that listen at the class with various audio-visual aids. Documentary films about these prominent creators may also be used, which opens the way to organize the group work with students who are encouraged to research more about this period and on these creators. For example, a group of students analyzes general circumstances of a period, another group analyzes development of musical institutions (opera houses, concert halls, etc.), another group analyzes creators and their contribution, another analyzes which instruments and performing formations existed in that period of time, and another group selects through analysis, the most representative work of this period. In this way, all students are involved in completion of the learning topic "Romanticism", e.g. may have, depending on how the teacher plans: two, three or four separate teaching units.

- **Aesthetic-artistic appreciation and assessment** – within these thematic entities, students will listen to musical work from different periods and assess heard work by using the relevant terminology during that assessment. They are also encouraged to assess musical events that they visit individually, or in an organized manner and are encouraged to express their general and musical impressions.

It is important that all four thematic units are equally included within the monthly cycle of 4 teaching lessons.

Guidelines on assessment

Assessment in the curricular field of art requires special attention and is based on the principle of individualization, because each student has different predisposition and tendency for various forms of artistic expression. Therefore, assessment shall include 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 shall be assesed as such, using assessment for motivation and encouragement of development of their creative abilities.

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

For example, when listening and asessing musical work, teacher may evaluate students in four or more aspects, as follows:

Composer (Moxart, Bach, Beethoven, Gluck) are written composers of various eras;
Musical form (suite, sonata, concerts, opera, oratorio),
Instruments (harpsichord, flute, oboe, string orchestra, symphony orchestra),
Styles (baroque, classicism, romanticism, impressionism).

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

Guidelines on didactic materials and learning resources and means

Arts have their expressive means, techniques and specific procedures that condition the use of various materials for the accomplishment of contents from this curricular field. For example, in musical arts the main material is musical sound itself, which is produced by human voice or by musical instruments. Educational resources in the art of music also include textbook, musical instruments and sound resources (relevant CDs, music CDs, DVDs, recordings from internet, television programmes, video-music presentations, public concerts, etc.) therefore in order to complete these resources, school shall provide right conditions (laptops, projectors, internet connection, visits to galleries, museums, classrooms and music cabinets, etc.) hence that teachers from this field may use as many resources as possible to concretize the lesson. Technology has a great impact on music by helping student to find songs with different themes, for young people, different musical work, developing their skills in a more complete knowledge of music. For XIth class except educational texts in the Albanian language (as an aid) can be used video recordings of various musical work being performed on the YouTube channel, video documentaries for different creators, pictures of creators', online materials that are offered on periods of time, creators, musical instruments, musical institutions, etc.

Some of the mos adequate 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=PLBDmEXËn6beQx70ahADc9AuWWYovccYEI (dokumentar per muziken antike deri ne mesjete)
https://www.youtube.com/ëatch?v=I0Y6NPahlDE (dokumentar per muziken ne pergjithesi ne aspektin historik)
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 (Dokumentar per Bach-un)

https://www.youtube.com/watch?v=byCGtCTwLwQ (Dokumentar per Beethovenin)
http://www.classical.net/music/composer/
http://www.classicfm.com/discover/periods/romantic/romantic-music-beginners-guide/
https://www.youtube.com/ëatch?v=28Jc8qVYu-0 (Beethoven)

CURRICULUM AREA: : MATHS

Subject curriculum/syllabus

Maths (Gymnasium of social and linguistic sciences)

Maths (Gymnasium of natural sciences)

Subject curriculum/syllabus

Maths (Gymnasium of social and linguistic sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Math plays an important role in the study of many phenomena in all other sciences, either indirectly or directly. Learning is a necessary value for the development of the student's personality, for his integration in the society, for the development of his abilities to think critically and to work independently and continuously. Eleventh class math provides mastery of mathematical skills and habits and prepares students in intellectual development and personality formation, in order to be successful while facing challenges of life.

One of the most important features of math is its integration in all other fields of science and cross-curricular issues in order to offer the student an opportunity to master the main competencies. Through math student may interpret quantities using numbers and algebra, interpret shapes, space and units of measurement by using geometry and measurements, and interpret random phenomena using statistics and probability.

The eleventh class maths curriculum itself contains:

- Goals of math subject which they serve to:
  - students for the development of main competences learning throughout life and competences in the field of math, in order that in the future he can be a successful citizen;
  - teachers of planning, accomplishment and assessment of teaching activity in and outside the classroom;
  - parents for recognizing learning results and assessment criteria for their child in certain periods of time;
  - compilers of textbooks and teaching aids for teachers and students.
- Learning outcome of the subject on learning topics, content of which creates conditions for the student to build and use his knowledge, skills, stances and values, in function of competences of the field and the main competences;
- Methodological instructions on the implementation of the programme, which enable students to acquire appropriate competencies, providing each student an opportunity to show and develop the potential that he has within himself;
- Guidelines on the implementation of cross-curricular issues, which inform us about the contribution that math offers to the society in its entirety;
- Guidelines on assessing achievements of eleventh class students;
- Instructions on didactic paper and learning means.

Goal

Learning maths in the eleventh class aims at the intellectual development of each student, an exercise of basic rules, cultivation of values and preparation of each student to provide a solid base for further education. Maths programme aims to equip students with math thinking patterns, basic ideas and mathematical structures, as well to develop their calculation and problem-solving skills in everyday life.
The eleventh class programme while applying:

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

The eleventh class maths programme promotes *even more general development and consolidation* through:

- integrated learning in the context of everyday;
- acquisition of elementary concepts and construction of new concepts.

Topics and learning outcome

Acquisition of content of the programme by the student is demonstrated as relevant knowledge which is presented to him in relation to the age. Skills that student demonstrates, which include skills, abilities, techniques and methods for applying knowledge in achieving the planned results for this class.
In the subject of maths for the eleventh class, the following general mathematical concepts are mainly developed and acquired:

- Number, algorithms and algebra;
- Shapes and space;
- Functions and variabiles;
- Note processing and probability.

General concepts are analyzed into topics and for each topic learning which provide the supporting basis from learning results of the field for degree, which present knowledge, skills, stances and values that student shall demonstrate regarding those topics..
Subject of math curriculum for eleventh class students is focused on general subject learning outcome and specific learning outcome on topics and thematic units.

General outcome are comprehensive statements that students are expected to learn in math, while specific outcome are statements that identify specific and necessary knowledge for students, throughout the subject.
Through them, students are able to reason and analyze, using logic to apply math ideas, in order to make reasonable attestations, and modeling and solving problems inthe context. Students apply flexible strategies to solve abstract and contextual problems. Communicate mathematical thinking in many manners, represent math ideas in various ways, and explain and justify math ideas. Students, also make connection by reflecting on mathematical thinking, connect math concepts within and outside maths.

Concept	**Topics**	**Learning Outcome on the Topic (RNL)**
Number, algorithms and algebra	Student: 1. Develops algebraic reasoning and expresses complex numbers from algebraic to trigonometric figuration; 2. Use algebraic symbols to model math terms and situations; 3. Demonstrates skills for operations, applies principles and procedures of operations with complex numbers in numerical, algebraic situations; 4. Develops an understanding of the power and base of a complex	

	number with whole number exponent and applies them in the concrete situations; 5. Uses terminology of math and communicates reasoning to describe different situations from maths and from everyday life by connecting concepts (module, argument, algebraic form) in order to solve different complexities; 6. Demonstrates concept of the determinant (up to the third order), uses methods and rules of calculation and applies them to concrete situations to solve complexities.	
	Complex numbers	Student: ▪ Represents complex number in the complex plane with polar coordinates; ▪ Specifies module and argument of the complex number; ▪ Conducts operation with complex numbers in trigonometric form (multiplication, exponentiation, division and rooting); ▪ Applies Muawri's formula;
	Determinants	Student: • Defines meaning of determinant as a numeric value; • Calculates value of second-order and third-order determinants using various methods (minors, sarus, triangle, etc.); • Applies pecularities of determinants; • Uses determinants to solve systems of linear equations with two and three unknowns (Kramer's formulas).
Form, space, measurements and geometry	Student: 1. Develops understanding of three-dimensional bodies; 2. Applies algebraic reasoning to calculate surface area and volume of three-dimensional bodies; 3. Solves practical complexities related to three-dimensional bodies; 4. Develops understanding of the vector as an oriented segment; 5. Determines location of vectors by means of coordinates; 6. Uses operations with vectors given in geometric form, or by means of coordinates to solve various math or even complexities from physics; 7. Uses reasoning and attestation to disclose and prove geometric term using scalar and cross products of vectors;	

	Three dimensional bodies (stereometry)	Student: ▪ Identifies the prism, pyramid and parallelepiped and their component parts; ▪ Uses formulas to calculate the surface area and volume of right parallelepiped, right prism and right pyramid; ▪ Identifies rotating bodies and their component parts; ▪ Uses formulas to calculate the surface area and volume of cylinders and cones; ▪ Uses formulas to calculate the surface area and volume of the sphere;
	Vectors	Student: ▪ Defines a vector as an oriented segment; ▪ Defines equal vectors, zero vector, unit vector and opposite vector; ▪ Identifies right angle coordinate system in the plane and in space as a system of two, respectively three mutually regular axes; ▪ Defines projection of the vector on the axis and on the straight line; ▪ Defines coordinates of the vector beam as a lined double or triple; ▪ Defines coordinate of the vector between coordinates of the endpoints of the vector; ▪ Finds the length of the given vector with coordinates; ▪ Performs vector multiplication by scalars, addition and subtraction of vectors given by coordinates; ▪ Computes the scalar product and vectroial of vectors; ▪ Applies vector production to solve various complexities related to image surfaces; ▪ Uses technology to solve complexities through vectors;
	Student: 1. Understands the concept of exponential and logarithmic function and	

Functions and variabiles	use ssymbols; 2. Understands the concept of exponential and logarithmic functions and uses symbols; 3. Applies algebraic procedures to transform expressions and solve exponential and logarithmic equations and inequations; 4. Solves complexities involving exponential and logarithmic equations and inequalities; 5. Presents graphically and analyzes opposite functions (for exponential and logarithmic functions).	
	Exponential function	Student: ▪ Identify exponential equation and function; ▪ Identifies exponential equation and function; ▪ Builds an exponential function as a model of a relation between the two binaries. ▪ Uses technology to solve complexities through exponential functions;
	Logarithmic function	Student: ▪ Understands logarithm as an indicator of the base for which an expression under the logarithm is obtained; ▪ Expresses the logarithm as an exponential equation and inverse; ▪ Applies properties of logarithms to solve various complexities; ▪ Distinguishes between decimal and natural calculations depending on the base 10 or ***e;*** ▪ Applies logarithm to calculate the base of any real number; ▪ Solves logarithmic equations and inequalities; ▪ Graphically represents various logarithmic functions; Applies logarithms to solve various complexities; Uses technology to solve complexities with logarithmic functions.

	Trigonometry	Student: ▪ Defines close angle trigonometric functions; ▪ Solves the right angle; ▪ Converts angle measure from degree unit to radian unit and inverse; ▪ Defines the trigonometric circle and the trigonometric functions of any angle; ▪ Determines the sign of quadratic trigonometric functions; ▪ Confirms basic trigonometric identities; ▪ Interprets the connection between trigonometric functions (one of the trigonometric functions is provided - the others are found); ▪ Acquires nearly addition formulas, trigonometric functions of the half angle and the double angle; ▪ Solves simple trigonometric equations and inequalities; ▪ Defines inverse trigonometric functions; ▪ Finds the period of trigonometric function; ▪ Examines and graphs various trigonometric functions; ▪ Applies correct and straight the cosine theorem correctly and solve the triangle; ▪ Uses technology to solve trigonometry complexities.
Note processing and probability	Student: 1. Develops understanding of event space; 2. Interprets various events and calculates their probability; 3. Demonstrates knowledge and skills in applying the properties of probability to problem solving; 4. Understands independent and conditional probability and use them to interpret data; 5. Uses mathematical terminology (probability, event, conditional event, composite event, etc.) to describe different situations from	

	mathematics and from everyday life; 6. Uses the rules of probability to solve complexities through the use of technology.	
	Probability	Student: ▪ Defines the space of possible events for an important event; ▪ Performs actions with events; ▪ Defines probability and prove its properties; ▪ Distinguishes conditional/composite event and calculates the probability of conditional/composite event; ▪ Uses technology to solve probabilistic complexities.

Methodological guidelines

Methodologies of teaching maths in the eleventh class are based on the teaching principles defined in the Curricular Framework III, which aims at teaching that ensures competences in learning. Topics presented in the fourth-class programme cannot be developed in isolation and separately, but they are related to other areas. The learning outcome for each topic also serve requirements and notions aimed at other topics within the field.
Teacher mainly focuses on the following aspects:

- linking learning outcomes of the main competences with the learning outcomes for the domain competences and subject outcome;
- competency-based teaching and learning;
- teaching with the student at the center;
- integrated teaching and learning;
- development of inter-curricular topics;
- development of sustainable education activities.

Teacher shall build his connection on: determining the topic to be developed; listing methods, techniques and strategies which are based on interaction; opportunities in all working means that students need, motivation, permanent encouragement of students; keeping information about the work with their progress.
Student shall be trained for independent work, work in groups, small and large groups, because this gives him an opportunity to show courage in discovering and exploring an unknown, respect rules, values, personal and other attitudes, to develop communication and teamwork skills.

Through the approach of learning with competences, teacher enables and facilitates research and identification of students' experiences, their knowledge and point of views, which enable their development, taking into account differences between students in the class. Use of ***efficient methodologies in the teaching of maths*** is condition for implementation of the programme, to achieve learning outcome for students' competences, giving everyone an opportunity to show and develop the potential that they possess within themselves.

Guidelines on the implementation of inter-curricular issues

Maths has a variety of applications in everyday life and is closely related to many components of education, which at the same time contributes to their accomplishment. Thus, in examining cross-curricular topics: global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful cohabitation, budget planning, etc., student shall solve complexities of different natures, shall use mathematical reasoning and elements of mathematical language. Through situations presented in the cross-curricular topics, student has an opportunity to make connections between mathematical competences and tasks assigned to the execution of these topics.

Students of the eleventh class learn to execute solution of a problem or complex situation and become capable of contributing to his personal growth by helping them find their place in society. Thus, they learn to participate in social life in the classroom and at school, develop an open stance towards the world respecting diversity. Students use the mathematical mechanism in order to justify and argue the decisions made, develop active relations in an environment of exercising a critical stance towards sustainable education and cross-curricular issues.

The programme and its interpretation in itself contains *a connection of maths with other fields* through examples and difficulties, in order for the curriculum of basic education to be seen as an entirety for the accomplishmet of the main goal of the formation of students.

Guidelines on assessment

Assessment as a process is part of teaching and learning, therefore through assessment the degree of learning achievement, value of the programme and the teaching methodology is established. In accordance with principles of the learning approach based on competences, assessment is considered as an element of teaching which focuses on the level of competence achievement.

Assessment of the content relates to mastery of knowledge and demonstration of mathematical skills through reliable indicators of student progress. During assessment, teacher shall consider the learning outcome for the classroom's learning topics, focusing on the grade results. Assessment of achievement of eleventh class students in math is executed through: evidence of

continuous assessment, classroom observation, assessment through periodic summative tests, while the reporting of student achievements is carried out through descriptions with constructive content placed in the teacher's book and placing numerical grades (1-5) in the class book.

Assessment procedure is recommended to be conducted in accordance with official assessment of documents. Types of assessment shall be used in accordance with the goals and learning outcome of the subject, learning strategies, age and requirements of the student. For the subject of math, assessment is based on: assessment of verbal answers; group work; activity during class debates; doing homework; test results for a set of certain subjects; test results at the end of the academic year, etc.

Eleventh class math students will be able to respond to the following requirements:

1. Concepts and Procedures

Student may explain and apply mathematical concepts, interpret and perform mathematical procedures, accurately and fluently.

2. Problem solving

Student may solve a variety of complex problems accurately using knowledge and problem-solving strategies;

3. Communication and reasoning

Student may use clear and precise language to construct strong arguments in order to support their own reasoning and to criticize the reasoning of others.

4. Modeling and Data Analysis

Student may analyze complex situations, real situations from actual life and can build and use mathematical models to interpret and solve problems.

Guidelines on learning materials and resources

During learning of maths, teacher provides the student with necessary information and performs skills using didactic materials and necessary resources, whilst the student recesives information, forms and develops skills approaching learning through different forms.

For the accomplishment of competences of higher secondary education in the field of math for the eleventh class, teacher provides access through the use of materials appropriate to the age, level and depth of learning. Teacher, in addition to the necessary didactic materials and means, creates mathematical patterns, gives special aids, adapts examples of different types, creates environment and space for alternative activities.

He, also offers technical and technological means to develop student's skills in learning of math. Teacher shall enable students to develop the skills in order to demonstrate or present various projects and form stances towards learning math.

Subject curriculum/syllabus
Maths (Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Math plays an important role in the study of many phenomena in all other sciences, either indirectly or directly. Learning maths is necessary value for the development of student's personality, for their integration in the society, to develope skills to think critically and to work independently and continuously. Eleventh class math ensures mastery of mathematical skills and habits and prepares students in intellectual development and personality formation to be successful in facing challenges during life.

One of our important features of maths is its integration with all other fields of science and cross-curricular issues in order to offer the student an opportunity to master the main competencies.
Through maths student may 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.

Eleventh class maths programme itself contains:

- Goals of subject of maths that serve to:
- students for the development of the main competences of lifelong learning, and competences in the field of maths, in order that in the future to be a successful citizen;

- teachers for planning, implementation and assessment of teaching activity inside and outside the classroom;
- parents to recognize learning results and assessment criteria for their children in certain periods of time;
- authors of textbook and teaching auxiliaries for teachers and students.

- Learning outcomes of the subject on learning topics, content of which creates conditions for the student to build and use his knowledge, skills, attitudes and values, in function of competences of the field and the main competences;
- Methodological instructions on the implementation of the programme, which enable students to acquire appropriate competencies, giving each student an opportunity to show and develop the potential that they have within themselves;
- Guidelines on the implementation of cross-curricular issues, which inform us of contribution that teaching of maths offers the society as entirety;
- Guidelines on assessing achievements of eleventh class students;
- Instructions for didactic materials and learning means.

Goal

Learning maths in the eleventh class is aimed at intellectual development, practicing rules, cultivating values and preparing each student to provide a solid foundation for further education. Programme of math aims to equip students with mathematical thinking patterns and basic ideas on mathematical structures and to develop their skills for calculation and problem solving in everyday life. Eleventh class programme during implementation:

- Selects and implements problem-solving strategies;
- Observes, analyzes that help in understanding knowledge and mastering mathematical skills;
- Discloses his mathematical thinking through mathematical symbols and language;
- Presents math concepts, relates them, and applies them to problem solving.

Eleventh class math programme promotes even more *general development and consolidation* through:

- integrated learning in the context of everyday life;
- acquisition of elementary concepts and construction of the new concepts.

Topics and learning outcome

Acquisition of content of the programme by the student is demonstrated as relevant knowledge which is presented to him in relation to the age, skills that student demonstrates, which include skills, abilities, techniques and methods for applying knowledge in achieving the planned results for this class.

In the subject of math for the fourth class, the following general mathematical concepts are mainly developed and acquired:

- Number, algorithms and algebra;
- Forms and spaces;
- Functions and variables, and
- Note processing and probability.

General concepts are elaborated 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 knowledge, skills, stances and values that student has to demonstrate in relation to those topics.

Maths programme for eleventh class students is emphasized in terms of general learning outcome for subjects and specific learning outcome for topics and thematic units.

General outcomes are comprehensive statements that students are expected to learn in maths, while specific outcomes are statements that identify specific and necessary knowledge for students throughout the subject.

Through them, students are able to justify and analyze, using logic to apply mathematical ideas, make reasonable affirmations, and by modeling and solving problems in the context. Students apply flexible strategies to solve abstract complexities and in the context to develop mathematical thinking in many ways, represent mathematical ideas in different manners and explain and justify mathematical ideas. Students, also make connection by reflecting on mathematical thinking, connect math concepts within and outside maths.

Concept	**Topics**	**Learning Outcome on the Topic (RNL)**

<table>
<tr><td rowspan="2">Number, algorithms and algebra</td><td colspan="2">Student:
1. Develops algebraic reasoning on expanding the concept from the real number to the complex number;
2. Develops algebraic reasoning and expresses complex numbers from algebraic to trigonometric form;
3. Uses algebraic symbols to model mathematical relations and situations;
4. Manifests the meaning of complex numbers in axiomatic form and applies them in solving problems from everyday life;
5. Demonstrates skills for actions, applies principles and procedures of operations with complex numbers in the numerical, algebraic and trigonometric situations;
6. Develops an understanding of the power and base of the complex number with whole number exponent and applies them in the concrete situations;
7. Uses mathematical terminology and communicates reasoning to describe different situations from maths and from everyday life by connecting concepts (module, argument, algebraic form, trigonometric form), in order to solve different complexities.
8. Demonstrates the concept of the determinant (up to the third order), uses methods and rules of calculation and applies them to concrete situations to solve complexities.</td></tr>
<tr><td>Complex numbers</td><td>Student:
▪ Presents the complex number in the complex plane with polar coordinates;
▪ Specifies the modulus and argument of the complex number;
▪ Converts complex number from algebraic form to trigonometric form and conversely;
▪ Conducts functions with complex numbers in trigonometric form (multiplication, exponentiation, division and rooting);
▪ Applies Muawri's formula;
▪ Uses technology to solve problems involving complex numbers in trigonometric form;</td></tr>
<tr><td></td><td>Determinants</td><td>Student:
• Defines meaning of the determinant as numeric value;
• Calculates the value of second-order and third-order</td></tr>
</table>

			determinants using different methods (minors, sarus, triangle, etc.); • Applies pecularities of the determinants; • Uses determinants to solve systems of linear equations with two and three unknowns (Kramer's formulas).
Form, space, measurements and geometry	Student: 8. Develops understanding of three-dimensional bodies; 9. Applies algebraic reasoning for calculating surface area and volume of three-dimensional; 10. Solves practical complexities related to three-dimensional bodies. 11. Develops understanding of the vector as an oriented segment; 12. Determines location of vectors by means of coordinates; 13. Uses operations with vectors given in geometric form or by means of coordinates to solve various mathematical or even complexities from pyhiscs; 14. Uses mathematical reasoning to discover geometric relations using scalar, vector, and mixed vector products; 15. Analyzes patterns involving spatial reasoning using vectors, using problem-solving strategies.		
	Three dimensional bodies (stereometry)	Student: ▪ Defines geometric locations of points that form dihedrals, trihedrals, vertices, and polyhedra; ▪ Identifies prism, pyramid and parallelepiped; ▪ Withdraws and uses formulas to calculate the surface area and volume of a right parallelepiped, right prism, right pyramid, and trunk of the pyramid; ▪ Identifies rotating bodies; ▪ Withdraws and uses formulas to calculate the surface area and the volume of the cone; ▪ Uses formulas to calculate the surface area and volume of spheres.	
	Vectors	Student: ▪ Defines the vector as an oriented segment; ▪ Defines equal vectors, zero vectors, unit vector and inverse vector;	

		▪ Identifies the right angle coordinate system in the plane and in the space as a system of two or three mutually regular axes; ▪ Defines projection of the vector on the axis and on the line; ▪ Defines coordinates of the beam vector as a lined double or triple; ▪ Determines coordinates of the vector through coordinates of endpoints of the vector; ▪ Finds the length of the given vector with coordinates; ▪ Performs vector multiplication by scalars, addition and subtraction of vectors given by coordinates; ▪ Expresses any vector in a plane or space as a linear combination of vectors in the direction of the coordinate axes; ▪ Calculates scalar, vector and mixed product of vectors; ▪ Interprets geometrically vector product and mixed product of vectors; ▪ Applies vector and mixed production to calculate surfaces or volumes of various figures/bodies constructed with vectors, or to solve various problems related to surfaces of figures or volumes of bodies; ▪ Uses technology to solve problems through vectors;
Functions and	Student: 6. Understands the concept of exponential and logarithmic function; 7. Develops algebraic and graphical reasoning for exponential and logarithmic functions through the study of the relation between two variables; 8. Applies algebraic procedures to transform expressions and solve exponential and logarithmic equations and inequations;	

variabiles	9. Solve problems involving exponential and logarithmic equations and inequalities; 10. Presents graphically and analyzes inverse functions (for exponential functions and logarithmic functions).	
	Exponential function	Student: ▪ Identifies exponential equation and function; ▪ Solves various exponential equations and inequalities using properties of powers; ▪ Constructs an exponential function as a model of a relation between two quantities; ▪ Uses technology to solve complexities between exponential functions;
	Logarithmic function	Student: ▪ Understands logarithm as an indicator of the base for which an expression under the logarithm is obtained; ▪ Express the logarithm as an exponential equation and converesly; ▪ Applies pecularities of logarithm to the real situation; ▪ Distinguishes between decimal and natural calculations depending on the base 10 or ***e;*** ▪ Applies the logarithm to calculate the base of any real number; ▪ Solves logarithmic equations and inequalities; ▪ Graphically presents different logarithmic functions; ▪ Applies logarithms to solve varios complexities; ▪ Uses technology to solve complexities with logarithmic functions.
	Trigonometry	Student: ▪ Defines acute angle trigonometric functions; ▪ Selects any right triangle; ▪ Converts angle measure from degree unit to radian and converesly; ▪ Defines trigonometric circle and trigonometric functions of any angle; ▪ Determines the sign of trigonometric functions in quadrants;

		▪ Confirms basic trigonometric identities; ▪ Applies basic trigonometric identities to confirm various trigonometric identities or complexities; ▪ Interprets relation between trigonometric functions (one of the trigonometric functions is given- other functions are found); ▪ Confirms addition formulas, trigonometric functions of the half angle and the double angle; ▪ Transforms total and difference of trigonometric functions into product and converesly; ▪ Solves various trigonometric equations and inequalities; ▪ Defines inverse trigonometric functions; ▪ Finds the period of trigonometric function; ▪ Reviews and graphically presents various trigonometric functions; ▪ Interprets the sinus and cosinus theorem and solves any triangle; ▪ Applies sinus and cosinus theorem to solve various problems related to the science and life; ▪ Uses technology to solve complexities through trigonometry.
Note processing and probability	Student: 7. Develops understanding of event space; 8. Interprets different events and calculates their probability; 9. Demonstrates knowledge and skills in applying pecularities of probability to problem solving; 10. Understands independent and conditional probability and use them to	

	interpret data; 11. Uses mathematical terminology (probability, event, conditional event, composite event, etc.) to describe different situations from maths and from everyday life; 12. Use rules of probability to solve complexities through the use of technology.	
	Probability	Student: ▪ Defines the space of possible events for a random event; ▪ Performs action with events; ▪ Defines probability and confirms its pecularities; ▪ Distinguishes the conditional/to-do event and calculates probability of the conditional/compound event; ▪ Applies the Bayesian formula to calculate probability of events; ▪ Defines random variable according to the reflection of space of events in the set of real numbers; ▪ Uses technology to solve probabilistic complexities.

Methodological guidelines

Methodologies of teaching maths in the eleventh class are based on the teaching principles defined in the Curricular Framework III, which provides a teaching that ensures competences in learning. Topics presented in the eleventh-class programme cannot be developed detached and separately, but they are related to other curricular areas and illustrated in the real-life contexts. The learning outcome for each topic also serve requirements and notions that help other topics within the field.

Teacher shall focus on the following aspects:

- linking learning outcomes of the main competences with the learning outcomes for the domain competences and subject outcome;
- competency-based teaching and learning;
- teaching with the student being at the focus;
- integrated teaching and learning;
- development of inter-curricular topics.
- development of sustainable education activities.

Teacher shall build his work on: determining the topic to be developed; listing methods, techniques and strategies which are based on interaction; enabling access to all most necessary means that students need, motivation, permanent encouragement of students; informing and keeping in constant contact with parents about their children's progress.

Student shall be trained for independent work, work in groups, small and large groups, because this gives him an opportunity to show courage in discovering and exploring an unknown, respect rules, values, personal and other attitudes, to develop communication and teamwork skills.
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Maths has a variety of applications in everyday life and is closely related to many components of education, which at the same time contributes to their accomplishment. Thus, in examining cross-curricular topics: global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful cohabitation, budget planning, etc., student shall solve complexities of different natures, shall use mathematical reasoning and elements of mathematical language. Through situations presented in the cross-curricular topics, student has an opportunity to make connections between mathematical competences and tasks assigned to the execution of these topics.

Students of the eleventh class learn to execute solution of a problem or complex situation and become capable of contributing to his personal growth by helping them find their place in society. Thus, they learn to participate in social life in the classroom and at school, develop an open stance towards the world respecting diversity. Students use the mathematical mechanism in order to justify and argue the decisions made, develop active relations in an environment of exercising a critical stance towards sustainable education and cross-curricular issues.

The programme and its interpretation in itself contains *a connection of maths with other fields* through examples and difficulties, in order for the curriculum of basic education to be seen as an entirety for the accomplishmet of the main goal of the formation of students.

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Student may use clear and precise language to construct strong arguments in order to support their own reasoning and to criticize the reasoning of others.

4. Modeling and Data Analysis

Student may analyze complex situations, real situations from actual life and can build and use mathematical models to interpret and solve problems.

Guidelines on learning materials and resources

During learning of maths, teacher provides the student with necessary information and performs skills using didactic materials and necessary resources, whilst the student recesives information, forms and develops skills approaching learning through different forms.

For the accomplishment of competences of higher secondary education in the field of math for the eleventh class, teacher provides access through the use of materials appropriate to the age, level and depth of learning. Teacher, in addition to the necessary didactic materials and means, creates mathematical patterns, gives special aids, adapts examples of different types, creates environment and space for alternative activities. He, also offers technical and technological means to develop student's skills in learning of math. Teacher shall enable students to develop the skills in order to demonstrate or present various projects and form stances towards learning math.

CURRICULUM AREA: : NATURAL SCIENCES

Subject curriculum/syllabus

Biology (Gymnasium of natural sciences)

Physics (Gymnasium of social and linguistic sciences)

Physics (Gymnasium of natural sciences)

Chemistry (Gymnasium of natural sciences)

Geography (Gymnasium of social and linguistic sciences)

Geography (Gymnasium of natural sciences)

Subject curriculum/syllabus

Biology (Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Drafting the curriculum for the subject of biology was carried out on the basis of the Core Curriculum for Higher Secondary Education of Kosovo and is dedicated to students of XIth class, Gymnasium of natural sciences. Draft of the programme respects a genuine scientific procedure, both from the form, methodological approach, organization and construction of the subject content, as well from the presentation of learning results, assessment methods and instruments.

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

Content of the biology curriculum, methodologies, approach, the use of different learning resources, flexibility and creativity of the teacher, as well autonomy of the school (drafting the specific learning outcomes), contribute on the student's development of different competencies.

Based on RNF - in the field of natural sciences, in the subject of Biology class XI, enables students to obtain basic knowledge about human metabolism, genetics and inheritance, about importance of genetic engineering, evolutionary development of living beings, as well health and sexual education.

With these contents of the programme, we consider that students of this age are equipped with knowledge, skills, habits, stances and values to successfully face life challenges.

The teaching subject Biology XI as basic reference has the concept of the field "The living world".

The subject programme of Biology XI, in addition to the requirement for the achievement of the learning outcomes for the field (RNF), enables and contributes to the achievement of results of the competences, determined by the KB of the fifth class.

The Biology XI plan contains Subject Learning Outcomes (RNL) according to the topics:

- Metabolism,
- Genetics and inheritance,
- Genetic engineering,
- Evolution, and
- Health and sexual education.

Goal

The teaching programme of the subject of Biology for the XI class is continuation of the teaching plan of natural sciences - Biology from the tenth class, as such it consists achieving competencies for the fifth class (deepening the knowledge learned and the development of skills, values and stances, etc.). Therefore on this basis, the curriculum of the subject of Biology for class XI provides the student with the goal of further development for:

- Deepening of knowledge on the process of human metabolism, the role of inheritance in the development of the living world, the role of genetic engineering in plants, animals, gene therapy including the cloning process, the role and importance of the application of biotechnology in humans.
- Writing skills and expressing communication by using scientific language to interpret ideas, phenomena and life processes.
- Working habits in groups and teamwork, a sense of sociability and other positive personality pecularities, necessary for constructive cooperation in solving the presented tasks.
- Research skills (through experimental, observational, measuring and analytical learning develop creative skills, analytical thinking, objective assessment of oneself and the group during the teamwork).
- Ability to disclose with their creative work how to use technological achievements with scientific work.
- Stances about scientific facts in terms of industrial, ethical and environmental issues.
- Stances about emotional behaviors in the age of puberty.

- Value for the protection of personal sexual health and others.
- Value of integration with other sciences, enabling students to form complete preconceptions about an evolutionary development of human beings.

Topics and learning outcome

Construction of the subject content includes the concept of natural sciences, organized through topics and outcome through which the foundation of the subject is included. Construction of the subject is based on balanced emphasis between concepts and teaching topics, as well balancing the learning outcomes with the topics, where it remains teacher's responsibility to balance the learning outcome per topic with the learning outcome per unit teaching, through contents in the interest of students.

Concept	Topics	Learning outcome on the topic (RNL)
Living world	RNF 4.1 Analyzes and researches diversity of the living world as a result of evolution, the role of DNA in heredity, construction and biochemical processes in the cell, and implementation of lawfuless of the construction and function of living systems in biotechnology and engineering. 4.3 Assesses impact of medicines and drugs on human behavior and health, connection between health and diseases, reduction and prevention of various diseases (including sexually transmitted diseases).	
	Metabolism	- Defines and explains the process of continuous circulation of substance and energy flow; - Compares and categorizes the key links of metabolism: processes of anabolism (synthesis) and catabolism (decomposition) as interrelated processes. - Identifies and names the cell organelles in which the main metabolic processes of synthesis and decomposition are carried out; - Defines and explains the metabolic processes carried out in autotrophic and heterotrophic organisms. - Compares and organizes processes of synthesis and decomposition of basic macromolecules: proteins, fats and carbohydrates.

		- Projects and describes the flow of metabolic processes, as well the relation between photosynthesis and respiration; - Organizes and describes the process of photosynthesis, including factors for its performance: chloroplasts with chlorophyll, minerals, water and solar radiation. - Defines and relates differences between processes of photosynthesis and chemosynthesis. - Clarifies and interprets process of cellular respiration including transformations of the ATP molecule in the celll; - Compares and assesses main differences between aerobic and anaerobic respiration (fermentation).
	Genetics and inheritance Genetic engineering	- Defines and describes the role of inheritance in the development of the living world. - Describes and interprets construction of DNA and ARN as basic molecules of inheritance in the living world based on: type of nucleotides, basic carbohydrate and hydrogen bonds. - Dizajnon dhe organizon procesin e replikimit të ADN-së me proceset e transkriptimit dhe translatimit në procesin e sintezës së proteinave si dhe rolin e enzimeve respektive në këto procese. - Distinguishes and illustrates basic terms of inheritance: genetic code, codon, anticodon, genotypes and phenotypes, heritable and non-heritable pecularities, intersection and hybridization. - Describes and applies in practice basic genetic laws of Mendel on the inheritance and transmission of dominant and recessive characteristics, choosing tasks on the transmission of inherited pecularities in the P, F1 and F2 generations, according to concrete examples. - Interprets and analyzes gender-linked modes of inheritance, co-dominance and incomplete dominance, diplopoidy and polypolydy, aneuploidy (heteroploidy). - Understands and identifies chromosomal mutations in autosomes and gender chromosomes with developments in the family tree, processes of gene recombination.

		- Identifies and lists internal and external environmental factors that affect the presentation of chromosomal mutations. - Uses knowledge to identify gene manipulation and defect cases and some of the most common genetically based human diseases and specific syndromes. - Defines and assesses the role of genetic engineering in plants, animals, gene therapy, including the process of cloning in the Dolly sheep model, and judges the ethical and practical difficulties of cloning. - Defines the role and importance of application of biotechnology in the production of medicines, proteins, hormones, energy resources (biogas), etc. - Defines the role and importance of applying bionics and bioarchitecture in the construction of optical instruments, aircraft, submarines, buildings, bridges, etc.
	Evolution	- Defines and determines evolution as the driving power behind living world and diversity on our planet based on Darwin's theory. - Defines and describes the appearance and dominance of the main groups of living beings during the geological periods of the development of life on Earth. - Describes and interprets anatomical-comparative, embryological, physiological, biochemical and fossil evidence on evolutionary development. - Illustrates and differentiates through concrete examples the concepts of ontogenesis and phylogenesis during evolution; - Defines and elaborates the role of natural selection as the main power of evolutionary development, including concrete examples of natural and artificial selection. - Illustrates and describes forms and ways of creating new

		species in nature (speciation). - Understands and applies development of the primate genealogical tree. - Designs and illustrates own family tree based on available information.
	Health and sexual education	- Distinguishes psychological changes in the puberty. - Identifies traditional practices related to the gjenital organs. - Judges the consequences of early pregnancy in both genders. - Describes contraceptive methods and means. - Assesses gender roles and variations in sexual preferencës. - Describes sexual rights and compares social norms. - Distinguishes dangers of sexual behavior, personal hygiene, sexual organs and their impact on health. - Judges on risks of STIs and HIV-AIDS.

Methodological guidelines

For the practical implementation of teaching planning for natural sciences-biology subjects, whether inside the teaching lesson, but also outside it in the execution of curricular activities as well extracurricular activities, adequate use of teaching and learning methodologies is needed. Learning outcomes on degrees (competencies) RNK, learning outcomes per topic (RNF) - natural sciences, namely subject outcomes (RNL) - present not only reference points for the selection of methodologies, harmonizing with each other in the teaching and learning process and in the context of philosophy and principles of the CK.

Success of students in subjects of science depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches, methods, techniques and other forms of work. For this purpose, a whole complex of procedures is applied, such as: new information, exercises, tasks, work with projects and others.

Selection of methods is competence of the subject teacher. It is carried out in accordance with the needs and requirements of students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of students, etc.

Natural sciences are experimental sciences, therefore is preferable that lawfulness, where possible, are explained using a test, demonstration or experiment in collaboration with students, and teacher shall have a leading role.

Methods, techniques and forms of working with students shall be in function of easier acquisition of learning content, knowledge, habits, skills, stances and other values to face challenges of life.

In order to fulfill requirement on quality learning, the following methodological approaches are suggested:

- Direct teaching (explanation, clarification, practical exercises and examples);
- Non-direct teaching (examination, discovery, problem solving);
- Teaching by questions (technique of questions addressed to the 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 means and in particular through the computer;
- Teaching that encourages independent research;
- Outdoor learning and visits to industrial facilities.

Teacher guides students so that they, through their activities in the classroom, school, laboratory, nature, etc., may recognize, observe, order, 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 on the implementation of inter-curricular issues

Cross-curricular issues are topics of special interest to the society, both current and ongoing. They integrate curricular areas and subjects in order to support students to understand and correctly interpret social and natural processes that occur in the society.

Cross-curricular issues are:

- Media education,
- Education for sustainable development, and
- Education for peace.

Media education refers to the selection and use of media for the provision and processing of new and accurate information, 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 achievement in science at the national and international level.

Education for sustainable development refers to topics of general importance which affect students' taking responsibility on attitude and active action towards issues, e.g. in the awareness and conservation of natural assets, at the local and global level. This includes issues such are: social aspect, economic and environmental development.
Issues of sustainable development include aspects of having healthy environment that is related to awareness, civic action and importance of using environmental resources as heritage and culture of the next generation.

Education for peace refers to the understanding of diversity in the society as a social value. Contents of education for peace are tolerance, harmony and ethnic religious, cultural coexistence, etc. and living in harmony with natural environment; fight against terrorism, humanitarian law, human dignity, prohibition of violence, prevention and resolution of conflicts.
For more see the *Core Curriculum for upper secondary education – Gymnasium*.

Guidelines on assessment

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

Assessment is in function of:

- Providing necessary information on students' progress and their motivation on learning;
- Assessment of practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions about student achievements during the learning proces;
- Students' self-esteem;
- Improving teaching and learning.

Student is assessed for verbal 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 shall be compatible with different learning styles. Teacher is independent in the selection of assessment methods, techniques and instruments. Assessment shall 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, shall use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by teachers themselves (professional asset, teachers' assets) in

accordance with the school's assessment plan, derived from assessment plan at the MDE level and with the AI approved by MEST.

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

Teacher drafts an annual plan on students assessment, which plan shall be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed to all interested partie in hard copy.

In order to achieve the goal of the new Curriculum of Kosova, which originates from the competence-based approach, to fulfill 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 CK.

Guidelines on learning materials and resources

For the successful achievement of competences in the natural sciences - biology, is necessary to use different teaching means and materials, as well an appropriate learning environment.

- Textual materials**:** textbooks, workbooks, catalogs of art, albums, professional guidelines, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc**.**
- Visual tools: writing board, pictures, paintings, models, diagrams, graphic tools, etc..
- Auditory-listening tools: radio, tape recorder, telephone, cassette player, etc.;
- Audiovisual – listening-auditory tools: television, film, video projector, video cassette, computer, Internet, teletext, CDs, DVDs, e-mail;
- Learning environment: (classroom, laboratory, workshop, nature, farm etc, etc.)

Subject curriculum/syllabus

Physics (Gymnasium of social and linguistic sciences)

Content

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Goal
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Introduction

Science of physics is an intellectual and practical activity that involves systematic study of structure and behavior of the world of physics and nature through observations and experiments.

Eleventh class Physics curriculum provides students opportunities to develop an understanding of scientific concepts and processes, practices used by humans to develop scientific knowledge, contribution of science in the society, and its application in everyday life.

Physics is a dynamic and evolutionary science, therefore our knowledge of nature is constantly improving in quality, for this reason, the need for continuous updating of the curriculum is felt.

Competences that the field of natural sciences develop, at all levels, contribute to the achievement of the main competences, in function of lifelong learning.

The curricular field "Natural Sciences" in the Vth curricular level presents continuation of what has been achieved within the primary school. The subject, Physics XI, mostly contributes to the concept of the curricular field - "physical processes" but also to other concepts.

Points of reference for the subject of Physics XI, present learning results of competences and learning results of the V curricular field.

Through the teaching of Physics, we contribute for the student to achieve aimed competencies according to the Core Curriculum for the fifth grade and achieving the field results foreseen for the eleventh class.

Subject results, reference points have the topics: fluid mechanics, laws of electric energy and electric circuits, magnetic field and electric energy, electromagnetic induction and elements from cosmology.

Goal

The programme in natural sciences aims to develop student's competencies', combining theoretical learning with research methods (direct observation of experiments in the laboratory or in the field, various learning resources, processing of information and presentation of findings, etc.). This enables students to actively develop their competencies and, thanks to researches to understand, explain and interferes in the connection between life and nature.

Goals of the field of natural sciences are concepted in terms of lifelong learning. Through the subject of Physics XI students:

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

All these abilities, skills, stances, values and motivation, are achieved by targeting general competences foreseen for the given degree, and in particular through the natural sciences – summarized in learning outcome on subjects.

Topics and learning outcome

Content of the subject of physics is organized according to concepts, topics and subject learning outcome (RNL). Construction of the subject content includes six concepts, analyzed into specific concepts (domain), topics and subject learning outcomes by means of which includes the base of the field of science in the relevant subject.

Concepts	Topics	Learning outcome

Physical processes	**Mechanics of Fluid**	**I and III.** **Student:** - separately describes granular structure of the matter of the three aggregate states**.** - explains pressure in liquids, **demonstrates** its transfer in all directions and analyzes examples of application in everyday life. - explains the measurement of atmospheric pressure (Torichel's experiment) as a result of the weight of the component gases. - calculates the thrust of a body immersed in liquid and analyzes its submergence, splashing and floating. **- demonstrates** determination of the density of a body immersed in liquid with the aid of propulsion - indicates performance of the benefit of the ideal fluid flow equations. - presents examples of application of ideal fluid flow in the gravity field. **- demonstrates** real fluid flow with the aid of a cylindrical flask filled with a viscous fluid.
	Direct current and electrical circuits	**I and IV.** - defines electric charge with the help of its properties, field lines, flux and **demonstrates** manners of charging the body with electricity. - distinguish direct current sources from alternating current sources. **- demonstrates** the simple electrical circuit and connection of measuring instruments in it**.** - explains movement of charges in metals, electrical resistance, and Om's law for parts of a circuit. - defines work, power, Joule's law, current effects, and coefficient of utilization of direct current in the electrical appliances - **demonstrates** connection in series and parallel circuits of electrical consumers. - solve numerical assignments for different connections of resistors and for electric power.
	Magnetic fields	**I and III.** - **demonstrates** the magnetic field of permanent magnets with the help of a filing and the magnetic field of an electric current with the help of a magnetic needle, (Oersted's experiment). - compares, by illustration, the magnetic field lines of a permanent rod magnet with electric lines of opposite point charges and magnetic field lines of the Earth. **- demonstrates** the law of the force of action of the magnetic field of the permanent magnet on the current-carrying conductor

		inside it and determines direction and intensity of action. - **demonstrates** construction of the electromagnet and indicates possibilities of its application in everyday life. - calculates Lorentz force with the help of the Ampere power and treats the motion of charge in a magnetic field.
	Electromagnetic induction (EM)	**I, III and IV.** -**demonstrates** examples of switching magnetic flux to obtain induced current - **demonstrates** formulation of Faraday's law of electromagnetic induction and Lenz's rule - describes generation of alternating current and presents its basic pecularities. - draws alternating electrical circuit with ohmic, inductive and capacitive resistance, writes expressions for voltage and intensity per ohm circuit and draws the curves. - explains the transformer and writes formulas responsible for voltage, intensity and number of windings at its input-output. - explains the distance and advantages of alternating current over direct current.
	Structure of atom	**III and IV.** - explains development of human thought about construction of atom from antiquity to the beginning of XX century. - shows basic pecularities of atom's nucleus and its structure. - explains the law of radioactive analyses. - describes type of spontaneous radioactive analyses. - distinguishes isotopes, isotones, isobars and isomers and explains application of isotopes in archaeology, agriculture and medicine.
	Cosmology	**V.** - describes Ptolemy's geocentric system, astronomy in the Middle Age, and Copernicus' reform. - illustrates constellations of our sky in different seasons of the year and orientation with the help of the stars, Moon and Sun. - explains contribution of T. Brahe, J. Kepler, G. Galileo and I. Newton to the explanation of movement of planets around the Sun and power of interaction amongst them. - indicates basic properties of bodies of the solar system and origin of its creation. - explains sources of solar energy and its evolutionary development. - presents basic data for the construction of our Galaxy to which the solar system belongs. -v estimates that Universe consists billions of other galaxies that

		move away from each other, the farther the faster. Total: **R.N. 27** **Demonstrations 12**

Methodological guidelines

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

The success of students in te subjects of science 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, entire complex of procedures is applied, such are: new information, exercises, tasks, work with projects, practical work and others.

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

Natural sciences are experimental sciences, therefore is preferable the laws, where possible, to be explained using proof, demonstration or experiment in collaboration with students, whilst teacher shall have leading role.
Success of students in the subjects of natural science depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches.

In order to meet requirements on quality learning, several different methods, forms and techniques of work are suggested, such are:

Direct teaching (explanation, clarification, practical exercises and examples);
* Indirect teaching (review, discovery, problem solving);
* Teaching through questions (technique of asking questions to the students);
* Discussion and collaborative learning (in small groups, larger groups and with all students);
* Teaching that fosters critical, creative thinking and problem solving;
* Learning through projects, fieldwork;
* Teaching through observation, demonstration and experiment;
* Teaching and learning through multimedia means and in particular through the computer;
* Teaching that encourages independent research;
* Learning in nature and visits to the industrial facilities.

Methods, techniques, learning strategies in the subject of physics are important factors for a successful learning that promotes 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.

Methods that can be used are:

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

These methods cannot be used without combining each other.
Observation Method - is a method that helps students in the formation of scientific concepts. Through this method, students make 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.

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

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

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

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

ITC (information technology)- supports the demanding process, increases quality of students' learning, and ensures cooperation between them. Through the use of digital means, students may

explore and perceive abstract concepts, as well discover connection between objects and phenomena.

Forms of work:

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

Teacher guides the students in the way that 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 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.

Conception of the programme of the field of natural sciences is based on genuine principles of integration both, between subjects of the field itself and of the field with other fields.

In order to provide students with an integrated learning, it is important to connect the field of natural sciences with other fields and specifically with the subjects of these fields.

Student cannot perceive reality and know the world that surrounds him, only through the study of subjects that belong to the field of natural sciences. The field of natural sciences is closely related to the **field of maths.**

Maths provide natural science subjects with much knowledge that is useful for its study.
For example: when the student conducts a scientific research, he often needs to make measurements, calculations, to find an arithmetic mean, master concepts of applied geometry, as well visualize space. Student uses mathematical language to explain laws of physics and establish connection between variables, such as, in physics, between force, mass and acceleration. The use of graphs, symbols, formulas make mathematics a great asset in the service of natural sciences. Also, by studying natural sciences, student develops competencies of problem solving, investigation, logical reasoning, conceptual connection between sizes, as well modeling.

Languages and communication

In order to analyze and assess results during the study of phenomena and laws in the natural sciences, student shall develop communication skills and use correctly the language and terminology of science. If the student reads, writes or expresses his thoughts fluently about scientific information on the universe, subjects, air pollution, water, etc., he correctly develops competence of communication in the Albanian language, which is significantly developed in the field of "**Languages and communication.**" Even subjects of natural sciences contribute to the expansion and elaboration of student's vocabulary by encouraging him to present his ideas clearly and precisely, verbally or in writing. Practical and experimental works, which are the

basis for the development of competences of this field, give the student an opportunity to develop the competence of language and communication, and enrich terminological dictionary through discussions on the description of practical and laboratory work and explanation of its results. The different terms used in the field of natural sciences are specific to the field and help the student to develop communication skills in the language and its terminology.

Connection of competencies of the field of natural sciences with the competencies of other fields, such as:

Society and environment
Addresses natural-social environment as an asset, which shall be preserved and used for the good of society.

Physical education, sports and health Protects health by respecting rules of physical movements, individual and collective sports activities, as well organization of recreation.

Life and work
Actively collaborates in the achievement of defined objectives, demonstrating maneuverability in the use of tools, equipment and information and communication technology to obtain information during research, critical thinking, problem solving, decision making, creativity and innovation.

Guidelines on the implementation of inter-curricular issues

Cross-curricular issues are topics of special interest to the society; as much as they are current, they are also ongoing. They integrate curricular areas and teaching subjects in order to support students to understand and correctly interpret social and natural processes that occur in the society.

The cross-curricular topics that can be integrated into the *Curriculum of natural sciences* for this age of students are:

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

Media education
Refers to the use of media for the provision of new and accurate information, 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 the science, at the national and international level.

Education for sustainable development

Refers to topics of general importance that influence 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.

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

Guidelines on assessment

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

Assessment is in function of:

- providing necessary information for students' progress and their motivation to learn;
- Assessment of practical and demonstration work.
- identifying difficulties during the learning process;
- rendering conclusions on student achievements during the learning process;
- students' self-esteem, as well
- improving teaching and learning.

Assessment may be classified into formative, summative and final assessment.

- **Formative assessment** (assessment of learning) - is carried out continuously to obtain information on student achievements during each learning activity.

- **Diagnostic assessment** - is used to obtain information on the students' achievement of the level of acquisition of knowledge, skills, habits, stances and values, and helps teachers in further work.

- **Motivational assessment** - is used to stimulate students' interest and desire to learn.

- **Summative assessment** (learning assessment) - includes general learning activity of students. The summative assessment is carried out at the end of certain periods (half-yearl, at the end of the year, etc.).

Assessment of student with a grade is conducted for verbal and written answers, homework, skills during independent and group work, tests, project work, etc. Forms of assessment shall be compatible with different learning styles. Teacher is independent in

the selection of assessment methods, techniques and instruments. Assessment shall be transparent to students, parents and the community.

Teachers of natural-physical sciences, due to the specifics of subject, shall use as many assessment instruments as possible, where each assessment instrument to have standard and to be specified with criteria compiled by teachers themselves (professional work, teacher's work), in accordance with the school assessment plan issued by the assessment plan at the MDE level and with the AI approved by MEST.

By assessing that evaluation is a very complex issue, teacher shall constantly seek opportunities for professional development, research of situation, review of criteria for assessment instrument used, and above all, willingness of accountability in front of any group of interest.

Teacher compiles an annual plan for student's assessment, which plan has to be approved by all groups of interest (professional staff, school management, students and parents), and be transparent and distributed in the hard copy to all interested Parties.

In order to achieve the goal of the new Curriculum of Kosova, which originates from the competence-based approach, to fulfill the philosophy of curriculum and especially on the achievement of results from the natural sciences, is necessary to recognize the assessment system that is defined by the UA based on the requirements of the CK.

Guidelines on learning materials and resources

For the successful achievement of the competencies in natural-physical sciences, is necessary to use different teaching means and materials, as well an appropriate learning environment.

Didactic materials and main learning resources and means:

- Textual materials**:** textbooks, workbooks, catalogs of art, albums, professional guidelines, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc**.**
- Visual tools: writing board, pictures, paintings, models, diagrams, graphic tools, etc..
- Auditory-listening tools: radio, tape recorder, telephone, cassette player, etc.;
- Audiovisual – listening-auditory tools: television, film, video projector, video cassette, computer, Internet, teletext, CDs, DVDs, e-mail;
- Learning environment: (classroom, laboratory, workshop, nature, farm etc, etc.)

Subject curriculum/syllabus

Physics (Gymnasium of natural sciences)

Content

Introduction

Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Science is an intellectual and practical activity that involves systematic study of the structure and behavior of the physical and natural world through observations and experiments.

Physics of eleventh grade (natural sciences) provides students with opportunities to develop an understanding of scientific concepts and processes, practices used by humans to develop scientific knowledge, contribution of science to the society, and its applications in everyday life.

Physics is a dynamic and evolutionary science, therefore our knowledge of nature is constantly improving in quality. For this reason, the need for continuous updating of the curriculum is felt.
Competences that the field of natural sciences develops, at all levels, contribute to the achievement of key competences, as a function of lifelong learning.

Curricular field *Natural sciences*, in the Vth curricular level, represents continuation of what has been achieved within the primary school. The subject, Physics XI, mostly contributes to the concept of the curricular field - "physical processes" but also to other concepts.
Point of refrence for the subject Physics XI, present learning outcome of competencies and the learning outcome of the field, curricular level V.

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

The subject results, reference points have the following topics: fluid mechanics, lawfulness of electric electricity and electric circuits, magnetic field and electric electricity and electromagnetic induction, as well elements from the cosmology.

Goal

The programme in the natural sciences aims to developthe students' competencies, combining theoretical learning with research methods (direct observation of experiments in the laboratory or in the field, different teaching resources, processing of information and presentation of findings,

etc.). This enables students to actively develop their competencies and, thanks to research, to understand, explain and interfere in the relationsh between life and nature.

Goals of the field of natural sciences are concepted in terms of lifelong learning. Through the subject of Physics XI, students:

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

All these abilities, skills, stances, values and motivation, are achieved by targeting general competences foreseen for the given level, and in particular through natural sciences, summarized in learning outcome for topics.

Topics and learning outcome

The content of the subject of physics is organized according to concepts, topics and subject learning outcome (RNL). Construction of the subject content includes six concepts, analyzed into specific concepts (domain), topics and subject learning outcomes, through which the base of the field of science is included in the relevant subject.

Concept	Topics	Learning outcome
Physical processes	**1. Oscillations and waves**	**Student:** **I and IV.** - describes oscillatory movements, their basic features, ($x(t), v(t), a(t)$ dhe $F(x)$) and circular movement connectivity. - experimentally **demonstrates** connection between circular motion at constant speed and harmonic oscillations - determines energy of harmonic oscillations and analyzes the law of their preservance. - addresses analytically and graphically examples of free, extinguished and binding oscillations. - experimentally **demonstrates** the dependence of the period of the mathematical pendulum on the length of the peri. - experimentally **demonstrates** determination of free root acceleration with a mathematical pendulum. -experimentally **demonstrates** the performance of harmonic oscillations by the mathematical pendulum with small amplitude. - experimentally **demonstrates** the appearance of the resonance phenomenon. - draws amplitudes of forced oscillations in low-, medium-, and high-resistance environments. **-demonstrates** types of mechanical waves, their source of creation and their basic pecularities. - expresses the speed of wave spread in bodies and substances of the three aggregate states, their equation and the connection $v \sim \lambda$. - defines expressions for wave energy and intensity. - explains the law of reflection and the law of refraction of waves, interference from two sources of related and the interference created by reflection. - solves numerical tasks for periodic phenomena in continuous environments.
	2. Sound	- describes the basic objective and subjective characteristics of sound. - defines expressions for sound energy intensity and energy density. - takes advantage of expression for sound intensity level based on Weber's psycho-physical law-Fechner and analyzes Flecher-Manson curves. - numerically compares intensities of different voices -experimentally **demonstrates** determination of the speed of sound in air with the help of echoes. **- demonstrates** determination of the speed of sound in air with the help of resonance.

		- explains the reason for the occurance of sound shock waves (ballistic waves). - handles effect of shifting the frequency of the moving sound source. - assesses with examples achievements of the application of ultrasound in the various areas of human life. - describes urban pollution as a modern issue and argues for a more peaceful environment. - solves numerical tasks for sound propagation, its intensity level and Doppler effect.
	3. Static liquids at and their flow	**I.** - analyzes power and pressures in the static fluid and deals with Toricelli's experiment. - **demonstrates** laws of statics fluid and their flow reaction. - explains propulsion in a body immersed in liquid, surface tension and capillary phenomena. - **demonstrates** measurement of surface tension by the capillary tube method. - describes basic pecularities of the ideal, homogeneous and isotropic fluid flow in the field of gravity. - applies the law of preservation of energy to explain ideal fluid flow. - shows examples ofapplication of ideal fluid flow in nature and technique. - presents laws of real fluid flow in the field of gravity. - **demonstrates** the flow of real fluid with the help of a cylindrical vessel with a funnel filled with viscous fluid - solves numerical tasks on static liquids and their flows.
	4. Electric loads and direct currents	**I and IV.** - defines electric charge with the help of its pecularities. - **demonstrates** with electrostatic tools the manner of charging bodies with electricity. - explains the law of interaction of point loads and assesses similarities between the electric field and the gravitational field. - draws electric field lines of positive and negative loades, of both and opposite loads, field lines between parallel plates of opposite loads and electric lines between the conductor and Earth. -defines Gauss's law as another form of Coulomb's law, applies it to the electric field inside a loaded sphere, and renders conclusions about the cage of Faraday.

		-examines the work of carrying a load in the electric field of a point load and names physical quantities which describe the electric field in a vacuum. - draws equipotential surfaces of the point load and between parallel plates and defines the links between potential, voltage and electric field. - analyzes movement of free load in a homogeneous electric field. - presents types of physical fields, their division and the rule of superposition. - explains the electric field in the surroundings, energy density of the field and electric field energy of the planar capacitor. - describes pecularities of the direct current and analyzes quantities on which it depends resistance of the metal conductor. - **demonstrates** the dependence of electrical resistance on the type of material and other physical properties and the law of Videman-Franz. - distinguishes physical and technical direction of the current in the circuit, and explains Ohm's law for parts and entire electric circuit by applying the law of preservation of energy. - **demonstrates** dependence of the conversion of electrical energy into heat on the type of consumer. -**demonstrates** electrical circuit with one two and three consumers connected in possible manners and renders conclusions on their connection. -defines work, power, Joule's law, current effects and coefficient of utilization of direct current in the electrical appliances -explains the rules of direct current per node and mesh and their application to the solution of complex issues for an electric circuit. - solves problem tasks for electric loads and direct currents.
	5. Magnetic fields	**III and IV.** - describes basic properties of permanent magnets and compares the bar's magnetic lines with Earth's magnetic lines and the electric field lines of two opposite loads. - **demonstrates** with the help of filing, magnetic lines of the bar, of opposite magnetic poles and poles of the same name. - **demonstrates** Oersted's discovery on the presentation of the magnetic field around a current-carrying conductor and notes expressions for the magnetic field of a straight-line conductor and a solenoid

		-demonstrates determination of the direction of the magnetic field lines of the linear conductor with current, circular circuit and solenoid. - defines analytically induction B with the help of magnetic flux and with the help of magnetic field intensity of the solenoid - analyzes the quantities that determine magnetic field in environments, magnetization and the law of Kyri-Vajsi. - solves problem tasks on magnetic fields.
	6. Forces in the magnetic field	**III.** - interprets expressions on the force of interaction between separate magnetic poles and two charges moving at different speeds. **-demonstrates** the law that determines the force with which the magnetic field of the permanent magnet acts on the current-carrying conductor inside it, determines the direction and marks the intensity of the force. -defines the unit of magnetic induction with the help of magnetic interaction force and current element. **-demonstrates** the mechanical force of mutual interaction between two parallel current-carrying conductors and applies it to the definition of the current intensity unit. -calculates the strength with which the magnetic field acts on free loads and its relation to Ampere's force. - analyzes the motion of free loads normal and parallel to the magnetic field lines - applies Lorentz power to examine action of the circular accelerator on charged particles (protons, ions) and the mass spectrometer (instrument for separating isotopes). -shpjegon veprimin mbrojtës të fushës magnetike të Tokës nga era diellore dhe lidhjen e dritës polare me forcën e Lorencit. explains the protective action of the Earth's magnetic field from the solar wind and the binding of light polar with the Lorentz power. - solves numerical issues for the forces in the magnetic field.

	7. Electromagnetic Induction (EM) and alternating current.	**I and III.** - explains possible manners of changing the magnetic flux for the benefit of the induced voltage. - measures the induced EM voltage at the edges of the straight conductor moving in the magnetic field. - **demonstrates** experimentally the understanding of Faraday's law of EM induction. - analytically benefits Faraday's law of EM induction from the law of preservation of energy. - **experimentally** demonstrates rule of Lenz. - **demonstrates** the phenomenon of induction occurance and self-induction and notes their expressions. - obtain the formula for the energy of magnetic field and its density. - describes working principle of the generator and graphically illustrates pecularities of alternating energy. - calculates effective pecularities of alternating energy. - analyzes alternating energy circuits with Ohmi's resistance, capacitive and inductive and draws related voltage and induced intensity. - determines power of alternating energy and compares it with the power of direct energy. - describes the transformer, its implementation and transmission of alternating energy over long distances. - graphically illustrates three-phase alternating energy generation and its basic pecularities. - solves numerical issues for EM induction and alternating energy.

	8. Electromagnetic Field (EM)	**I and III.** - describes toscillating electric circuit and its natural frequency. - indicates the reason of conversion of the resonant oscillator circuit into an open circuit. - calculates the density of energy of the EM field. - calculates the numerical value of propagation speed of EM waves in the vacuum. - names parts of the EM wave spectrum according to energy, temperature, and color. - shows EM spectrum that the eye records, its' colors and explains the spectra of its sources of different lights. - sorts out EM waves according to their pervasive ability in the living tissues and the danger they pose. -dallon veçoritë themelore të valëve mekanike nga veçoritë e valëve EM. - explains the concept of EM wave propagation at the same speed in vacuum as in dense environment. - explains transmission of information with the help of EM waves. - solves tasks on EM waves and their propagation.
	9. Photometry and quantities of photometry	- defines radian and steradian with illustration and in analytically manner. - analyzes the sensitivity curve of the eye to certain wavelengths, (color). - handles the definition of light intensity as the basic international unit of the SI system. - presents definitions of each objective and visual photometric quantity, separately. - benefits from Lambert's law with the help of the light intensity and luminance. (5) Total **R.N:77** **demonstrates 23**

Methodological guidelines

For the practical implementation of teaching planning for natural-physical sciences, either within the lesson, but also outside it in the achievement of curricular activities, as well as extracurricular activities, 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 CK.

Success of students in the subjects of science 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 are: new information, exercises, tasks, work with projects, practical work and others.

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

Natural sciences are experimental sciences, therefore is preferable that the laws, where possible, are explained using a test, demonstration or experiment in collaboration with students, and the teacher should have a leading role. Success of students in the subjects of science depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches.

In order to meet requirements on the quality learning, several different methods, forms and techniques of work are suggested, such are:

* Direct teaching (explanation, clarification, practical exercises and examples);
* Non-direct teaching (review, discovery, problem solving);
* Teaching through questions (technique of directing questions to students);
* Discussion and collaborative learning (in small groups, larger groups and with all students);
* Teaching that fosters critical, creative thinking and problem solving;
* Learning through projects, fieldwork;
* Teaching through observation, demonstration and 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.

Learning methods, techniques, strategies in this subject are important factors for a successful learning that promote students' interest, inclusiveness, interaction and research work.

Their selection and use by teachers plays an important role in the development of students' competencies, respecting their different learning styles. Scientific research is the basis of competencies.

Methods that can be used in the subject of physics are:

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

These methods cannot be used without combining each other.
Forms of work:

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

Teacher guides students in order that, with their activities in the classroom, school, laboratory, nature, etc., they can recognize, observe, sort out, measure, mark, collect data, experiment, supervise, think independently, defend and argue their opinions, but always starting from didactic principles: from the known to an 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.

Conception of the programme in the field of natural sciences is based on genuine principles of integration, both, between subjects of the field itself and of the field with other fields.

In order to provide students with integrated learning, it is important to connect the field of natural sciences with other fields and specifically with subjects of these fields.

Student cannot perceive reality and know the world that surrounds him, only through the study of subjects that belong to the field of natural sciences. Field of natural sciences is closely related to **the field of maths**.

Math provides to the subjects of natural science much knowledge that is useful for its study. For example: when the student conducts a scientific research, he often needs to make measurements, calculations, find what arithmetic means, master concepts of applied geometry, as well visualize space. Student uses mathematical language to explain laws of physics and establish connection between variables, such as, in physics, power, mass and acceleration. Use of graphics, symbols, formulas make maths a great asset in the service of natural sciences. Also, by studying natural sciences, student develops competencies of problem solving, investigation, logical reasoning, conceptual connection between sizes, and modeling.

Languages and communication

In order to analyze and assess results during the study of phenomena and laws in the natural sciences,the student shall develop communication skills and use correctly the language and terminology of science

If the student fluently reads, writes or expresses his thoughts on scientific information about the universe, subjects, air pollutants, water, he correctly develops competence of communication in the Albanian language, which significantly develops in the field of Languages and communication. Even the subjects of natural sciences contribute to the expansion and elaboration of the student's vocabulary by encouraging him to present his ideas clearly and precisely, verbally or in writing. Practical and experimental works, which are the basis for the development of competences of this field, give the student an opportunity to develop competence of language communication and enrich terminological dictionary through discussions on the description of practical and laboratory work and the explanation of its results. The different terms used in the field of natural sciences are specific to the field and help the student to develop communication skills in the language and its terminology.

Connecting competences of the field of natural sciences with the competences of other fields, such as:

Society and environment

Addresses the natural-social environment as an asset, which shall be preserved and used for the good of society.

Physical education, sports and health

Protects health by respecting rules of body movements, individual and collective sports' activities and organizing recreation.

Life and work

Actively collaborates in the achievement of defined objectives by displaying skillful maneuvering in the use of tools, equipment and information and communication technology to obtain information during research, critical thinking, problem solving, decision making, creativity and innovation.

Guidelines on the implementation of inter-curricular issues

Cross-curricular issues are topics of particular interest to the society, as they are current and ongoing. They integrate curricular areas and teaching subjects in order to support students to understand and correctly interpret social and natural processes that occur in the society.

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

- Media education
- Personal development and life skills

- Education for sustainable development

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

Education for sustainable development
Refers to topics of general importance that affect awareness of students for an active attitude towards issues, awareness and conservation of natural resources, at the local and global level. This includes issues, such are: social aspect, economic and environmental development.

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

Guidelines on assessment

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

Assessment is in function of:

- providing necessary information on the progress of students and their motivation to learn

- assessing practical and demonstration work.
- identifying difficulties during the learning process;
- drawing conclusions on student achievements during the learning process;
- self-assessment of students;
- improving teaching and learning.

Students' assessment of with a grade is carried out for verbal and written answers, homework, skills during independent and group work, tests, project work, etc. Forms of assessment has to be compatible with different learning styles. Teacher is independent in the selection of assessment methods, techniques and instruments.
Assessment shall be transparent to the students, parents and community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural and physical sciences, due to the specifics of the subject, shall use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drafted by teachers themselves (professional asset, teachers' assets) in

accordance with the school's assessment plan, which was created by the assessment plan at the level of MDE and with the AI, approved by MEST.

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

Teacher compiles an annual plan on students assessment, which plan shall be approved by all groups of interest (professional staff, school management, students and parents) and be transparent and distributed in the hard copy to all interested Parties.

Many assessment methods are known in school practices, such are:

Five in-depth understanding of the (unit) learning topic, application of knowledge, problem solving, reasoning, conclusions, connection with the real life and development of teaching and learning skills is achieved through individual tasks. *Characteristic of this method is analysis of additional requirements in the student's book, various documentaries and in the creation of concept maps.*

- **Individual projects**

This method of assessment involvesselection and use of proof (evidence) to identify, describe, analyze and render conclusions on the particular issue or problem. It is necessary to engage students very often in a variety of activities for a considerable amount of time in order to work individually. Teacher is required to plan the support strategy focusing on learning skills. *It is characterized by the use of secondary sources - tasks planned by the teacher and primary sources which include collection of data from the tests, experiments or even from the field.*

- **Group projects**

With the method of group projects, are being developed individual responsibility, social interdependence and development of personal skills.

- **Verbal presentations**

It is one of the most motivating methods of assessment, especially for those who do not prefer writing.

Is a strong indicator of communication skills; students present verbal reports to the audience, such as drama that has a good forum and has great opportunity for debate and discussion. *Is characterized by the discussion and interaction of students within the group*.

- **Listening**

Questions (requests) shall be carefully prepared; this develops a wide range of skills (communication, attitudes and values and concentration and listening skills) group cooperation,

short summaries. *Is characterized by the duration of attention, appropriateness and accuracy of information.*

- **Open book**

Is very carefully planned and used to find an unit or topic, but not for answering questions in the book. *Is characterized by the use of different references*.

- **Practical work**

Necessary instructions and remarks are given in order to develop certain competencies such are level of recognition of equipment and conclusions rendered from measurements. *Is characterized there are procedures that shall be acquired*.

- **Creative activities**

A number of exercises shall be carried out to measure understanding of concepts, level of competences is shown, individual and group work is conducted. It features simulation, interviews, debates. simulation, interviews, debates. *Is characterized by simulation, interviews, debates.*

- **Tests and essays**

They are very motivating for some students and especially for those who love writing; in a fast and reliable way, students' achievements are assessed. They are easy to organize and not difficult to correct. Thus, they are a good opportunity for the students' involvement in the reorganization of arguments, facts and ideas to improve effectiveness of learning, *the characteristic of which is that individual and group tests are conducted, they also assess a number of students' skills, but they are time-limited and resource-based.*

- **Written assessments**

Teacher shall use real-life situations that involve science in everyday life, society and environment. The chosen situations shall be significant and attractive.

In addition to written tests, teachers may conduct assessments based on student performance using the following methods, such are: practical work, models and mock-ups, laboratory work, posters, curricular and interdisciplinary projects, games and quizzes, individual assignments, debates, teacher assessments, checklists, portfolios and essays.

Teacher may assess the student **through the use of the portfolio**. It is a systematic collection of the student's work and provides a complete picture of his achievement.
The collected work provides sample data on student development, and progress in acquiring knowledge, understanding scientific concepts, applying process skills, and developing attitudes. It also provides students with opportunities for self-assessment and reflection through the review of their portfolios.

- **Assessment of competencies**

Competence-based assessment is a process that provides indicators for: knowledge, skills, abilities, skills, habits, stances and acquired values of students that they receive at school, and which is considered an integral part of learning.
In order to conduct out this assessment, we are briefly mentioning components of the main competencies.

Knowledge- is entirety of facts, principles and information that are possessed (terminology, symbols, concepts, methods, principles, codes, facts, ideas).
Capacity - is the power, quality possessed by an individual to complete successfully an action, within a certain time (identification, description, formulation, reasoning, application, verification, analysis, synthesis, assessment, creation).
Proficiency - is possibility that an individual has to reach a certain level of capacity (average, high, with limits, independence, etc.).
Skill – is the way of action that is performed after a repetition or exercise (measurement, construction, sketching, solution, use of resources, use of information, use of technology, reading models, creation of various models).
Expression - is the way of action or behavior that is carried out by itself after a long and continuous repetition or exercise (exercises, curiosity, focusing on problems, taking initiatives).
Attitude - is the tendency to react specifically to a situation or value, usually associated with feelings and emotions (participation in discussion, cooperation, seeking help, giving help, verification, constructive criticism).
Value - is a criterion according to which the behavior of an individual in relation to the group is judged (respecting other's opinion, taking responsibility, paying attention, demonstrating will, respecting the rules, fulfilling tasks, etc.).

In order to achieve the goal of the new *Curriculum of Kosovo*, which originates from the competence-based approach, to fulfill the philosophy of the curriculum and in particular for the achievement of results from natural sciences, is necessary to recognize assessment system which is defined by the AI based on the requirements of the CK.

Guidelines on learning materials and resources

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

Didactic materials and main learning resources and means:

- **Textual materials:** textbooks, workbooks, catalogs of art, albums, professional guidelines, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc**.**

- **Visual tools**: writing board, pictures, paintings, models, diagrams, graphic tools, etc..

- **Auditory-listening tools:** radio, tape recorder, telephone, cassette player, etc.;
- **Audiovisual – listening-auditory tools:** television, film, video projector, video cassette, computer, Internet, teletext, CDs, DVDs, e-mail;
- **Learning environment**: (classroom, laboratory, workshop, nature, farm etc, etc.)

Subject curriculum/syllabus

Chemistry (Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Chemistry subject for the 11th class is a continuation of general chemistry from the previous year, respectively it deals with the material of inorganic chemistry. Even at this level, process of building deeper scientific knowledge and developing competencies (understanding, habits, skills, attitudes and values) in chemistry is continuing.

Economic and social development nowdays is greatly influenced by technical-technological progress, while the latter depends on man's ability to understand pecularities of matter and all its interactions and transformations. Today, material engineers construct devices with nanometric dimensions that are used in many different fields of nanotechnology, which proves that now man is capable of conveying and transforming matter at the fundamental level of its existence. Therefore, the role of chemistry in this aspect is irreplaceable because one of its main roles is based on its legalities, to create new subjects or materials that have not previously existed in the nature.

In this class, students will develop their learning by expanding their knowledge about acids and bases, then about oxidation-reduction processes, as well non-living matter.

In addition to learning, students' research skills should also be developed through practical work or using technological means.
Programme and methodology are in function of the achievement of results of the field on natural sciences, as well achievement/contribution to the learning outcome for the degree/competency.

Goal

- Further development and deepening of knowledge in the field of general chemistry regarding equilibrium in solutions and that of oxidation-reduction, and in the field of inorganic chemistry.

- Confirmation of chemistry as natural and experimental science and its importance on human being.
- Creating habits and skills to understand and research the subject during theoretical and practical work, information searching skills.
- Activation of as many senses as possible (seeing, touching, hearing, tasting, smelling) on sustainable learning of knowledge.
- Development of autonomous and critical thinking to understand, express and apply chemical phenomena and occurence in nature and in the chemical laboratory.
- Educating students, their parents and wider school community about 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 outcome

The content of the subject of physics is organized according to concepts, topics and subject learning outcome (RNL). Natural sciences, of the fifth level of the curriculum (Le 5) in the Core Curriculum for Higher Secondary Education:

Concept	**RNF, TOPIC and RNL**	
Matter, pecularities and conversions	RNF: Analyzes the structure of atoms, molecules, ions, composition, importance, physical and chemical pecularities of elements, compounds and reactions between them and demonstrates some of them.	
	Topic	**Subject learning outcomes for topic (RNL)**
	Equilibrium in solutions	• Defines acids and bases according to Arrhenius and gives some examples of them. • Describes general pecularities of acids and bases in aqueous solutions • Interprets Bronsted-Lowry theory of acids and bases. • Explains the concept of Lewis theory of acids and bases. • Divides oxides according to their acid-base properties into various categories. • Finds an ion product value for water.

		• Defines pH and pOH and calculates H+ and OH- concentration values for acids and bases. • Interprets the pH level and distinguishes solutions that are acidic, neutral and basic. • Shows an importance of the pH value in everyday life: blood, saliva, acid rain, detergents and pharmaceutical products. • Indicates reactions of acids and bases. • Clarifies notion of acids and poor bases through the state of equilibrium. • Defines strong and weak bases based on their complete or partial dissociation or ionization. • Defines ionization constant of acid, K_a, and that of the weak base, K_be, as well pK_a and pK_b.. • Distinguish between concepts of neutral salt, acidic salt and basic salt. • Shows examples of formation of 4 different types of salts when strong and weak acids and bases interact. • Calculates the pH value of solutions of different salts. • Defines acid-base indicators and shows mechanism of their action. • Interprets acid-base titration and describes all the stages of how such a process is carried out. • Interprets difference between the last titling point and the equivalent point. • Defines standard solution. • Indicates on different indicators that are used for such titling. • Clarifies composition of puffers and their spinning method. • Mentions factors that influence solubility of substances: solvent, temperature, presence of common ion. • Defines solubility product and the solubility of poor soluble substances. • Calculates solubility product from the solubility

		and vice versa.
	Oxido-reduction and electrochemistry	• Explains oxidation and reduction of processes. ▪ Describes half redox-reactions and equates oxido-reduction reactions. ▪ Interprets type of redox reactions: combination, decomposition, burninh and those of displacement of metals, hydrogen and halogens. ▪ Balances redox reactions in the form of compounds or in ionic form in solutions. ▪ Defines notions of electrode, electrode potential, electrolysis and galvanic element. ▪ Explains Faraday's laws of electrolysis. ▪ Describes conversion of chemical energy into electrical energy during redox reactions. ▪ Performs experimentally electrolysis of water ▪ Describes different types of electrochemical cells. ▪ Explains the corrosion of metals and their protection from it.
	Elements of block *s*	o Defines *Elements of block **s***. o Interprets chemical pecularities of block metals s. o Indicates about benefits and pecularities of hydrogen. o Describes its main compounds: water, hydrogen peroxide and hydrides. o Clarifies notion of alkaline metals. o Describes elements of group 1, their general pecularities. o Indicates about benefit and pecularities of Li, Na, and K. o Describes their main compounds: chlorides, oxides, hydroxides, peroxides and superoxides (their benefits, pecularities). o Clarifies notion of alkaline-earth metals. o Describes elements of group 2 and their general pecularities. o Tells about benefit and pecularities of Mg, Ca. o Describes their main compounds: chlorides, oxides, hydroxides, peroxides. (benefit, their properties).

	Elements of block *p*	○ Assesses influence of calcium and magnesium salts on water hardness. ○ Judges biological importance of sodium, potassium, calcium and magnesium in the function of development of the living world. ○ Determines physical and chemical pecularities of group 13 elements, their electronic configuration and oxidation states. ○ Indicates about the distribution in nature, production, properties, compounds and use of boron and aluminum. ○ Classifies aluminum compounds and their uses. ○ Demonstrates pecularities of group 13 elements and their compounds in the laboratory. ○ Defines physical and chemical pecularities of group 14 elements, their electronic configuration and oxidation states. ○ Defines natural distribution, modifications, pecularities and use of carbon. ○ Differentiates carbon compounds according to their composition and pecularities (inorganic and organic). ○ Indicates on the distribution in nature, obtaining, modifications, pecularities and practical use of silicon. ○ Distinguishes pecularities and use of silicon compounds with hydrogen, oxygen, carbon and elements of halogen. ○ Assesses importance of silicates as raw materials for the benefit of construction materials. ○ Analyzes physical and chemical pecularities of group 15 elements, their electronic configuration and oxidation states. ○ Indicates the spread in nature, pecularities, obtaining and using nitrogen. ○ Name compounds of nitrogen with hydrogen and oxygen, their pecularities and uses. ○ Presents with formulas synthesis of ammonia, the obtaining nitric acid. ○ Indicates about the spread in nature, pecularities,

		obtaining and use of phosphorus. o Distinguishes allotropic modifications and compounds of phosphorus. o Presents with formulas production of phosphoric acid and phosphate fertilizers. o Analyzes physical and chemical pecularities of chalcogen elements, their electronic configuration and oxidation states. o Defines distribution in nature, pecuarities, acquisition and use of oxygen. o Analyzes allotropic modifications of oxygen and its compounds (oxides and peroxides). o Indicates spread in the nature, pecularities, production and use of ozone. o Argues the type of water in nature, distribution, pecularities, hydrological cycle and use of water. o Classifies water pollutants and cleaning methods. o Indicates the spread in nature, pecularities, production and use of sulphide. o Determine allotropic modifications of sulfur and its compounds (oxides and acids of sulfur). o Distinguishes the method of obtaining and using sulfuric acid in different branches of industry. o Define elements of the p-block in the Periodic system. (we have this situation from the elements of gr 13). o Distinguishes physical and chemical pecularities of halogen elements, their electronic configuration and oxidation states. o Indicates the spread in nature, pecularities, production and use of fluorine. o Analyzes the compound of fluorine with hydrogen, oxygen, sodium and calcium, their pecularities and uses. o Defines distribution in nature, pecularities, production and use of chlorine. o Name compounds of chlorine with hydrogen, oxygen, sodium, potassium, their production, properties and use.

	Elements of block *d*	○ Defines distribution in nature, pecularities, production and use of bromine. ○ Defines bromine compounds with hydrogen, oxygen, their pecularities and use. ○ Describes distribution in nature, pecularities, production and use of iodine. ○ Distinguish the compounds of iodine with hydrogen, oxygen, their pecularities and use. ○ Demonstrates pecularities of halogen elements (aggregate state, solubility, reactivity and color). ○ Judges stability of group 18 elements, based on their configuration, electronics, compounds and their use. ○ Defines elements of block - d in the Periodic system. ○ Assesses physical and chemical pecularities of transient elements, their electronic configuration and oxidation states. ○ Analyzes pecularities of metals and their use. ○ Distinguishes type of crystal lattices of metals. ○ Compares the most important metals and alloys used in technology and in everyday life. ○ Distinguishes iron ores, distribution in the nature, extraction, pecularities and use of iron. ○ Analyzes the process of benefition of cast iron and the chemical reactions that take place in the blast furnace. ○ Distinguishes the method of obtaining steel, its pecularities and use. ○ Assesses negative consequences of corrosion in industry and in the economy. ○ Indicates distribution in the nature, obtaining, pecularities, use of copper, its alloys and compounds. ○ Indicates distribution in the nature, obtaining, pecularities and use of plumbum, its alloys and compounds. ○ Analyzes the spread in nature, production, pecularities, use of zinc, its alloys and compounds. ○ Assesses pecularities and use of noble metals

	Elements of block *f*	(gold, silver, platinum) and their alloys. o Assesses health effects and other negative effects of heavy metal pollution. o Defines distribution in the nature, production, pecularities, compounds of nickel and its use. o Defines distribution in the nature, production, pecularities, compounds of chrome and its use. o Judges on distribution in the nature, obtaining, pecularities, compounds of manganese and its use. o Analyzes composition of complex compounds of chromium, manganese, iron and nickel. o Applies International Union of Pure and Applied Chemistry (IUPAC) rules on naming complex compounds. o Assesses importance of complex compounds in life processes and in practice (medicine, pharmacy, biology for analytical purposes, etc.). o Demonstrates pecularities of transient elements and their compounds in the laboratory. o Analyzes pecularities, electronic configuration and stability of f elements (lanthanides and actinides). Defines changes that occur during nuclear reactions. o Distinguishes between nuclear and chemical reactions. o Distinguishes between fission and fusion processes. o Analyzes the nature of alpha, beta and gamma rays that are released during nuclear reactions. o Assesses the risk of radioactivity in the environmental pollution. o Assesses importance of radioactive elements for diagnostics. o Distinguishes materials used in construction and daily life (lime, gypsum, cement, ceramics and glass). o Distinguishes between air and hydraulic connecting materials.
	Binding	o Indicates raw materials, the process of benefit and the use of lime.

	materials	○ Defines the raw material, pecularities, benefition process and use of gypsumt. ○ Analyzes raw materials, pecularities, production process and use of cement. ○ Distinguishes raw materials, types, production, pecularities, processing and use of glass. ○ Classifies raw materials, benefits, properties, types and uses of ceramics. ○ Assesses importance of using ceramics and glass in construction, household, packaging, laboratory, etc.

Methodological guidelines

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

Learning outcome per level (competencies) RNK, learning outcome per field (RNFs) - Natural sciences, namely subject outcome (RNL) - present not only reference points for the selection of contents, but also for the selection of methodologies by harmonizing with each other in the teaching and learning process and in the context of the philosophy and principles of the CK.

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 are: new information, exercises, tasks, demonstrations, work with projects, practical work and others.
Teacher shall 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 is preferable that lawfulness, where possible, are explained by serving with proof, demonstration or experiment in collaboration with students, while teacher shall have leading role.
In order to fulfill requirements on quality learning, several different methods, forms and techniques of work are being 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 means and in particular through the computer;
- Teaching that encourages independent inquiry;
- Outdoor learning and visits to industrial facilities.

Integrated teaching and learning

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

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

Guidelines on the implementation of inter-curricular issues

Integration of cross-curricular topics in the field of natural sciences helps students to know and understand the world and face more easily with life challenges.

Cross-curricular topics that may be integrated into the *natural sciences Curriculum* for this age of students are:

- Media education
- Education for sustainable development

Media education

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

Education for sustainable development

Refers to topics of general importance which affect taking of responsibilities to youth/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 are: 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 importance of using environmental resources as heritage and culture of the new generation.

Guidelines on assessment

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

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

Assessment methods that shall be used in the natural sciences:

- verbal assessment (discussions, debates),
- Written assessment which is carried out through various techniques (tests, essays, work reports),
- Assessment of practical/experimental work,
- Assessment of the progress and work productivity with projects,
- Portfolio evaluation,
- Individual and group assessment during research work, as well
- Homework assessment.

Teachers of the natural science, due to the specifics of the field, shall use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria compiled by teachers themselves, in accordance with the development plan of plan of school, with the decision-making of the MDEs and with policies of MEST.
Teacher drafts up an annual plan on student assessment, which plan shall be approved by all interest groups (professional staff, school management, students and parents).

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

Guidelines on learning materials and resources

For the successful achievement of the main competencies and concepts in the natural sciences, is necessary to create conditions, provide teaching means and a suitable learning environment.
As a source of information, in addition to the textbook, it is necessary to use other sources, such are: CD (films, documentaries, video experiments, etc.), internet (textual materials, pictures, interactive programmes, videos, etc.), encyclopedias, atlases etc.
In order to increase interest and curiosity of students, is necessary to use different means, such are: writing board, interactive board, pictures, paintings, models, diagrams, graphic tools, television, video projector, computer, telephone, tablet, etc.
In order to achieve results in the natural sciences, it is necessary to provide a proper learning environment. According to the possibilities, in addition to the classroom, learning shall also take place in other environments (laboratory, workshops, nature, farms, etc.).

Subject curriculum/syllabus

Geography (Gymnasium of social - linguistic sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment

Guidelines on learning materials and resources

Introduction

Subject of geography programme for the 11th class of the Social and Linguistic High School is built on the basis of the 1st level of pre-university education, where the geographical content is integrated within the curricular field: Natural Sciences, whilst at the II level as a special subject within the field: Society and environment, maintaining the content links with them.

The subject of Geography programme for the 11th class is derived from the CK and the Core Curriculum of Higher Secondary Education of Kosovo, Competency Learning Outcomes (RNK), natural science learning outcomes (RNK), level of the fifth curriculum and teaching plan of higher secondary education - gymnasium.

The subject of Geography programme for the 11th class develops students' knowledge, skills and stances related to geographical and regional addressing, having as the main focus the space of our country, Kosovo.
In this context, the geographical formation of student focuses on the treatment of hierarchy and regional connections between Europe, the region, Kosovo and other Albanian territories, as well on the detailed ddressing of differences and opportunities in the various regional developments of the country.

Programme aims to enable students to discover and argue the cause-and-effect relation of natural and human phenomena and processes that occur in different geographical regions of Kosovo, other Albanian territories and surrounding countries, to develop geographical research skills through the investigation of features and characteristics of special regions of our country, as well to make judgments and develop stances regarding perspectives of sustainable regional development.

Through tasks, practical work, curricular projects and other interactive strategies, the use of information technology, students are trained in the geographic research and develop critical and creative thinking, develop communication and teamwork skills.

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

The subject of geography for the 11th class of the gymnasium deals with the subject contents, in accordance with the age of students. The development of the geography curriculum for the 11th class is built on the basis of the scientific procedure, such as form, methodological approach, the organization and construction of the subject content, as well as presentation of learning outcome

for competencies of the field of natural sciences as well instruments of assessment. It aims to encourage students to explore and develop knowledge, skills, stances and values.

Goal

The geography programme for the fifth class, the 11th grade has the intention for the student:

- to develop knowledge, skills and attitudes on the physical and human systems and regions of Kosovo, other Albanian territories and surrounding countries;
- to be able to discover and argue the cause-effect relations of phenomena and processes that occur in natural and human systems within Kosovo, other Albanian territories and surrounding countries;
- to develop skills to find solutions and to hold positions on processes, phenomena, models and relations between them, on the basis of continuous confrontation of critical and creative thinking;
- to be able to process statistical data, build and interpret diagrams, graphics, maps, etc.;
- to be able, through the use of various sources, such are: maps, globes, pictures, statistics, diagrams, picture illustrations and videos, etc., to discover and acquire geographical information and concepts on the specific features of Kosovo, other Albanian territories and surrounding countries;
- to be able through tasks, practical works, curricular projects and other interactive strategies, in geographical research and critical and creative thinking;
- to develop skills to be a critical and creative user of geographical research methods and teamwork;
- develop as an informed, responsible and active citizen who may contribute to the development of a sustainable world;
- use information and communication technology, as a tool for providing and communicating information.

Topics and learning outcome

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

Results of the teaching units remain as possibility for the selection of teacher, respecting autonomy of the school and of the the teacher. This gives freedom to teachers, who, starting from the concrete conditions (students, equipment, etc.), can choose specific results, but based on RNL and RNF in order to acquire these results as best as possible by the students. The subject of

Geography programme for high school, 5th level, XIth class is structured in the following topics: Region (Region)– " Geography of the Republic of Kosovo, other Albanian territories and surrounding countries (*Albania, Macedonia, Serbia, Montenegro, Greece, Bosnia and Herzegovina, Croatia and Turkey*) and Human/Nature Interaction.

Concept	**RNF: 2.4. 6.** *Analyzes pecularities of the geographical position, natural conditions (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities), the role of natural resources in the environment and economic development of Kosovo and the surrounding countries.*	
Earth, environment and universe	**Topic**	**Learning outcome on the topic (RNL)**
	1. Region - Balkan Peninsula and Kosovo	• Explains features of the geographical position and its natural pecularities of Balkan Peninsula; • Identifies common and special features of the socio-economic features of the Balkan Peninsula; • Analyzes peculiarities of geographical position of the Republic of Kosovo in the Balkan Peninsula, Mediterranean, Europe and beyond, the territorial extent and the border with neighboring countries; • Analyzes main features of geological construction and relief of the Republic of Kosovo through their distinguishing pecularities; • Analyzes the role of relief in the development and spatial distribution of demographic and economic elements; • Identifies main climatic elements and their features, highlighting the main features of Kosovo's climate and the factors that influence its formation; • Assesseses the role and impact of climate on other natural phenomena, on population distribution and its activities; • Analyzes main pecularities of the water in the Republic of Kosovo, according to their distinguishing features and factors that have influenced them; • Assessesthe role of water assets in the economic development of the country and different regions; • Analyzes conditions and factors that affect variety of soil of the Republic of Kosovo and their distinctive pecularities; • Analyzes factors and conditions that have determined diversity and great plant and animal wealth of the Republic of Kosovo; • Evidences some of the natural heritage sites of the Republic of Kosovo; • Evidences changes in administrative-terrestrial organizations in

		the Republic of Kosovo; • Analyzes factors that have influenced on early population of nowday's territory of the Republic of Kosovo; • Analyzes impact of physical, environmental, economic and political factors on population dispersion in the Republic of Kosovo (numerical movement, density, natural movement); • Evidences general pecularities of the structure of population of the Republic of Kosovo, referring to: age, gender, education, economy, ethnicity, and religion; • Explains type, cause and consequences of migrations in the Republic of Kosovo; • Constructs and analyzes graphics of the structure of population and maps of its geographic distribution; Identifies factors that have influenced and influence formation of residences, their functions and main criteria in the Republic of Kosovo; • Argues factors that influence process of urbanization (connections between industrialization, urbanization and deagrarianization); • Analyzes factors that have influenced formation of Albanian diaspora; • Describes general features of economic development of Kosovo, analyzing their progress during different periods, as well the role of specific sectors of economy in the development of Kosovo; • Evidences main branches of agriculture, level of their development and factors that influence its development; • Identifies location of energy resources and mineral resources of the Republic of Kosovo; • Analyzes factors affecting development of industry, the main branches of industry, their development and the role of industry in the overall economic transformation in the Republic of Kosovo; • Constructs and analyzes graphics of the structure of economy and its branches, as well geographical distribution maps of the main agricultural and industrial regions of Kosovo; • Explains main pecularities of traffic (automotive, railway, aqueous, aerial) in the Republic of Kosovo; • Identifies main pecularities of trade and crafts in the Republic of Kosovo; • Analyzes natural, cultural and social basis in the development of tourism in the Republic of Kosovo; • Analyzes natural geographical, demographic and economic features of eastern region of the Republic of Kosovo; • Analyzes natural geographic, demographic and economic

		pecularities of western region of the Republic of Kosovo;
	RNF:2.4. 6. *Analyzes pecularities of the geographical position, natural conditions (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities), the role of natural resources in the environment and economic development of Kosovo and the surrounding countries.*	
	Topic	**Learning outcome on the topic (RNL)**
	Region - Albania	• Analyzes pecularities of geographical position of Albania in the Balkan Peninsula, Mediterranean, Europe and wider, the territorial extent and the border with neighboring countries; • Explains the main pecularities of geological construction and relief of Albania through their distinctive features; • Identifies the main climatic elements and their pecularities as well as highlights the main features of Albania's climate and the factors that influence its formation; • Analyzes diversity and great hydrographic asset of Albania and factors that have influenced it; • Analyzes conditions and factors that influence diversity of lands in Albania; • Analyzes factors and conditions that have determined diversity and assets of flora and fauna of Albania; • Analyzes specific features of population and residences of the Republic of Albania; • Analyzes basic economic-geographic features of Albania as main factors influencing economic development and economic activity according to the relevant sectors (agriculture, industry, trade, transport, tourism, services and crafts); • Evidences main characteristics of natural conditions, population and economic development of the four regions of the Republic of Albania;
	RNF:2.4. 6. *Analyzes pecularities of the geographical position, natural conditions (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities), the role of natural resources in the environment and economic development of Kosovo and other countries around.*	
	Region-Macedonia	• Explains pecularities of geographical position, natural and socio-economic features of Macedonia; • Analyzes geographical position, the main natural and demographic and socio-economic features of Albanian territories in Macedonia;
	Region - Serbia	• Describes pecularities of geographical position, natural and socio-economic features of Serbia; • Analyzes geographical position, the main natural and demographic and socio-economic features of Albanian

		territories in Presheva, Bujanovc and Medvegje;
	Region - Montenegro	• Explains pecularities of geographical position, the natural and socio-economic features of Montenegro; • Analyzes the geographical position, the main natural and demographic and socio-economic pecularities of Albanian territories in Montenegro;
	Region - Greece	• Identifies pecularities of geographical position, natural and socio-economic features of Greece; • Identifies pecularities of geographical position, natural and socio-economic pecularities of Albanian territories in Çamëri;
	Region- Bosnia and Herzegovina	• Explains pecularities of geographical position, natural and socio-economic features of Bosnia and Herzegovina;
	Region- Croatia	• Explains pecularities of geographical position, natural and socio-economic features of Croatia;
	Region - Turkey	• Explains pecularities of geographical position, natural and socio-economic features of Turkey;
	RNF: 2.4. 6. *Analyzes pecularities of geographical position, natural conditions (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlement, economic activities), the role of natural resources in the environment and economic development of Kosovo and the surrounding countries.*	
	Topic	**Learning outcome on the topic (RNL)**
	2.Interaction human/nature	• Identifies main factors and consequences of environmental issues in our country; • Interprets factors that have influenced to the high degree of land degradation and desolation, as well their consequences; • Assesses impact of human activity on the change of different landscapes; • Foresees manner to effectively manage this impact; • Prepares a report on a specific environmental problem (e.g: air pollution in the city of Prishtina, Mitrovica, Kastriot, etc., factors, consequences; water pollution in lakes and rivers (e.g. Sitnica), factors , consequences, etc.)

Methodological guidelines

For the practical implementation of teaching programme of the subject of Geography, selection of adequate methodologies is needed by harmonizing them with the results of the competences (RNK), results of the field (RNF), learning results of the subject for the topics (RNL), which they are reference points for the execution of the contents of the subject and in the context of the philosophy and principles of the CK.

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

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

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

Methodology shall 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 problems of everyday life.

Didactic methods shall be combined with each other throughout the lesson, in accordance with the character of knowledge, subject results and in function of new technologies that may 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, teachers of this subject:

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

In order to meet requirements on 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 addressing 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 means, and in particular through the computer;
- Teaching that encourages independent inquiry;
- Outdoor learning and visits to industrial facilities.

For the execution of the programme, teacher shall also take into account basic principles in the teaching of geography.

During implementation of the geography programme, he guides students in order that through their activities in the classroom, cabinet, nature, etc., they may: recognize, observe, order, measure, mark, collect data, experiment, supervise, think independently, defend and argue their opinions, starting from the known to un unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the gjeneral.

Forms of work in the teaching of geograhy subject

Different forms of work are applied in the educational process of executing contents of the programme of geography:

- individual,
- in pairs,
- in groups, and
- in entire class, etc.

Guidelines on the implementation of inter-curricular issues

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

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.

Teacher of this subject shall focus on the integrative connections within the field of natural sciences. Science of Geography, physics, chemistry and biology, as subjects of the same field of study, have many possibilities of integration amongst them, e.g. water, air and soil pollution, biodiversity, etc. is the object of integration between science of Geography and natural sciences.

Integration with other curricular fields

- **Communication and expression**

Like all other subjects, geography creates opportunities to apply competencies developed in the field of "*Languages and communication*". Language is fundamental to learning in the subject of geography. 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. But at the same time, geography helps to expand and process student's vocabulary, encouraging him to present his ideas clearly and precisely, verbally or in writing. Practical work, projects and tasks that the student completes enable development of linguistic communication competence and the enrichment of terminological dictionary.
Various terms used in this subject are specific and help the student to develop communication skills through the use of language and geographic terminology.

- **Maths**

Student develops mathematical knowledge through the use of quantitative and qualitative information, reading or constructing maps, graphics and statistical tables. For example, student calculates daily, monthly or annual average of air temperatures; calculates local and zonal time based on fractional operations; constructs precipitation, temperature distribution graphics and interprets them. Student builds diagrams that present structure of the population of Kosovo, other Albanian territories and surrounding countries, of economy and its sectors, etc.

- **Society and environment**

History serves the student to better understand changes that different cultures have undergone and their impact on the development of countries and regions, as well the challenges of global interdependence. Student researches history of geographical thought to understand evolution of ideas and theories.

Programme of geography helps development of dimensions of citizenship. Programme sees the world as global and interdependent community. Student identifies problems, suggests solutions and reflects on making decisions. Geography gives greater topicality to issues that concern citizenship and helps in debates on important issues and events.

- **Life and work**

Information and communication technology (ICT) supports learning in the subject of geography through execution of various tasks, projects, research, processing and presentation of information. Student learns to select information and hold a critical stance towards it, distinguish fact from opinion. Student may use a word processor to write materials, apply data to a table to build graphics, use powerpoint to present a task, search in the internet for maps and determine location of various objects.

Cross-curricular issues/topics

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 Curriculum of natural sciences for this age of students are:

- Media education;
- Education for sustainable development.

Media education
Refers to the selection and use of media on the provision and processing of new and accurate information, 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 the science at the national and international level.

Education for sustainable development
Refers to topics of general importance which affect on taking responsibilities of youth/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 are: 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 importance of using environmental resources as heritage and culture of the new generation.

Guidelines on assessment

Assessment is an integral part of teaching and learning process. Assessment measures the extent to which the desired knowledge, skills and attitudes have been achieved (by students). It involves gathering of information through various assessment techniques on the achievement of expected learning outcome at class level and grade. With this information, teacher makes decisions on the final assessment of the student, based on his judgment about the level of mastery by the student of the competences in the "Natural Sciences" field. Assessment serves teachers to improve teaching methods, students to improve learning and parents to monitor their children's progress at the school.

Teachers should use real-life situations as a starting point for student's assessment. Various forms of assessment shall create opportunities for all students to be assessed in the way that is most appropriate for them.

For the assessment of students, teachers shall rely on some basic principles:

- Assessment shall be reliable and impartial. Student shall be given an opportunity to demonstrate the extent of knowledge, skills and stances.
- Assessment should help students. It should give them positive and encouraging information to be actively involved in the learning process.
- Assessment is leaded by learning outcomes and uses a variety of assessment strategies and techniques.

Assessment is a function of:

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

Assessment requires:

- Obvious learning outcome
- Motivation of students
- Recognition of students' experience and skills
- Obvious students' requirements and efficient teaching methods and techniques.

Assessment is based on:

- What do students say, write and do?

Stages of assessment:

- Control, e.g. what does the student know (what has been achieved) and what does he not know? (which has not been achieved);
- Measurement, what is controlled is measured;
    - Assessment means establishing a judgment value, quantitative or qualitative based on grade measurement.

Categories of assessment:

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

- Summative assessment (learning assessment) - includes general learning activity of students. Summative assessment is carried out at the end of certain periods (half-year, at the end of the year, etc.).

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

- Verbal assessment (questioning, discussion, debate, etc.);
- Written assessment;
- Assessment by listening;
- Assessment through practical work;
- Assessment through student questionnaires;
- Assessment of curricular, subject or interdisciplinary projects, research works and field works;
- Essays;
- Portfolio;
- Testing - is progress of measurements according to a certain purpose.

There are different type of tests, as:

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

In order to achieve the goal of the new Curriculum of Kosova, which originates from the competence-based approach, to fulfill the philosophy of the curriculum and in particular to achieve results from the natural sciences, is necessary to recognize assessment system that is defined by t AI based on the requirements of the CK.

Guidelines on learning materials and resources

Use of teaching means 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 makes learning more interesting and recreative for the student. Successful use of the aforementioned methods and techniques cannot be executed without the necessary didactic means, which can be of different types, such as: general or thematic maps, atlases, albums, pictures, sketches, models, diagrams, graphic means, educational films, videotapes, computer, projection device, CD, DVD, etc., then textual materials, as: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psychopedagogical materials, encyclopedias etc.

Meanwhile, teacher is responsible for creating a stimulating environment. He shall ensure that student has access to various learning resources. List of valuable resources on development competencies in geography is diverse: museums, maps, plans, paintings, historical documents,

audio-visual documents, etc. Also, resources include information and communication technologies that students use as research means and for the preparation of various projects and assignments.

Suggestions for using ICT

- Use of e-mail on exchang of information.
- Using the internet to access geography Web sites.
- Using CD-ROM to gather information on the topics he/she is studying.
- Organization and presentation of data, using different types of software.
- Use of software simulations.
- Use of graphic software.
- Graphic presentation of data.

Subject curriculum/syllabus

Geography (Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Subject of Geography programme for the 11th class of the gymnasium of natural sciences is built on the basis of the second level of pre-university education, where its geographical content is part of the curricular field: Society and the environment.

Subject of Geography programme for 11th class is derived from the CK and the Upper Secondary Core Curriculum, Competency Learning Outcomes (RNK), learning outcomes in the field of natural Sciences (RNF), Curriculum Level Five and the fifth curricular level and curriculum of higher secondary education, respectively gymnasium.

Subject of Geography for the 11th class has its focus of study the region. Region is the basic object of study of regional geography. It deals with specific natural and human features of continents, regions and countries. It aims to clarify connections of natural and human pecularities, interpreting these connections, not as a simple connection, but as a connection that forms a complex territorial system. This not only stimulates students' interest, but guides them to make analyzes and comparisons on the features of continents, regions and countries.
The programme of geography helps on development of key competencies for lifelong learning. Competence development is starting point and basic organizational principle of this programme. The subject content is concepted as a tool for their achievement through the development of learning situations.

Student acquires geographic means and terminology and at the same time discovers the role that shall fulfill for sustainable development. He learns to answer geographical issues using the spatial representations that he has used before, which now he is modifying and developing.

Subject of geography for the 11th class of high school deals with the subject contents, in accordance with the age of students. Development of the geography curriculum for the 11th class is built on the basis of the scientific procedure, such as the form, methodological approach, organization and construction of the subject content, as well the presentation of learning outcome for competencies, learning outcome of the field of natural sciences, as well assessment instruments. It aims to encourage students to explore and develop knowledge, skills, attitudes and values

Goal

Programme of geography for the level V, class 11 - aims for the student to:

- develop knowledge, skills and attitudes on the natural and human systems of different continents, regions and countries of the world;
- develop skills to find solutions and to hold positions on the processes, phenomena, models and relations between them on the basis of continuous confrontation of critical and creative thinking;
- recognize challenges and foresee perspectives of world regional interdependence;
- be able to discover and argue the cause-effect relations of phenomena and processes that occur in natural and human systems within continents, regions and countries;

- be able to process statistical data, build and interpret diagrams, graphics, maps, etc;
- be able, through the use of various sources, such as: maps, globes, pictures, statistics, diagrams, picture illustrations and videos, etc., to discover and acquire geographical information and concepts on the specific pecularities of continents, regions and countries;
- be able through tasks, practical work, curricular projects and other interactive strategies, in geographical research and critical and creative thinking;
- develop skills in order to be critical and creative user of geographic research methods and teamwork;
- 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 mean to provide and communicate information.

Topics and learning outcome

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

Results of teaching units remain as a possibility for the selection of teacher, respecting the autonomy of school and teacher. This gives freedom to the teachers, who, starting from the concrete conditions (students, equipment, etc.), can choose specific results, but based on RNL and RNF, in order to acquire these results as best as possible by the students. The geography curriculum for high school, grade V, class 11 is structured on the topic**: Region (Region)** – **Continents** (*Europe, Asia, Africa, North America, South America and Australia with Oceania*).

<table>
<tr><td>Concept</td><td colspan="2"></td></tr>
<tr><td rowspan="3">Earth, environment and universe</td><td colspan="2">RNF:2.4.
3.. Analyzes geographical position, natural characteristics (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities) and regions (regions) - continents and different countries of the world.</td></tr>
<tr><td>Topic</td><td>Learning outcome on the topic (RNL)</td></tr>
<tr><td>Region- Concept, criteria of creation, principles of differentiation, evolution of regions</td><td>• Explains object of the study of regional geography, its content, its place within geography, showing the basic principles and criteria of geographic regionalization, and classification of different regions according to their types or types;</td></tr>
</table>

	RNF:2.4. 3. *Analyzes geographical position, natural characteristics (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities) and regions (regions) - continents and different countries of the world*	
	Topic	**Learning outcome on the topic (RNL)**

	Region -Europe	• Analyzes importance of the geographical position and natural conditions (relief, climate, water, flora and fauna) of Europe; • Analyzes general demographic, economic and cultural pecularities of Europe; • Explains importance of economic, political and military groupings, changes in the political map and today's regional issues of Europe and perspective of their solution; • Identifies similarities and differences in the main physical-geographical and human features of the regions of Europe (Southern, Western, Central, Northern and Eastern Europe); • Describes geographical position, the main physical-geographical and human pecularities of Southern European region; • Explains peculiarities of the geographical position and natural conditions of Apennine peninsula and of economic development of Italy; • Describes main pecularities of geographical position, natural conditions and socio-economic development of Iberian Peninsula and Spain. • Analyzes pecularities of geographical position and natural conditions (relief, climate, water, flora and fauna) and human conditions (population, settlements and economy) of Western Europe; • Explains peculiarities of geographical position, natural and socio-economic conditions of Great Britain, Ireland, France and Benelux countries (Belgium, Netherlands and Luxembourg); • Describes pecularities of geographical position and the natural (relief, climate, water, flora and fauna) and human (population, settlements and economy) conditions of Northern European region; • Compares common and special features of economic and population characteristics of Northern European countries; • Analyzes pecularities of geographical position and natural conditions (relief, climate, water, flora and fauna) and human (population, settlements and economy) of Central (Middle) Europe; • Evidenton veçoritë e pozitës gjeografike, kushtet natyrore dhe socio-ekonomike të Zvicër, Austrisë, Sllovenisë, Hungarisë, Çekisë, Sllovakisë, Gjermanisë, Polonisë dhe Rumanisë; • Përshkruan veçoritë e pozitës gjeografike dhe kushteve

	Topic	Learning outcome on the topic (RNL)
	RNF:2.4. 3. *Analyzes geographical position, natural characteristics (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities) and regions (regions) - continents and different countries of the world.*	
	Region- Asia	• Analyzes importance of the geographical position and natural conditions (relief, climate, water, flora and fauna) of Asia; • Analyzes specific human features (population, settlements and economy) of Asia; • Explains peculiarities of geographical position and natural (relief, climate, water, flora and fauna) and human (population, settlements and economy) conditions of Southwest Asia; • Identifies distinctive socio-economic features of Saudi Arabia and Iran; • Analyzes pecularities of geographical position and the natural (relief, climate, water, flora and fauna) and human (population, settlements and economy) conditions of south Asia; • Identifies commonalities and particularities of the socio-economic features of the Republic of India and Pakistan; • Analyzes peculiarities of geographical position and the natural (relief, climate, water, flora and fauna) and human (population, settlements and economy) conditions of Southeast Asia; • Compares commonalities and particularities of socio-economic features of Indonesia, Malaysia and Singapore; • Analyzes pecularities of geographical position and the natural (relief, climate, water, flora and fauna) and human (population, settlements and economy) conditions of East Asia; • Explains peculiarities of geographical position and natural and human conditions of the R.P. of China. • Describes pecularities of Japan's geographical position and natural and human conditions;
	Topic	**Learning outcome on the topic (RNL)**

	RNF:2.4. 3. *Analyzes geographical position, natural characteristics (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities) and regions (regions) - continents and different countries of the world.*	
	Region - Africa	• Analyzes pecularities of geographical position and natural elements (relief, climate, water, flora and fauna) of Africa; • Identifies specific human (population, settlement and economic) features of Africa; • Explains peculiarities of geographical position and natural and human conditions of Northern Africa; • Explains peculiarities of geographical position and natural and human conditions of Northern Africa; • Analyzes commonalities and particularities of natural, economic and population features of countries of tropical Africa with those of other regions of Africa; • Explains peculiarities of geographical position and the natural and social-economic elements of southern Africa with those of other regions of Africa.
	Topic	**Learning outcome on the topic (RNL)**
	RNF:2.4. 3. *Analyzes geographical position, natural characteristics (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities) and regions (regions) - continents and different countries of the world.*	
	Region – North America	• Analyzes peculiarities of geographical position and natural and social-economic elements of North America with those of other continents; • Identifies commonalities and particularities of natural causes (relief, climate, water, flora and fauna) of USA with those of other states; • Evidences common and special natural conditions (relief, climate, water, flora and fauna) of Canada with those of other countries;
	Topic	**Learning outcome on the topic (RNL)**
	RNF:2.4. 3. *Analyzes geographical position, natural characteristics (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities) and regions (regions) - continents and different countries of the world.*	

	Region - Central America	• Explains main natural and socio-economic features of Central America and Mexico;
	Topic	**Learning outcome on the topic (RNL)**
	RNF:2.4. 3. *Analyzes geographical position, natural characteristics (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities) and regions (regions) - continents and different countries of the world.*	
	Region – South America	• Analyses commonalities and particularities of natural causes (relief, climate, water, flora and fauna) of South America; • Analyzes specific human pecularities (population, settlements and economy) of South America; • Explains geographical position, natural and socio-economic characteristics of Brazil and Argentina;
	Topic	**Learning outcome on the topic (RNL)**
	RNF:2.4. 3. *Analyzes geographical position, natural characteristics (relief, climate, water, soil, flora and fauna) and socio-economic (population, settlements, economic activities) and regions (regions) - continents and different countries of the world.*	
	Region - Australia with Ocean.	• Analyses commonalities and particularities of natural causes (relief, climate, water, flora and fauna) of Australia with those of other continents; • Explains peculiarities of geographical position and natural and human conditions of Ocean;

Methodological guidelines

For the practical implementation of the teaching programme of the subject of Geography, is necessary to select adequate methodologies by harmonizing them with the results of the competences (RNK), results of the field (RNF), learning results of the subject on the topics (RNL), which are referent points for the execution of the contents of the subject and in the context of the philosophy and principles of the CK.

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

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

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

Methodology shall 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 problems of everyday life.

Didactic methods shall be combined with each other throughout the lesson, in accordance with the nature of knowledge, subject results, as well 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, teachers of the present subject to:

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

In order to fulfill requirements on quality learning, some methods and forms are suggested, and different working techniques:

- Direct teaching (explanation, conversation, clarification, practical exercises and examples);
- Non-direct teaching (examination, discovery, problem solving);
- Teaching through questions (technique of addressing 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 means and in particular through the computer;
- Teaching that encourages independent inquiry;
- Outdoor learning and visits to industrial facilities.

For the execution of the programme, teacher shall also take into account basic principles in the teaching of geography. During application of geography programme, he guides the students in order that their activities in the classroom, cabinet, nature, etc., to: recognize, observe, sort, measure, mark, collect data, experiment, supervise, think independently, defend and argue their opinions, uniting from the known to an 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.

Forms of work in teaching geography

Various forms of work are applied in the educational process of executing contents of programme of geography:

- Individual,
- in pairs,
- in groups, and
- in the entire class, etc.

Guidelines on the implementation of inter-curricular issues

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

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

Teacher of this subject shall focus on the integrative connections within the field of natural sciences. Science of Geography as well physics, chemistry and biology, as subjects of the same field of study, have many opportunities for integration between them, such as water, air and soil pollution, biodiversity, etc. is object of integration between the science of Geography and natural sciences.

Integration with other curricular areas

- **Communication and expression**

Like all other subjects, geography creates opportunities to apply competencies developed in the field of "*Languages and Communication*." Language is fundamental to students' learning in the subject of geography. Student selects appropriate language strategies to explore, present and communicate understanding of geographic phenomena. He uses literary language to express his position clearly and coherently. However at the same time, geography helps to expand and process student's vocabulary, encouraging him to present his ideas clearly and precisely, verbally or in writing. Practical work, projects and tasks that student executes enable development of linguistic communication competence and enrichment of terminological dictionary. Different terms used in this course are specific and help the student to develop communication skills through the use of language and geographic terminology.

- **Maths**

Student develops mathematical knowledge through the use of quantitative and qualitative information, reading or constructing maps, graphics and statistical tables. For example, student calculates daily, monthly or annual average of air temperatures; calculates local and zonal time based on fractional operations; constructs precipitation, temperature distribution graphics and interprets them. Sudent constructs diagrams that present the structure of population of continents, of the economy and its sectors, etc.

- **Society and environment**

History serves the student to better understand changes that different cultures have undergone and their impact on the development of countries and regions, as well challenges of global interdependence. Student researches history of geographical thought to understand the evolution of ideas and theories.

Programme of geography helps development of dimensions of citizens. Programme sees the world as global and interdependent community. Student identifies issues, suggests solutions and reflects on making decisions. Geography gives greater topicality to issues that concern citizens and helps in debates on important matters and events.

- **Life and work**

Information and communication technology (ICT) supports learning in the subject of geography through the execution of various tasks, projects, research, processing and presentation of information. Student learns to select information and take a critical attitude towards it, distinguish fact from opinion. Student may use a word processor to write materials, apply data to a table to build graphics, use powerpoint to present a task, look for maps in the internet and determine location of various objects.

Cross-curricular issues/topics

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

Cross-curricular topics that can be integrated into the Curriculum of natural sciences 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, 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 the science at the national and international level.

Education for sustainable development

Refers to topics of general importance which affect taking responsibilities of youth/students for stance and active action towards issues in the awareness and preservation of natural resources, at the local and global level. This includes issues such are: 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 importance of using environmental resources as heritage and culture of the new generation.

Guidelines on assessment

Assessment is an integral part of teaching and learning process. Assessment measures level to which the desired knowledge, skills and attitudes have been achieved (by students). It involves gathering information through various assessment techniques on the achievement of expected learning outcomes at class level and grade level. With this information, teacher makes decision for the final assessment of the student, based on his judgment on the level of mastery by the student of the competencies in the field of "Natural Sciences." Assessment serves teachers to improve teaching methods, students to improve learning, and parents to monitor their children's progress in the school.

Teachers shall use real-life situations as a starting point for student's assessment. Different forms of assessment shall create opportunities for all students to be assessed in the way that is most suitable for them.

For the assessment of students, teachers shall rely on some basic principles:

- Assessment shall be reliable and impartial. Student shall be given an opportunity to demonstrate the extent of knowledge, skills and atitudes.

- Assessment shall help students. He should give them positive and encouraging information to be actively involved in the learning proces.
- Assessment is leaded by learning outcomes and uses a variety of assessment strategies and techniques.

Assessment is in the function of:

- providing necessary information for students' progress and their motivation to learn;
- assessing practical and demonstration work;
- identifying difficulties during the learning process;
- drawing conclusions about student achievement during the learning process;
- students' self-esteem;
- improving teaching and learning.

Assessment requires:

- Clear learning outcomes
- Students motivation
- Recognition of students' experience and skills
- Obvious student requirements and efficient teaching methods and techniques.

Assessment is based on:

- What do students say, write and do?

Assessment stages:

- Control, e.g. what does the student know (what has been achieved) and what does he do not know?
- Measurement, what is controlled is measured;
    - Assessment means establishing a judgment value, quantitative or qualitative, based on the grade measurement.

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Assessment categories:

- Formative assessment (assessment for learning) is carried out continuously to obtain information on student achievements during each learning activity.
- Diagnostic assessment - is used to obtain information on the achievement of students on the level of acquisition of knowledge, skills, habits, attitudes and values, and helps teachers in further work.

- Motivational assessment - used to stimulate students' interest and willingness to learn.

. Summative assessment (learning assessment) - includes general learning activity of students. Summative assessment is carried out at the end of certain periods (half-year, at the end of the year, etc.).

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

- Verbal assessment (questioning, discussion, debate, etc.);
- Written assessment;
- Assessment by listening;
- Assessment through practical work;
- Assessment through students' questionnaires;
- Assessment of curricular, subject or interdisciplinary projects, research and field work;
- Essays
- Portofolio
- Testing - is the progress of measurements according to a certain purpose.

There are different type of tests, such are:

- Tests with alternative answers,
- Tests with combinations,
- Tests with multiple alternatives, and
- Tests with short answers and completion.

In order to achieve the goal of the new Curriculum of Kosova, which originates from the competence-based approach, to fulfill the philosophy of curriculum, and in particular to achieve results from natural sciences, is necessary to recognize assessment system which is defined by AI based on the requirements of CK.

Guidelines on learning materials and resources

Use of teaching means in 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 makes learning more interesting and recreative for the student. Successful use of the aforementioned methods and techniques cannot be exected without necessary didactic means, which can be of different types, such are: general or thematic maps, atlases, albums, pictures, sketches, models, diagrams, graphic tools, educational films, videotapes, computer, projection device, CD, DVD, etc., then textual materials, such are: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopedia etc.

Meanwhile, teacher is responsible for creating a stimulating environment. He shall ensure that student to have access to various learning resources. List of valuable resources for developing

competencies in geography is diverse: museums, maps, plans, paintings, historical documents, audio-visual documents, etc.
Also, resources include information and communication technologies that students use as research tools and for the preparation of various projects and assignments Gjithashtu burimet përfshijnë teknologjitë e informacionit dhe komunikimit që nxënësit i përdorin si mjete kërkimi dhe për përgatitjen e projekteve dhe detyrave të ndryshme.

Suggestions for using ICT

- Use of e-mail for information exchange.
- Using the internet to access geography Web sites.
- Using the CD-ROM to gather information on the topics he/she is studying.
- 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

Civic education (Gymnasium of natural and linguistic sciences)
Hystori (Gymnasium of natural and linguistic sciences)
Psychology (Gymnasium of natural and linguistic sciences and Gymnasium of natural sciences)
Philosophy and Logic (Gymnasium of natural sciences)
Sociology (Gymnasium of natural and linguistic sciences)

Subject curriculum/syllabus

Civic education (Gymnasium of social and linguistic sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Civic education for the 11th class (Gymnasium of social-linguistic sciences) helps the student in developing knowledge and skills necessary for an active citizen, with the aim of becoming capable of contributing to the improvement of personal life, of the community and society, through behaviors and actions and respecting the ethic code of relevant cultural and legislative context. Teaching contents of this subject in the class XI provide knowledge of social phenomena and processes related to ideas, personalities and changes in the society, governing bodies, migrations and diaspora, rights, duties and responsibilities of the citizen, the state and its types, constitution of Kosovo, and with the legal protection of the environment.

Through these contents, the student is helped to develop competencies as an effective communicator, a successful student, creative thinker,productive contributor, healthy individual and, above all, responsible citizen in relation to himself, others, institutions and the state.

Goal

Civic education is important for every individual, because through this:

- Understand the code of ethics and culture, nature of social relations, peaceful resolution of conflicts, functioning of power and authority, development of democracy.

- Student is able to use his mind well, in order to live and act in a complex, diverse and constantly changing society.
- prepares the student as a future active citizen by revealing civic, social and political dimension of social life.

Based on these general goals, the curriculum of the subject of Civic Education for the 11th class aims to give the student opportunities to:

- develop knowledge, understanding, skills, attitudes and values and to positively influence maintenance of social cohesion, development of social policies and the manners of their implementation;
- to know his rights related to active participation in the society and to be able to use them positively.
- present his thoughts on topics in the class and develop civic responsibility in respecting liberal democratic values and principles.

Topics and learning outcome

Students in the elevenh class achieve the subject learning outcomes (RNL) for the topics set out in the table below, derived from the field learning outcomes (RNF), Society and Environment of the fifth level of the curriculum (Le 5) in the Core Curriculum for for Upper Secondary Education.

<table>
<tr><th colspan="3">PROGRAMME: CIVIL EDUCATION, CLASS 11</th></tr>
<tr><th>Concept</th><th colspan="2">RNF, TOPIC and RNL</th></tr>
<tr><td rowspan="3">An individual, groups and social relations</td><td colspan="2">RNF: 1. Researches structure of social groups and ways of participation and involvement into them
1. Analyzes and brings conclusions on the influence of prominent personalities historical, social, political, cultural and educational, national and world, long different historical periods.
2. Compares development of social groups, institutions, structures and ways of their organization, then and now.
.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>Ideas, personalities and changes in the society</td><td>Student:
▪ Analyzes outstanding ideas and personalities (such as: Socrates, M.L.King, St.Tereza, N.Mandela, etc.) and their impact in the society in the field of human rights and humanitarianism;
▪ Explains the manner of execution of individual and collective interests in thecurrent and historical circumstances;</td></tr>
</table>

		▪ Analyzes influence of groups, institutions and personalities on people, events and various cultural elements in the past and today (e.g. Enlightenment and French Bourgeois Revolution, etc.).
	Government bodies	▪ Analyzes the purpose with well-argued examples, structure, function and division of powers of the governing bodies in the democratic system; ▪ Assesses the services related to the powers of local and central government in Kosovo.
Social processes	RNF: **2. Researches objects/monuments, phenomena, historical, social and environmental processes, as well connection and impacts amongst them** 1. Critically analyzes causes and consequences of various events, phenomena and processes in the society, and expresses personal opinions on their impacts on individuals, social systems and global developments.	
	Topic	**Subject learning outcome (RNL)**
	Migrations and diaspora	**Student:** ▪ Assesses with concrete facts some of the most important characteristics of migrations (reasons, factors, types of migration, consequences) and diaspora (citizenship, dwelling-place, ethnicity, generation) in general and Albanian diaspora, in particular; ▪ Analyzes cultural and economic impacts of the diaspora for our country; ▪ Presents some of the rights and responsibilities of the state of Kosovo for the diaspora.
Norms, rights and responsibilities	RNF: **3. Analyzes and critically examines and applies norms and social rules for common life in diversity** 1. Researches data related to identity such are: traditions, rules, beliefs, myths, legends, autochthonous architecture) monuments, clothing, food, etc., of its own people and other persons; explains values of national, regional, European and global identity; 2. Analyzes and assesses causes and circumstances of changing norms, laws and customs for the regulation of social life in different times and places.	
	Topic	**Subject learning outcome (RNL)**
	Rights, duties and responsibilities	**Student:** • Analyzes evolution of human rights throughout history through various documents (such as Declaration of Human Rights and Civil Rights of French National Council 1789, Universal

	of the citizen	Declaration of Human Rights 1948, etc.); • Analyzes impact of international acts on human rights in the protection and guarantee of rights and freedoms; . Presents arguments about the role and importance of laws in regulating relations between people and maintaining social cohesion; • Addresses consequences of not respecting the laws by citizens; • Distinguishes different types of responsibilities, rights and obligations (of individual at home, school, society) and in some cases their conflict with each other; • Assesses role of work and participation in various voluntary groups for the benefit of society and the environment.
Decision making and institutions	RNF*:* **4. Gives ideas and proposals and makes informed and responsible decisions** 1. Critically analyzes differences between decision-making systems at the local, regional and international levels, as well their impact on the life of citizens in different historical circumstances and periods.	
	Topic	**Subject learning outcome (RNL)**
	State and its types	**Student:** ▪ Analyzes different types of the state by examining organization, the manner how the state is leaded and exercise of power, such are monarchy, aristocracy, liberal democracy, tyranny, oligarchy, theocracy, unitary, federal, confederal state in the contests of countries (states) and time.
	Constitution of Kosovo	**Student:** ▪ Distinguishes the meaning between constitution and constitutionality; ▪ Explains structure and content of the Constitution of Kosova; ▪ Identifies the manner of organizing, decision-making at the central and local level according to the Constitution of Kosova; ▪ Compares the most special characteristics of the Constitution of Kosova with any of constitutions of any other country;

		▪ Explains role of the Constitutional Court as a guarantor of the preservation of constitutionality; ▪ Explains legal hierarchy of the Constitution of the Republic of Kosovo and other applicable legislation.
Environment and sustainable development	RNF: **5. Contributes to the preservation and protection of environment, as well to the sustainable development** Based on the preliminary analysis, it identifies a concrete current problem of pollution in its environment, plans the work, collects data, analyzes and interprets it and comes up with a series of sustainable solutions.	
	Topic	**Subject learning outcome (RNL)**
	Legal protection of environment	**Student:** ▪ Briefly presents legal acts for the protection of environment, their purpose and scope of application that are regulated by Kosova laws; ▪ Separates some legal measures in order to avoid various risks that are present in certain environments (such as home, street, school, workplace, etc.); ▪ Argues the impact of legislation in force for the ordinary use of renewable and non-renewable energy sources (solar, wind, fossil fuel, nuclear, etc.); . Assess importance of governmental and non-governmental programmes on the elimination of causes of environmental pollution at the local and global level; ▪ Presents example of the connection and interdependence of society with science and technology in different cultural environments, inside and outside Kosova.

Methodological guidelines

In the subject of *Civic Education*, student's success depends on the organization of teaching and learning process. This is achieved using interactive and comprehensive approaches, diverse methods and techniques.

During the teaching process of the subject of Civic Education, it is important to pay attention to activities that require active participation of students during the learning process, that make them curious about research and encourage critical and independent thinking, such are: working with

projects, problem-based learning, collaborative learning, interactive learning and the use of ICT on concretizing events, facts and various topics.

For example, to examine ideas of different personalities, fragments from different texts with their sayings or ideas can be separated. They can be obtained from materials downloaded from the internet or from hard copies; be it texts, newspapers, etc. and then be analyzed. Or, films, documentaries, pictures, etc., of displacements such as refugee buses, camps, statistical data, and other evidence may be used to achieve learning outcomes related to the diaspora. Through this approach, students are taught to observe (people's faces, weather, and other details) and present the facts about various life events and situations in a comprehensive and argumentative manner. Debates may be held for these and other events, as for the causes of migration in the different situations and times. Statistical data may be presented graphically and in this case the connection is made with maths. Then when rights, legislation are addressed, students can be encouraged to research the website of Assembly of Kosova, they can extract laws and minutes that interest them, and then they can extract facts and debate about them. Thus, during the teaching process, teacher needs to put his knowledge and creativity into action.

Inter-curricular issues

Cross-curricular issues are related to the results of the field and the subject, therefore attention shall be given to their addressing, even during the teaching process. In the planning phase, teacher is required to analyze results of the field, topics and teaching units by which cross-curricular issues that are defined in the Core Curriculum for Upper Secondary Education are related. In this way, the best addressing of these issues is ensured, but at the same time, integrated teaching. Cross-curricular issues/topics such are: Education for democratic citizenship; Education for peace; Globalization and interdependence; Media education; and Education for sustainable development are naturally related to the topics that are defined in the curriculum of the Civic Education subject of the 11th class.
Teacher remains to identify the specifics of each cross-curricular issue (see the Core Curriculum for Upper Secondary Education) and address them in the context of results of the learning topics.

Guidelines on assessment

Assessment of the achievement of the learning outcome defined by the programme is based on the latest administrative guidelines on assessment defined by MEST. In addition to summative and final assessments, important in the Civic Education is formative assessment/learning assessment or the assessment that takes place during each lesson. This assessment helps the student to monitor his progress and of the teacher in teaching process. Therefore, teacher

focuses his assessment on the activity and learning results. Thus, during student's learning process, it is good to assess learning procedures and its results, such are: obtaining information, using resources, judging the findings (including analysis, comparisons, syntheses, etc.) presenting findings, drawing conclusions. All of these are carried out using different techniques such as observation, testing, etc. using different instruments such as checklists, tests, work files, project files, etc.

Guidelines on learning materials and resources

In order to address topics of the subject of Civic Education, we can find various teaching resources everywhere; they can be downloaded from the internet, they can be obtained from archives, from institutions. Learning materials can be taken ready-made, but can also be modified and created by teachers and students. Sources that teacher can use as teaching materials can be pituress, films, documents, newspapers, essays, stories, songs, works of art, etc. In addition to these sources, employees, officials, witnesses, citizens who were part of the events, stories may be invited. They may narrate their experiences, their views on certain events and issues. Also, students can visit institutions, NGOs and meet with appropriate persons, people who talk to the public in order to gather information, e.g. about law, rights, diaspora, personalities, social movements, etc.

Subject curriculum/syllabus

History (Gymnasium of social and linguistic sciences)

Content

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Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Subject of History holds an important place in an overall development of the student. Through this subject, student will deepen his knowledge on the development of human society during historical period from the Middle Ages to the 19th century. The subject will enable student to obtain knowledge on human activity and society in all levels, such as: economic, social, spiritual, cultural, political, institutional, etc. By studying human past in all its dimensions, student will understand the role of History as a social science in man's self-awareness in time and space, as an important premise to better understand present period and to have a clear vision of tomorrow.

Goal

Purpose of the subject of History, in this class, is that, in addition to deepening general historical knowledge, student also develops creative and critical thinking as well argumentation and logical judgment. Another goal of the subject is to have impact at the student to, in addition to the comparative analysis of human activity, develop his abilities, skills, values and attitudes as a stable personality who will respect different identities and affiliations, such are: gender, ethnic, racial, social, cultural, religious, sexual orientation, etc. Another goal of this subject is to help student to cultivate the sense of decision-making and responsibility to be an active citizen, for the benefit of himself and society.

Topics and learning outcome

Students in eleventh class achieve the subject learning outcome (RNL) for the topics set out in the table below, derived from the domain learning outcome (RNF) Society and Environment, level five, in the Core Curriculum of Upper Secondary Education.

<table>
<tr><th>Concept</th><th colspan="2">RNF</th></tr>
<tr><td rowspan="4">Individual, groups and social relations</td><td colspan="2">RNF: 1. Explores structure of social groups, past and present, and manners of participation or involvement into them

1. Analyzes and renders conclusions on the impact of prominent historical, social, political, cultural and educational, national and world personalities, during various historical periods.

2. Compares development of social groups, institutions, structures and manners of their organization, then and now.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>Arbrërs'/Albanians facing Ottoman occupation</td><td>- Analyzes justifications of the acceptance of vassalage towatds Ottoman Empire by Arbër princes, and explains the causes of their anti-Ottoman rebellions.

- Defines context of Gjergj Kastriot-Skënderbeg's return to the homeland and his role in the anti-Ottoman coalition of Arbërr princes.</td></tr>
</table>

		- Analyzes military, political and diplomatic aspects of the activity of Skënderbeg and other Arbër/Albanian princes.
	Arbrër/Albanians and the Balkans under the Ottoman Empire	- Describes progress of the Ottoman invasions in Balkans and in Arbëri/Albania and illustrates their consequences. - Explains establishment of Ottoman administrative system in the Arbëria territories and registers new administrative units in these areas. - Compares economic and social development of Arbëria/Albanian towns over centuries XVI-XVIII. - Analyzes causes of Arbër/Albanian rebellion against Ottoman Empire, clarifies the role of Balkan population in Austro-Ottoman wars and assesses inter-Balkan cooperation. - Describes changes in the religious structure of Arbër/Albanians and analyzes factors that influenced the spread of Islam during the XVI-XVII century. - Explains the process of formation of Albanians pashalik and their relation with Ottoman Empire and the great powers of the time. . - Assessess consequences of autonomous and anti-Ottoman action of the Albanian pashalik (Shkodër, Janinë) as the premise of Albanian National Movement for the independent Albanian state.

	Personalities of Middle Ages and Modern Time.	- Analyzes and compares the role of prominent personalities from the world of art, culture, politics, science, etc. of the medieval and modern period.
Social and natural processes	**RNF: 2. Researches objects/monuments, phenomena, historical processes, social and environmental, as well connectivity and impacts between them** 1. Critically analyzes causes and consequences of various events, phenomena and processes in the society and expresses personal opinions on their impacts on individuals, social systems and global development.	
	Topic	**Subject learning outcome (RNL)**
	Humanism and Renaissance	- Analyzes, cultural, economic and social circumstances in Europe before and during the spread of the ideas of Humanism and the Renaissance. - Determines the role of Italian cities in the rise of Humanism and Renaissance and analyzes impact of Italian humanists on European civilization. . - Assesses importance of Humanism and the Renaissance in the further historical development of humanity. - Distinguishes activity and impact of humanists arbërs/Albanians for international affirmation of arbërs/Albanians. - Analyzes causes of church reform in Germany and other European countries, as well role of t main figures such as Martin Luther, etc. - Analyzes the political consequences of Protestantism in Europe and beyond.

		- Explains character of the anti-reformation and the inquisition.
	Great Geographical Discoveries and beginning of global economy	- Analyzes general context of the time that enabled the great geographical discoveries. - Explains consequences of the great geographical discoveries and registers mutual influences between population of two continents (Europe-America).
	Far East and America through XV-XVIII centuries	- Highlights main development in the countries of the Far East and America. - Analyzes and compares contacts, influences, and interactions between the countries of the Far East, America and Europe.
	European expansion – colonialism and the slave trade	- Analyzes the course of creation of the first European colonies on the American continent and judges the position of the indigenous American population. - Assesses motives, nature and impact of the great commercial and military expeditions of European countries to the America, Asia and Africa during XV-XVII century. - Explains reasons, ways and manner of trade with African slaves - the transatlantic trade, as well criticizes this action in terms of human rights. - Assessess Abolitionism and other forms of human freedoms and their effects on the advancement of human rights and freedoms.
	Absolutism and religious wars in Europe	- Analyzes main features and characteristics of absolutism in Europe, in general French

		absolutism in particular. - Analyzes reasons of religious wars, their political role and assesses tendencies of European countries for peaceful coexistence.
	Enlightenment and Great Revolutions	- Describes economic-social circumstances at the time of rise of Enlightenment and explains basic ideas and concepts of the distinguished Enlightenment. - Analyzes contradictions between sovereign-king and parliament and explains consequences of English bourgeois revolution. - Explains reasons for American National Revolution and assessess importance of the Declaration of Independence of English colonies of North America. - Identifies stages of French Bourgeois Revolution and assesses its echo in Europe and beyond. - Explains factors of Napoleon Bonaparta's political empowerment and analyzes attitude of European powers towards him. - Describes effects of France's expansion at the time of Napoleon in Europe and beyond.
	Restoration period and beginning of European imperialism	- Concludes on political changes in Europe after the fall of Napoleon and Congress of Vienna. - Analyzes reasons that fueled European economic and political expansion (imperialism) in Africa, Asia and beyond.

<table>
<tr><td>Norms, rights and responsibilities</td><td colspan="2">RNF: 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, authentic 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 assessess 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>Subject learning outcome (RNL)</td></tr>
<tr><td></td><td>Legal organization of medieval and modern society</td><td>- Analyzes aspects of the content of the Kanun of Lekë Dukagjini and assessess its impact on the regulation of relations in the Albanian society during the period of Ottoman occupation.
- Describes the preamble of the American Constitution and assessess importance of this constitution in the democratic development.

- Explains ideas of the "Declaration on the Rights of Human and the Citizen" and assessess its impact and consequences on human rights and civil rights.

- Identifies impact of Napoleon's Code on social development in France, Europe and beyond.</td></tr>
<tr><td>Decision making and institutions</td><td colspan="2">RNF: 4. Gives ideas and proposals, as well makes conscious and responsible decisions

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

	Transformation of decision-making during the Middle Ages and Modern Time	- Compares decision-making system in the countries European (absolute, parliamentary kingdom, city-states), in the Ottoman Empire and in other countries outside Europe and analyzes their peculiarities. - Assessess evolution of civil rights and changing the role of citizens in decision-making. .
	Renaissance of urban life	- Assessess role of the main medieval cities in the organization of urban life. - Argues impacts of the industrial revolution and scientific-technical development on urban life.
Arguing impacts of the industrial revolution and scientific-technical development on urban life	**RNF.5 Arguing impacts of industrial revolution and scientific-technical development on urban life** 1. Based on the previous analysis, identifies a concrete current issue of pollution in its environment, plans the work, collects data, analyzes and interprets them and comes up with series of sustainable solutions.	
	Topic	**Subject learning outcome (RNL)**
	Scientific and technical advances and their impact on the quality of life and environment	- Compares importance of scientific and technical discoveries in the Middle Ages and their impact on human and environmental welfare. - Judges importance of the scientific revolution (XVI-XVII centuries) and the role of Enlightenment ideas in changing worldviews on human, the world and the universe. - Analyzes development of industry in the Modern Age, and its positive and negative impacts on people and environment.

Methodological guidelines

In order to achieve the desired success at the student, careful preparation and prior planning by the teacher is required. Teacher shall, during planning, follow principles, goals and philosophy of the curriculum and determine methods, strategies, techniques and interactive-comprehensive approach in accordance with the results and topics defined in the programme.

Subject of History has an important role in the development of skills for research, analysis and interpretation, for this reason teacher during the teaching process shall pay attention to activities that require active participation of the student. In this way, curiosity for research, critical creative and independent thinking is encouraged at the student. This may be achieved by encouraging and using project work, collaborative learning, interactive learning, as well the use of ICT to research different events, facts and topics.

Since there are different points of views and interpretation for various historical topics, events and issues, it is of great interest for the teacher to use different sources and materials during the teaching lessons. In thismanner, student's ability to compare, analyze and argue is ensured. Student, confronting himself with different arguments, will bring his own conclusions about historical events. This will develop his independent judgment and ability to make decisions based on arguments.

Teacher shall always take into account different learning styles, and for this reason is suggested that during teaching lessons he interlaces forms, methods and work techniques. In addition, teacher shall take care of introduction of differentiated learning, based on the student's potential.

Guidelines on inter-curricular issues

Teacher shall also take care of dealing with cross-curricular issues/topics. Integrating these topics with the results/topics of the subject of history helps students to better recognize and understand events, processes, relations in the society and environment, their interdependence and thus more easily to face life's challenges.

With the subject of history programme for this age of students, all cross-curricular issues/topics may be integrated, such as:

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

These topics may and should be interconnected and addressed during the elaboration of topics foreseen by the programme. For example, when dealing with the topic of Transformation of decision-making during *Middle Ages and Modern Time*, can be very well connected with an

issue/topic of *Education for democratic citizenship*, where participation in decision-making can be explained in different contexts and periods, how their evolution has happened, etc. The same approach applies to the treatment of other topics/issues, such as Education for sustainable development, which can be very well related to the results of the topic Scientific and technical advances and their impact on the quality of life and the environment. However, even for the successful implementation of cross-curricular issues/themes, a preliminary preparation and planning of teacher is required. Teacher shall identify programme outcomes and topics that are related to cross-curricular issues/topics and plan activities, tasks, and outcomes that he/she wants to achieve with the student.

Guidelines on assessment

Assessment as one of the most complex issues is closely related to the learning process. Therefore, in addition to the planning on teaching methodology, is required that assessment is part of the preliminary planning. Teacher shall harmonize assessment with what he has planned, intended, to reach the student. Therefore, we shall assess what we have set as objective of assessment, knowledge, skills, behaviors, attitudes of students.

Various forms and instruments can be used to assess the student 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 carried out observations of acquisition of knowledge, behaviors and attitudes, and the rate of growth of skills and abilities to apply outcomes foreseen in the Core Curriculum, by level and subject outcomes for this class.

For all type of assessment that should be made to the student, eference points are results of the subject, the field at the class level, as well those for competencies at the degree level. Teacher, depending on their specifics, investigates finding the most suitable forms on assessing their achievements.

Approach of the new curriculum with competencies aims to assess what the student is able to do, that is, assessment of practical application of knowledge acquired during schooling. Thus, applying assessment through the continuous observation of student achievements and keeping evidence for the purposes of documentation and planning of further work with the student is essential. Part of assessment shall also be skills, how much the student is able to cooperate with others, how much he uses skills in research and argumentative presentation, etc.

Assessment shall always have motivational character, in order for the students to be educated, to accept real assessment and aim for highest possible achievements.

Guidelines on learning materials and resources

Basic textbooks are only one of the resources of learning the subject. However, subject of History requires use of other sources as well. Teacher and student are free and encouraged to use different resources and materials that will contribute to the achievement of results foreseen in the programme. Alternative texts, atlases, encyclopedias, magazines, newspapers, specialized literature or various handbooks, maps, various materials downloaded from the internet, pictures, artifacts, sequences from various artistic and documentary films, songs, etc. can and should be used as sources for the subject of History. It is recommended that their selection to be proper for the age of the student and contribute to the learning results. During selection of sources, is preferable to have a multi-perspective approach, in order for the student to be familiar with different points of view and through them to develop historical awareness and education. He shall understand the complexity of history, various causes of historical events, as well their interpretation, prompting additional questions on sources and other findings of historical truth. the multiperspective approach will enable student to consider different historical perspectives, which will help them to understand the complicated circumstances of the past. Historical awareness and education shall be the basis of historical thinking, which is expressed by the skill of one's own research, ability to dispute sources by defending and arguing one's own point of views.

Subject curriculum/syllabus

Psychology (Gymnasium of social and linguistic sciences and Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Psychology, since its rise as a science and profession, has helped people's lives to get improved. Current important problems of the society are also related to psychology, and this science is showing more and more potential to help to solve them. Precisely for this reason, it is important to teach the subject of psychology as part of the *Society and Environment* field for the eleventh class for the socio-linguistic gymnasium and natural sciences.

In summary, the subject of Psychology gives students knowledge about development of psychology as a science and as a profession; its research methods are interrelated between biological basis and psychic processes, such as: sensation, perception, attention, memory, forgetting, thinking, language and speech. Also, this subject teaches students about emotions, stress and its management, motivation and its importance in achieving results in life, learning school subjects, which enable him to achieve the learning process in an effective way.
Also, in the subject of psychology, students learn on human development, sexuality and gender, personality and manner of its assessment, influence of social and cultural dimensions on behavior, as well basic knowledge about psychological disorders and their treatment.

This knowledge helps students to know themselves and the world better, as well to facilitate effective and quality interaction with the environment.

Goal

The goal of the subject of Psychology is basic knowledge of students with knowledge from the field of psychology. A secondary goal is student's application of this knowledge in everyday life. By achieving these goals, achievement of the main competencies defined in the curricular framework of education is achieved, making the student an effective, successful researcher, productive contributor, healthy individual and responsible citizen.

The Subject of Psychology aims to help students develop their personal identity, recognize and respect different social, ethnic, cultural, racial affiliations, sexual orientation, in order to develop a stable personality. Also, goal of the subject of psychology is to develop in students ability to judge correctly, to make decisions and create healthy habits, in order for them to form a stable basis for professional and career orientation.

Topics and learning outcome

<table>
<tr><th colspan="3">PSYCHOLOGY, CLASS 11</th></tr>
<tr><th>Concept</th><th colspan="2">RNF, TEMA dhe RNL</th></tr>
<tr><td rowspan="3">Individual, groups and social relations</td><td colspan="2">RNF: 1. Researches structure of social groups and manners of participation and involvement into them
1. Analyzes and renders conclusions on the impact of prominent historical, social, political, cultural and educational, national and world personalities, during various historical periods.
2. Compares development of social groups, institutions, structures and ways of their organization, then and now.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>History and research methods in the psychology</td><td>Student:
• Defines psychology as science.
• Discusses development of psychology as empirical science.
• Describes biological, behavioral, cognitive, and sociocultural perspectives.
• Identifies differences between subdisciplines and major theories of psychology.
• Explains and compares qualitative and quantitative</td></tr>
</table>

		research strategies. • Explains importance of sampling in psychological research. • Discusses importance of ethical issues of psychological research.
	Biopsychology	• Describes human nervous system. • Classifies main divisions and sub-divisions of nervous system. • Distinguishes function of different subdivisions of nervous system. • Identifies neuron as basis of neural communication; • Analyzes how information is transmitted and integrated in the nervous system. • Analyzes how neurotransmission process can be modified by heredity and environment. • Describes how endocrine glands are related to the nervous system. • Assesses how heredity and environment have impact in behavior. • Explains operation of sensory systems; • Analyzes forms of energy for which we have and do not have sensory receptors; • Describes gestalt principles of perception; • Explains perceptual constants and illusions; • Compares impact of environmental variables, motivation, past experiences, culture and expectations on perception. • Explains what the concept of attention means; • Distinguishes how attention changes from easy to difficult tasks. • Distinguishes explicit from implicit processing. • Describes sleeping cycles; • Analyzes theories on the function of dreams. • Describes some hypnotic phenomena. • Explains use of hypnosis in the psychology • Distinguishes main categories of psychoactive drugs and their effects; • Evaluates effects of narcotic, depressants, stimulant

		and hallucinatory drugs.
	Development and learning	• Describes physical, cognitive, and social changes from the prenatal period throughout life. • Explains nature of change during the life cycle. • Argues role of critical periods of development. Describes physical, motor, perceptual, intelligence, attachment, and communication and language development during infancy. • Describes physical, motor, memory, thinking, as well social, cultural and emotional development in the childhood. • Discusses physical changes, development of reasoning and morality, and formation of identity in the adolescence. • Reflects on the role of family and of peers during adolescent development. • Identifies physical and cognitive changes in maturity and late adulthood. • Discusses learning from a psychological point of view. • Describes classical conditioning paradigm. • Describes an operant conditioning paradigm. • Describes principles of observational and cognitive learning. • Explains how observational learning works. • Analyzes cognitive approaches to learning. • Distinguishes classical conditioning, operant and observational and cognitive learning from everyday life. • Defines structure and function of language. • Defines structure and function of language • Analyzes connection between language and thinking. • Describes hierarchical organization of language. Discusses effects of development on language acquisition.
	Cognition	• Identifies factors that have impact in the encoding of information. • Describes working longterm memory operation. • Analyzes importance of recovering traces in the

		memory. • Analyzes the role played by interference in information recovery. • Identifies difficulties, which are created by memory reconstruction processes. • Defines thinking as mental process included in manipulating and understanding information. • Assesses that information is classified into categories that contain similar elements and are known as concepts. • Identifies problem solving as an example of productive and directed thinking. • Defines and understands nature of the construct of intelligence, creativity and personality tests. • Discusses different conceptualizations of intelligence. • Discusses different conceptualizations of intelligence. • Describes the basic concepts of test statistics. • Explains how intelligence is influenced by heredity and environment. • Explains how intelligence is related to the use of cognitive skills and strategies. • Argues how intelligence changes over time Compares theories on intelligence. • Compares theories on intelligence.
Social processes	RNF: **2. Researches objects/monuments, phenomena, historical processes, social and environmental, as well connectivity and impacts Amongst them** 2. Critically analyzes causes and consequences of various events, phenomena and processes in the society and expresses personal opinions on their impacts on individuals, social systems and global developments.	
	Topic	**Subject learning outcome (RNL)**
	Individual differences	Student: • Applies motivation concepts to humans and animals • Compares interaction of internal and environmental stimuli in determining motivation. • Describes biological, cognitive, and humanistic theories of motivation. • Discusses eating behavior, sexual orientation and

		behavior, as well behavior of personal achievement. • Discusses research on basic human emotions • Analyzes differences in perceptions between individuals who have different motivations. • Explains how learning, memory, problem solving, and decision making are affected by motivation and emotion. • Discusses personality as a unique way of feeling, thinking and acting. • Explains role of personality constructs as framework of organizing behavioral phenomena. • Identifies important contributions to our understanding of personality • Identifies common characteristics of abnormal. behavior. • Cites examples of abnormal behavior. • Describes historical and cross-cultural perspectives of abnormality. • Connects judgments on abnormal behavior and the context in which these judgments occur. • Describes main explanations on origins of abnormal behavior. • Identifies purpose of different research methods of abnormal behaviour.
	Socioculture	• Demonstrates understanding of person's perception. • Argues process of influencing attributions on explanations that we provide for behavior. • Identifies sources of attitude formation. • Evaluates several methods used to change attitudes. • Describes effect of presence of others on individual behavior. • Analyzez nature of stereotyping, prejudice and discrimination. • Describes the circumstances in which conformity and obedience are most likely to occur. • Discusses nature of altruism in the society. • Discusses the meaning of aggression and conflict. • Discusses factors that affect consent and human

<table>
<tr><td></td><td></td><td>relations.</td></tr>
<tr><td rowspan="4">Norms, rights and responsibilities</td><td colspan="2">RNF: 3. Analyzes and critically examines and applies norms e social rules for common life in the diversity

3. Researches data related to identity such are: traditions, rules, beliefs, myths, legends, autochthonous architecture) monuments, clothing, food, etc., of its own people and others; explains the value of national, regional, European and global identity.

4. Analyzes and evaluates causes and circumstances of changing norms, laws and customs on the regulation of social life in different times and places.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>Applying psychology</td><td>Student:
• Discusses availability and appropriateness of different ways of treating people with psychological disorders. Describes characteristics of effective treatment and prevention of psychological disorders.
• Identifies categories of therapists in accordance with their education and training.
• Identifies and explains sources of stress.
• Lists and explains possible physiological and psychological reactions to stress.
• Identifies and explains physiological cognitive and behavioral strategies in coping up with stress and promoting health.
• Identifies manner on promoting mental and physical health.
• Distinguishes between effective and ineffective manners of dealing with stressors and other health issues.
• Identifies professions/jobs in the science of psychology and practicing profession of psychologist. Identifies requirements on practicing profession of psychologist and professions related to the psychology.</td></tr>
</table>

Methodological guidelines

Among the most important challenges in ensuring the highest quality in teaching in psychology is the entire and comprehensive implementation of the subject programme. More specifically, topics and RNL presented in this document require in the first place a very good planning of the work. In function of this type of planning, teachers shall first plan the time that they will devote to each topic. Planning of the time will enable preparation of the lesson plan for each subject and learning outcomes of the subject. In this way, teacher ensures the complete implementation of the subject programme, which is the most important thing in ensuring high standards in teaching.

Teacher is free to choose the methodology, of work, but it is recommended to use methods that enable realization of competencies defined in the curriculum framework field (RNK), learning outcomes (RNF) and subject learning outcomes (RNL).

Undoubtedly, the result in the subject of Psychology depends on the methodology of the work, therefore teacher shall consider the use of methods that, amongst other things, enable realization of principles of the curriculum such are inclusiveness, accountability, development of competencies, critical thinking, teaching integrated, autonomy and flexibility in children.

In this respect, subject of Psychology offers numerous opportunities to use many methods, which enable effective learning and respond to the interests and abilities of all students. For this reason, number of different methods shall be used, such as: individual work, group work, role playing, research, projects, field work, etc.

Teacher is free to choose teaching methodology, but here some methods will be suggested, related to some relevant units of the subject ot psychology, as follows:

- *Individual work*, which would be very positive to use whenever teacher judges that the student should reflect individually first on the concepts and issues covered in the class. This methodology can be combined with work in pairs.
- *Working in pairs*, this methodology of work is usually preceded by individual work. This methodology of work is usually used to reconfirm students' knowledge and to give them an opportunity to create a discussion environment among themselves.
- *Working in small groups,* this methodology has that effect that students under the supervision of the teacher have an opportunity to discuss their ideas in a group, formulate thoughts as a team and present them in front of the class. This method can be used for issues such as diversity, development, career issues in the psychology, coping up with stress, etc. and presenting results to the class..
- *Dividing the class into two groups,* this working methodology would be ideal especially when teacher aims to encourage discussion and expression of attitudes on certain concepts or issues by students, such are issues of diversity and sociocultural context, psychology of abnormality etc.
- *Question addressed to author* - This method is extremely important for students to reflect critically on the material that is offered to them.

- *Playing roles* (when it comes to psychological schools), where students can represent any of schools of the psychology and then hold a debate, arguing ideas of the school they represent. In this way, students create habits of critical thinking, public speaking, creative thinking, etc.
- *Preparation of a field research* by students when it comes to research methods in the psychology, but also for specific topics according to teacher's determination. In this way, students apply learned procedures of preparation and application of research methods and techniques, which are very important in the psychology.
- *Use of technology* such as PowerPoint presentations or students finding short films (when it comes to emotions). Students, divided into groups, select a movie, where there are emotions and through it they learn about different emotions. This enables students to use ICT, develop skills for using alternative sources of knowledge acquisition, etc.
- *Arrival of invited expert speakers* to discuss specific (sub)topics from the subject programme.

In order for students to present topics in coherence with each other, the teacher shall analyze results of the field, topics and teaching units, as well their connection with cross-curricular issues, which would also enable integrated teaching.

Guidelines on the implementation of inter-curricular issues

Teacher shall also take care of dealing with cross-curricular issues/topics. Integrating these topics with topics/contents of the subject of psychology helps students to better know and understand the aspects related to mind and behavior and in this manner to face more easily the challenges of life.

Programme of subject of psychology has the possibility to connect with cross-curricular issues foreseen with the core curriculum for this level, which are:

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

These topics can be interrelated and addressed while elaborating on the previous topics Programme of the subject of Psychology.

Guidelines on assessment

In order for the evaluation to objectively reflect the knowledge acquired by students in the classroom, their integration in personal thinking, expression of the same through writing, recommended evaluation methods would be:
Observation - this method would be valid to see and evaluate activity in class of students. Teacher can record his observations in his diary in order to be systematic at this point and avoid the possibility of forgetting details for each student.
Short quizzes – this assessment method is used to maintain student engagement and work intensity throughout the year. It may be applied after any subtopic derived from RNLs.

Written test – this assessment method would probably be best applied after each topic and at the end of the subject.

Essay - this evaluation method would be used in order to verify how well the student may integrate and reproduce knowledge obtained through writing. Also, an essay would be an ideal method to see what personal attitude the student has towards concepts discussed in the class. Furthermore, this method is also valid as student's preparation for more advanced academic work, if he will continue his university studies. Normally, an essay would be an assignment that would be given at the end of the subject, but the minis technique may also be applied, if deemed appropriate by the teacher.

Verbal test – this assessment method would be valuable to verify knowledge gained in class. Also, students would have an opportunity to acquire even more by speaking the terms and the specific knowledge obtained.

Critical thinking - is recommended that teachers evaluate students for their critical thinking expressed in the subject, through questions, activation, class discussions, etc.

Guidelines on learning materials and resources

Psychology is a constantly evolving and very dynamic scientific discipline. This requires that teachers shall constantly update their knowledge of developments in this field.Psikologjia është një disiplinë shkencore në evoluim të vazhdueshëm dhe shumë dinamike.

Teachers are encouraged to work continuously with the psychology text. Also, they are encouraged to use various psychology texts, number and quality of which is constantly increasing. Furthermore, it is important that teachers use different platforms with access to studies and scientific articles, which can be used in different segments of teaching, such as updating data, starting points for the class discussions, etc.

Subject curriculum/syllabus

Philosophy and Logic (Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Subject of Philosophy and Logic is included in the programme of XIth class, Gymnasium of natural sciences, in order to prepare students for life, to fulfill their aspirations and potentials in the development of science and culture, and to create basis of concepts and knowledge for the achievement of individual goals, which lead to the direction of general social progress.

Youth in Kosovo need a philosophy of life and ability to think critically and to argue, which will enable them to live and act, designing goals and being engaged in their realization. Exactly such a philosophy, supplemented with the basics of logic, will contribute to intellectual development of students and their professional training, while as such will be offered to high school students through the present curriculum.

Philosophical opinion is developed through philosophical issues, therefore the most natural manner of presenting philosophy to students is by following the path of philosophizing themselves.

In this perspective, the new curriculum for the subject of Philosophy and Logic offers a multitude of issues, series of thoughts, starting from the students' daily experience towards genuine philosophical reflection and scientific thought. Aim of curriculum is formation of students' critical philosophical thinking, starting from the connection of two main elements: providing information on the main notions and issues of philosophy and logic (through philosophical texts), and active learning (based on reflections, analysis, comparisons) which simultaneously represents one of the main challenges of the learning process.

Also, the programme will have impact on the promotion of students' creative connection to the world, science and themselves.

Goal

Having into account that in the XIth class students for the first time deal with broad philosophical issues, the purpose of the teaching programme of the subject of Philosophy and Logic is:

1. Development of student's abilitiy to think critically and analytically about the world, science and oneself, based on the knowledge and understanding of basic philosophical and logical notions..
2. Development of student's general skills to clearly express, in speaking and writing, philosophical and logical notions and categories.
3. Encouraging application of knowledge obtained from the field of philosophy and logic.

Topics and learning outcome

Students in eleventh class achieve the subject learning outcome (RNL) for the topics set out in the table below, derived from the domain learning outcome (RNF) Society and Environment, level five (Level 5) in Core Curriculum of Upper Secondary Education.

Detailed table of domain concepts, domain learning outcomes (RNF), subject topics and subject learning outcome (RNL)

<table>
<tr><th>Concept</th><th colspan="2">RNF, TOPIC and RNL</th></tr>
<tr><td rowspan="3">Individual, groups and social relations</td><td colspan="2">RNF: 1. Researches structure of social groups and manners of participation and involvement into them
1. Analyzes and renders conclusions on the impact of prominent historical, social, political, cultural and educational, national and world personalities, during various historical periods.
2. Compares development of social groups, institutions, structures and ways of their organization, then and now.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>Philosophy, culture and society</td><td>Student:
• Explains the term and origin of philosophy.
• Illustrates the role of philosophy in the society.
• Identifiesm fundamental issues and disciplines of philosophy.
• Discusses development of philosophy and its relation with other sciences.
• Identifies common elements and differences between philosophy, culture and religion.</td></tr>
</table>

<table>
<tr><td></td><td></td><td>• Defines position of philosophy in relation to its history.
• Analyzes difference between two main methods in the interpretation of philosophy (historical-chronological method and problem method).</td></tr>
<tr><td rowspan="3">Social and natural processes</td><td colspan="2">RNF: 2. Researches objects/monuments, phenomena, historical, social and environmental processes, as well connection and influences amongst them

3. Critically analyzes causes and consequences of various events, phenomena and processes in the society and expresses personal opinions about their impacts on individuals, social systems and global developments.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>Human and world</td><td>Student:
• Discusses human as a multidimensional being (ontological, epistemological, ethical, aesthetic, historical, etc.).
• Explains notion of human in the philosophical anthropology.
• Distinguishes notion of essence from the notion of existence (the difference between essentialism and existentialism).
• Articulates notion of borderline situations in the relation between existence and death as the end of existence.
• Explains definition of the notion of human in metaphysical theories.
• Explains notion of cosmos in the philosophy.
• Interprets complex philosophical issue of time and space.
• Explains issue of existence of God in the philosophy (interprets traditional philosophical arguments on the existence of God: ontological, cosmological, physical-teleological argument).
• Discusses issue of free will (determinism and indeterminism).</td></tr>
<tr><td>Norms, rights and responsibilities</td><td colspan="2">RNF: 3. Analyzes and examines critically and applies social norms and rules for common life in the diversity

5. Researches data related to identity such are: traditions, rules, beliefs, myths, legends, autochthonous architecture) monuments, clothing, food, etc., of its own persons and others; explains the value of national, regional, European and global identity.

6. Analyzes and assesses causes and circumstances of changing norms, laws and customs on the regulation of social life in different times and places.</td></tr>
</table>

	Topic	Subject learning outcome (RNL)
	State, right and freedom	Student: • Explains basic elements of social and political philosophy. • Compares theories of social contract regarding origin, role and functioning of the state. • Elaborates notion of individual, his rights and freedoms, and his limitation by social structure. • Distinguishes the paradigm of relations between politics and ethics (Platonic, Machiavellian and liberal paradigms).
	Ethic and values	Student: • Explains basic issues of moral philosophy. • Demonstrates complex character of ethic values. • Articulates different theories of ethics, their descriptive and normative approach. • Contextualizes application of ethical theories in practice (bioethics).
Decision-making	RNF: **4. Provides ideas and proposals, as well makes conscious and responsible decisions.** 2. Critically analyzes differences between decision-making systems at the local, regional and international level, as well their impact on the life of citizens in different historical circumstances and periods.	
	Topic	**Subject learning outcome (RNL)**
	Philosophical thinking as critical thinking	Student: ▪ Illustrates role of philosophical thought and its impact on critical thinking.
	Concept of truth	Student: • Discusses the complex nature of truth. • Distinguishes notion of truth from the notion of reality. • Articulates basic philosophical theories on truth (correspondence theory, coherence theory and pragmatic theory).
	Sources, possibilities and limits of knowledge	Student: • Analyzes basic elements of theory of cognition. • Distinguishes between recognition and knowledge. • Articulates philosophical theories on the sources and methods of knowledge (empiricism and rationalism).

		• Explains philosophical views on the possibility and limits of knowledge (dogmatism and skepticism). • Demonstrates role of doubt in the process of recognition. • Articulates criticism and transcendentalism of Kant's theory of knowledge. • Defines notion of science and scientific knowledge. • Explains components, goals and function of science. • Explains process of scientific research (presenting the issue, presenting hypothesis, determining methods and testing the hypothesis).
	Forms of logical thought (notion, proposition and argumentation)	Student: • Defines logic as philosophical discipline. • Articulates role of logical thinking in science and in practical life. • Distinguishes formal logic from substantive (non-formal) logic. • Articulates basic forms of logical thought. • Distinguishes between valid and non-nvalid logical thinking. Distinguishes deductive logic from inductive logic. • Defines meaning of notion, its content and volume. • Explains type and relation between concepts. • Defines proposition and its structure. • Explains the basic type of propositions in traditional predicate logic (categorical propositions by quantity and quality). • Interprets relation between propositions according to quantity and quality (logical square). • Demonstrates basic operations of categorical propositions (conversion, obversion, contraposition). • Defines notion of deductive argumentation and its constituent parts. • Demonstrates valid forms of categorical syllogism. • Discusses basic elements of propositional symbolic logic. • Understandsformal language of symbolic propositional logic (logical operators, statement letters, and parentheses). • Demonstrates natural language to artificial language translation of propositional symbolic logic. • Explains rules of authenticity tables (negation, conjunction, disjunction, implication and equivalence). • Applies authenticity tables in testing logical propositions (tautology, self-contradiction, contingency).

		• Applies authenticity tests for testing the relation between propositions (equivalence, contradiction, consistency, inconsistency). • Applies authenticity tables in testing validity of non-quantitative arguments (hypothetical syllogism, disjunctive, conjunctive, etc.). • Analyzes basic elements of symbolic logic of quantifiers (predicates) by explaining symbols of this logic (predicate constants, individual constants, individual variables, logical operators, universal and existential quantifiers, brackets). • Demonstrates translation from natural language to artificial language of symbolic logic of quantifiers (predicates). • Translates all elements of traditional logic of predicates into symbolic logic of predicates (four categorical propositions, categorical syllogism, etc.). • Distinguishes nature of inductive from analogical argumentation. • Explains rules and components of definition and division.
Environment and sustainable development	RNF*:* **5. Contributes to the preservation and protection of environment, as well sustainable development.** **1.** Based on the previous analysis, identifies a concrete current issue of pollution in his environment, plans the work, collects data, analyzes and interprets them and comes up with a set of viable solutions.	
	Topic	**Subject learning outcome (RNL)**
	Environmental ethics	Student: ▪ Assesses role of environment in the individual and social life of man. ▪ Reflects on the ethic relation between human and natural environment (non-human being). ▪ Articulates philosophical theories on the connection between man and woman. environment (anthropocentrism and ecocentrism).

Methodological guidelines

Problematic approach

Based on one of main goals of teaching philosophy and logic, to develop critical and analytical manner of thinking in students, subject of Philosophy and Logic does not offer ready-made, formal definition of notions, categories and theories.
Teaching philosophy is always explanation, analysis and illumination of a philosophical notion, problem or issue. The most productive way in acquiring philosophical and logical notions is based on the description of genesis of the notion, confrontation, comparison and connection with other notions, analyzing forms and possibilities of their use.

Interaction
In acquiring topics from philosophy and logic, it is important to present thoughts and discuss in a obvious and understandable language. Description, reference to different theories, use of concrete examples and comparison with other examples are main foundations and bricks to build independent thinking in students and connecting theoretical part with its practical application. In this way, the second goal of the subject of philosophy and logic will be achieved: providing a philosophy that would help students understand and live life, and providing a logic that would enable students to think critically and rationally.

In order to avoid the possibility that subject of Philosophy and Logic turns into a monotonous scholasticism and monologue, discussions on philosophical-logical problems and issues will be an integral part of each lesson. Likewise,interpretation and explanation of short philosophical texts is an efficient method in creating student contact with thoughts of relevant philosophers. Each lesson will also be accompanied by an explanatory dictionary of philosophical and logical notions.

Based on these methods, student will be oriented towards critical thinking, through instructions that the defended thesis shall respond to philosophical and logical standards, be based on arguments and facts, and encouraging further research. Students shall be offered with an opportunity to present independent opinions and thoughts in the form of written documents and their verbal articulation, integrating theoretical information (from philosophical texts) and practical exercises.

Guidelines on the implementation of inter-curricular issues

Inter-curricular issues are related to the results of the field, thus with carefulness has to be taken to ensure adequate treatment in the subject programmes. In the planning phase, teacher is required to analyze results of the field, topics and teaching units by which cross-curricular issues are related. In this way, the best treatment of these issues is ensured, but at the same time, integrated teaching are:

- Education for democratic citizenship,
- Education for peace,

- Globalization and interdependence,
- Media education,
- Human rights and freedoms,
- Education for sustainable development.

The fact that philosophy and logic are important parts of general development of human thought necessarily places philosophy and logic in a network of mutual impacts with other parts of this development. Interlacing of social and natural problems guides philosophy and logic towards achievement, so far within other special subjects. On the other hand, at every stage of science development, a separate and extensive sector in the system of knowledge about the world belongs to the independent functioning of philosophical knowledge.

Guidelines on the interconnection amongst subjects

Based on the thematic material which will be presented to students, it is necessary connection of the subject of philosophy and logic with these subjects according to the following topics:

- Philosophy, culture and society: Sociology, History, Language, Civic Education
- Human and world: Sociology, Psychology, Language, Physics, Astronomy, Biology
- State, law and freedom: Civic education, Sociology, History
- Morality and values: Sociology, Civic education
- Environmental ethics: Sociology, Civic Education, Biology
- Philosophical thinking as critical thinking: Sociology, Psychology
- Concept of truth: Maths
- Sources, possibilities and limits of knowledge: Psychology, Maths
- Forms of logical thought: Maths, Psychology.

Guidelines on assessment

Teacher of the subject Philosophy and Logic shall have taken into account several important issues during assessment of the student:

- The manner student structures his thinking to argue his positions on various philosophical-logical and practical issues,
- How well the student is able to integrate theoretical and scientific information,
- The manner student is able to present acquired materials individually and in groups, and
- How much the student is able to write independent papers through philosophical texts.

Assessed:

- Verbal answers,
- Individual and group presentations,

- Essays and independent papers, and
- Written tests.

Guidelines on learning materials and resources

In the process of teaching and learning within the subject of Philosophy and Logic, for the realization of teaching topics, as well for the achievement of results of the subject, in addition to textbooks and school resources, some of these means are also being used:

- Visual tools: writing boards, interactive boards, illustrations, pictures, documentaries, models, diagrams, graphic tools, etc.
- Audiovisual - visual-auditory tools: television, video-projector, computer, phone, tablet, CD, etc.

Subject curriculum/syllabus

Sociology (Gymnasium of social and linguistic sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

Subject of Sociology, as part of Society and Environment field, plays an important role in the intellectual and cultural formation of students. Through this subject, students of XIth class (Gymnasium of Social Sciences - Linguistics) will obtain knowledge about history, development and transformation of human societies, with special emphasis on the modern period, which is characterized by a multitude events in Europe, such as Bourgeois revolution, industrialization, Enlightenment, Protestant Reformation, urbanization, bureaucratization, etc. Through this subject, students will obtain knowledge on scientific status of Sociology and a multitude of topics addressed by Sociology, such are: socialization, social interaction in everyday life, culture, deviance and social control, family and marriage, sexuality and gender, stratification social, class, race, ethnicity, etc. While addressing these topics, student gets a more open understanding of the society, which is very needed for an increasingly globalized world. Understood as a 'martial art', a definition used by the well-known sociologist Pierre Bourdieu, Sociology serves students to understand the way how society works, thus that they can avoid social victimization and take their fate into their own hands.

Goal

With this subject programme, it is thought to achieve three goals. First, is recommended for students to obtain general knowledge about societies, their structure, organization and functioning in the contemporary period.

Consequently, secondly, with this knowledge they will understand the cultural diversity and multiplicity and in their life encounters with different cultures as a result of global connections and digital opening of the world, they will find it easier to adapt and integrate in the contexts and new social situations. In addition, since societies today are becoming more and more complex in their organization and functioning, students will obtain necessary preparation to find themselves in an increasingly complex institutional world. Third, through understanding the'sociological imagination', students will be able to understand and contextualize themselves and personal experiences in the wider social contexts, including communities in which they live. In this sense, students will become aware of the influence that social powers, such are: family, age groups, state institutions, media, economy, etc., have on their lives. In this way, they will have greater control over their lives.

Topics and learning outcome

Student in the eleventh class shall achieve the subject learning outcome (RNL) on the topics defined in the table below, derived from the field learning outcome (RNF) Society and Environment, of the fifth level (Le 5) of the Core Curriculum of Upper Secondary Education.

<table>
<tr><th>Concept</th><th colspan="2">RNF</th></tr>
<tr><td rowspan="4">Individual, groups and social relations</td><td colspan="2">RNF: 1. Explores structure of social groups, past and present, and manners of participating or being involved into them

1.1. Analyzes and brings conclusions on the influence of prominent historical, social, political, cultural and educational, national and world personalities, during different historical periods.</td></tr>
<tr><td>Topics</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>Human as social being</td><td>• Identifies specific differences of an individual that distinguishes it from other beings.
• Analyzes society in which an individual lives and acts.
• Researches conditioning factors of life in the society, as well the tendency to change them.
• Identifies forms of socialization, relations and social organizations.</td></tr>
<tr><td>Importance of recognizing society, its structure and functioning</td><td>• Identifies similarities and differences between societies across different temporal and spatial contexts.
• Develops 'sociological imagination', as critical</td></tr>
</table>

		reflection on the relation between oneself and society. • Thinks about values, norms and ethics of the society where he lives, in order for them to get deeper into the social structure in order to increase the opportunities for individual freedom and independence. • Interprets relationsh of Sociology with the pre-conceptual world of social life.
	Rise and development of sociological thought	• Analyzes historical context of presentation of Sociology. • Identifies main features of perspective of Sociology in relation to other sciences. • Analyzes main concepts, such as: social construction, social order, social change, etc. • Identifies schools and currents of thought within sociological tradition.
Social and natural processes	**RNF: 2. Researches objects/monuments, phenomena, historical, social and environmental processes, as well the connection and impacts amongst them.** 2.1. Critically analyzes causes and consequences of various events, phenomena and processes in the society and expresses personal opinions on their impacts on individuals, social systems and global developments.	
	Topic	**Subject learning outcome (RNL)**
	Socialization and life cycle	• Distinguishes cultural impact from the biological one in the socialization process. • Interprets different agencies of socialization and their role in shaping personalities of individuals and modeling social structures. • Compares stages of development and life journey along socialization process
	Social interaction and everyday life in the internet age	• Identifies elements of social interaction, such are: statuses, roles, playing and role conflict, etc. • Compares types of social interaction, such as: exchange, conflict, cooperation, etc

		• Discusses social interaction in virtual spaces and different digital communication platforms.
Norms, rights and responsibilities	**RNF: 3 . Analyzes and critically examines and applies social norms for common life in the diversity** 3.1. Researches data related to human identity, such as: traditions, rules, beliefs, myths, legends, autochthonous architecture, monuments, clothing, food, etc., of one's own person and of others explain values of national, regional, European and global identity.	
	Topic	**Subject learning outcome (RNL)**
	Culture and society	• Identifies elements of culture, such as norms, values, symbols, etc. • Compares various forms of cultural manifestation, such as subculture, counterculture, cultural universals, cultural relativism, ethnocentrism, etc. • Distinguishes type of human societies and their characteristics, with special emphasis on industrial and post-industrial ones.
	Conformity, deviance, control and crime	• Defines conformity, deviance and social crime and their types. • Identifies social control mechanisms, formal and informal. • Distinguishes forms of crime and manner of its treatment.
Decision making and institutions	**RNF: 4. Gives ideas and proposals, as well makes decisions in order to take aware and responsible decisions** 4.1.Critically analyzes differences between decision-making systems at the local, regional and international levels, as well their impact on the live of citizens in different historical circumstances and periods.	
	Topic	**Subject learning outcome (RNL)**
	Family, marriage, sexuality and gender	• Discusses historical character of marriage and family as social institutions, as well forms that they are taking in contemporary contexts. • Addresses contemporary alternatives to traditional forms of family organization and intimate relationship. • Identifies the dark sides of the family, such are psychological and physical violence and even

		divorces. • Distinguishes sex as biological determination from gender as a social role. • Discusses cultural influence in forming both sexual orientation and gender role.
	Stratification and class	• Interprets social stratification systems, as well the difference between them. • Distinguishes contemporary forms of social and economic inequality. • Analyzes social mobility and compares its types.

Methodological guidelines

Realization of the subject programme requires prior preparation. Careful planning and selection of appropriate methodologies is key to successful teaching. It is recommended for teachers to read carefully learning outcome per degree (competencies) RNK, learning outcome per field (RNFs) – Society and Environment, as well subject outcome (RNL) of the subject of Sociology. 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 planning teaching the subject of Sociology, it is necessary to use appropriate teaching and learning methodologies, harmonizing with each other in the context of the philosophy and principles of the CK.

Success of students in the subject of Sociology is interconnected and depends on the work and commitment of teacher and students. Teacher shall 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. Teacher shall also take care of the differentiated learning approach. For this purpose, a whole complex of procedures is applied, such are: new information, exercises, individual and group work, research, assignments, demonstrations, work with projects, and others.

Taking into account specifics of the subject, it is preferable to use, where possible: Interviews and narratives (verbal history) to collect data about events, places, personalities and lifestyles, which develops skill of using different sources of information; cooperation with institutions,

interest groups and civil society, as forms that can be executed outside the school space, always in cooperation with students, where teacher shall have an advisory, guiding role.

Teacher also has an important role in orienting students on the rational use of ICT and media, which helps them to complete absorption of information and preparation for successful engagement. Also, organizing educational visits and excursions has an important role in the all-round development of students. They enable students to develop skills of observation, research, interpretation and discussion of various social and environmental phenomena.

Teacher shall also consider integrated teaching and learning. Adhering to the principles of curriculum, it is necessary to aim for an integrative approach, where topics within subjects of the field or other fields are treated in an integrated manner. Events, phenomena that occur in the society and 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 topics are presented to students in complete and in coherence with each other.

Guidelines on the implementation of inter-curricular issues

Teacher shall also take care of dealing with cross-curricular issues/topics. Integration of these topics with the topics/contents of the subject of Sociology helps students to better know and understand events, processes, relations in the society and environment, their interdependence, and in this way cope up more easily with life's challenges.

With the subject of Sociology programme for this age of students, all cross-curricular issues/topics may be integrated:

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

These are some of topics that have meeting points with the topics of this subject programme, especially those related to culture, social structure, social interaction in the internet age, etc.

Guidelines on assessment

Assessment is closely related to the teaching methodology and requires compliance and consistency throughout the process. Teacher shall harmonize assessment with what he has

planned, intended in order to reach the student. Therefore, we shall assess what we have set as objective of assessment, knowledge, skills, behaviors and attitudes of students. Different forms and instruments may be used on the assessment of students at this age, in addition to different types of testing, such as verbal, non-verbal, assessment of students in the group work, project work, etc., may and should also be conducted observations of acquisition of knowledge, behavior and attitudes, and the rate of growth of skills and abilities to apply outcome envisaged for this level in the Core Curriculum.

For all type of assessment that should be made to the student, reference points are results of the subject, field at the class level, as well those for competencies at the degree level. Teacher, depending on their specifics, researches finding the most suitable forms on assessing their achievements.

Approach to the new curriculum with competences aims to assess what the student is able to do, that is, assessment of practical application of the knowledge acquired during schooling. Thus, application of assessment through continuous observation of student achievements and keeping evidence on the purposes of documentation and planning of further work with students is essential. Observation of group work and individual initiatives may also be assessed through the technique known as 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 are: interviews with family members, individual or group work for environmental protection and commitments, others related to expected results for this age of students.

Assessment shall always have motivational character in order for students to be educated, accept real assessment and aim for the highest possible achievements.

Guidelines on learning materials and resources

In addition to basic textbooks, is suggested that during the learning process, students and teachers also use other alternative sources, brochures, encyclopedias, educational software, various cognitive visits, such as, for example, social, cultural and natural monuments. Teachers may use and create folders, newspapers, magazines, specialized literature or different manuals for activities with students.
Also, it is very important that students and teachers cooperate in the production of different products through the use of information technology resources.

Subject curriculum/syllabus

ICT (Gymnasium of social and linguistic sciences)

ICT (Gymnasium of natural sciences)

Subject curriculum/syllabus

ICT (Gymnasium of social and linguistic sciences)

Content

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Introduction

In the "*Life and Work*" field for the 11th class, the main subject is Information and Communication Technology, which also include concepts of this field, such as: *Information and Communication Technology-ICT, Work and Entrepreneurship education, Counseling and orientation in career, Education for sustainable development*.

ICT is finding application every day more and more in all fields. One of the factors that most affect use of computers in the world is the speed of their development.

ICT subject for the 11th class is continuation and expansion of prior knowledge from the field "*Life and Work*" and is about acquisition of knowledge and skills necessary for the successful use of ICT applications and devices.

Subject of ICT for the 11th class is continuation and expansion of prior knowledge from the field "Life and Work" and is on acquisition of knowledge and skills necessary for the successful use of ICT applications and devices.

ICT represents a special form of creative activity that enables students to adapt to new technologies and gives them knowledge on limiting risks for themselves in a digital environment. Subject of ICT has a special connection with all areas of the Curricular Framework of Kosovo, which enables other subjects to progress and promote their professional development. The use of ICT helps in the better acquisition of other subjects, making them more understandable and attractive.

Goal of subject

Purpose of subject of ICT is for students to know and use information and communication technology devices and to encourage initiatives in taking responsibility for work and relating personal skills to their careers, which have deal with data processing in various fields of human activity.

Through the subject of ICT, level of learning and quality of daily life increases, including basic concepts of the field *Life and Work*.

Topics and learning outcome

Students in the eleventh class achieve subject learning outcome (RNL) for the topics defined in the table below, derived from the domain learning outcome (RNF) "*Life and Work*", of the fifth class (Le. 5) in the Core curriculum for upper secondary education:

CLASS XI, Subject: ICT

<table>
<tr><th>Concept</th><th colspan="2">RNF, TOPIC and RNL</th></tr>
<tr><td rowspan="3">Information and Communication Technology-ICT</td><td colspan="2">RNF: 1. Practicing practical work at home, at school and community.
1.1. Analyzes differences between individual and group work, respectively, finds differences and similarities of the project work
1.2. Uses personal knowledge and experience to design and implement school project work individually and in group.
RNF:2. Raising personal qualities for life and work
2.1. Demonstrates necessary skills to provide basis for personal and professional development, as well various learning opportunities.
RNF:4. Using ICT to promotge learning and quality of everyday life.
4.1. Analyzes some of advantages of using ICT for projects and research work.
4.2. Demonstrates proficiency in using applications and web services.
RNF:8. Communication for life and work.
8.1. Uses multimedia to obtain information on the implementation of various tasks and projects.
9. Protection and conservation of nature and environment
9.1. Indicates with carefulness for working environment and justifies role of technology in preserving environment.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td></td><td></td></tr>
</table>

	Internet **Internet browsing** **Searching for information on the Internet** **Safe use of Internet.** **Communication through Internet.** **Electronic communication**	Student: • Indicates processing of information from Internet. • Explains how computers communicate on the Internet. • Demonstrates proficiency in using Internet services. • Researches various topics through Internet search engines, as well indicates about possibilities offered by a browser. • Demonstrates filling out electronic forms by providing information about importance of each form field. • Positive and negative differences of the Internet considering their personal development. • Identifies different viruses on the Internet considering their risk and provides solutions for data protection from viruses. • Demonstrates through project work how method of digital signature works. • Applies new possibilities offered by electronic communication using different information technologies and different applications, in creating messages, managing them and exchanging them with others.
	Application usage – database	• Explains contents of database home page by identifying basic database operations. • Builds a simple base. • Plans a database starting with its construction.

<table>
<tr><td></td><td></td><td>• Demonstrates construction of a table and uses different data types in the table.
• Demonstrates use of the Sort and Filter option by showing both options.
• Demonstrates creating links between different tables.
• Demonstrates designing different types of forms by distinguishing between them.
• Identifies control objects by providing information on their importance and arrangement in the form.
▪ Demonstrates designing reports in two manners: using the wizard route and control elements.</td></tr>
<tr><td rowspan="3">Counseling and career guidance</td><td colspan="2">RNF: 3. Counseling and career guidance
3.1. Assesses personal skills and knowledge relevant to their future career.
3.2. Connect personal knowledge and skills with the needs of the labor market.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>My career</td><td>Student:
• Compile a cover letter and adapt its content to the country where they are applying.
• Indicate rules of dress and behavior in the interview, practice different forms of interviewing.</td></tr>
<tr><td>Work and education on entrepreneurship</td><td colspan="2">RNF:
1. Understanding and practicing practical work at home, at school and in the community.
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 necessary skills to provide basis for personal and professional development, as various</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">learning opportunities.
3. Counseling and career orientation.
3. 2. Link personal knowledge and skills with the needs of the labor market.
4. Using ICT to advance learning and quality of everyday life.
4.1. Analyzes some of advantages of using ICT for projects and research work..
5. Exercise of entrepreneurship development.
5.1. Presents creative ideas for creating a business, based on market analysis, compiles business plan..
RNF:7. Preparation for professional life and future career
7.1. Reads, interprets and completes documents for personal needs based on legislation and labor market requirements.
RNF: 8. Communication in/for life and work
8.1. Uses multimedia to obtain information on the implementation of various tasks and projects.
RNF: 9. Protection and conservation of nature and environment.
9.1. Indicates with carefulness for the working environment and justifies role of technology in preserving environment.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td></td><td>E - market</td><td>Student:
• Defines the steps of implementing electronic market.
• Describes advantages and disadvantages of electronic market.</td></tr>
<tr><td rowspan="3">Education for sustainable development</td><td colspan="2">RNF:9. Protection and conservation of nature and environment
9.1. Indicates with carefulness for the working environment and justifies the role of technology in preserving environment.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>Impact of Technology on human health</td><td>Students:
Analyze the impact of information technology devices on human health.</td></tr>
</table>

Methodological guidelines

For the realization of learning contents that are defined in the subject of ICT for the 11th class, different work methods may be used in order to fulfill requirements of the subject, where the main goal is development and achievement of the main competencies. Some of the methods that facilitate successful development are student-centered teaching methods, such as:

1. Emphasis on demonstration and individual and group work including reading, demonstration and individual and group work.
2. Lecturing the programme content in the classroom or cabinet shall be carried out by means of computer presentations.
3. Encouraging individual work and exchange of ideas and skills (interactive work).
4. Repeating the content through tasks that involve application of more acquired knowledge.

ICT may be developed in various forms, using interactive methods that are combined with forms, such as: demonstration through technological means, individual work in small groups, work with projects, etc.

Guidelines on inter-curricular issues

Cross-curricular issues within the field of *Life and work*, respectively subject of ICT, have as their main goal their execution that will help in achieving main competencies foreseen with the CK. During the planning stages, different results will be identified that help development of competencies and results of the fields, through common themes. The cross-curricular issues that are included in the subject of ICT are:

- Recognition of media,
- Education for sustainable development,
- Protection of environment and development of ecological attitudes,
- Personal development and life skills,
- Voluntary work,
- ICT education/basic elements and e-learning,
- Career awareness,
- Preparation for life and work,
- Economic awareness,
- Basic financial knowledge,
- Education for entrepreneurship, and
- Language and communication skills across curriculum.

Identification of common themes from different subjects in the seven curricular areas helps students to achieve the expected results in CK and CC.

Guidelines on assessment

Assessment is an element present in each learning activity. Measurement and assessment are integral and very important part of teaching in the contemporary school.

Subject of ICT, due to its nature and specifics, requires variety of assessment methods on a regular basis, while the focus is on understanding life and work, concepts and practicing positive behaviors and attitudes.

There are several techniques and instruments that help in the direct observation of student's activity, which are used for assessment. Here are some of them:

Participatory bulletin: described as an observation technique that can be used to observe, in small groups or during discussion. The bulletin indicates who gives aid, how often they cooperate and how valuable are the aids, etc.

Checklist: is an instrument that contains list of topics, objectives, knowledge, for which the student will be observed. Main purpose of the checklist is to record an ongoing assessment of student progres.

Student portfolio: is a tool that may be used to show samples of student's work, which demonstrates students' progress, skills and level of work.

Electronic portfolio: is a form that already enables integration of technology in students' tasks and activities. Assessment of learning has many methods that we may use during implementation, such as: testing, assessment of individual tasks and computer projects, their contribution and activity, individually and in groups.

Material and learning resources and resources

For the most successful implementation of the subject of ICT, a wide range of teaching resources shall be used, including textbooks, activity and exercise books, workbooks, brochures, internet (e.g. https://e-edukimi .rks-gov.net), encyclopedias, educational software, projects, various studies, analyzes and different reports of the relevant field and related work materials.

Teachers may 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.

Subject curriculum/syllabus

ICT (Gymnasium of natural sciences)

Content

Introduction
Goal
Topics and learning outcome
Methodological guidelines
Guidelines on the implementation of inter-curricular issues
Guidelines on assessment
Guidelines on learning materials and resources

Introduction

In the "Life and Work" field for the 11th class, the main subject is Information and Communication Technology, which also includes concepts of this field, such as: *Information and Communication Technology-ICT, Work and entrepreneurship education, Counseling and orientation in career, Education for sustainable development.*

ICT is finding application every day more and more in all fields. One of the factors that most affec use of computers in the world is the speed of their development.

Subject of ICT for the 11th class is continuation and expansion of prior knowledge from the field "*Life and Work*" and is in relation to acquisition of knowledge and skills necessary for the successful use of ICT applications and devices.

Through ICT, students create habits and skills during theoretical and practical work for independent research of information from all curricular areas.

ICT represents a special form of creative activity that enables students to adapt to new technologies and gives them knowledge on limiting risks for themselves in a digital environment. Subject of ICT has special connection and contributes to all areas of Kosovo Curriculum Framework.

Goal

Goal of the subject of ICT is for students to know and use information and communication technology devices, as well encourage initiatives in taking responsibility for work and connecting personal skills with their careers, which are related to the data processing in various fields of human activity.

Through the subject of ICT, level of learning and the quality of daily life increases, including basic concepts of the *Life and Work* field.

Topics and learning outcome

Students in the fourth class achieve the Subject Learning Outcomes (RNL) for the topics set out in the table below, derived from the Field Learning Outcome (RNF) “Life and Work”, of the fifth level of the curriculum (Le 5) in the core curriculum for Upper Secondary Education:

CLASS XI Subject:TIK

<table>
<tr><th>Concept</th><th colspan="2">RNF, TOPIC and RNL</th></tr>
<tr><td rowspan="3">Information and Communication Technology-ICT</td><td colspan="2">RNF:1. Practicing practical work at home, at school and in the community.
1.3. Analyze differences between individual and group work, respectively find differences and similarities of project work.
1.4. Uses personal knowledge and experience to design and implement project work at school, individually and in groups.
RNF:2. Raising personal qualities for life and work
2.1. Demonstrates necessary skills to provide basis for personal and professional development, as well various learning opportunities.
RNF:4. Demonstrates the necessary skills to provide basis for personal and professional development, as well various learning opportunities.
4.1. Analyzes some of advantages of using ICT for projects and research work.
4.2. Demonstrates proficiency in using applications and web services.
RNF:8. Communication for life and work.
8.1. Uses multimedia to obtain information on the implementation of various tasks and projects.
9. Protection and conservation of nature and environment
9.1 Indicates with carefulness for the working environment and justifies the role of technology in preserving environment.</td></tr>
<tr><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td>Internet

Internet browsing

Searching for information on</td><td>Student:
• Indicates possibilities of processing information from the Internet, taking into account their importance.
• Explains how computers communicate on the Internet and connections between them.
• Indicates organization of web pages and provides information about</td></tr>
</table>

	the Internet **Safe use of Internet** **Communication through Internet** **Electronic communication**	encrypted data on the internet. • Demonstrates proficiency in using Internet services. • Researches various topics through Internet searching engines, as well indicates possibilities offered by a browser. • Demonstrates finding information on the Internet by distinguishing between uploading and downloading data. . Demonstrates filling out electronic forms by providing information about their relevance for each field of the form. • Distinguishes positive and negative sides of Internet considering their personal development. • Identifies different viruses on the Internet considering their risk and provides solutions for data protection from viruses. • Demonstrates through project work how the digital signature method works. • Applies new possibilities offered by electronic communication using different information technologies and different applications, in creating messages, managing them and exchanging them with others. • Demonstrates skills in organizing and managing information in electronic communication.
	Use of application – database	• Explains, constructs and plans databases by identifying basic operations.

		• Demonstrates construction of a table and uses different types of data in the table and differentiates different types of data by identifying their importance and use in certain fields. • Indicates importance of using primary key and its placement in tables. • Demonstrates use of the Sort and Filter option by showing both options. • Demonstrates creating links between different tables. • Explains possibilities of calculations within questionnaries. • Describes construction of forms and demonstrates the design of different types of forms by distinguishing between them. • Identifies control objects by providing information about their importance and arrangement in the form. • Demonstrates placement of control objects. • Explains label properties and command buttons. ▪ Demonstrates designing reports in two manners: using the wizard route and control elements.
Counseling and career orientation	**RNF: 3. Counseling and career orientation** *3.1. Assesses personal skills and knowledge relevant to their future career.* *3.2. Connects personal knowledge and skills with the needs of the labor market.*	
	Topic	**Subject learning outcome (RNL)**

	My career	Students: • Compile a cover letter and adapt its content to the country where they are applying. • Compile personal action plan for their career and indicate the manner of its execution • Explain which skills they need to develop to complete the profession for a successful career. • Indicate strength of their qualities and relate them to the requirements of profession. • Indiate rules of dress and behavior in the interview, practice different forms of interviewing.
Work and education for entrepreneurship	**RNF:** **1. Understanding and practicing practical work at home, at school and in the community.** *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 necessary skills to provide basis for personal and professional development, as well various learning opportunities.* **3. Counseling and career orientation.** *3.2. Connects personal knowledge and skills with the needs of the labor market.* **4. Using ICT to advance learning and quality of everyday life.** *4.1. Analyzes some of advantages of using ICT for projects and research work.* **5. Exercising of entrepreneurship development.** *5.1. Presents creative ideas for creating a business based on market analysis, compiles a business plan.* **RNF:7. Preparation for professional life and future career.** *7.1. Reads, interprets and completes documents for personal needs based on legislation and labor market requirements.* **RNF: 8. Communication in/for life and work.**	

<table>
<tr><td></td><td colspan="2">8.1. Uses multimedia to obtain information on the implementation of various tasks and projects.
RNF: 9. Protection and conservation of nature and environment.
9.1. Indicates with carefulness for the working environment and justifies role of technology in preserving environment.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td></td><td>E - marketing</td><td>Student:
• Identifies E – different enterprises.
• Performs sale activities using E-commerce.
• Performs activities through E-service.
• Performs activities through E-service.</td></tr>
<tr><td>Education for sustainable development</td><td colspan="2">RNF:
9. Protection and preservation of nature and environment
9.1. Indicates with carefulness for the working environment and justifies role of technology in preserving environment.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcome (RNL)</td></tr>
<tr><td></td><td>Impact of technology on human health</td><td>Students:
▪ Analyze impact of information technology devices on human health.
▪ Identify some of technological devices that directly affect human health.</td></tr>
</table>

Methodological guidelines

For the realization of learning contents that are defined in the subject of ICT, XIth class, various work methods can be used in order to fulfill requirements of the subject, where the main goal is development and achievement of main competencies. Some of the methods that facilitate successful development are student-centered teaching methods, such are:

5. emphasising on demonstration and individual and group work including reading, demonstration and individual and group work.
6. lecturng the programme content in the classroom or cabinet shall be carried out through computer presentations.
7. encouraging individual work and exchange of ideas and skills (interactive work).
8. repeating the content through tasks that involve application of more acquired knowledge.

ICT may be developed in various forms, using interactive methods which are combined with forms, such as: demonstration through technological means, individual work in small groups, work with projects. Also, contemporary methodologies and those identified in the Core Curriculum and in the field *Life and Work* field guide may be used.

Guidelines on the implementation of inter-curricular issues

Cross-curricular issues within the field of life and work, respectively the subject of ICT, have as their main goal their realization, which will help to achieve main competences envisaged by the CK. During the planning stages, different results will be identified that help develop competencies and results of the fields, through common themes. The cross-curricular issues that are included in the subject of ICT are:

- Recognition of Media,
- Education for sustainable development,
- Protection of environment and development of ecological stances,
- Personal development and life skills,
- Voluntary work,
- ICT education/basic elements and e-learning, and
- Career awareness.

Guidelines on 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.

Subject of ICT, due to its nature and specifics, requires variety of assessment methods on a regular basis, while the focus is on understanding life and work, concepts and practicing positive behaviors and attitudes.

There are several techniques and instruments that help in the direct observation of student's activity, which are used for assessment. There are some of them:

Participatory bulletin - described as an observational technique that may be used to observe, in small groups or during discussion. Bulletin indicates who provides aid, how often they cooperate and how valuable the aid is, etc.

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 progres.

Student's portfolio: is a mean that may be used to show samples of students work, which demonstrate student's progress, skills and level of work.

Electronic portfolio: is a form that already enables integration of technology in students' tasks and activities. Assessment of learning - there are many methods that we may use during execution, such as: Testing, assessment of individual computer tasks and projects, their individual and group contribution and activity. When using assessment instruments and method, it would be good to also be based on the AI. 08/2016.

Guidelines on learning materials and resources

For the most successful execution of the subject of ICT, a wide range of learning resources shall be used, including textbooks, activity and exercise books, workbooks, brochures, internet (e.g.,https://e-edukimi.rks-gov.net), enciklopedi, educational software, projects, different studies, analyzes and various reports of the relevant field and related work materials.
Teachers may 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: : PHYSICAL EDUCATION, SPORTS AND HEALTH

Subject curriculum/syllabus

Physical education, sports and health

(Gymnasium of social and linguistic sciences

(Gymnasium of Natural Sciences)

Subject curriculum/syllabus

Physical education, sports and health

(Gymnasium of social and linguistic sciences

(Gymnasium of Natural Sciences)

Content

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Guidelines on learning materials and resources

Introduction

Subject *Physical education, sports and health*, for the eleventh class, has an important role in the education of students on physical culture in general, and on health in particular. This subject aims to develop educational and health values of an active society and formation of personality and personal and cultural identity in students, by contributing to the achievement of the main competencies of the Core Curriculum.

Focus of this subject, for the eleventh class, is further expansion of the horizon of knowledge on physical culture and health, acquisition, coordination of physical skills and their use in everyday life. Through artistic movements, it is intended that students cultivate skills, creativity, imagination, intelligence, positive thinking, aesthetic beauty, etc.

Process of physical and health education plays a fundamental role in preparing students for cultural, sports and artistic activities.
Organization and execution of this subject will help students to appreciate its positive effects in many directions, not only in terms of health, but also in creating a friendlier environment for everyone.

Goal

Purpose of the subject *Physical education, sports and health* is to form in students' the abilities, skills, habits, values, attitudes and necessary competences, which ensure the well-being of their mental, emotional, physical and social health.
Also, students at this age shall be able to use adequate strategies in choosing problems, be responsible for making decisions for themselves and able to successfully face challenges of the present and future life.

Topics and learning outcome

Students in the eleventh class achieve the subject learning outcome (RNL) on the topics set out in the table below, derived from the field learning outcome (RNF) Physical Education, Sport and Health, of the fifth level of the curriculum (Le 5) in the core Curriculum for upper secondary education:

1. Promotion of psycho-physical health.
2. Cultivation and preservation of cultural and sports heritage.
3. Individual sports disciplines.
4. Collective sports and technical-tactical elements.
5. Nutrition, and
6. Narcotic substances and stimulants in sports.
7. Physical activity and impact on health.

	RNF, TOPIC and RNL	
Complete physical, mental, emotional and social well-being	***RNF: 1. Uses adequate strategies in the difficult physical, psychological, emotional and social situations acting in a coordinated and responsible manner in emergency situations.***	
	Topic	Subject learning outcome (RNL)
	Promotion of psycho-physical health	**Student:** • Assesses and takes care of situations that bring physical loads during physical exercises and sports. • Demonstrates first aid in various situations.
Versatile development and harmonious body through physical and sports activities	***RNF: 1. Assesses importance and role of sports cultural heritage*** ***2. Participates in strenuous physical and sports activities and shows positive attitude about their impact on maintaining health***	
	Topic	**Subject learning outcome** (RNL)
	Cultivation and preservation of cultural and sports heritage	**Student:** • Explains specific elements of sports, national characteristic of different regions, dance, wrestling, judo, popular games, elementary gamës. • Demonstrates one of popular and national dances, games or sports of different regions in an aesthetic and cultural manner.
	Individual sports disciplines	**Student:** • Demonstrates skills in athletic disciplines (walking, running, jumping, throwing) etc. • Demonstrates techniques of sport gymnastics without equipment with and on them. • Creates and demonstrates movement elements in dance, sports and rhythmic gymnastics. • Demonstrates high technical-tactical skills in judo, karate wrestling. • Analyzes and strengthens technical-tactical elements in table tennis, tennis, badminton. • Demonstrates technical-tactical elements of water sports. • Demonstrates technical-tactical elements of snow sports.

	Assessment of anthropometric and motor skills	**Student:** • Analyzes and interprets anthropometric measurements and their impact on health. • Demonstrates and interprets results of motor measurements.
	Team sports and technical-tactical elements	**Student:** • Demonstrates basic technical-tactical elements in football. • Demonstrates basic technical-tactical elements in basketball. • Demonstrates basic technical-tactical elements in hendball. • Demonstrates basic technical-tactical elements in volleyball. Demonstrates and develops advanced offensive and defensive techniques and tactics during sport games. • Analyzes collective sport rules.
Promotion of active and healthy lifestyle	**RNF: 3.** ***Demonstrates skills in food selection and preparation, and analyzes impact of advertising and media on healthy eating***	
	Topic	**Subject learning outcome (RNL)**
	Nutrition	**Student:** • Argues importance of healthy food • Discusses importance of balancing food, caloric values during sports activities and in everyday life
Awareness of impact of the use of addictive substances	***RNF: 4.. Use strategies to make selecti based on correct information that can be applied in challenging situations, including peer pressure***	
	Topic	**Subject learning outcome (RNL)**
	Narcotic substances and stimulants in sports	**Student:** • Analyzes strategies to prevent negative events in their health and life. • Analyzes negative effects and impact of stimulants on the human body. • Applies safety rules during exercises, various games during sports activities.
Education on the	***RNF: 5. Demonstrates skills for fair and adequate use of environment on the advancement of health***	

environment and sustainable development	**Topic**	**Subject learning outcome (RNL)**
	Physical activity and impact on health	**Student:** • Actively participate in at least one activity organized by the community to protect and promote a clean and healthy environment.

Methodological guidelines

Implementation of the content of *Physical education, sports and health* for the eleventh class by teachers shall be achieved using techniques and methods that contribute to the achievement of competence results and are appropriate for the age of students.

Eleventh class is continuation of the tenth class programme and is characterized by a relative calmness of the process of growth and development of the organism, enabling organism of students in this age group to withstand the greatest physical and sports loads. Teacher shall take into account gender differences in this age group that are more pronounced than in other levels of education.

Therefore, the main goal of teacher shall be to motivate students continuously for physical and sports activities, since as such they contribute to maintain and improve their health. Strengthening and perfection of knowledge is carried out through implementation of teaching methods and techniques, including adequate materials for each unit in order to achieve defined competencies.

Good organization of learning process of this subject means that students are also placed in concrete practical situations, where they develop and apply movement and sports elements. Movement activity (play and sport) dominates most of their school life and outside it, occupying most of their time and energy, creating skills, skills and forming social behavior, as a fundamental contribution to the demand for healthy life. Also, students shall be careful not to overemphasize importance of winning, losing or competing with others. By participating in physical education and sports activities, they will understand that winning and losing are part of life and shall be accepted as such by students, thus building good relations with their peers.

For students of this age, promotion of fitness is important because through purposeful and entertainemtn efforts, they learn how to maintain their bodies, how to eat, how to maintain personal hygiene, as an obligation to themselves and others, and above all, how to maintain and improve their health. their applying healthy lifestyle. Physical education can also find itself as a component of aesthetic education; when a student participates in the physical activities, he becomes more attractive, forms a beautiful and healthier body, which has an impact to an increase of self-confidence.

Physical education, sports and health finds itself quite well as a component of artistic education, because they are interconnected with each other. Synchronization and rhythm of coordination skills are an integral part of physical and artistic education, which together help in the development and complete formation of the student.

Inter-curricular issues

Within Physical Education, Sports and Health subject, handling of cross-curricular issues is a very important aspect as it enables integration of curricular areas and teaching subjects in order to support students and prepare them for life in a rapidly changing society, by understanding and correctly interpreting social and natural processes taking place in society. Execution of cross-curricular issues will help in the development and completion of content of the field for the achievement of all competencies defined by 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).
- **Use of the media** (refers to the use of the media to provide new and correct information, creation and use of information, communication through traditional and digital media, criticism of the media, language of the media and its impact on society, expectations of citizens from media and correct and safe use).
- **Education for sustainable development** (economic, services for the community; security, protection of natural and human environment and development of ecological attitudes).
- **Language and communication skills in the entire Curriculum** (good quality of communication in all subjects).
- **Personal development and life skills** (education for consumption and savings; 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 which influence awareness of youth/students for active attitude towards environmental issues and phenomena, at the local and global level).

In general, results of the field affect cross-curricular issues, therefore attention will be paid to adequate treatment in teaching units. However, it is essential that teachers always analyze topics or teaching units with which the cross-curricular issue is related, in order to ensure integrated teaching that aims to include all important social aspects; to be treated by different subjects and with different points of view, which also enables achievement of competences defined by the CK.

Guidelines on assessment

Assessment of the student permeates with the entire learning process and serves to improve this process. Assessment of the student does not have the sole purpose of setting the grade, nor does it end with its setting.

Assessment is entirely based on the results of the subject programme and teacher has no right to assess students for those results that are not described in the programme. Objective of assessment is not only knowledge and skills, but also students' attitudes, such as ethical-social attitudes in gjeneral, and in particular those of cooperation with others.
Teacher develops and helps students to develop a variety of assessment methods for example:

- Correction of wrong movements through the tact,
- Assesses adequate use of means,
- Assesses actions on the basis of individual achievements,
- Assesses speed at short and medium distances on the basis of individual achievements,
- Complex assessment of exercises with scores,
- Complex assessment of special exercises with scores,
- Score assessment of compositional elements in sports and rhythmic gymnastics,
- Assessment of technical elements with scores,
- Assessment with tests for knowledge of health education,
- Assessment based on the checklist,
- Encouraging words and expressions are used during learning process,
- Presentation skills and time to complete tasks,
- Participation in teaching lectures and school activities,
- Participation in various sports activities, and
- Participation in health promotion activities in schools.

In the engagement of students with small groups or teams, teacher presents the weight of the grade assessment of the group in gjeneral, and of each student in particular.
Teacher is not obliged to assess students in every lesson; entering grades in the register for each lesson. Students and the teacher shall be free to communicate as partners about acquisition of knowledge and skills acquired in the previous lessons.
All student progress shall be reflected for each student in teacher's personal notebook/diary. From time to time teacher shall assess with a grade, making clear to students from the beginning the purpose of assessment and its criteria.

Written assessment (only for the line of knowledge) serves to enable written communication and may also be conducted electronically. Student's portfolio as an assessment and self-assessment opportunity is a summary of performance during the academic year for a particular subject. It

may contain thematic tasks (sports article, sports programmes, planning sports activities, power point presentations), picturess and CDs' demonstrating motor skills of different programme lines, engagements in different school activities, etc.

Guidelines on learning materials and resources

For the successful execution 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 shall not be limited only to textbooks, but also to other sources, which serve to plan and implement learning process in the classroom.

For the most successful realization of the subject Physical education, sports and health, a wide range of teaching resources shall be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopedias, educational software, projects, video footage, various studies, various analyzes and reports of the relevant field and other books.

Teachers and students may engage in the design and use of learning materials, e.g: results of projects realized by students may become valuable learning resources for different classes.