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

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

SUBJECT CURRICULA/SYLLABUSES

Grade 12

Prishtina, 2019

Republic of Kosovo
Government
Ministry of Education, Science and Technology
Cabinet of the Minister

No. 350101 – B
Date: 19.09.2019

The Minister of Education, Science and Technology, pursuant to Articles 8, 10 and 11 of Law No. 06/L-113 on The Organization and Functioning of the State Administration and Independent Agencies (Official Gazette No. 7/01 March 2019), Article 5 and Law No. 04/L032 on Pre-University Education in the Republic of Kosovo, based on Article 8 paragraph 1.3 and Annex 6 of Regulation No. 02/2011 on Areas of administrative responsibility of the Office of the Prime Minister and Ministries (22.03.2011), issues the following:

DECISION
On the implementation of the subject plan and programme

1. All upper secondary education institutions are obliged to implement the plan-programme for grade 12 of upper secondary education in the Republic of Kosovo.

2. The decision becomes effective after it is signed.

Reasoning

The decision outlined in the section above is based on the above noted provisions and for the purpose of implementing new subject programmes for grade 12 of upper secondary education in pre-university education in the Republic of Kosovo.

The decision is sent to:

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

Shyqri Bytyqi
//stamp and signature//
Minister/MEST

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Introduction

In grade 12, Subject curricula/syllabuses contribute to the process of knowledge acquisition and development of students' skills, values and attitudes in continuation from the previous grades, by preparing them to take responsibility for their lives, to participate as active citizens, and to become competent for the social developments.

Syllabuss at this grade enable students to prepare for further studies and to be successfully integrated into the labour market. At this grade, students undergo a more challenging process of acquiring knowledge, developing their intellectual, social, social-emotional and physical potential.

Subject curricula/syllabuses of grade 12 were developed for two types of gymnasia, Gymnasia of Social Sciences and Languages and the Gymnasia of Natural Sciences.

For purposes of the Gymnasium of social and language sciences, programmes have been developed for the subjects that are defined by the lesson plan for seven curricular areas, while for the Natural Sciences Programme, subject-based programmes have been developed for six curricular areas, namely Languages and Communication, Mathematics, Natural Sciences, Society and Environment, Life and Work, and Physical Education, Sports and Health. For this gymnasium, subjects of the Arts area are not provided by the teaching plan.

At this grade, although teaching is delivered through subjects, teachers should make efforts to perform integrated teaching by coordinating the planning among themselves. Teachers should relate teaching to real-life and context-based situations, to enable students to understand correctly social and natural processes, their relationship with the natural and the human-made environment. Through their teaching of every subject, including elective subjects, teachers should make efforts to develop and achieve students' competencies that are defined by the fifth stage of the curriculum.

Lesson plan

Curriculum areas	Subjects	Gymnasium of social and language sciences				
		Grades			Total per subject	Total per curricular areas
		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	0	2	5
	Figurative art	1	1	1	3	
Mathematics	Mathematics	3	3	2	8	8
Natural sciences	Biology	2	/	/	2	10
	Physics	1	1	/	2	
	Chemistry	2	/	/	2	
	Astronomy	/	/	/	/	
	Geography	2	2	/	4	
Society and environment	Civic education	1	1	2	4	23
	History	2	2	3	7	
	Psychology	/	2	2	4	
	Philosophy and Logic	/	/	3	3	
	Sociology	/	2	3	5	
Life and work	ICT	2	2	1	5	5
Physical ed, sports and health	Physical education, sports and health	2	2	2	6	6
Elective courses	Elective subjects	2	2	2[4]	6	6
Total – classes / minimum		30	30	30	90	90
Extracurricular activities						

Curricular areas	Subjects	Gymnasia of natural sciences				
		Grades			Total per subject	Total per curricular area
		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	
Mathematics	Mathematics	4	4	4	12	12
Natural sciences	Biology	3	2	3	8	32
	Physics	2	3	3	8	
	Chemistry	2	3	3	8	
	Astronomy	/	/	2	2	
	Geography	2	2	2	6	
Society and environment	Civic education	/	/	/	/	6
	History	2	/	/	2	
	Psychology	/	2	/	2	
	Philosophy and Logic	/	2	/	2	
	Sociology	/	/	/	/	
Life and work	ICT	2	1	2	5	5
Physical ed., sports and health	Physical education, sports and health	2	2	2	6	6
Elective subjects	Elective subjects	2	2	2	6	6
Total – classes / minimum		30	30	30	90	90
Extracurricular activities						

CURRICULAR AREA: LANGUAGES AND COMMUNICATION

Subject curriculum /syllabuses

Albanian language and communication (Gymnasia of social and language sciences and Gymnasia of natural sciences)

English language (Gymnasia of social and language sciences and Gymnasia of natural sciences)

German language (Gymnasia of social and language sciences and Gymnasia of natural sciences)

French language (Gymnasia of social and language sciences and Gymnasia of natural sciences)

Subject curriculum/ syllabus

Albanian language and literature (Gymnasia of social and language sciences and Gymnasia of natural sciences)

Grade 12

Contents

Introduction

The subject of English Language and Literature for grade 12 is aimed at enhancing the previously acquired literary and cultural knowledge, by working with different types of literary and non-literary texts. Such texts are related to concepts emerging from the Kosovo Curriculum Framework and aim to meet standards thereof.

The programme for this grade helps students in their individual development by allowing them to create a historical perspective of the cultural, literary and linguistic space. This will benefit the skills in using Albanian language for the purpose of better structuring thoughts, judgments and creative abilities. Students manage to organize their thoughts and present cultural and literal problems orally and in writing. The level of communication skills acquisition (listening, speaking, reading and writing) is enhanced according to the requirements of the grade, stage and level.

Under this framework, students hone their skills of using language for debates and essays; develop narrative skills such as oral narration of experiences and events, narration of stories and novels; develop figurative language skills, recognise other literary and non-literary discourses. Students master language as a medium for presenting information by expressing general perspectives.

Language is treated as a basis of thinking, communicating, learning and viewing the world, identity and culture. Students should master linguistic skills to understand different ideas and information, and to do research in other areas; to express themselves clearly and to evaluate nature and society.

Goals

The programme of this grade is aimed at strengthening previous achievements and developing new units related to the Albanian and world language, literature and culture. At the same time, the student masters and uses language for different communication and creative purposes. The student increases the level of communication with oral, literary and non-literary discourse, aiming to achieve the culture of independent thinking.

All of the above should serve the student in achieving the subject outcomes and developing the main competencies as defined by the Curriculum.

At the end of grade 12, the student:

- masters special individual cognitive and communication skills, for individual and group work;
- analyses, synthesizes and organizes information from different sources, addressing them at the level of questions, problems and issues;
- recognizes different cultural and literary formations, from Modernism to the contemporary period;
- identifies, recognizes and practices different literary and non-literary forms in writing;
- masters argumentative and evaluation culture and literature, as well as linguistic knowledge, by practicing different types of analysis and writings, particularly in syntax-stylistic aspect.

Topical content and learning outcomes

At grade 12, students should achieve the learning outcomes per subject (SLO) from the topics defined in the table below. The topics emerged from the learning concepts and outcomes of the area (LOA) *Languages and communication* for stage six of the Curriculum (S6), which are available in the Core Curriculum for Upper Secondary Education (grade 12).

Communication skills

- Listening and speaking
- Reading
- Writing

(All topics should be viewed within the requirements for communication skills)

Concepts	Topics	Learning outcomes per topic (LOT)
Literary and non-literary texts **Culture** **Criticism**	**Modern Literature I.**	- Distinguishes the basic characteristics of modern literature. Context and authors. - Analyses Kafka's short story *Before the Law* and compares the hero with the characters from the novels *The Trial* or *The Castle*.
	Franz Kafka Other examples of modern literature:	- Kafka is analysed in relation to the work of J. Joyce, G. Apollinaire, M. Proust, E. Pound (examples from their work. Characteristics of their genre and style are explored.
	Modern Albanian literature Dominating themes Literary criticism/Magazines/Major authors	- Distinguishes the basic characteristics of modern Albanian literature and culture and major authors: Faik Konica, Ernest Koliqi, Lasgush Poradeci, Mitrush Kuteli, Eqrem Çabej, Migjeni. - identifies elements of modern Albanian literary criticism in the essays of Konica, Kuteli and Çabej. - Identifies the context, forms, genres, media and basic themes characterizing the modern Albanian world.
	Faik Konica	- Distinguishes the cultural and literary roles of magazines *Albania* and *Hylli i Dritës*. - Distinguishes the importance of Konica's critical thinking and short prose for the Albanian literature and culture; (Examples from *An Embassy of the Zulus in Paris* and *Criticism. Albania* Magazine.
	Lasgush Poradeci	- Identifies Poradeci's modern poetic profile. Analyses and interprets the

	Ernest Koliqi **Mitrush Kuteli** **M. Gj. Nikolla - Migjeni** **Modern Literature II.** **Gabriel García Márquez** **Ernest Hemingway, Albert Camus and Jorge Luis Borges**	poetic language of poems: *Vdekja e Nositit, Lundra dhe Flamuri, Gjeniu i Anijes, Këngë Pleqërishte*. - Compares the importance of Koliqi's stories to modern Albanian literature with his two story summaries. Interprets stories such as *Gjaku, Valltarja e Dukagjinit, Nusja e mrekullueshme.* - Analyses and interprets Kuteli's stories and his style, from orality to modernity. Interprets stories such as *Vjeshta e Xheladin beut, Qysh e gjeti Ago Jakupi rrugën e zotit* and novel *E madhe është gjëma e mëkatit* (*Tat Tanushi*). - Identifies Migjeni's profile as an author of *Free Verse*, short story (sketches) and novel. Identifies poetic effects and expressionist narratives as well as social and psychological themes. Examples from poetry and prose. - Compares the aforementioned Albanian authors to the European ones. Poetics; similarities and differences. - Distinguishes the facets of this period of literature and its unbreakable ties to modern literature. The following authors are provided for illustration: G. G. Marquez, E. Hemingway, A. Camus, H. L. Borges. - Identifies the magical realism style through Marquez's main piece *One Hundred Years of Solitude*. - Identifies modern features of literary writing, from Hemingway's elliptical story (*The Old Man and the Sea*) to the Camus's absurdist (*The*

	Albanian literary developments	*Stranger*) and Borges's narrative fantasy (*The Aleph*) - Interprets the journey of Albanian literature in the second half of the twentieth century. A brief overview of the journey of poetry, prose, literary criticism, drama. - Distinguishes modernity and the emergence of Socialist Realism (1945). Illustrating authors: Shefqet Musaraj – the outset of socialist realism, Dritëro Agolli and Jakov Xoxa as promoters of this poetic culture. Avoiding socialist realism and the emergence of dissident tones. - Explains the development of literary culture in Kosovo; Missionary literary culture (illustrations from Esad Mekuli, Hivzi Sulejmani). Provides an overview of the development of critical thinking through the profiles of Rexhep Qosja, Ibrahim Rugova, Sabri Hamiti. - Reconnection to the modern in Kosovo, the 1970s.
	Martin Camaj **Ismail Kadare** **Frederik Rreshpja** **Zef Pllumi**	- Identifies the profile of the migrant poet. Environmental myth and poetics. - Identifies Ismail Kadare's complex profile as a writer who tries to avoid formal doctrine. The relation to authority in *The Palace of Dreams*. Comparison to other novels: *Chronicle in Stone*, *The General of the Dead Army*, *Broken April*. - Identifies Rreshpja's poetry of solitude and sorrow. Interprets the cycle of his poems for his mother and the poem *Where were you?* - Distinguishes the power of autobiographical narration. Explains the detailed features of the Albanian world under dictatorship through Z. Pllumi's rich personal story *Live to tell only*. Makes comparisons to

	Arberesh poetry **Ali Podrimja** **Rrahman Dedaj** **Azem Shkreli** **Anton Pashku** **Contemporary literature**	fictional stories or poems of authors such as Kasem Trebeshina (*Odin Mondvalsen, The Albanian Song*), Fatos Kongoli (*The Lost*) and Mihal Hanxhari (*Aldebaran*). - Distinguishes romantism from modernity: illustrations from the work of Zef Skiroi, Vorea Ujko etc. - Distinguishes the poetical journey of a creator: from affirmative poetry to the poetic lament (*Lum Lumi*). - Identifies the poetic profiles of Azem Shkreli and Rrahman Dedaj, as representatives of the figure poetry. Illustrations from their poetry. Provides illustrations/profiles from the poetry of authors like: Teki Dervishi, Sabri Hamiti, Eqrem Basha. - Distinguishes Pashku's modern story. Interprets stories like: *Nën qarr po rrinte vasha, LRAçka, Kulla, Anija e dehur*. Identifies the narrative and stylistic layers in the novel *Oh*. Provides illustrations/profiles from the modern prose of authors like Teki Dervishi, Zejnullah Rrahmani, Ymer Shkreli, Arif Demolli, Kim Mehmeti, Mehmet Kraja. - Distinguishes developments in Albanian literature after the 1990s, everywhere. Distinguishes literary forms and themes. Presents illustrations/tendencies from different authors.
Linguistic system Stylistics	Lexical, morphological and syntactic order of texts and usage of language in stylistic functions;	- Performs lexical, morphological and syntactic analysis of an article, informative or literary text; - Uses words for stylistic purposes; - Identifies texts of different styles by pointing out the distinguishing

		characteristics of every style;
	Recognition of linguistic features related to the paragraph and the text as a whole;	- Writes a paragraph, essay on a specific topic, developing thinking and argumentative coherence;
	Literary and non-literary logic of coordination and subordination;	- Distinguishes the literary (narrative and stylistic) function of coordination from the non-literary function;
	Enriched critical and analytical lexicon;	- Uses the critical, analytical and argumentative lexicon, demonstrating an increased level of abstraction.
	Forms of literary and non-literary/standard speech and the language of literature;	- Uses different forms of literary and non-literary writing, understanding the role of standard language and dialects and local speaking for literature.
	Language, history, culture	- Distinguishes historical, social and cultural variations of language usage.
	Using language in different media;	- Analyses different discourse (literary, non-literary, social, cultural, political, administrative etc.) in different media;
	Spelling, pronunciation, creative language usage;	- Distinguishes the features of building and functioning speech, recognizing how text coherence is built;
	Ordinary style and language	- Distinguishes the features of conversational, common and literary speech, by distinguishing the character and style of a text from another.
	The art of interviewing	- Discusses with peers about the advice presented on conducting an

	Linguistic register, idiolect and norm Argumentative and descriptive discourse of an essay Language of official acts Linguistic articulation Verb and speech Style in language and literature Lexicology and lexicological identity relations (Non)Presence of Figures	interview - Uses abstract and affective lexicon. - Distinguishes standard language from dialect and applies the linguistic norm in speaking and writing. - Identifies and practices speech forms, distinguishes argumentative and convincing language (discourse) in an essay. - Analyses linguistic characteristics of official acts written at different times. - Distinguishes various levels of linguistic articulation, from building a simple sentence to compound sentences and paragraphs. - Distinguishes modal and time values of verbs within speech. - Identifies the usage of style figures. - Distinguishes the stylistic aspect of Albanian; sequence, style, discourse; critical and creative language. - Distinguishes the emotional value of words in a lexical field. - Identifies the level of figures in literary and non-literary discourse. - Masters figurative text writing, depending on the purpose. - Uses allegory and metaphor as a disguise.

Methodological guidelines

Teachers should implement methods that place the student at the centre of the learning process, by giving learning applied values. Learning should be organised in such a way as to develop simultaneously speaking, writing and reading at higher levels of communication.

The teaching process for this grade is based on student needs and interests for the purpose of developing their individuality and creativity. Students should achieve subject competencies for this grade through the integrated learning approach. The learning methods, forms, tools and content as well as teaching and learning strategies and techniques are key to the achievement of competencies.

Teaching should focus on practical learning situations of linguistic, literary and cultural knowledge by encouraging collective communication, using language clearly and fluently during communication in the classroom and in daily life. Work is organised in groups and pairs, but individual creative work is also encouraged.

Particular attention is paid to reading: analytical and fast reading. The purpose of analytical reading is to analyse in detail texts of different lengths. Fast reading encourages students' independence in reading literary and non-literary texts. The relation between reading and writing should be permanent.

Guidelines for the implementation of cross-curricular issues

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

In order to achieve results on specific cross-curricular topics, the teacher should select the method, sources, form and strategy to develop students' linguistic competencies.

Students should be encouraged to communicate with each other, use language clearly during communication in the classroom and in daily life on various topics.

Assessment guidelines

Assessment for Albanian Language and Literature is done for the purpose of collecting, systemizing, recording and reporting data on student achievement throughout the learning process. Assessment for this subject provides information to students on the level of acquisition and achievement of subject results per grade.

At this grade, assessment should focus on the differences and comparisons of literary text elements of this period. Distinguishing the primary and secondary information of clear written and spoken speech, pronunciation and spelling of vowels and consonants, punctuation, grammar and syntax, enriching the vocabulary, in speaking and writing. Assessment should pay special attention to the development of the topic in general, focusing on the clear presentation of ideas and their summary.

Guidelines for teaching materials, resources and tools

Teachers can use all resources, tools and materials that help achieve subject results and competencies for this grade.

Subject curriculum/sullabus

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

Grade 12

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 programme 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 programme, 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 further their language proficiency and language learning skills, gained at the previous stage, and should broaden them gradually, aiming at increasing language awareness and broadening their communicative ability.
- develop further 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, overcoming thus cultural barriers by building bridges between English speakers of diverse ethnic and cultural background.

At this particular stage and this particular grade, much heavier emphasis is placed upon providing ample time, guidance, and opportunity for self-directed independent learning in order to ensure that learning occurs in the class as well as beyond the classroom settings supporting thus the philosophy of life-long learning.

TOPICAL CONTENT AND LEARNING OUTCOMES

Concept	Topics	Subject learning outcomes per topic
Literary & non-literary texts	**Topic 1** **Life is a journey, not a destination** • Who am I really? • Life's ups and downs • Autobiography	• Listens to recorded passages of moderate length and copes with language spoken at normal speed by native speakers with little interference, and responds by interacting with the listened material (narrative passages, lectures, interviews, monologues); • Listens and identifies the main points and specific details of spoken texts with little interference and hesitancy; • Listens /reads recorded/print text (personal stories, problem pages/ autobiographies...) of various length, extracts essential information and shares it with peers and teachers, school community and wider public; • Distinguishes between native and non-native accents; • Demonstrates increased degree of competence in delivery needing only occasional support from interlocutor (peers, teachers, and other English speakers); • Demonstrates understanding and responds to main points of TV programmes, on real life topics (talks, documentaries,

		interviews) when speed delivery is normal; • Explores topics related to chances and changes in people's lives; • Understands extended speech and follows more complex lines of argument that occur in familiar and unfamiliar topics; • Understands a range of materials that contain some more complex sentences and unfamiliar language; • Understands the gist of conversations and discussions with target language speakers using different varieties of English and responds by paraphrasing what has been heard, asking for clarification and feedback; • Describes orally their own life and reports about other people's life paths (family members, friends, celebrities); • Interacts with peers seeking and providing information relating to different choices in life and the consequences of right or wrong choices; • Delivers a presentation on different choices people make and the consequences with improved accuracy and fluency; • Writes an essay describing his/her own character, his/her goals and the choices he/she intends to make.
	Topic 2 **Journeys** • Backpackers on the road • An unforgettable journey • Lifetime experiences	• Reads texts of increasing complexity relating to travelling in English comparing the information found in sources in the mother tongue; • Explores various sources and collects information regarding the modern modes of travelling, as well as some peculiar means of transport around the world; • Listens/reads passages relating to specific topics regarding travel and tourism and expands his vocabulary; • Listens/reads and expands his knowledge and understanding regarding different purposes for travelling relating them to other school subject (geography, history, arts, wildlife); • Explores/ listens/reads texts relating to famous travellers and the obstacles on their way; • Explores/ listens/reads texts relating to the ease of communication offered to travellers in the modern world; • Undertakes a project with his class mates, conducting a survey among different age groups regarding their reasons for travelling and their preferences; • Produces a persuasive text with the purpose of promoting a particular type of journey (a brochure/ a poster / PowerPoint presentation, audio/video message) for a particular age group.

	Topic 3 **Life stories** • Brain power and unusual achievements • Emotional intelligence • Super achievers	• Explores, extracts, and makes use of information from various sources identifying relevant information regarding unusual achievements of people around the world; • Summarises texts read or listened to 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 various issues related to brain power and emotional intelligence; • Takes notes during listening/reading and organises his/her notes extracted from listening or reading passages into graphic organizers; • Activates his prior knowledge, using visualization and, summarising paragraphs during reading and synthesising ideas to broaden understanding; • Produces media messages for different purposes and different types of intended audiences (Posters, PowerPoint presentations, short videos); • Produces descriptive texts/ and or media messages relating to outstanding achievements in the target culture and their own culture.
	Topic 4 **It's a deal** • Money makes the world go round • World trade • Shop till you drop	• Explores, extracts, and makes use of information from various sources identifying relevant information (print and online reports, charts, …) relating to the world of business and trade; • Explores information related to different monetary means used throughout the history of humankind critically evaluating the advantages and disadvantages of various monetary systems with increased degree of accuracy and fluency; • Explores through reading/ listening/ viewing the viewpoints on money and its importance in different age groups and cultures; • Collects information related to issues of consumer society and the impact of commercials in shaping the attitude of different age groups including their own; • Collects information independently or with peers regarding the influence of consumerism in society and its impact on vulnerable groups (homeless, groups on the verge of poverty…); • Discusses various modes (and text types) with peers and teachers that the industry and trade use to persuade the public and shape their opinion; • 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 organises his/her notes extracted from listening or reading passages into

		graphic organizers; • Activates his prior knowledge, using visualization and, summarising paragraphs during reading and synthesising ideas to broaden understanding; • Uses most computer programmes 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 **Big events** • Festivals and celebrations in the country • Social occasions • Organising international events	• Explores information through reading and/or listening, and/or viewing relating to big events worldwide as well as in their own environment, organises relevant information and presents it using different types of media; • Listens/ reads/ views and extracts relevant information relating to the importance of social, cultural and sports events worldwide and in their own environment; • Explores information through listening/reading relating to the evolution of particular celebrations throughout history to present days and draws conclusions; • Reads extensively for pleasure and personal growth; • Compares social events and celebrations on the past and present; • Compares celebrations in the target culture and their own culture, identifying similarities and differences and justifying them; • Summarises longer texts relating to celebrations and social occasions 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 **Problems and oddities** • War memories • Neighbours from hell • Mysteries and problems of our times	• Explores, extracts, through reading/listening/ viewing, and compares relevant information relating to individual and collective memories; • Organises relevant information extracted from various sources (read/ listened to/viewed) and presents it to peers and teacher, and wider audience using different types of media; • Produces oral and written texts expressing his/her reaction (emotions, attitudes) to people's problems; • Compares and contrasts information regarding the topics using grade appropriate vocabulary and structures; • Discusses with increased confidence the issues of modern mysteries and problems humanity in general faces;

		• 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; • Produces media messages (posters, Power Point Presentations, brochures) relating to modern mysteries and problems humanity in general faces.
	Topic 7 **Environmental issues** • Unnatural disasters • Hell and high water • Natural disasters	• Explores, extracts and compares information found in different sources regarding natural and unnatural disasters including causes and consequences of both types of disasters; • Identifies characteristic features of both types of disaster, exploring the possibilities of preventing or dealing with them after their occurrence; • Engages with increased confidence in discussion regarding the measures that should be taken in environment protection; • Discusses with peers and teacher and other English speakers regarding the organised action required in solving environmental issues in their own surrounding; • Produces persuasive media messages for target audience promoting a solution to environmental issues (poster, advertisement, audio/video message...); • Produces a list of actions required in environment protection in class, school, community, and wider; • 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 an environmental issue; • Produces persuasive texts relating to freedom and rules of behaviour.
	Topic 8 **The road to success** • Talented students • The hottest winter in Hollywood • The greatest superstars	• Explores, extracts, and compares relevant information regarding various opportunities provided to talented individuals in their further development; • Explores through reading/listening/viewing information related to personal stories of individuals who have achieved success through giftedness and required work; • Listens/reads/views particular programmes relating to different areas in which one's talent can come to prominence in order to explore their own options for orientation and development of his/her own talent in a particular field; • Engages with increasing confidence in discussion with peers and teacher regarding giftedness and the work required in developing capacities; • Produces persuasive media messages for target audience promoting an example of a person who demonstrated his talent by becoming well-known in science/technology/arts/

		sports; • Contributes to school events by initiating, organizing and conducting a talent show/ concert/exhibition/sports event.
Figurative & non-figurative language	**Topic 1** **Life is a journey, not a destination** • Who am I really? • Life's ups and downs • Autobiography	• Listens /reads short recorded/print text (biographies, interviews, excerpts from memoires), and extracts essential information, distinguishing different shades of meanings; • Listens/reads and extracts specific information distinguishing between facts and opinions; • Explores, extracts, reads, compares and presents orally and/or in writing the common issues relating to identity, life circumstances and choices; • Makes a distinction between different life paths and styles with an improved accuracy and fluency; • Critically evaluates and describes orally and/or in writing different choices one may make in life and the consequences of the choices made; • Compares and contrasts information extracted from electronic and print media regarding issues related to people's lives and uses it in their own work; • 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;
	Topic 2 **Journeys** • Backpackers on the road • An unforgettable journey • Lifetime experiences	• Explores/ listens/reads texts relating to the ease of communication offered to travellers in the modern world; • Collects information regarding types of journeys and organises his work systematically; • Demonstrates increased planning and time management skills and shares his work with teacher and peers receiving and giving constructive feedback for improvement of their work; • Describes orally and/or in writing diverse purposes and aspects of journeys, including obstacles and outcomes of experienced or planned journeys; • Produces written and oral descriptive and persuasive texts and media messages of different lengths (brochures, journals, commercials, videos) relating to countries/places of interest to visit using grade appropriate vocabulary and structures; • Produces a persuasive text with the purpose of promoting a particular type of journey (a brochure/ a poster / PowerPoint presentation, audio/video message) for a particular age group; • 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 **Life stories** • Brain power and unusual achievements • Emotional intelligence • Super achievers	• Explores/extracts information found in various sources (electronic and print media) regarding the power of human brain and the extraordinary achievements; • Uses Internet for information, communication, and entertainment being cautious of privacy and safety issues; • Communicates with teacher and peers, and other people using Internet (emails, mailing lists, groups, social networks); • Engages in face-to-face or electronic communication with English speakers demonstrating increased awareness of social conventions and the rules of behaviour in both modes of communication; • Compares outstanding achievements of individuals from the target culture the achievements of the individuals of their own culture; • Writes texts of a variety of lengths (brief informal invitations/ text messages/ formal invitations/ thank you letters); • Drafts his/her writing using computer programmes, 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 **It's a deal** • Money makes the world go round • World trade • Shop till you drop	• Explores/extracts through reading/listening/viewing information related to different monetary means used throughout the history of humankind critically evaluating the advantages and disadvantages of various monetary systems; • Discusses with increased confidence the viewpoints on money and its importance for them personally and globally with peers and other English speakers; • Collects information related to issues of consumer society and the impact of commercials in shaping the attitude of different age groups including their own and presents it orally and/or in writing with increased degree of accuracy and fluency;

		• Discusses and debates with peers and other English speakers the influence of consumerism in society and its impact on vulnerable groups (homeless, groups on the verge of poverty…); • Produces descriptive and/or persuasive text and video messages relating to vulnerable groups and their needs; • Demonstrates understanding that words and phrases may have direct and transferred/metaphorical meanings.
	Topic 5 **Big events** • Festivals and celebrations in the country • Social occasions • Organising international events	• Explores audio/ video/ print sources and extracts information through reading and/or listening or viewing relating to big events worldwide as well as in their own environment; • Organises relevant information and presents it using different types of media; • Discusses with increased confidence the importance of social, cultural and sports events, describing in detail, expressing his/her interest by explaining and justifying their opinion; • Produces descriptive oral and written texts relating to various celebrations discussing and arguing the evolution of particular celebrations throughout history to present days using grade appropriate vocabulary and structures; • Writes with increasing accuracy concerning spelling and punctuation demonstrating ability for proofreading their own and their peers' work.
	Topic 6 **Problems and oddities** • War memories • Neighbours from hell • Mysteries and problems of our times	• Explores, extracts, and compares relevant information relating to individual and collective memories, compares and contrasts them, organises the relevant information and presents it to peers and teacher, and wider audience using different types of media; • Produces oral and written texts expressing his/her reaction (emotions, attitudes) to people's problems; • Discusses with increased confidence the issues of modern mysteries and problems humanity in general faces; • Produces descriptive and persuasive texts relating to personal and collective problems, suggesting solutions; • Produces texts of a variety of lengths for different purposes and audiences concerning the issues studied or explored independently (posters, fliers, PowerPoint presentations, media messages, reports); • Compiles a questionnaire and/or interview questions and conducts with peers a survey on problems of different age groups.
	Topic 7 **Environmental issues** • Unnatural disasters • Hell and high water • Natural disasters	• Independently collects information on a range of environmental issues selecting relevant information, critically evaluates human role in preventing the causing and/or preventing unnatural disasters, as well as dealing with the consequences; • Describes in greater detail accurately orally and/or in

		writing, different unnatural disasters; • Compares and contrasts orally or/and in writing information regarding environmental issues in the world and in our country using grade appropriate vocabulary and structures; • Engages with increased confidence in discussion regarding the measures that should be taken in environment protection; • Discusses with peers and teacher and other English speakers regarding the organised action required in solving environmental issues in their own surrounding; • Produces persuasive media messages for target audience promoting a solution to environmental issues (poster, advertisement, audio/video message...); • Contributes by initiating, organising, and conducting charity events to aid particular vulnerable target groups (people hit by natural and unnatural disasters).
	Topic 8 – **The road to success** • Talented students • The hottest winter in Hollywood • The greatest superstars	• Collects relevant information on types of giftedness, and shares it with peers and teacher; • Compares and contrasts orally or/and in writing relevant information regarding giftedness and work required in achieving one's goals using grade appropriate vocabulary and structures; • Engages with increased confidence in discussion with peers and teacher regarding the issues related to the development of one's talent seeking for and suggesting solutions; • Produces descriptive texts relating to explored issues of personal interest (particular successful person – scientist, artist, film star, singer, athlete, …) for particular purpose and intended audience; • Produces persuasive media messages for target audience promoting a particular type of the road to success (poster, flier, advertisement, audio/video message...).
Criticism, theory, history	**Topic 1** **Life is a journey, not a destination** • Who am I really? • Life's ups and downs • Autobiography **Topic 2** **Journeys** • Backpackers on the road • An unforgettable journey • Lifetime experiences **Topic 3**	• Critically evaluates the similarities and differences between the target culture and their own culture and uses them in bridging the culture gap and aiding communication across cultures; • Demonstrates his / her understanding by identifying the content and relevance of news items, articles and reports related to personal, community, and cultural identity in the target language and culture; • Together with team-mates analyses, classifies, and organises data collected through surveys on various topics of personal, educational, or community interest in the target culture and their own; • Engages extensively with his/her team-mates in sharing work and responsibility, and performs his/her part in presenting the findings of the survey in agreed form (talk, debate, poster presentation, PowerPoint presentation, short video presentation); • Shares his work with peers and teacher in class and engages

	Life stories • Brain power and unusual achievements • Emotional intelligence • Super achievers **Topic 4** **It's a deal** • Money makes the world go round • World trade • Shop till you drop **Topic 5** **Big events** • Festivals and celebrations in the country • Social occasions • Organising international events **Topic 6** **Problems and oddities** • War memories • Neighbours from hell • Mysteries and problems of our times **Topic 7** **Environmental issues** • Unnatural disasters • Hell and high water • Natural disasters **Topic 8** **The road to success** • Talented students • The hottest winter in Hollywood • The greatest superstars	in giving and receiving feedback; • Develops further his proof-reading and self-correcting ability by using the reference tools (online/print dictionaries, reference books…); • Increasingly independently, or together with their mates, or guided by the teacher, explores the rules and regularities in the language system and applies them confidently; • Compares and contrasts particular linguistic features of the target language and the mother tongue and transfers the skills gained in the English language programme to view the mother tongue more analytically; • Presents his/her report on various topics envisaged in the syllabus to peers and teacher and includes it into class materials to be displayed, read and peer-evaluated by class-mates and teacher; • Seeks and provides information in unfamiliar real-life situations and finds solution to problems justifying his/her choices; • Critically examines and evaluates hypothetical and real-life situations, and proposes solutions and resolutions for conflicts; • Extensively 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 increased level of understanding that different media texts reflect different points of view; • Recognises stereotypes and preconceived ideas relating to ethnicity, gender, and race; • Demonstrates increased level of understanding and recognises and appreciates the influence of the target culture on their own; • Compares, contrasts, and applies linguistic and social conventions across cultures in oral and written communication; • Demonstrates increased level of appreciation and positive attitude towards unique features of the target culture and their own; • Understands and responds accordingly to culturally significant expressions by either applying or avoiding culture-sensitive topics and expressions; • Demonstrates awareness of differences in nonverbal social behaviour across cultures and applies them accordingly (distance, silence, body language, gestures).
Language exponents	**Topic 1** **Life is a journey, not a destination** • Expressing opinions • Making plans	• Makes a distinction between different life paths and styles with an improved accuracy and fluency; • Critically evaluates and describes orally and/or in writing different choices one may make in life, expressing likes, dislikes and preferences;

	• Making predictions • Persuading • Interrupting politely • Emphasising • Miscellaneous tenses • First conditional • Concord of tenses • Complex sentences • Signals of subordination/ conjunctions • Vocabulary area - feelings and emotions • Idioms related to life • Falling and rising intonation	• Compares and contrasts information extracted from electronic and print media regarding issues related to people's lives and uses it in their own work; • Demonstrates increasing degree of competence in delivery needing only occasional support from interlocutor (peers, teachers, and other English speakers); • Presents orally and in writing arguments relating to differing needs of different age groups, using grade appropriate vocabulary and structures; • Presents orally and in writing his/or her own plans including rationale for the choices he/she intends to make; • Discusses and debates with peers regarding their plans, by providing/receiving critic through making suggestions, and giving constructive feedback expressing their opinion and appreciating their peers' viewpoints; • Builds his/her personal vocabulary, by using and reusing items orally and in writing and makes attempts at storing them in long-term memory; • Pronounces logical units (word groups and utterances) with increased accuracy with appropriate stress, rhythm and intonation; • Produces descriptive oral and written texts relating to their own home town; • Discusses with increased confidence the advantages and disadvantages of different career paths; • Describes orally their own life and reports about other people's life paths (family members, friends, celebrities); • Interacts with peers seeking and providing information relating to different choices in life and the consequences of right or wrong choices; • Delivers a presentation on different choices people make and the consequences with improved accuracy and fluency; • Writes an essay describing his own character, and the choices he/she intends to make; • Increasingly independently, or guided by the teacher notices rules and regularities in the language system and applies them consistently; • Writes with increased accuracy concerning spelling and punctuation.
	Topic 2 **Journeys** • Requesting and providing information • Asking and giving advice • Offering to do a favour • Making and accepting and/ or rejecting suggestions	• Explores/ listens/reads texts relating to the ease of communication offered to travellers in the modern world; • Collects information regarding types of journeys and organises his work systematically; • Demonstrates increased planning and time management skills and shares his work with teacher and peers receiving and giving constructive feedback for improvement of their work

	• Second conditional • Concord of tenses • Future time reference from past viewpoint • Finite and non-finite verb phrases • Vocabulary area – travel equipment • Idiomatic expressions related to travel and transport	• Describes orally and/or in writing diverse purposes and aspects of journeys, including obstacles and outcomes of experienced or planned journeys; • Seeks and provides information from other speakers relating to the opportunities of planning and conducting a journey; • Produces written and oral descriptive and persuasive texts and media messages of different lengths (brochures, journals, commercials, videos) relating to countries/places of interest to visit using grade appropriate vocabulary and structures; • Produces a persuasive text with the purpose of promoting a particular type of journey (a brochure/ a poster / PowerPoint presentation, audio/video message) for a particular age group. • 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 increased confidence the advantages and disadvantages of different types of journeys with increased degree of fluency using appropriate stress and intonation in statements and questions; • With increased independence or only occasionally guided by the teacher notices rules and regularities in the language system and applies them accordingly; • Writes with increased accuracy concerning spelling and punctuation.
	Topic 3 **Life stories** • Asking for and providing more detailed information • Describing events • Making suggestions and responding to suggestions by accepting or declining • Making proposals, arguing in favour or against a proposal • Third conditional • Concord of tenses • Complex noun phrase • Vocabulary area – science and technology • Science and technology	• Uses Internet for information, communication, and entertainment being cautious of privacy and safety issues; • Communicates with teacher and peers, and other people using Internet (emails, mailing lists, groups, social networks); • Engages in face-to-face or electronic communication with English speakers demonstrating increased awareness of social conventions and the rules of behaviour in both modes of communication; • Expresses his opinions, likes, dislikes, preferences, and moods, using grade appropriate vocabulary and structures with increased confidence, accuracy and fluency, arguing his/her standpoint at the same time appreciating other people's viewpoints by using conventional politeness markers in accepting and declining; • Expresses and justifies opinions, behaviour, attitudes, and plans varying the language and the level of formality to suit context, audience and purpose; • Pronounces word groups and utterances with increased accuracy and with appropriate stress, rhythm and

	related idioms	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 a wider range of intended purpose and audiences; • Creates oral and written texts and video messages and sends/uploads them using ICT; • Uploads his/her work on the web taking care of privacy and security issues; • Increasingly independently or guided by the teacher explores further the rules and regularities in the language system and applies them consistently; • Writes fairly detailed texts of a variety of lengths (reports, summaries, argumentative essays, narrative essays…); • Writes with increased accuracy concerning spelling and punctuation.
	Topic 4 **It's a deal** • Expressing interests • Providing arguments • Persuading • Making requests • Making complaints • Expressing approval/ disapproval • Active and passive voice relations • Passive verb phrase • Vocabulary area – trade, industry, consumer products • Idioms related to money, finance, and wealth	• Collects information related to different monetary means used throughout the history of humankind critically evaluating the advantages and disadvantages of various monetary systems with increased degree of accuracy and fluency; • Discusses with increased confidence the viewpoints on money and its importance for them personally and globally with peers and other English speakers; • Collects information related to issues of consumer society and the impact of commercials in shaping the attitude of different age groups including their own and presents it orally and/or in writing with increased degree of accuracy and fluency; • Discusses and debates with peers and other English speakers the influence of consumerism in society and its impact on vulnerable groups (homeless, groups on the verge of poverty…); • Fills in forms and applications; • Produces texts for specific purposes (reports, formal requests, complaints, ...); • Drafts his/her writing using computer programmes, 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; • With increased independence or occasionally guided by the teacher notices rules and regularities in the language system

		and applies them consistently; • Writes texts of a variety of lengths regarding the topics covered/explored/studied; • Writes with increased accuracy concerning spelling and punctuation.
	Topic 5 **Big events** • Describing events in greater detail • Expressing interests • Explaining and justifying • Reporting • Making proposals • Explaining pros and cons of proposals • Justifying and persuading • Making polite requests and suggestions • Compound sentences • Coordinating conjunctions • Vocabulary area – social occasions • Socialising related idioms	• Collects information through reading and/or listening relating to big events worldwide as well as in their own environment, organises relevant information and presents it using different types of media; • Discusses with increased confidence the importance of social, cultural and sports events, describing in detail, expressing his/her interest by explaining and justifying their opinion; • Produces descriptive oral and written texts relating to various celebrations discussing and arguing the evolution of particular celebrations throughout history to present days using grade appropriate vocabulary and structures; • Presents orally or in writing the features of celebrations and social events in their own culture comparing them with the ones in the target culture countries; • Summarises longer texts regarding longer texts relating to celebrations and social occasions and presents them to peers, teacher, and wider public; • Together with peers, initiates and conducts surveys relating people's preferences relating to social events in their environment and presents the results of the survey in various forms (text, graphic organizer, poster, flier, video); • Produces texts evaluating the importance of social events for particular purpose and intended audience, justifying their opinion; • Reads materials of interest to them, analyses the content, compares it to information available in their mother tongue, and assesses the linguistic and cultural differences; • Makes attempts at creative writing (diaries, argumentative essays, stories about real or fictitious characters and events, and poems); • Increasingly independently or occasionally guided by the teacher notices the rules and regularities in the language system and applies them consistently; • Writes with increased accuracy concerning spelling and punctuation.
	Topic 6 **Problems and oddities** • Expressing feeling and emotions, moods and attitudes • Asking for and providing clarification • Reporting past events • Comparing and	• Collects information regarding the individual and collective memories, compares and contrasts them, organises the relevant information and presents it to peers and teacher, and wider audience using different types of media; • Produces oral and written texts expressing his/her reaction (emotions, attitudes) to people's problems; • Compares and contrasts information regarding the topics

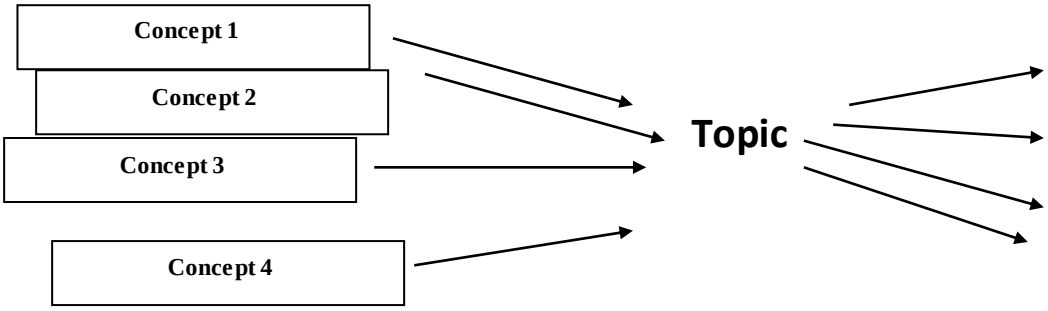
	contrasting • Giving and responding to suggestions by accepting or declining • Complex-compound sentences • Past tenses • Past passive • Reported statements • Vocabulary area – historical events, place names • Idioms relating to problems and difficulties	using grade appropriate vocabulary and structures; • Discusses with increased confidence the issues of modern mysteries and problems humanity in general faces; • Produces descriptive and persuasive texts relating to personal and collective problems, suggesting solutions; • Produces texts of a variety of lengths for different purposes and audiences concerning the issues studied or explored independently (posters, fliers, PowerPoint presentations, media messages, reports); • Compiles a questionnaire and/or interview questions and conducts with peers a survey on problems of different age groups; • Presents the results of the survey to peers, teacher, school community and a wider audience; • Makes attempts at creative writing (diaries, short argumentative essays, short stories about real or fictitious characters and events, and poems); • Increasingly independently or occasionally guided by the teacher notices the rules and regularities in the language system and applies them consistently; • Writes with increased accuracy concerning spelling and punctuation.
	Topic 7 **Environmental issues** • Describing events and situations • Requesting and providing detailed information • Requesting and providing clarification • Expressing agreement and disagreement • Making suggestions and accepting and/or declining suggestions • Reported questions • Miscellaneous tenses • Strong adjectives • Comparison of adjectives • Vocabulary area – environment • Environment related idioms	• Independently collects information on a range of environmental issues selecting relevant information in order to critically evaluate human role in preventing the causing and/or preventing unnatural disasters, as well as dealing with the aftermath; • Describes in greater detail accurately orally and/or in writing, different unnatural disasters • Compares and contrasts orally or/and in writing information regarding environmental issues in the world and in our country using grade appropriate vocabulary and structures; • Engages in discussion with peers and teacher regarding environmental issues comparing them with the past; • Engages with increased confidence in discussion regarding the measures that should be taken in environment protection; • Discusses with peers and teacher and other English speakers regarding the organised action required in solving environmental issues in their own surrounding; • Produces persuasive media messages for target audience promoting a solution to environmental issues (poster, advertisement, audio/video message...); • Contributes by initiating, organising, and conducting charity events to aid particular vulnerable target groups (people hit by natural and unnatural disasters); • Pronounces logical units (word groups and utterances) with increased accuracy using appropriate stress, rhythm and intonation;

		• With increased independence, or only occasionally guided by the teacher notices the rules and regularities in the language system and applies them consistently; • Makes use of discourse features in his writing (e.g. words and expressions signalling introduction, exemplification, conclusion); • Writes with increased accuracy concerning spelling and punctuation.
	Topic 8 **The road to success** • Describing success paths • Expressing opinions, hopes, and ambitions • Explaining, justifying, and persuading • Requesting and providing detailed information • Comparing and contrasting, and generalising information • Making well-informed judgements • Making and responding to suggestions by accepting and/ or declining • Miscellaneous tenses • Direct and reported speech • Relative clauses • Vocabulary area – sports, sciences and arts • Idioms related to sports, sciences, and arts	• Collects relevant information on types of giftedness, and shares it with peers and teacher; • Compares and contrasts orally or/and in writing relevant information regarding giftedness and work required in achieving one's goals using grade appropriate vocabulary and structures; • Engages with increased confidence in discussion with peers and teacher regarding the issues related to the development of one's talent seeking for and suggesting solutions; • Reads materials of interest to them, analyses the content, compares it to information available in their mother tongue, and assesses the linguistic and cultural differences relating to the concept of success; • Produces descriptive texts relating to explored issues of personal interest (particular successful person – scientist, artist, film star, singer, athlete, …) for particular purpose and intended audience; • Produces persuasive media messages for target audience promoting a particular type of the road to success (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); • With increased independence or only occasionally guided by the teacher notices rules and regularities in the language system and applies them consistently in both speaking and writing; • Writes with increased 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 Twelve English Language Syllabus promotes the most contemporary approaches in language teaching and learning. First and foremost, it promotes communicative approaches, task-based and project-based learning in order to facilitate learner interaction and collaboration, as well as develop learner autonomy and creativity. Thus, learning-centred approaches are favoured over the traditional approaches. Below are some brief guidelines regarding the methodology to be used by the teachers in their classrooms in order to motivate learners, as well as to facilitate their learning.

The Communicative Approach and Task-Based Learning

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

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

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

The Learning – Centred Classroom

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

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

- To provide learners with efficient learning strategies;
- To assist learners in identifying 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.

The use of the mother tongue in the classroom

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

While there is clearly a place for the mother tongue in the classroom, teachers should make efforts to keep the use of the mother tongue to a minimum. Instead of translating words and/or asking learners to translate, they should demonstrate, act, use simple

drawings and/or pictures, explain, give simple definitions. If teachers readily intervene with translation, as soon as learners are provided with an 'equivalent' word or expression, as soon as their curiosity is satisfied, they may lose interest in that particular item. In consequence, the English word or expression is easily forgotten and cannot be easily recalled. This method is easiest for teacher and learner, but may be the least memorable.

Vocabulary learning

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

At level 3 learners know how to express themselves using a range of vocabulary and expressions.

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

The Role of Grammar

If we see language as a building, the words as building blocks or bricks, and grammar as the architect's plan, then 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 syllabus 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 that learners know; the quality of the English they use; and their ability to use English.

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

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

- Self-assessment (self-evaluation) is used when we want to encourage the learners to monitor their own progress (also guide them in doing so)
- Group assessment (group-evaluation) is effective when we want to develop the spirit of team work, in which learners need to take responsibility for their share of work, as well as for the responsibility for the success of the team as a whole.
- Individual assessment (evaluation) is used when we want to sum up all the
- Combination of group and individual assessment
- The use of work samples, portfolios and projects.

If teachers want to find out how effective their teaching has been, or if they want to evaluate the learners' progress, then **tests** are used. Tests are conducted in class by the teacher. They measure the results of learners' performance. Teaching and testing always go hand-in-hand. Questions are often asked to check if the learners have understood what has been said. Equally, they may be asked to find out whether a

particular point needs to be taught. We instinctively know why we ask a question: whether it is to teach or to test something.

Some major reasons for testing are:

- To diagnose learners' standard on arrival at a particular stage or grade;
- To measure learners' progress during the course;
- To find out how much pupils have learned;
- To find out the quality of learning, as well as of teaching;
- To find out how many of the class have learned what they were supposed to learn;
- To motivate pupils;
- To show the teacher what to teach next and how to teach it.

There are different kinds of tests, such as:

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

Evaluation 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 syllabus 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 twelve syllabus teachers should select teaching materials from course book(s) of **upper-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.

Subject curriculum/syllabus

German language (Gymnasia of social and language sciences and Gymnasia of natural sciences)

Grade 12

Contents

INTRODUCTION

Speaking foreign languages creates a larger space and freedom of movement and, subsequently, self-confidence, and is one of the main conditions to qualify for the global labour market, simultaneously a precondition to knowing other cultures.

Given that German is a language that is mostly spoken within the European Union, learning it is very important for the time we are living in.

Further, the significant migration to German-speaking countries has in a way created connections to the German language and culture. This has posed and increased the need for various qualifications of students in our schools and learning the German language.

Additionally, professional training opportunities for our youth in German-speaking countries are significantly higher than in other countries. The reasons are already known.

All of the above are reasons that modern teaching of foreign languages should provide young people the skills and knowledge required for a multilingual world, which would allow them to be active even beyond the borders of their native language.

German language at grade 12 is taught for 2 hours per week. Level A1/2 should be achieved with this number of hours, according to the "Programme Framework of German as a Foreign Language" of the German Ministry of Culture Conference, which is guided by the Recommended European Foreign Language Framework.

PURPOSES

The main purposes of teaching German at grade 12 are as follows:

- Develop the four language skills;
- Enhance the knowledge acquired in grade eleven, which develop students' communication skills, their cultural and linguistic awareness,

- Develop students' skills to communicate in simple linguistic situations, within and outside school, with people who belong to the German culture and language;
- Develop students' skills to compare German culture with their own culture and tradition, as well as use those views in the educational profiles they have chosen;
- Develop students' skills to use the structures and regularities of the German language for a more conscious usage of their native language;
- Help students develop independently the knowledge obtained in German language in order to apply them in their future professions.
- Learning German language in Kosovo helps students prepare for internationally-recognized examinations organized by the Goethe Institute. These exams will serve students in the future to study and work in German-speaking countries and beyond, where the German language is spoken.

Communication skills

- Receptive skills
- Listening and reading

Productive skills

- Speaking and writing

Concept	Topics	Subject learning outcomes per topic (SLO)
Language system	- Family and relatives - Living - Food and beverages - Work and leisure time - Sports and fitness - Education and career - Holidays and gifts	**LISTENING** • Understands the main information from a radio or TV show, when it is related to their areas of interest; • Understands interviews in newspapers or TV • Understands information provided in a brochure, understands educational and professional development opportunities, • Understands what is requested and responds correctly to different situations he may encounter when travelling to German-speaking countries; • Understands sentences and expressions related to his daily lives, or simple instructions received, as well as road descriptions, or given instructions and notices • In brief and simple reports, understands the key points of events, e.g. in travel reports, and main points of daily events • Understands information provided in the radio or TV about the weather, results of a sports competition, etc. • Understands the main points of a private conversation abort a known topic, if spoken slowly and clearly • Understands notices given in airports, stations or malls, about opening and closing hours, calls or appeals.
		READING • Understands people's main biographical data, such as education, profession, experience, etc. • Understands texts adapted to his learning level, in such a way as to be able to use them during written or spoken communication (e.g. answering questions, evaluating communication/thinking). These texts may contain unfamiliar linguistic tools, the meaning of which may be taken out of context; • Understands less familiar texts; • In relevant texts, understands suggestions and advice for health, travel, food, education, career, etc. • Understands reports of daily experiences • Understands written invitations to various events • Understands different announcements related to food • In personal letters or email, understands main information and the position of the sender.

		SPEAKING • Talks about family, relatives and daily events • Develops simple and brief conversations with neighbours and knows how to ask for help • Names furniture and home articles • Expresses personal sports interests • Makes questions and recommendations • Is able to provide information and expresses ideal with conjunctions (und, aber, weil) • Makes a conversation at a restaurant • Makes conversations with neighbours and asks for help • Names actions in house chore • Receives and gives information about himself and others about the space where he is, either in the school or outside; • Knows how to express feelings and explain wishes • In simple conversations about familiar topics, is able to follow the conversations, ask and answer questions • Talks about past daily topics in simple sentences. **WRITING** • Presents personal experiences, processes or circumstances in writing which have been discussed during the learning process; • Writes detailed invitations, writes apology letters or reasons of refusing participation • Writes holiday post cards, writes about activities performed during holidays, or about health. • Writes about common events such as parties, walks, and others. • Gives information about daily events such as free time or moving out • Talks about plans, travels, studies and goals in writing. • Makes orders via email.

METHODOLOGICAL GUIDELINES

Communicative teaching approach

Contemporary teaching pays particular attention to communication, meaning: What linguistic tools do students need in specific linguistic situations in order to communicate and behave properly?
Communication is the most acceptable way to achieve the defined goals. The starting point for such teaching shall not be a grammar rule, rather various language situations. This means that rules are derived from linguistic situations, not the other way round.

Three findings of learning psychology and neuro-didactics particularly relevant to language learning are:

1. Interest and emotions are best awakened through stories.
2. Our memory works with images.
3. Enhance repetition and motivation.

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

Different teaching approaches through songs and different games create the perfect network: a network that is aimed at increasing the language learning success.

Clear alignment of language areas

It is essential, especially at the basic level of teaching, to pay special emphasis to different language areas, such as

- Vocabulary development
- Building texts
- Language structures

This implies that priorities are defined within a learning unit.
It is not possible to develop, for instance, a new vocabulary and new language structures at the same time. The most effective way would be to first process and practice the vocabulary, which is presented in specific lessons. Later, the processed vocabulary will be integrated into the new syntactic structures. The teacher will, through the communicative approach, choose such language situations that are similar to daily life, in such a way that the practiced structures are natural and not artificial.

Delivering a lesson through objectives

Clearly defining the objectives facilitates a teacher's job and helps them in the process of setting more specific objectives. An attained objective implies that the students have mastered the content taught, therefore the teacher can be satisfied with the result. If the lesson has not ended yet, then it does not make sense to introduce new contents to the lesson. In this case, it is more logical to strengthen what has been taught through different exercises, to teach a song during the class or introduce an educational game in order to achieve the objective.
It is also important to conduct the "language encounter" (Sprachbegegnung) phase quickly, if possible, at the crux of the "problem", with a motivation that helps achieve the objective, instead of choosing sideways, which would make the students confused with regards to the actual purpose of the lesson.

Setting accurate objectives

Knowing the students and having clear previously-set objectives, the teacher should not make the mistake of setting too many objectives for a class, and end up surprised as to why the

objectives have not been achieved. For this reason, the teacher should set a specific objective, which he intends to attain within a lesson. Setting too many objectives for a lesson will result in very little time left for exercises and implementation, subsequently students will not be able to adequately master the content. The content will have to be repeated and clarified once again in the next lesson, because it may happen that mistakes have been made which will then be difficult to rectify, thus creating a cause for concern for both the teacher and the students.

The math is simple: an overloaded lesson plus a repeated lesson make two. Thus, it would be more logical for the content to be divided into two classes at the beginning.
According to research, average students are able to remember about ten new expressions per one learning hour. Such evidence should not be neglected.

Order: listening/comprehension, speaking, reading, writing

The initial lesson, especially, should maintain the order of the four skills, that is:

- Students should not talk about anything they have not heard before,
- They should not read anything they have not heard or talked about before,
- They should not write anything they have not heard, talked about or read before.

This order should be maintained, especially among beginners, for the following reasons.
If a new word is used, logically it should have been heard before. On the other hand, reading a new word is easier when it has been heard or spoken before. Writing should also be easier when that word has been heard, spoken or read before. German and Albanian graphemes do not always correspond. As students are used to the Albanian alphabet, "generalisation" or interference may emerge, if writing in German is introduced at a premature stage. This may be avoided if learning starts with listening, later moving on to speaking and reading, and eventually, writing.

Active and concrete work

The difference between learning German in Germany – regardless of whether it is learned as a native language or as a second or foreign language – and in Kosovo is, inter alia, that the Kosovo environment may provide little to no information about GFR and, besides the class, there are no other opportunities to practice what is learned. Thus, there are no opportunities to hone what is learned at school outside the class, such as through excursions, conducting interviews, etc. In this regard, television should not be overrated nor underrated. Producing advertisement, puzzles and posters, small handwork are also important. Another reason for such activities are the findings from the learning psychology, which suggest that, the result (achievement) is higher when language actions are supported by concrete actions.

Adequate time for practice and implementation

There things are generally required for effectively learning and mastering a language, namely time, time and again time.

We know there are there different types of learners:

Auditory learners (who learn a language through hearing);

Visual learners (who learn a language mostly through seeing);

Kinaesthetic learners (who learn a language master through writing).

For this reason, it is important for the exercise to be selected from this viewpoint: learning a language from various channels simultaneously, since most of those who learn a language are the so called mix type learners.

Variety in the practice stage

Every teacher knows very well that in language learning, monotonous practicing of sentence structure has more of a negative impact than achieving what is intended. Students will lose interest in learning and will not participate actively in it. On the other hand, we know that the targeted motivation and assigning interesting tasks may increase the will to learn and the readiness to work (results). Changing work approaches (special work, pair work, group work) is much more fruitful, however educational games, songs, poems and stories should also be part of learning.

Correcting students' mistakes

Almost no issue is discussed as often and controversially among teachers as the method of correction. While correction is viewed by some as an obstacle to language fluency, others rely on the premise that mistakes should be corrected immediately to prevent them from recurring. Perhaps a reasonable comprise may be made during correction, which would look as in the following.

In the phase of first contact with the new topic, such as through a photograph, teachers expect students to express themselves freely. If they do mass correction at this stage of the lesson, the students will probably withdraw immediately and eventually become completely silent.

At this stage it is right for corrections to be presented in such a way that, for example, a word said incorrectly is repeated by the teacher once more, but of course correctly.

The situation in the implementation and exercise stage is different. This is about practicing vocabulary and structures, and here correction is of course unconditional.

It goes without saying that we should not embarrass students in front of the class, but to act with pedagogical tact.

Differentiated teaching

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

While one student has already finished his task, gets bored in class or bothers others as they finish their tasks, the other is not finished yet although he has adequate time at his disposal.

Here, teachers have two possibilities: act like there are no differences in results, although they should then be aware that smaller or greater difficulties will emerge later due to workload (our requirements).

The other possibility is based on the practice of internal differentiated teaching, and this undoubtedly means for the student to work.

There are different approaches to differentiated teaching, which will not be discussed here as they are already established.

There are only two approaches that need to be examined closely, i.e. quantitative and qualitative differentiation.

Quantitative differentiation means that tasks differ in their quantity. This does not mean anything else, but the "fast" students getting supplementary assignments. The measure is easily implemented, because teachers only have to think of additional tasks, which then, if necessary, they assign to some students. This type of differentiation, however, also has its

drawbacks, because with the additional tasks, more work is required of the students and in this way they become better and better. In other words: the difference between the good and the less good students grows larger. It also begs the question whether, perhaps, older students see these extra tasks as a kind of punishment for having worked faster.

Qualitative differentiation makes more demands. In this case, tasks with different degrees of difficulty are assigned, without neglecting the common theme. Let us start from the fact that within a class we are dealing with three different groups of results A, B, and C, where group A refers to the group with the highest achievements, group B the group with medium achievements and group C the group with the weakest achievements. A lesson LRAw chart might look like this:

<table>
<tr><td colspan="3">Sprachbegegnung – The first contact with the new topic (Evocation)

Common to all students</td></tr>
<tr><td colspan="3">Spracherarbeitung – Topic development (Implementation)

Common for all students</td></tr>
<tr><td colspan="3">Sprachübung - Language exercise (Reflection)

Differentiation of groups by degree of achievement, e.g.</td></tr>
<tr><td>Group A
Working on the entire text.
Additional creative tasks.</td><td>Group B
Working on the entire text with assistance, e.g. Artikelhilfe</td><td>Group C
Working on the entire text with assistance, e.g. Artikelhilfe.</td></tr>
</table>

An argument against this form of differentiation is often heard. It suggests that with this method of teaching, not all students learn the same thing, as the profile of requirements varies, in this case at three levels.
An analysis of this argument, however, quickly shows that this may not always apply because, in principle, students never achieve the learning objective equally quickly and well. What is achieved by this process is avoiding excessive or insufficient demand, because students' learning abilities are different regardless of whether differentiated instruction is practiced or not.

Division of a lesson

The LRAw of a lesson may look as in the following table.

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

Assessment guidelines

One of the main important issues in teaching and learning a foreign language is assessment. It should be done continuously through correcting, questioning, testing.

Assessment is performed for each language skill, both receptive and productive. Assessment starts at the very beginning of teaching in order to test the possible obstacles that arise for the students, and to what extent students achieve the defined objectives.

Teachers should continuously assess*:*

- Knowledge acquired by students: to what extent they have acquired the vocabulary and to what extent the student is able to use language skills
- Students' obstacles: the degree of knowledge acquisition is assessed in order to eliminate obstacles and help students overcome difficulties
- Integrate acquired knowledge: assessment includes different activities or projects that students carry out outside the school programme and the integration of this knowledge in situations inside the school

The learning process will pay special importance to different assessment methods, such as the following:

- Teacher assessment: direct and continuous assessment, continuous monitoring of student results as well as indirect assessment through tests
- Peer assessment: in group work or when giving answers, students can complement and, simultaneously, assess each-other based on arguments
- Self-assessment: students' assessment of themselves

Practical options

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

In general, there are three large areas of actions (skills) that are assessed:

1. Reproduction – means student's reproduction of what has been taught before.

2. Reorganization – means carrying learning to similar situations (e.g. if students are taught the location of verb in an independent sentence, they should be able to apply the verb in other independent sentences).

3. Transfer – means transferring the learned content to completely new situations.

There are three major assessment areas:

1. Written assessment: a written answer is expected of the student.
2. Oral assessment: an oral answer is expected of the student.
3. Action assessment: students are expected to perform an active action, e.g. exercises that require putting words in the correct order.

The following section will present only the written assessment methods. They are the most objective and frequently applied methods.

Multiple choice questions

As the name suggests, the student can choose from one of the multiple choices when answering a question, to differentiate or select between the correct and incorrect option. There are different possibilities here as well.

Alternative responses

Students are given two response alternatives. They have to identify a correct response and mark it.
Example: Circle the correct response.

Berlin ist die Hauptstadt von BRD.	richtig ○
	falsch ○

The given statement is clearly formulated.
Assuming that the student understands all the notions, the statement will be circled as correct. There is a clear advantage of the alternative responses: They are formulated, applied and assessed quickly and easily.

The drawbacks are evident:
There is a 50% likelihood of getting the correct answer, as only one of the alternatives is correct.

Multiple choice questions

In contrast to alternative responses, multiple choice questions give students more options, out of which they have to find the correct one.

Example: Circle the correct response.

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

In order to circle the correct choice, the student should be familiar with the words used in the example. He should distinguish and compare them. Compared to alternative responses, there is a lower likelihood to find the correct option; in this example, the likelihood is 25%. In multiple choice questions, it should be taken into account that there has to be a logical link between the questions asked and the answers.

Example: Circle the correct response.

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

In this case, students may have problems circling the correct choice. Maybe even a native German speaker would not know what the correct one is because the given options are in the first place a matter of linguistic style.

The incorrect answers given next to the correct answers should have a reasonable link to the question. If they do not, the multiple choice question under these circumstances would turn into an alternative response task. This happens when, at first sight, the incorrect choices seem as alternative responses to the students.

Example: Circle the correct response

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 choices as incorrect. Nothing will remain from the multiple choice question. Construction and phrasing should not make it easy for the student to find the correct answer.

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

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

Arrangement responses

The characteristic of arrangement responses is that the learner is required to arrange a given system. There are two possibilities here:

- Classification
- Putting words into the correct order

Classification responses

Students are given two groups of words or sentences. They have to add the relevant part of the second group to a part of the first group.

Example: Classify

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

Example: What matches? Classify.

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

The advantage of matching responses is that teachers can very well assess whether students have logically understood a problem.

Correct order responses

Students have to put sentences, letters and words in the correct order.

Example:
Put the sentences in the correct order.

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

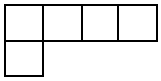
The solution of this task may be made easier by a series of pictures.
Example: Put the letters in the correct order.

schueRt	
hrreeL	
Seluch	
mbsret	

This example may also include pictures to facilitate the process of finding the solution.
Example: Put the letters in the correct order.

Der	bremst	Autofahrer	Scharf
a	B	c	D

Example:
Put the letters in the correct order in the boxes in the first row.
Write the letter of the incorrect word in the box.
a) Der b) bremst c) Autofahrer d) groß e) scharf



This example illustrates the problem. How to make an assessment when two students come up with the following answers?
Student 1: *Der Autofahrer scharf bremst.*
Student 2: *Der Autofahrer bremst groß.*
Neither of the two solutions is correct. While in student 1 the word order is wrong, student 2 has chosen the wrong adverb. Does neither student get points? Or, can it be said that one of the two solutions is "more accurate" and the other "less accurate"?
If the teacher wants to assess the correct order of the words in the sentence, can student 2 then get one of the two possible points?

Free responses
In free response assessment, students are required to respond to the question in the task given by the teacher, without a choice possibility.

Complementing answers
Complementing 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.

Drafting short answers

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

Example:

Build a sentence using the words in the box.

Elira weint. Eine Wespe hat sie gestochen.

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

Guidelines for learning materials and resources

LITERATURE

SCHRITTE International, A2/1, Kursbuch/Arbeitsbuch, HUEBER Verlag, Ismaning

Subject curriculum/syllabus

French language (Gymnasia of social and language sciences and
Gymnasia of natural sciences)
Grade 12

Content

Introduction

French as a second foreign language continues to be taught in grade 12 of Upper Secondary School (USS), with the same status, usually by the same teacher, with the same teaching method and, mainly, under the same working conditions and circumstances as in the previous grade, but not with intermediate learners. They are now older, with increased intellectual capacities, with experience in learning another foreign language and have acquired an intermediate French vocabulary which will be expanded and enriched progressively. The students' previous vocabulary in this foreign language will, in the meantime, enrich gradually with an interdisciplinary teaching approach to this subject with other learning subjects. This goal relies on creating a positive and competitive atmosphere during the learning process and identifying learning methods and strategies. It will benefit students not only in terms of communicating in this foreign language in the world, but also building a career, employment, studying, etc.

French will be taught with 1 hour of lessons per week in grade 12 as well. By learning French, the students of this grade will acquire a basic vocabulary of this foreign language, that is essential for communication; they will further enhance their main language skills (listening, speaking, reading and writing) and will develop their intellectual capacities in this area. This basic vocabulary of students in this foreign language will enrich gradually over time with an interdisciplinary teaching approach that combines this subject with other learning subjects. This goal relies on creating a positive and competitive atmosphere during the learning process and identifying learning methods and strategies.

Purposes

Learning French in grade 12 requires the achievement of language knowledge according to the Common European Framework of Reference for Languages (1/4 of level A2), determined on the basis of the number of teaching hours per week, which are measured by institutions related to this area, including the acquisition of an initial vocabulary of the French language by students and its elementary use for personal needs; recognizing and distinguishing the forms of the linguistic system (phonetics, morphology, syntax); further strengthening receptive language skills (listening and reading) and productive skills (speaking and writing); increasing their intellectual capacities; consolidating and integrating knowledge; developing critical and creative thinking; discovering a new culture for them and forming the right judgment about the world; building a tolerant, respectful, cooperative and humane personality and developing useful and responsible citizens for society.

Topical content and learning outcomes

1 hour per week, 35 hours per year

Concept	Topics	Subject learning outcomes per topic (SLO)
Literary and non-literary texts **Language system** **Culture, criticism, history**	Relationships Going out Studying Work Media Accommodation	**LISTENING** • Understands simple conversations about human relationships. • Understands conversations about studying and professional development. • Manages to understand simple topics about the media. • Identifies and distinguishes conversations about CV. • Understands the main elements of a conversation about residence, if spoken fluently. **SPEAKING** • Talks about his relationships with other. • Describes lifestyle and accommodation. • Talks about languages he speaks and skills. • Talks about studying and projects using simple and memorized sentences, without adding too many details. • Asks and answers to questions about using the media and social networks. • Uses sentences memorized from the media, adjusting them accordingly. **READING** • Understands and analyses an advertisement. • Understands simple texts about lifestyle. • Is informed about different job offers. • Is able to understand information about studying and plans in a simple text or vacancy notice. • Identifies main information in a CV. • Understands main abbreviations used on social media. **WRITING** • Knows how to write a CV with his basic information. • Describes the neighbour where he lives. • Writes a letter describing his relationship to others. • Uses social media abbreviations. • Writes simple sentences about studying and working, using future tense.

Methodological guidelines

The teaching process for the Languages and Communication area should be based on students' needs and interests, in order to develop their individuality and creativity.

Students learning French at this grade should achieve their competencies through an integrated learning approach. Their success is achieved through the results of the curricular area. Methods, forms, tools, teaching content, as well as teaching and learning strategies and techniques are the key to achieving these competencies. In order to achieve results for certain cross-curricular topics such as: civic education, peace education, interdependence, media education, sustainable development education, the teacher must choose the appropriate method, form and strategy.

Pedagogical principles

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

- **Helping and encouraging students in class**

The teacher should appreciate every success of the students in the lesson. He should not focus only on their mistakes and interrupting their activities because it blocks them. It is not possible to correct all their mistakes, but they should be helped to be autonomous and fit into their groups.

- **Allowing every student to speak in class**

Teachers should find a balance between motivated and high achieving students and less motivated and lower achieving students. They should encourage shy students and ask them to correct each-other.

- **Using recreational activities**

Teachers should use authentic real and motivating documents and give students a list of song, movie, and game websites they can use. Teaching and assessing students' knowledge is planned based on their individual development. Teachers should also adapt classroom activities to their level of knowledge.

- **Integrating cooperation in class**

Organize students into heterogeneous groups. Favour role plays for skills development. Students should take active part in classroom activities, choosing the most motivating ones.

- **Ensure students have understood**

Before each new step, we have to make sure that students have understood the previous steps. The blackboard should be used rationally. Students should be given time to copy the texts. The teacher should observe the students' spelling in their notebooks and mark them with a grade that will be included in the final grade.

- **Focus on students and their learning**

Establish a climate of trust among students in the classroom. They should be encouraged to participate in the lesson. The teacher should focus on the student and his learning, highlighting his difficulties, problems and the pace of his progress.

Didactic-methodological principles

- **Foreign language didactics is non-contextual learning**

The didactic approach to learning French as a foreign language is opposite to that of learning French as a mother tongue. Kosovo students learn the French language outside of its geographical, social and cultural context. They are beginners in learning it because they have not had direct contact with it. The goal is oral or written production.

- **Teaching methods**

In teaching the French language, the teacher must use contemporary methods because they are the only ones that promote direct communication in this language and not the traditional method (although it can remain as an auxiliary method in an early stage of learning). Group or pair work, short dialogues, role plays, short texts, visual materials and strategies that encourage students' independent work, creativity and competitive spirit in the classroom are also very important. Work methodologies that encourage students' productive activities should be used.

- **Communicative teaching approach**

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

- **Understanding is the basis of production**

A language must first be understood and then used orally or in writing. Without understanding it, you cannot produce it. To this end, one can work with authentic documents, helping the student to understand them. Understanding them should be the starting point for every learning session.

- **Putting students in complex situations to develop their language skills**

The purpose of learning a foreign language is to develop skills, through the use of a limited vocabulary and grammatical aspects (e.g. introducing yourself to a French person, thanking the professor, etc.).

- **Enhancing general previously acquired skills**

By learning French as a second foreign language, the Kosovo student reinforces the skills acquired from his mother tongue and from English as the first foreign language. Teaching French must rely on the student's prior knowledge. It uses the existing similarities between different aspects of the French language, on the one hand, and those of the Albanian or English language, on the other.

- **Cultural development**

In order to use a language, it is necessary to know and understand its culture. The student must adapt his language to the context. For example, he must be careful in using the pronouns *tu* and *vous* because he does not have direct access to the French language or culture (so be careful in his behaviour in relation to others). The student should be helped through the use of social media and the Internet. Contact with another culture allows one to evaluate and compare it to one's culture.

- **Order of actions**

Effective teaching of French as a second foreign language requires respecting the following order of language skills: listening and comprehension, speaking, reading, writing. Active and concrete work: teachers should take into account working conditions and circumstances (as a non-French environment) that are significantly different from those of France or another French-speaking country. Exercises should take a deserving place, depending on their type. They should rely on listening, seeing and writing.

- **Correcting students' mistakes**

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

- **Differentiated teaching/learning**

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

- **Working techniques**

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

- **Usage of media**

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

Film, theatre, music and sports also constitute important motivational tools for achieving the best results in the acquisition of the French language. Pictures help craft creative and descriptive texts. They show an event, the beginning or end of which the

picture describes. The video projector increases students' interest in learning. This is achieved by: presenting photographs, drawings, illustrated stories and texts through speakers and projectors. The auditory material enables exposure to standard French and promotes students' listening comprehension. The video material gives students many opportunities for creating written and oral texts. Screening a film based on a story or fairy tale encourages comparison with the story or fairy tale read or heard before.

Guidelines for the implementation of cross-curricular issues

Teaching a foreign language to 12th graders offers many opportunities for interdisciplinary and cross-curricular links at all levels. These links will include especially languages (mother tongue and first foreign language and second foreign language); social sciences (civic education, history, geography, etc.); arts of various kinds; but also natural sciences. Thus, on the one hand, knowledge from other subjects will help students acquire the French language more successfully, and on the other, knowledge from the French language will help expand and reinforce their prior knowledge from the other subjects. The contents of cross-curricular issues come from topics related to peace, human rights, media development, gender equality, life skills, environmental care, health and welfare, etc. Cross-curricular issues can be applied through projects of different natures, debates on certain topics, discussions, research related to the violation of children's rights, visits to health institutions, etc. This will be achieved through an integrated approach to teaching French with different issues, aspects and areas of different subjects. This approach makes it easier and faster to acquire knowledge on this language and at the same time they integrate with each other and become much more stable. Therefore, when developing the annual plan, the learning topics intended to include all learning subjects are determined. To this end, annual plans are required to have the same format in which the correlation is noted which will help the connection between areas and subjects to work.

Assessment guidelines

Assessment in Languages and Communication is done with the aim of collecting, systemizing, recording and reporting data on student achievement throughout the learning process. Assessing the results achieved by students in the learning of the French language provides students with information about the level of acquisition and attainment of competencies. Assessment should focus on knowledge of the French vocabulary, understanding it in a given context and using it in everyday communication, applying knowledge of phonetics, grammar and previous experience in communicating in the language English. During oral and written expression, the acquisition of pronunciation and spelling is assessed. Of course, for the assessment of students' knowledge and language skills, we should rely on the purpose of assessment evaluation, qualitative information, balanced assessment, the correct degree of student achievement, and the use of adequate instruments for evaluation (survey, questionnaire, speaking, writing, criteria and objective-based tests and achievement test according to requirements).

- **Types of assessment**

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

What to assess? Knowledge acquired; learning progress; the degree of learning development; degree of mastery of the French language; degree of integration of acquired knowledge; extracurricular activities.

- **Assessment methods**

Continuous assessment; direct assessment (on the board); indirect assessment (by test); objective assessment (on the board); subjective assessment (without a board); peer assessment (students' assessment of each-other); assessment in groups of students in class (with a board); students' self-assessment (each student assesses himself).

- **Assessment criteria**

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

Guidelines for learning materials and resources

In order to achieve the results of the 12th grade students in the French language, the use of didactic-methodological literature of this foreign language (in Albanian and French), rich didactic materials from sources (links) is important. different through the Internet for teaching and learning. For the realization of the results of the area and for the successful achievement of the results for the subject, all teaching tools and materials must adhere to the requirements of these results. The French method for the contemporary teaching of the French language, "Interactions", volume 2), allowed by the Ministry of Education, Science and Technology for use in the SML of the Republic of Kosovo, together with its constituent parts, constitutes the main work tool and the main source of teaching and learning information, but not the only tool and resource that the 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 for obtaining information, provided that they are carefully selected,

depending on the age of the students, the learning unit, its purpose and used in a way suitable for students.

CURRICULUM AREA: ARTS

Subject curricula/syllabuses

Figurative Arts (Gymnasia of social and language sciences)

Subject curricula/syllabuses

Figurative Arts (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

The Figurative Arts subject is one of the important subjects within the Arts curricular area, which has a special impact and role on students' education and multidimensional personality development, cultivating all of students' intellectual, social, artistic, spiritual and emotional values. Therefore, the Figurative Arts subject will raise students' awareness on the irreplaceable role and importance of arts on the individual and society in general.

The Arts subject has four main concepts in grade 12, which are used to organize its main content, contributing to the achievement of the main competencies, preparing the student for work and life, as a productive citizen in society, with consciousness and critical thinking as an active and responsible citizen who cultivates a reacting culture through arts.

At grade 12, students expand and hone their creative knowledge and skills, and use them to communicate ideas, feelings, attitudes on various issues and problems. At this level, the greatest focus of the subject will be on learning and applying alternative movements of contemporary and postmodern art, which will help students materialize their artistic expression into works of art.

At this level, students will also refine their aesthetic taste to analyse, evaluate, enjoy and judge works of art.

Purpose

The purpose of the Figurative Arts subject for grade twelve is to enhance existing knowledge and skills through the content defined in accordance with the topics.

At the end of grade twelve, the student will:

- command broader knowledge and concepts on figurative arts;
- refine aesthetic, artistic, personal, intellectual, social and cultural formation;
- understand the role and importance of art for the individual and society;
- develop creative and artistic skills in artistic works;
- use the medium of art to communicate feelings, ideas and thoughts;
- apply the compositional organization of art elements and principles to artistic works;
- select and use different materials, techniques and artistic tools in works of art;
- refine aesthetic taste to evaluate and judge works of art;
- cultivate critical thinking and responsive culture through art;
- develop the ability to identify works of art through periods, contents, themes, styles, methods, techniques and materials.

Topical content and learning outcomes

Students in the twelfth grade achieve the learning outcomes per subject (SLO) for the subjects set out in the table below, derived from the area learning outcomes (ALO) of Arts, of the sixth level of the curriculum (S 6) in the Core Curriculum for lower secondary education:

Concept	Topics	Subject learning outcomes per topic (SLOT)
ARTISTIC CREATIVITY AND PERFORMANCE	**Creating works of art** *(Drawing, Painting, Graphics, Sculpture, Applied Arts, Design, Photography, Architecture, Public Art, video art, installation, performance, land art, body art, conceptual art, minimalism, etc.)*	The student: • Distinguishes and practices different types of contemporary drawing; • experiments and applies different techniques of contemporary drawing; • experiments with contemporary and combined painting techniques during the creative process; • uses colour symbolism in artistic works; • applies graphic techniques during artistic expression; • uses form in different compositional arrangements; • uses three-dimensional sculpture in contemporary mediums; • applies landscape to various plastic works; • takes pictures of artistic, aesthetic and conceptual values; • processes photographic images using various computer programmes; • uses different types of public art to express artistic attitudes and ideas; • recognizes the importance of applied art for everyday life; • creates various works of applied art; • creates various works in design; • builds various architectural objects; • makes contemporary interior designs; • builds models of different architectural constructions in different materials. • understands the mediums of contemporary art; • creates artistic works in the medium of Video art; • performs various artistic performances; • distinguishes and creates different artistic works in the installation medium; • understands the medium of earth art; • experiments with body art; • distinguishes conceptual art and creates conceptual works.

ARTISTIC LANGUAGE AND COMMUNICATION	**<u>Figurative elements</u>** *(Line, shape, colour, tonality, volume, texture, space, size, sound, movement, etc.)* **<u>Art principles</u>** *(Balance, harmony, composition, gradation, community, proportions, surface, rhythm, contrast)*	The student: • distinguishes the element of line as an element of artistic language; • uses different types of lines to reflect different ideas, feelings; • applies two and three dimensional forms; • uses form as an important element of visual language • studies and finds special shades of colours in works of art; • applies colours according to subjective sensitivity in artistic works; • uses different tones of light and shadow in artistic works; • creates the idea of volume in two and three dimensional works; • experiments with different textures in artwork; • explains the role and importance of texts in art; • knows the basic elements of space in art; • knows the horizon line to create the illusion of space; • uses linear perspective with one, two and three in artistic works; • composes artistic compositions according to artistic principles; • identifies and applies different types of composition in their artwork • applies the principle of balance in artistic works; • knows the importance of harmony and the harmonization of artistic elements in a work of art; • distinguishes different types of harmonies; • respects the principle of proportionality when reflecting real things in artistic works; • knows the importance of proportions for accurate imitation in art; • uses different proportionality rules and canons; • creates different artistic surfaces by means of art elements; • distinguishes the different types of surfaces and their importance in art; • analyses the rhythm in various artistic works of well-known artists and in their works or those of their friends; • distinguishes the contrast value of different figurative elements; • apply strong and soft contrasts in artistic works; • uses the principles and elements of contemporary art.
ART-SOCIETY RELATIONSHIP	**Cultural-artistic activities**	The student: • participates in school and extracurricular exhibitions; • participates in various artistic projects inside and outside the school; • attends various artistic activities such as lectures, presentations, meetings with artists, curators, aesthetes, philosophers of art; • attends seminars and other art events; • participates in various artistic competitions, etc.
	Artistic events	The student: • recognizes and visits well-known artistic events in the country and abroad; • visits well-known national and international exhibitions

	Art institutions	(biennials, festivals, etc.); • visits ateliers and studios of artists; • visits well-known art galleries in the country and abroad; • visits national and international art museums; • visits various art institutions, cultural centres, • makes virtual online visits to art institutions, museums, galleries on different sites, etc.
	Historical art periods **Art directions, movements and genres** **Works of art** **Renown artists**	The student: • understands the historical developments of art and distinguishes different art periods; • describes and distinguishes the main characteristics of historical art periods; • identifies the distinguishing characteristics of well-known works of art in different historical periods; • discusses art periods and works of art using a rich artistic vocabulary; • identifies the main representatives of different periods and artistic directions; • identifies and distinguishes the artistic masterpieces of well-known artists; • examines the importance of art throughout various historical developments for society; • analyses work of art in their historical context by connecting them to important social events; • identifies various scientific, technological, social developments that influenced the development of art; • describes and evaluates works of art and objects of cultural heritage of the Albanian lands; • identifies and analyses symbols in works of art to read their meaning; • identifies and analyses the elements and principles of visual language and technique used in works of art.
AESTHETIC-ARTISTIC APPRECIATION AND EVALUATION	**Evaluation of art periods and directions** **Valuation of works of art**	The student: • reflects his opinion and judgment on a work of art, through different forms of expression such as through writing (essay), poetry, etc.; • analyses and evaluates own and others artistic creations by describing the elements, principles and techniques of artistic language; • cultivates the ability to enjoy and experience works of art and refines his aesthetic taste in art; • develop the ability to read a work of art; • gets to know the methods and steps followed by critics to evaluate works of art; • distinguishes the object of the study of aesthetics and the aesthetic qualities in a work of art; • creates debating culture for discussion and treatment of art issues and problems;

Methodological guidelines

In order to achieve the best possible organization of the teaching process, successful teaching and learning and implementation of the curriculum in the subject of visual art, different teaching methodologies should be used. These methodologies are at the service of increasing the quality of students' learning successes and achievements, providing them the opportunity to show and develop the creative/artistic potential they possess within themselves.
The methodologies should be entirely at the service of the faster and more accurate acquisition and use of knowledge, concepts, skills and in harmony with the learning outcomes of the subject of visual arts (SLO), the area of arts (ALO) and core competencies of the Core Curriculum (LRS).

The selection of methodologies is the responsibility of the subject teacher, and they are selected in accordance with the needs and demands of the students, with the nature of the content of the topic beng taught, with the didactic basis, with the students' level of education, etc.

Based on the nature of the subject of visual art, which is rather a practical activity, where the students create different artistic works, the methodologies are also selected in such a way that the students are motivated for active participation in these activities as an opportunity for them to reflect their ideas, attitudes and thoughts through the use of diverse artistic tools.

They are active when they participate in activities, explorations, creations or simulations of knowledge, interpretations, attitudes and judgments. To ensure this active participation of students, the teacher must create an atmosphere that makes them feel free and flexible to develop their knowledge in visual art.

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

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

- development and strengthening of knowledge and basic skills of visual art based on the previous ones;
- main learning competencies in visual art;
- encouraging critical, creative, and problem-solving thinking;
- motivating students for artistic creativity and independent work
- the importance of practical activities in visual arts, inside and outside the classroom
- the importance of using concrete didactic and technology tools;
- features of individual and group activities;
- the individual's need for lifelong learning;
- the importance of a positive attitude towards the subject of visual art and the appreciation of its versatile use;
- encouraging teacher-student interaction in the learning process
- experiences during visits to art institutions (galleries, museums)

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

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

Project presentations, discussions, debates are also very good opportunities for developing visual/artistic skills.

Forms of work in the subject of Visual Arts

Different forms of work are applied in the educational process of implementing the programme contents of the visual art subject:

- individual work
- pair work
- group work
- large group work

Cross-curricular issues

Cross-curricular issues are very important topics and problems, which should be recognized and handled separately by each subject. They are topics of particular interest to society, both current and ongoing, through which students acquire, develop and attain certain specific skills and knowledge, in order to prepare for life and work in the future and to cope with and overcome life's challenges with ease.

Cross-curricular issues are topics which human society constantly faces, aiming to create and cultivate several social and human values, which contribute to identity formation and students individual and independent personality development.

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

The teacher is required to analyse area outcomes, topics and learning units, and to foresee the relating cross-curricular issues at the planning stage. This ensures effective treatment of these issues taking into account integrated teaching as well.

Cross-curricular issues that may relate to and be addressed in the visual arts subject are the following:

- Education for democratic citizenship
- Peace education
- Globalisation and interdependence
- Media education
- Education for sustainable development

Assessment guidelines

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

The assessment process extends from the assessment and self-assessment of students' works made with various artistic techniques, portfolio with artistic work, oral and written presentations, tests, participation in curricular projects, etc.

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

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

Students are assessed individually to measure certain artistic competencies that the student manages to develop during the learning process, alone or in a group, through practical activities, i.e., by creating, observing, and analysing works of art, etc. Students are assessed as they demonstrate achievements through various product activities.

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

Purposes of assessment

- Identify students' progress and provide them with sufficient data.
- Motivate students for work
- Provide information on the level of competency attainment
- Diagnose strengths and weaknesses in students.
- Improve learning and teaching

- Assign tasks according to individual abilities in accordance with the level of the students.
- Select appropriate teaching methods based on grade level.
- Provide information on the development of students for their future orientation

Different assessment methods and instruments

During the assessment process, teachers are advised to use different assessment methods and instruments, offering students not only written criteria, but also other types of assessment, to concretely understand the achievements they aim for. Assessment instruments should always be appropriate, depending on the purpose of the assessment. The form and type of evaluation, and especially the way in which the results are reported, should always reflect the purpose of the assessment. The method of developing the assessment should always be transparent and fair. Assessment should always be conducted with the highest ethical standards. Student assessment should be motivating and objective.

Assessment methods

- **Oral assessment -** using short questions, conversations about the learning material or a specific task, discussions of students with each other, etc.

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

- **Assessment of assignments performed -** step-by-step observation of art assignments from ideation to organization and realization such as: demonstration of achievements in a specific assignment (this means the realization of two- and three-dimensional works, interest in pursuing artistic life in the community, passion, appreciation and dedication to this subject, etc.).

- **Assessment of different projects** – students cooperate in a school- or region-based project.

- **Assessment of artistic works** – participate in different artistic activities organized by the school etc., participate in national activities such as competitions, exhibitions at school or country level or beyond.

- **Written assessment or tests** - special tasks assigned to student groups, short tests on a given concept, topic or groups of topics, on an essay or tests on a specific line, semestral or annual.

- **Assessment through portfolios** - the student's portfolio, as an assessment and self-assessment option, is a collection of his works throughout the school year. It can contain thematic tasks (essays), various two- and three-dimensional creations realized during the school year, which can be creations in painting,

sculpture (clay), computer, etc., curricular projects, all for the benefit of various school activities, products of curricular activities, etc. The selections for the portfolio are made by the students, with the teacher's recommendation.

Assessment instruments

- Test (multiple choice, right or false, matching, completing, close ended or open ended questions);
- Structured oral test;
- Check list;
- Questionnaire;
- Interview sheet;
- Survey;
- Essay;
- Project;
- File/Portfolio.

Learning materials and resources

The selection and use of didactic and teaching tools is an inseparable part of the teaching process, and has a special importance in achieving and developing competencies.

These tools serve to demonstrate and materialize the topics and learning units covered in the art subject, and they must be very efficient, tangible and practical for students.

Technology is one of the widely used tools in the area of visual art, helping students to explore and recognize various works of art, cultural heritage objects, design objects, etc., creating the student's scholarly nature in the subject of art.

The school, as an educational institution, must provide adequate or alternative technical-technological conditions and opportunities in the realization and achievement of the competencies of the curriculum of certain subjects, in this case also the subject of art. In this form, it creates the opportunity for students to demonstrate or present various tasks and projects through technological media.

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

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

Some of the most used didactic tools are

- Textual materials: *textbooks, workbooks, art catalogues, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopaedias, etc.*;
- Visual tools: *writing board, photographs, paintings, models, models, vases, reproductions of works of art and posters, diagrams, graphic tools, etc*.;
- Auditory tools: *radio, tape recorder, telephone, cassette player, etc.;*

- Audio-visual tools: *television, film, video projector, video cassette, computer, Internet, teletext, CDs, DVDs, e-mail*;
- Learning environment *(classroom, workshop, cabinet, nature, gallery, museum, etc.).*

Subject curriculum/syllabus

Musical arts (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

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

In order to be a complete and cultured personality with information and a cultivated musical aesthetic taste, students from grade 10 to 11 or 12, depending on the type of syllabus, will be introduced to the chronological historical development of musical art through different historical periods. So at this level (10-12) thematic group 3 (Music and Society) mainly dominates, but it is complemented by three other thematic groups such as 1. Creativity and artistic performance, 2. Language and artistic communication, 3. Music and society, and 4. Aesthetic-artistic appreciation and evaluation.

Purpose

The music programme, through its three main thematic units, aims to further develop knowledge and concepts for musical, aesthetic and cultural development; the development of musical performance skills and the ability to listen, experience and appreciate works of world music from different cultural periods as well as musical works representing our national musical heritage.

Musical art at the third level of education mainly aims to fulfil the following basic objectives:

- Develop students' skills to identify and understand social and historical circumstances of art development in different historical periods and different social and cultural contexts
- Encourage students to participate actively at this level and develop various artistic skills by excelling in one or more creative/artistic activities (in music and dancing) according to the student's individual inclinations and dispositions.
- More advanced and integrated or synthesized use of artistic language elements and rules of artistic communication
- Strengthening the ability to observe, experience, value and appreciate beauty in art and in the daily environment that surrounds students (school, home, nature, city, etc.) while also developing the ability to appreciate and critically evaluate aesthetics and cultivate a culture of constructive criticism.

- Develop a positive attitude towards art and popular material and spiritual culture as part of the plurality of identities (such as personal, local, national, global identity, etc.)

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

Conceptual sets *Themes*	**Topics**	**Subject learning outcomes per topic (SLOT)**
Artistic creativity and performance	1. Songs	The student ● **interprets** songs and melodies in different themes and genres (artistic, folk, classical music, etc.) with themes that suit the interest and age of 12th grade students
	2. Playing instruments	● **performs** individually and in groups, song compositions as well as small instrumental pieces by imitation and with written text in different genres of their preference
	3. Musical creativity 4. Public presentation	● **creates** new musical compositions (songs, instrumental pieces) in different genres (with voice, musical instruments, with written text or with modern technology tools) ● **presents** the creation/performance in front of the public within and outside the school ● **participates** in performance projects at school and in the community
Artistic language and communication	1. Artistic musical language and musical literacy 2. Musical forms	● **analyses** the development of musical expressive elements and musical literacy in the relevant historical periods ● **distinguishes** the characteristics of musical forms in different historical periods in different musical genres and styles.
Music and society	1. Historical development of musical genres and styles	● **distinguishes** and applies the characteristics of musical genres (artistic, folk, fun, jazz, rock) in performing and listening to music ● **acquires** knowledge about the musical art of different style periods in succession with a special focus on national artistic music ● **recognizes/identifies** the most important works and representatives of the main style eras (by listening to music and more information)

	2. Musical institutions	● **recognises and describes** national and world musical institutions of different historical and stylistic musical periods. ● **recognises and describes** musical institutions at community and country level.
	3. Creators and performers	● **recognises and presents** creators, performs and artistic works from national and world folk artistic creativity of different periods
Aesthetic-artistic appreciation and evaluation	1. Musical pieces 2. Musical events	● **talks about and comments on** the characteristics of musical pieces he listens to (form, type, genre, content). ● **expresses** personal experiences about musical pieces he has listened to throughout the year (orally, in writing or other forms of expression) ● **appreciates musical pieces from** different eras by distinguishing their main expressive characteristics ● **comments** on different events from the national and global artistic life ● **analyses documentaries** on musical creators and performers of historical periods ● **Creates a CD or MP3 or MP4 album** with his favourite musical pieces of classical and modern music.

Methodological guidelines

An active learning process requires using effective methodologies and good organization of the music learning process, which is a precondition to increasing the quality in the music learning process, such as selecting musical records, combining teaching methods, assigning group work, preparing questions properly, and so forth.

The music subject programme includes content that is presented based on four thematical sets:

Artistic creativity
Artistic language and communication
Music and society
Aesthetic-artistic appreciation and evaluation

Within a month, which is the length of four hours of Musical art, the teacher may assign one learning unit for each of these thematical entities during these four hours.

Artistic creativity and performance - this thematic set contains all the songs that will be taught during the year and playing an instrument, planning from one hour per month for a new song or melodies performed (including improvisations and original creations) on musical instruments, so in principle 10 hours per year are reserved for practical work such as singing and playing musical instruments. Students who have developed musical literacy can perform this activity with musical scores, notational text, while others can engage through the imitation method (or through listening).

Artistic language and communication – this thematic set contains musical elements and principles (sounds, rhythm, melody, harmony, measures, musical forms, genres) which students learn to recognize, understand and apply for the purpose of artistic communication. As they will be treated from a historical perspective at this grade, teachers are encouraged to treat the chronological evolution of the elements of musical language and musical literacy in different musical periods by providing them with visual images through PowerPoint presentation, various atlases, materials or video documentaries and others. Teachers are encouraged to identify the contribution of creators or musicians in the national context, in addition to the international ones, for each historical period during the treatment of the historical development of these elements of the musical language, e.g. Jan Kukuzeli, Niketë Dardani in earlier periods up to the musical pedagogues and creators of present days.

Music and society – this thematic set will address topics related to musical culture and its chronological development in the historical context, where, by listening to musical pieces of different movements, genres and styles of different historical periods, students learn and experience pieces and events, get familiar with artistic institutions at every historical period that is taught, and analyse them from a broader social perspective. Through these musical pieces and developments, students also learn about some of the most renown creators and performs of various musical stylistic periods and their contribution to the artistic developments that have left a mark in society, always in accordance with the students' experiencing abilities and age. To illustrate, when Romanticism is addressed as a stylistic period, the social, political, economic and historical circumstances of that time are analysed (relating here to other subjects like Literature, History, Geography, etc.) and the focus will be placed on the musical developments that took place in that period (how musical language, instruments, musical forms, institutions and musical life of that time changed, etc.), by highlighting the main representatives of that period (Bach and Handel) which students will remember through their musical pieces that they listen to in the classroom with different audio-visual tools. Documentary films on these renown creators may also be used to organize group work with students who are encouraged to do additional research on this period and these creators. For instance, a group of students analyses the general circumstances of the period, another group analyses the developments of musical institutions (opera houses, concert halls, etc.), another group analyses the creators and their contributions, another analyses the instruments and performing formations that existed at that period, and another group selects the most representative pieces of this period through analysis. Thus, all students are involved in developing the learning topic of "Romanticism", which may have 2, 3 or 4 special

learning units, depending on the teacher's planning. Grade 12 continues with the period with which grade 11 ended, while jazz, folk, and foreign music is also addressed.

Aesthetic-artistic appreciation and evaluation – within this thematical set, students will listen to musical pieces of different periods and will evaluate the pieces they listen to, using the relevant methodology during such evaluation. They are also encouraged to evaluate musical events which they visit individually or in an organized way, and are encouraged to express their general and musical perceptions.

Cross-curricular issues

A series of cross-curricular issues may be addressed in the music subject at grade 12, including the following.

Education for democracy and peace is about promoting responsibility, human rights, tender equality issues, cultural and intercultural issues, preventing and fighting negative social phenomena, promoting dialogue, tolerance, etc. These topics may be the subject of songs that students sing in the classroom and extracurricular activities. Thematic projects on these topics may be organized, by selecting songs and musical pieces to listen to, which are related to these topics.

Interdependence

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

Media education

From the perspective of the arts, this includes issues of proper use of technology and media for the creation and distribution of artistic works, but also the education of aesthetic taste for the art presented in the media (images, good and bad music, distribution of music through media (copyright, etc.) but also the application of media for artistic creation (photography, collage, etc.), the objectification of the female gender in musical materials in the media, etc.

Education for sustainable development

Issues of sustainable development, issues of realizing the right to live in a healthy environment and in social welfare based on international conventions can be the subject of artistic activities (music, drama, dance, visual arts and various techniques, e.g. posters, graphics, paintings, etc.). The use of musical artistic expression to address the child's right to education, to freedom and a dignified life, various phenomena (e.g. against smoking, stop violence against children, stop war, etc.) is possible through thematic projects in which music takes part. The use of artistic expression and artistic subjects to address sustainable development topics (protect the environment, spaces, order, advocate for a healthy life, etc.) is also a very good opportunity to address cross-curricular issues and cross-curricular integration. A healthy sound environment is very important for society, therefore addressing students' musical taste, attention to the level of voice, noises, etc. is an end to achieving this goal.

Assessment guidelines

Assessment in the curricular area of art requires special care and is based on the principle of individualization, because each student has different predispositions and tendencies for different forms of artistic expression. Therefore, assessment should include the student's interest and inclination for certain forms of expression, courage, imagination, original and creative expression, interest, artistic experience, performance, etc. Achievements in the area of art are individual, therefore they should be assessed as such, using assessment for motivation and encouragement of the development of their creative abilities.
In art, interest and active (individual and group) participation should be evaluated in different artistic activities organized in the classroom, school and community. The various music, theatre, etc. groups that participate in school performances, individual and group exhibitions should be included in the assessment of the most talented students. For less talented students, the interest and courage to try their commitment in one of the different forms of artistic expression should be appreciated. Knowledge and application of the elements of artistic language, knowledge of facts about creators, works, portfolio of musical works, oral or PowerPoint presentation of different composers, etc. is also assessed. For instance, upon listening and appreciating musical pieces, the teacher may assess students in four aspects, e.g. **Composer** (Mozart, Bach, Beethoven, Gluck): students are required to write the names of composers of different eras
Musical genre (suite, sonata, concerto, opera, oratorio)
Instruments (harpsichord, flute, oboe, string orchestra, symphony orchestra)
Styles (baroque, classicism, romanticism, impressionism)
(Musical) Questions with audio-visual means are given on the relevant assessment sheets, where students are asked to circle or mark the name of the piece heard for the specific group, the composer of the piece, the formation performing it, the genre or style to which the piece belongs, etc.

Guidelines for learning materials and resources

The arts have their expressive tools, techniques and specific procedures that condition the use of different materials for the application of contents from this curricular area. For example, in musical art, the main focus is on the musical sound itself, which is produced by the human voice or musical instruments. Educational resources in the art of music include the textbook for the relevant grade, musical instruments and sound resources (relevant CDs, music CDs, DVDs, recordings from the Internet, television shows, music video presentations, public concerts, etc.). Therefore, in order to use these resources, schools must provide the right conditions (laptops, projectors, internet connection, visits to galleries, museums, classrooms and the music cabinet, etc.) so that teachers from this area can use as many resources as possible to materialize the lesson. Technology has a great impact on music by helping the student to find songs with different themes, for young people, different musical pieces, developing their

skills on a more complete music education. For grade 10, in addition to language textbooks in Albanian (as assistance), you can use video recordings of various musical works performed on YouTube, video documentaries of different creators, photos of creators, online available materials related to periods, creators, musical instruments, musical institutions, etc.

https://www.pinterest.com/kimmd123/music-class-resources/
http://musiced.about.com/od/historyofmusic/
https://www.youtube.com/watch?v=I0Y6NPahlDE

(documentaries on music in general in the historical aspect)

http://musiced.about.com/od/classicaltraditions/a/Music-Forms-Of-The-Classical-Period.htm
http://www.classical.net/music/composer/
http://www.classicfm.com/discover/periods/romantic/romantic-music-beginners-guide/
https://www.youtube.com/watch?v=28Jc8qVYu-0 (Beethoven)
https://www.youtube.com/watch?v=3itWOWpoWK4
https://www.youtube.com/watch?v=DgvFJtGc-XA
https://www.theguardian.com/music/video/2011/jun/10/history-modern-music
https://bachtrack.com/en/top-ten-twentieth-century-shaped-contemporary-classical-march-2018

CURRICULAR AREA: MATHEMATICS

Subject curriculum/syllabus

Mathematics (Gymnasia of social and language sciences)

Mathematics (Gymnasia of natural sciences)

Subject curriculum/syllabus

Mathematics (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

Mathematics as a subject plays an important role in the study of various natural phenomena and in the study of technical sciences. Learning it is a necessary value for integration in society, enabling the development of the student's personality, the development of his abilities to think critically, to work independently and continuously. Twelfth grade mathematics ensures the acquisition of mathematical skills and habits and achievement of intellectual development and personality formation of students to be successful in facing the challenges of life.

One of the most important features of mathematics is its integration with other areas and cross-curricular issues to master its core competencies. Mathematics helps students to interpret quantities using numbers and algebra, interpret shapes, space and units of measurement using geometry and measurements, and interpret random phenomena using statistics and probability.

The twelfth grade mathematics programme consists of:

The goals of the subject of mathematics which help:

- students to develop the main lifelong learning competencies and the competencies of the area of mathematics, in order for him/her to be a successful citizen in the future;
- teachers to plan, implement and evaluate learning activities, as well as student's achievements within and outside the classroom;
- parents to understand their children's learning outcomes and assessment criteria at different time periods;
- drafters of textbooks and assisting materials for teachers and students.

- learning outcomes per subject for educational topics, the content of which creates conditions for the student to build and apply knowledge, skills, attitudes and values, in function of the competencies of the area and the main competencies;
- methodological guidelines for the implementation of the programme, for the achievement of competencies by the students, giving everyone the opportunity to show and develop their true potential;
- instructions for the implementation of cross-curricular issues for the contribution of mathematics to society and everyday life;
- instructions for didactic materials, resources and teaching tools.

Purpose

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

- selects and implements problem solving strategies;
- makes observations, researches, which help in the understanding of knowledge and the perfection of mathematical habits;
- advances students' mathematical thinking through mathematical symbols and language;
- presents mathematical concepts, relates them and applies them in solving problems.

The purpose of the mathematics subject in the twelfth grade is to *promote general development and consolidation* which is done through:

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

Topical content and learning outcomes

Students' acquisition of programme content is demonstrated as relevant knowledge presented to him in relation to his age. The skills that the student demonstrates include the skills, abilities, techniques and methods for applying knowledge to achieve the learning outcomes planned for the classroom.
The subject of mathematics for the twelfth grade intends to develop and acquire mainly the following general mathematical concepts:

- Shapes and space;
- Functions and variables

The general concepts are broken down into topics, for each topic the learning outcomes are presented, which are supported by the learning outcomes of the area per degree, presenting the knowledge, skills, attitudes and values that the student must demonstrate in relation to those topics.
The mathematics curriculum for twelfth grade students is focused on general learning outcomes per subject and specific learning outcomes on topics and thematic units.

General outcomes are comprehensive statements about what students are expected to learn in mathematics, while specific outcomes are statements that identify the specific knowledge and understanding students need to reach by the end of the course. Through the results, students logically make reasonings and analyses, validations, modeling and solve problems. The students also make connections by reflecting on mathematical thinking, connects mathematical concepts within mathematics and outside of it.

I. Shapes, space, measurements and geometry

General learning outcomes per topic

The student:

• Accurately uses the symbols, terms, and concepts of point and line during analytical reasoning and solving various geometric and practical problems

• Develops algebraic reasoning and expresses straight lines and second degree lines through their equations

• Apply the solution of systems of non-linear equations in determining the reciprocal positions of the line with the second degree lines and the reciprocal position between the second degree lines

II. **Functions and variables**

General learning outcomes per topic

The student:

- Defines a function as a relation between two sets of numbers.
- Develops algebraic and geometric reasoning in determining the domain of definition, zeros of a function, symmetry, limit, monotonicity, sign of a function, extreme values and continuity of a function.
- Applies the meaning and properties of functions to the meanings learned in other subjects.
- Defines range, arithmetic range, geometric range and range limit.
- Demonstrates skill in applying ranges and range limits in solving practical problems.
- Manifests the meaning of the limit of a function and applies it to the determination of the asymptotes of the function.
- Develops the understanding of function continuity and performs algebraic and geometric interpretation
- Defines the meaning of the derivative, uses the rules for calculating derivatives and interprets them in geometric form.

Concept	Topics	Subject learning outcomes per topic (SLO)
Shape and space, measurements and geometry	**Point**	The student: ▪ Calculates the distance between two points on the numerical axis and in the plane; ▪ Divides a segment in a given ratio; ▪ Finds the coordinates of the middle of a given segment; ▪ Calculates the surface area of the triangle, if the coordinates of its vertices are known; ▪ Solves various practical problems; ▪ Uses mathematical language and technology to obtain and provide information about subject outcomes.
	Line	The student: ▪ Defines the position of lines in geometric and analytical form; ▪ Defines different formats of the equation of the straight line in the plane; ▪ Distinguishes the different forms of the equation of the straight line in the plane; ▪ Converts the equation of the line to the plane from one form to another form; ▪ Interprets in graphic and analytical form the equation of the given line in any of its forms; ▪ Determines the position between the line and the axes of the coordinate system; ▪ Reasons analytically the position of two lines in the plane; ▪ Interprets the position of two straight lines in the geometric form; ▪ Calculates the angle between two lines; ▪ Finds the equation of the line passing through two given points in the plane; ▪ Calculates the distance of the point from the line; ▪ Calculates the distance between two parallel lines; ▪ Uses the language of mathematics and technology to obtain and provide information about subject outcomes.
	The second degree lines	The student: ▪ Defines lines of the second degree (circle, ellipse, hyperbola, parabola) as a result of cuts of conical surfaces); ▪ Interprets the lines of the second degree as a geometric locus of points on the plane; ▪ Defines the basic elements of lines of the second degree (focuses, axes, eccentricity, leader, asymptote);

		▪ Identifies the equation of the circle, ellipse, hyperbola and parabola through the basic concepts of conic sections; ▪ Examines the mutual position between lines of the second degree and a straight line; ▪ Interprets in the geometric form the solutions of the systems of nonlinear equations with the reciprocal position of the lines of the second degree and the straight line ▪ Applies quadratic lines in solving different problems; ▪ Uses mathematical language and technology to obtain and provide information about subject outcomes.
Function and variables	**Function**	The student: ▪ Lists function types ▪ Defines the real function; ▪ Identifies the field of definition (domain) and the set of values (codomain) of the function; ▪ Counts the zeros of the function (if any); ▪ Examines the sign, parity and period of the function and interprets it in geometric form; ▪ Defines monotony (increasing and decreasing), limitability, extreme values (min, max), malleability, curve points of a function; ▪ Defines the composite function ▪ Interprets the composition of functions; ▪ Defines the inverse (inverse) function ▪ Calculates the inverse function of a function, (if it exists); ▪ Classifies functions; ▪ Implements functions for solving problems from real life; ▪ Uses mathematical language and technology to obtain and provide information about subject outcomes.
	Numerical ranges and range limit	The student: ▪ Defines the numerical range, using the meaning of the function; ▪ Defines finiteness and monotonicity of numerical sequences and examines it for different sequences; ▪ Defines arithmetic and geometric series and distinguishes them with the help of examples; ▪ Apply arithmetic and geometric sequences in solving various practical problems; ▪ Acquires the terms, facts, principles and basic concepts of the range limit; ▪ Defines the range limit;

		▪ Examines the nature (convergence, divergence) of the range; ▪ Use math language and range technology.
	Function limit and function continuity	The student: ▪ Defines the $\varepsilon - \delta$ circumference of a number; ▪ Defines the limit of the function in the language $\varepsilon - \delta$ circle; ▪ Defines the unilateral limits of the function and presents them in their geometric form; ▪ Distinguishes the indefinite forms of function limits; ▪ Apply the limit properties for calculating the limit of simple functions; ▪ Applies the limit of the function in solving different problems; ▪ Applies the limit of the function to find the analytical form of the asymptotes of the function and present them in their geometric form; ▪ Applies the limit for calculating the breaking points of the function; ▪ Uses mathematics language and technology to calculate the limit of the function.
	Derivative of a function	The student: ▪ Introduces the concept of derivative (tangent, speed, rate of change) ▪ Defines the concept of the derivative of a function; ▪ Defines the derivative from the left and right sides; ▪ Defines variability and continuity; ▪ Applies the definition of the derivative to calculate the derivative of some elementary functions; ▪ Identifies the basic rules of the derivative - formulas for the derivative (derivative of the constant, derivative of the sum, change, product and multiplier of functions, chain); ▪ Calculates the derivative of some elementary functions; ▪ Applies the derivative rules for calculating the derivative of the function; ▪ Defines the derivative of the inverse function; ▪ Applies the rules for calculating the derivative of some inverse functions (inverse); ▪ Applies the formula for calculating the derivative of the composite function; ▪ Defines the derivative of the second order for the composite function; ▪ Applies the derivative of the function in its examination and

		graphical representation; ▪ Applies the derivative of the function in solving different problems from other areas and real life; ▪ Uses the mathematics language and technology for the derivative of a function.

Methodological guidelines

Mathematics teaching methodologies in the twelfth grade are based on the teaching principles set out in Core Curriculum III which provides teaching that develops learning competencies. The topics presented in the twelfth grade curriculum cannot be developed in isolation, but are linked to other curricular areas and illustrated in real-life contexts. The learning outcomes for each topic also serve the requirements and notions that help the acquisition of other topics inside and outside the area.
The teacher should focus on these aspects:

- linking learning outcomes of the main competencies with the learning outcomes for the domain competencies and subject outcomes;
- competency-based teaching and learning;
- student-cantered teaching;
- integrated teaching and learning;
- developing cross-curricular topics;
- developing sustainable education activities.

The teacher should build his work on: determining the topic to be developed; listing methods, techniques and strategies which are based on interaction; enabling access to all the most necessary tools that students need, motivation, continuously encouraging students; informing and keeping in constant touch with parents about their children's progress.
The student should train for independent work, work in pairs, small and large groups, because this gives him the opportunity to show courage in discovering and exploring

the unknown, respect the rules, values, personal and other attitudes, to develop communication and teamwork skills. Through the competency-based learning approach, the teacher enables and facilitates the exploration and identification of students' experiences, knowledge and views, which enable their development, taking into account the differences between students in the classroom. Using ***efficient methodologies in the teaching of mathematics*** is a condition for the implementation of the programme, for the achievement of learning outcomes for students' competencies, giving everyone the opportunity to show and develop the potential they possess within themselves.

Guidelines for the implementation of cross-curricular issues

Mathematics has a variety of applications in everyday life and is closely related to many components of education, which simultaneously contributes to their implementation. Thus, in examining cross-curricular topics such as global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful coexistence, budget planning, etc., the student should solve problems of different natures, use mathematical reasoning and elements of mathematical language. Through the situations presented in cross-curricular topics, the student has the opportunity to make connections between the mathematical competencies and the assigned tasks for the realization of these topics.

Twelfth grade students learn to solve a problem or problem situation and become capable of contributing to their personal development, helping them find their place in society. Thus, they learn to participate in social life in the classroom and at school, develop an open attitude towards the world while respecting diversity. Students use the mathematical apparatus in order to justify and argue the decisions made, develop active relationships in their environment exercising a critical attitude towards sustainable education and cross-curricular issues.
The programme and its interpretation in itself contains *a connection of mathematics with other areas* through examples and problems, so that the curriculum of basic education is seen as a whole for the implementation of the main goal of student development.

Assessment guidelines

Assessment as a process is part of teaching and learning, therefore through assessment the degree of learning accessibility, the validity of the programme and the teaching methodology is established. In accordance with the principles of the competence-based learning approach, assessment is considered as an element of teaching which focuses on the level of achievement of competencies. Content assessment relates to knowledge acquisition and demonstration of mathematical skills through reliable indicators of student progress. During assessment, the teacher should take into account the learning outcomes for the learning topics of the class, focusing on the grade results. The assessment of student achievement in the twelfth grade in mathematics is performed through evidence of continuous assessment, classroom observation,

assessment through periodic summative tests, while the reporting of the students' achievements is done through descriptions with constructive comments placed in the teacher's book and placing numerical grades (1-5) in the class book.

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

Guidelines for teaching materials, tools, and resources

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

In order to achieve the competencies of upper secondary education in the area of mathematics for the twelfth grade, the teacher provides access through the use of materials appropriate to the age, level and depth of learning. The teacher, in addition to necessary didactic materials and tools, creates mathematical models, provides special aid, adapts examples of different types, creates environment and space for alternative activities. He also provides technical and technological tools to develop the student's skills in learning mathematics. The teacher should enable students to develop the skills to demonstrate or present different projects and develop attitudes towards learning mathematics.

Subject curriculum/syllabus

Mathematics (Gymnasia of natural sciences)

Grade 12

Contents

Introduction

Mathematics as a subject plays an important role in the study of various natural phenomena and in the study of technical sciences. Learning it is a necessary value for integration in society, enabling the development of the student's personality, the development of his abilities to think critically, to work independently and continuously. Twelfth grade mathematics ensures the acquisition of mathematical skills and habits and achievement of intellectual and personality development of students to be successful in facing the challenges of life.

One of the most important features of mathematics is its integration with other areas and cross-curricular issues to master its core competencies. Mathematics helps students to interpret quantities using numbers and algebra, interpret shapes, space and units of measurement using geometry and measurements, and interpret random phenomena using statistics and probability.

The twelfth grade mathematics programme consists of:

The goals of the subject of mathematics which help:

- students to develop the main lifelong learning competencies and the competencies of the area of mathematics, in order for him/her to be a successful citizen in the future;
- teachers to plan, implement and evaluate learning activities, as well as student's achievements within and outside the classroom;
- parents to understand their children's learning outcomes and assessment criteria at different time periods;
- drafters of textbooks and assisting materials for teachers and students.

- learning outcomes per subject for educational topics, the content of which creates conditions for the student to build and apply knowledge, skills, attitudes and values, in function of the competencies of the area and the main competencies;
- methodological guidelines for the implementation of the programme, for the achievement of competencies by the students, giving everyone the opportunity to show and develop their true potential;
- instructions for the implementation of cross-curricular issues for the contribution of mathematics to society and everyday life;
- instructions for didactic materials, resources and teaching tools.

Purpose

Learning mathematics in the twelfth grade is aimed at the intellectual development of each student, the practice of rules, the cultivation of values as well as the preparation to provide a solid foundation for the continuation of higher education.

The mathematics programme aims to equip students with mathematical thinking patterns and basic ideas about mathematical structures, and develop their calculation and problem solving skills in everyday life.

The twelfth grade mathematics curriculum, during implementation:

- selects and implements problem solving strategies;
- makes observations, researches, which help in the understanding of knowledge and the perfection of mathematical habits;
- advances students' mathematical thinking through mathematical symbols and language;
- presents mathematical concepts, relates them and applies them in solving problems.

The purpose of the mathematics subject in the twelfth grade is to promote general development and consolidation which is done through:

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

Topical content and learning outcomes

Students' acquisition of programme content is demonstrated as relevant knowledge presented to him in accordance with his age. The skills that the student demonstrates include the skills, abilities, techniques and methods for applying knowledge to achieve the learning outcomes planned for the classroom.

The subject of mathematics for the twelfth grade intends to develop and acquire mainly the following general mathematical concepts:

- Shapes and space;
- Functions and variables

The general concepts are broken down into topics, for each topic the learning outcomes are presented, which are supported by the thematic learning outcomes per stage, presenting the knowledge, skills, attitudes and values that the student must demonstrate in relation to those topics.

The mathematics curriculum for twelfth grade students is focused on general learning outcomes per subject and specific learning outcomes on topics and thematic units.

General outcomes are comprehensive statements about what students are expected to learn in mathematics, while specific outcomes are statements that identify the specific knowledge and understanding students need to reach by the end of the course. Through the results, students logically make reasoning and analyses, validations, modelling and solve problems. The students also make connections by reflecting on mathematical thinking, connects mathematical concepts within mathematics and outside of it.

II. Shape, space, measurements and geometry

General learning outcomes for the topics

The student:

• Accurately uses the symbols, terms, and concepts of point and line during analytical reasoning and solving various geometric and practical problems
• Develops algebraic reasoning and expresses straight lines and second degree lines through their equations
- Applies the solution of systems of non-linear equations in determining the reciprocal positions of the line with the second degree lines and the reciprocal position between the second degree

II. Functions and variables
The student:
- Defines a function as a relation between two sets of numbers.
- Develops algebraic and geometric reasoning in determining the domain of definition, zeros of a function, symmetry, limit, monotonicity, sign of a function, extreme values and continuity of a function.
- Applies the meaning and properties of functions to the meanings learned in other subjects.
- Defines range, arithmetic range, geometric range and range limit.
- Demonstrates skill in applying ranges and range limits in solving practical problems.
- Manifests the meaning of the limit of a function and applies it to the determination of the asymptotes of the function.
- Develops the understanding of function continuity and performs algebraic and geometric interpretation
- Defines the meaning of the derivative, uses the rules for calculating derivatives and interprets them in geometric form.

Concept	**Topics**	**Subject learning outcomes per topic (SLO)**
Shape and space, measurements and geometry	**Point**	The student: ▪ Learns the basic concepts of the point ▪ Calculates the distance between two points on the numerical axis and in the plane; ▪ Interprets in geometric and analytical form the symmetrical point of the given point in the coordinate system (in symmetry to the axes, to the line of any shape; ▪ Interprets the symmetrical point in the geometric shape against the the line; ▪ Divides a segment in a given ratio; ▪ Calculates the coordinates of the middle point of a given segment; ▪ Calculates the coordinates of the triangle orthocentre; ▪ Calculates the surface area of the triangle if the coordinates of

		its vertices are known; ▪ Calculates the surface area of any polygon if the coordinates of its vertices are known; ▪ Solves various practical problems; ▪ Uses mathematical language and technology to obtain and examine information about the meaning of the point.
	Line	The student: ▪ Defines the position of lines in geometric and analytical form; ▪ Defines different formats of the equation of the straight line in the plane; ▪ Distinguishes the different forms of the equation of the straight line in the plane; ▪ Converts the equation of the line to the plane from one form to another form; ▪ Graphically presents the equation of the given line in any of its shapes; ▪ Analytically explains and interprets in geometric form the position of two lines in the plane; ▪ Determines the position between the line and the axis of the coordinate system; ▪ Reasons analytically the position of two lines in the plane; ▪ Interprets the position of two straight lines in the geometric form; ▪ Calculates the angle between two lines; ▪ Finds the equation of the line passing through two given points in the plane; ▪ Calculates the distance of the point from the line; ▪ Solves simple geometrical problems by converting them to analytical problems; ▪ Uses the language of mathematics and technology to obtain and provide information about subject outcomes.
	Second degree lines	The student: ▪ Defines the lines of the second degree (circle, ellipse, hyperbola and parabola as a result of cuts of conical surfaces); ▪ Interprets the second degree lines as a geometric locus of points on the plane; ▪ Defines the basic elements of lines of the second degree (focuses, axes, eccentricity, leader, asymptote); ▪ Identifies the equation of the circle, ellipse, hyperbola and

		parabola through the basic concepts of conic sections; ▪ Examines the mutual position between the second degree line and a straight line; ▪ Calculates the equation of the tangent line of the second degree at one of its points; ▪ Calculates the equation of the tangent line of the second degree from a point outside it; ▪ Interprets in geometric form the solutions of systems of non-linear equations with the reciprocal position of the second degree lines and the straight line; ▪ Interprets the reciprocal position of the second degree lines in analytical and geometric form; ▪ Represents the equation of the tangent and the normal of the lines of the second degree in the plane; ▪ Applies quadratic lines in solving different problems; ▪ Uses mathematical language and technology to obtain and provide information about results of the topic.
Functions and variables	**Function**	The student: ▪ Lists function types ▪ Defines the real function; ▪ Identifies the area of definition (domain) and the set of values (codomain) of the function; ▪ Counts the zeros of the function (if they exist); ▪ Examines the sign, parity and period of the function and interprets them in geometric form; ▪ Defines monotony (increasing and decreasing), limitability, extreme values (min, max), malleability, curve points of a function; ▪ Defines the composite function ▪ Interprets the composition of functions; ▪ Defines the inverse function; ▪ Calculates the inverse function of a function, (if it exists); ▪ Classifies functions; ▪ Implements functions for solving problems from real life; ▪ Use mathematical language and technology.
	Numerical ranges and range limit	The student: ▪ Defines the numerical range; ▪ Defines finiteness and monotonicity of numerical ranges and examines it for different ranges; ▪ Defines arithmetic and geometric ranges and distinguishes them with the help of examples; ▪ Applies arithmetic and geometric ranges in solving various

		practical problems; ▪ Acquires the terms, facts, principles and basic concepts of the range limit; ▪ Defines the range limit; ▪ Examines the nature (convergence, divergence) of the range; ▪ Acquires the limit of the numerical range through concrete examples; ▪ Examines the convergence of some monotone and limited ranges; ▪ Performs operations with convergent ranges; ▪ Applies range limit properties to find range limits; ▪ Defines the "***e*** **"** number as a range limit $\left(\left(1+\frac{1}{n}\right)^n\right)_{n=1}^{\infty}$ and applies it to the finding of different range limits; ▪ Uses the language of math and range technology to obtain and provide information about the outcomes of this topic
	Function limit and function continuity	The student: ▪ Defines the Ɛ – δ circumference of a number; ▪ Defines the function limit in the language Ɛ – δ circumference; ▪ Defines the unilateral limits of the function and presents them in their geometric form; ▪ Distinguishes the indefinite forms of function limits; ▪ Identifies indefinite forms of function limits; ▪ Applies limit properties for calculating the limit of simple functions; ▪ Interprets the unilateral limits of different functions; ▪ Acquires some characteristic limits of functions and applies them to find the limits of some other functions; ▪ Applies the function limit in solving different problems; ▪ Applies the function limit to find the analytical form of the asymptotes of the function; ▪ Defines the addition of the argument and the addition of the function and internalizes them; ▪ Interprets the average rate of change of the function ▪ Applies argument addition and function addition in solving various problems; ▪ Interprets the geometric meaning of the continuity of the function at a point and in a numerical interval; ▪ Applies the properties of continuous functions in different situations; ▪ Applies the limit for calculating the breaking points of the function; ▪ Uses the mathematics language and technology to calculate the

		limit of the function.
	Derivative of a function	The student: ▪ Introduces the concept of derivative (tangent, speed, rate of change) ▪ Defines the concept of the derivative of a function; ▪ Defines the derivative from the left and right sides; ▪ Defines variability and continuity; ▪ Applies the definition of the derivative to calculate the derivative of some elementary functions; ▪ Connects function continuity with its derivative; ▪ Interprets the geometric and cinematic meaning of the function derivative; ▪ Identifies the basic rules of the derivative - formulas for the derivative (derivative of the constant, derivative of the sum, change, product and multiplier of functions, chain); ▪ Calculates the derivative of some elementary functions; ▪ Applies the derivative rules for calculating the derivative of the function; ▪ Defines the derivative of the inverse function; ▪ Applies the rules for calculating the derivative of some inverse functions; ▪ Applies the formula for calculating the derivative of the composite function; ▪ Defines the derivative of the second order for the composite function; ▪ Defines higher-order derivatives and finds higher order derivatives for various functions; ▪ Applies the derivative of the function in its examination and graphical representation; ▪ Applies the derivative of the function in solving different problems from other areas and real life; ▪ Uses the mathematics language and technology for the derivative of a function.
	Function interval	The student: ▪ Defines the indefinite integral of the function; ▪ Acquires the properties of the indefinite integral (without proof); ▪ Acquires tabular integrals; ▪ Applies tabular integrals for solving integrals of elementary functions;

		▪ Acquires the basic methods of integration and solves integrals of different functions; ▪ Acquires the method of integration by parts and solves integrals; ▪ Acquires the basic methods of integration and solves integrals of rational and trigonometric functions; ▪ Defines the definite integral as a limit of integral sums; ▪ Distinguishes the basic properties of the definite integral (the formula is used without proof); ▪ Applies the Newton-Leibnitz formula for the calculation of the definite integral (without proof); ▪ Applies the definite integral for calculating the surfaces of flat surfaces, the length of the arc of the curve, the volume and the surface area of rotating bodies; ▪ Uses the language of mathematics and technology to obtain and provide information about the results of this topic;

Methodological guidelines

Mathematics teaching methodologies in the twelfth grade are based on the teaching principles set out in Core Curriculum III which provides teaching that develops learning competencies. The topics presented in the twelfth grade curriculum cannot be developed in isolation, but are linked to other curricular areas and illustrated in real-life contexts. The learning outcomes for each topic also serve the requirements and notions that help the acquisition of other topics inside and outside the area.

The teacher should focus on these aspects:

- linking learning outcomes of the main competencies with the learning outcomes for the domain competencies and subject outcomes;
- competency-based teaching and learning;
- student-cantered teaching;
- integrated teaching and learning;
- developing cross-curricular topics;
- developing sustainable education activities.

The teacher should build his work on: determining the topic to be developed; listing methods, techniques and strategies which are based on interaction; enabling access to all the most necessary tools that students need, motivation, continuously encouraging students; informing and keeping in constant touch with parents about their children's progress.
The student should train for independent work, work in pairs, small and large groups, because this gives him the opportunity to show courage in discovering and exploring the unknown, respect the rules, values, personal and other attitudes, to develop communication and teamwork skills. Through the competency-based learning approach, the teacher enables and facilitates the exploration and identification of

students' experiences, knowledge and views, which enable their development, taking into account the differences between students in the classroom. Using ***efficient methodologies in the teaching of mathematics*** is a condition for the implementation of the programme, for the achievement of learning outcomes for students' competencies, giving everyone the opportunity to show and develop the potential they possess within themselves.

Guidelines for the implementation of cross-curricular issues

Mathematics has a variety of applications in everyday life and is closely related to many components of education, which simultaneously contributes to their implementation. Thus, in examining cross-curricular topics such as global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful coexistence, budget planning, etc., the student should solve problems of different natures, use mathematical reasoning and elements of mathematical language. Through the situations presented in cross-curricular topics, the student has the opportunity to make connections between the mathematical competencies and the assigned tasks for the realization of these topics.

Twelfth grade students learn to solve a problem or problem situation and become capable of contributing to their personal development, helping them find their place in society. Thus, they learn to participate in social life in the classroom and at school, develop an open attitude towards the world while respecting diversity. Students use the mathematical apparatus in order to justify and argue the decisions made, develop active relationships in their environment exercising a critical attitude towards sustainable education and cross-curricular issues.
The programme and its interpretation in itself contains *a connection of mathematics with other areas* through examples and problems, so that the curriculum of basic education is seen as a whole for the implementation of the main goal of student development.

Assessment guidelines

Assessment as a process is part of teaching and learning, therefore through assessment the degree of learning accessibility, the validity of the programme and the teaching methodology is established. In accordance with the principles of the competence-based learning approach, assessment is considered as an element of teaching which focuses on the level of achievement of competencies. Content assessment relates to knowledge acquisition and demonstration of mathematical skills through reliable indicators of student progress. During assessment, the teacher should take into account the learning outcomes for the learning topics of the class, focusing on the grade results. The assessment of student achievement in the twelfth grade in mathematics is performed through evidence of continuous assessment, classroom observation, assessment through periodic summative tests, while the reporting of the students'

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

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

Guidelines for learning materials and resources

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

In order to achieve the competencies of upper secondary education in the area of mathematics for the twelfth grade, the teacher provides access through the use of materials appropriate to the age, level and depth of learning. The teacher, in addition to necessary didactic materials and tools, creates mathematical models, provides special aid, adapts examples of different types, creates environment and space for alternative activities. He also provides technical and technological tools to develop the student's skills in learning mathematics. The teacher should enable students to develop the skills to demonstrate or present different projects and develop attitudes towards learning mathematics.

CURRICULAR AREA: NATURAL SCIENCES

Subject curricula/syllabuses

Biology (Gymnasia of natural sciences)

Physics (Gymnasia of natural sciences)

Chemistry (Gymnasia of natural sciences)

Astronomy (Gymnasia of natural sciences)

Geography (Gymnasia of natural sciences)

Subject curriculum/learning programme

Biology (Gymnasia of natural sciences)

Contents

Introduction

The design of the curriculum of the biology subject was carried out on the basis of the Core Curriculum - level III, and is dedicated to the students of grade XII, Gymnasia of Natural Sciences. The design of the programme relies on a genuine scientific procedure, both in terms of the form, methodological approach, organization and construction of the subject content, as well as from the presentation of learning results, assessment methods and instruments.

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

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

Based on the LRA in the area of natural sciences, in the subject of Biology for grade XII enables students to gain basic knowledge about the life cycle of living beings, ontogenesis or individual human development, tissues, organs and organ systems of animals, the environment and human health as well as health and sexuality education.

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

The subject of Biology for grade XII has the concept of the "the living world" area as the basis of reference.

The programme of the subject of Biology XII, in addition to the requirement for the achievement of the learning results per area (LRA), enables and contributes to the achievement of the results of the competencies, determined by the KB of the 6th grade.

The Biology XII syllabus contains Learning outcomes per subject (SLOs) by topic:

- Life cycle of organisms
- Human ontogenesis
- Animal tissues, organs and organ systems
- Environment and human health
- Health and sexual education

Purpose

The syllabus of the subject of biology for the XI grade is a continuation of the syllabus of natural sciences - biology from the tenth grade, and as such, it consists in achieving the competencies for the fifth grade (expanding the knowledge learned and developing skills, values and attitudes, etc.). Therefore, on this basis, the curriculum of biology for grade XII provides the student with the goal of further development for:

- Expanding knowledge on the life cycle of living beings, ontogenesis or individual human development, tissues, organs and organ systems of animals, the environment and human health, as well as health and sexual education.
- Communication skills and habits using scientific language to interpret ideas, phenomena and life processes.
- Express work in groups and work teams, a sense of sociability and other positive personal qualities necessary for constructive cooperation in solving the tasks presented.

- Research skills (through experimental, observational, measuring and analytical learning develop creative skills, analytical thinking, objective assessment of oneself and the group during teamwork).
- Ability to discover with their creative work how to use technological achievements with scientific work.
- Attitudes about scientific facts in terms of industrial, ethical and environmental issues.
- Attitudes about emotional behaviours in puberty.
- Value for the protection of personal sexual health and others,
- Value of integration with other sciences, enabling students to form complete preconceptions about the evolutionary development of living beings.

Topical content and learning outcomes

Natural sciences programme

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

LRA 2.2.1. Evaluates (judges) the functional connections of cellular structures during human life processes; human biology and contemporary forms of human health protection; 2.2.2 Organizes activities to make others aware of sexual health and substances that endanger human health.		
Concept	**Topic**	**Subject learning outcomes per topic (SLO)**
	Life cycle of organisms Human ontogenesis	• Defines and explains the importance of reproduction for the existence and continuity of the living world; • Defines and describes the differences between cell divisions: mitosis and meiosis; • Researches the process of DNA replication and chromosome duplication that precedes cell division; • Distinguishes and describes the main characteristics of sexual reproduction; • Describes gametogenesis and compares the processes of spermatogenesis and oogenesis; • Identifies and lists the stages of embryonic development: segmentation, gastrulation, histogenesis and organogenesis;

		• Identifies and describes the embryonic layers: ectoderm, endoderm and mesoderm and the derivatives they give during embryonic development; • Defines and analyses functions of extraembryonic organs: amnion, chorion, placenta; • Understands the levels of human postembryonic development.
Living world	**Human tissues, organs and organ systems**	• Organizes the hierarchical levels of the construction of the human organism in organs and organ systems and determines their functional connection; • Defines the term tissue and defines the types of tissues according to the role and function of the person; • Researches and describes the skin system in humans as protection of the body from harassment, the function and construction of the skin and its derivatives: glands, hairs, etc.; • Researches and describes the functions of the human locomotor system (for movement) as well as the complexity of its interaction; • Identifies and defines the construction and functions of the skeletal system, the number and construction of bones and their role, the functions of joints and ligaments; • Identifies and defines the structure and function of muscles, with a focus on skeletal and smooth muscles; • Defines and interprets the controlling role of the nervous system in all the vital functions of the organism, the construction and function of the neuron, the biological and physical legalities of receiving, carrying and processing stimuli in the example of the reflex arc; • Differentiates and clarifies the functions of the central nervous system and the peripheral nervous system (nerves), the autonomic and autonomic nervous system, the sympathetic and parasympathetic nervous system in humans; • Analyses and researches the structure and function of the human brain, the large, medium and small brain, hemispheres and functional areas of the brain; • Researches the structure and function of the organs of the human sensory system: the sense of touch, sight, hearing, taste and smell;

		• Identifies and analyses stimuli from the external environment according to their nature: chemoreceptors, photoreceptors, audio receptors, thermoreceptors, mechanoreceptors and their action cycle in the organism; • Names and analyses the functions of the human endocrine system, the main endocrine glands and the hormones they produce, the mechanism of hormone production and action, cases of hypo and hyper production of hormones with associated diseases; • Researches and describes the construction and function of the digestive organs, the physical, mechanical, chemical and biological processes of digestion; • Investigates and analyses the construction and function of the respiratory organs in humans, the lungs and construction, the complexity of breathing and exhalation in the process of gas exchange and associated diseases; • Examines liquid connective tissues: blood according to composition, blood groups, composition and function of lymph, as well as blood diseases (haemophilia, anaemia, etc.); • Names and analyses the construction and functions of the main organs of blood circulation: heart, arteries, veins and capillaries, including the differences between large and small blood circulation; • Applies pulse and blood pressure measurement; • Identifies and defines the main urinary organs according to their construction and function, the construction and function of the human kidney and diseases of the urinary system; • Examines the composition of urine as the final product of the urinary system, • Examines the complex functioning of the human immune system, innate and acquired immunity, the mechanisms of antigen-antibody action as well as the consequences of immune dysfunction (case of AIDS) and allergic reactions.
		• Defines and interprets the human living environment with the accompanying problems of the causes of the increase in global pollution; • Classifies environmental pollutants according to their origin, chemical and physical nature, sectors from which

	Environment and human health	they come, degradability in nature and distinguishes the concept of pollutant and toxicant; • Illustrates and describes the routes of introduction of pollutants into the human organism, the circulation of toxicants through the organism, the degrees of their action up to the forms of mitigating the action of toxicants; • Distinguishes and describes the terms: accumulation and tolerance, the organism's resistance, the specifics of the action of toxicants in the organism according to sex, age, etc.; • Identifies and examines primary and secondary air pollutants and the consequences for human health such as: asthma, emphysema, etc. including diseases related to the effects of global warming, • Identifies and examines the sources of chemical, biological and physical pollution of water and the consequences on health: dysentery, salmonellosis, hepatitis; • Investigates and defines human diseases based on chemical pollution (pesticides), physical pollution (radioactivity, noise) and biological pollution (pathogenic organisms); • Applies measures to protect personal health and that of others from the effects of environmental pollution;
	Health education	• Analyses gender-based behaviours, expectations and misinterpretations of these roles, • Discusses sexuality and disability, the impact of various diseases on sexuality, • Prepares and presents a project to prevent unacceptable social behaviour.

Methodological guidelines

For the practical implementation of the teaching plan for natural sciences - the subject of biology, whether inside the lesson or outside, aiming at the implementation of curricular activities as well as extracurricular activities, adequate use of teaching and learning methodologies is required.

Learning results per stage (competencies) LRSs, learning results per area (LRAs) - natural sciences, i.e. subject learning outcomes (SLO) - represent not only reference points for the selection of methodologies, harmonizing each other in the teaching and learning process and in the context of the philosophy and principles of KCF.

Students' success in science subjects 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, working on projects and others.
The selection of methods is the responsibility of the subject teacher. It is done in accordance with the needs and requirements of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc.
The natural sciences are experimental sciences, therefore it is preferable that the legalities, where possible, are explained using proof, demonstration or experiment in collaboration with the students, and the teacher should have a leading role.
The methods, techniques and forms of working with students should be in function of the easier acquisition of learning content, knowledge, habits, skills, attitudes and other values to face life's challenges.
In order to fulfil the requirements for quality learning, the following methodological approaches are suggested:

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

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

Guidelines for the implementation of cross-curricular issues

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

- Media education
- Education for sustainable development
- Peace education

Media education refers to the selection and use of media for the provision and processing of new and accurate information, creating and using in a critical way information for research and

new scientific discoveries. The issue of media education includes content related to publications, awards and effects of achievements in science at the national and international level.
Education for sustainable development refers to topics of general importance that influence young people/students to take responsibility for attitude and active action towards issues in the awareness and preservation of natural resources, at the local and global level. This includes issues such as: social aspect, economic and environmental development.
Issues of sustainable development include aspects of having a healthy environment that is related to awareness, civic action and the importance of using environmental resources as heritage and culture of the next generation.
Peace education refers to the understanding of diversities in society as social values. The contents of peace education are tolerance, harmony and ethnic, religious, cultural coexistence, etc. living in harmony with the natural environment; the 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.

Assessment guidelines

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

The purpose of assessment is to:

- provide necessary information on student progress and their learning motivation;
- assess practical and demonstration work;
- identify difficulties in the learning process;
- present findings about student achievement during the learning process;
- allow student self-assessment;
- improve teaching and learning.

Student assessment is done for oral and written answers, homework, skills during independent and group work, tests, project work, etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. Assessment should be transparent to students, parents and the community. Important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

In order to achieve the goal of the new Kosovo Curriculum, which is based on the competence-based approach, to fulfil the philosophy of the curriculum and specially to achieve results from the natural sciences, it is necessary to recognize the assessment system that is defined by the AI (see AI) based on the requirements of the KCF.

Teachers of natural sciences - biology, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional group, teachers' group)

in line with the school's assessment plan issued from the assessment plan at the MED level and with the AI approved by MEST.
Given that assessment is a very complex issue, the teacher must constantly look for opportunities for professional development, examine the situation, review the criteria for the evaluation instrument used, and above all, be ready to be held accountable by each interest group.
The teacher draws up an annual plan for student assessment, which must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in hard copy to all interested parties. Upper secondary education students go through two types of assessment:

1. Internal assessment, and
2. External assessment.

Internal assessment allows students to express new knowledge and show the level of competence mastery. This is achieved by combining formative assessment (for learning) and summative assessment (of learning).
Types of internal evaluation:

- Continuous assessment
- Final assessment
- Grade assessment.

Continuous assessment is done during the learning process (formative assessment) and at the end of each learning topic or learning period (summative assessment).
Final assessment is done at the end of the teaching/school year.
Grade assessment is carried out at the end of each curricular grade, namely at the end of the fifth grade.
External assessment takes place at the end of the 12^{th} grade and is organized by the central authority for assessment organized by MEST.

Guidelines for teaching materials and resources

For the successful development of competencies in the natural sciences - biology, it is necessary to use different teaching tools and materials as well as a suitable learning environment.
• Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopaedias, etc.;
• Visual tools: writing board, photographs, paintings, models, patterns, diagrams, graphic tools, etc.;
• Auditory tools: radio, tape recorder, telephone, cassette player, etc.;
• Audio-visual tools: television, film, video projector, video cassette, computer, Internet, teletext, CDs, e-mail;
• Learning environment (classroom, laboratory, workshop, nature, farm, etc.).

Subject curriculum/syllabus

Physics (Gymnasia of natural sciences)

Grade 12

Contents

Introduction

Learning the subject of Physics 12 in the framework of the area of natural sciences offers students the opportunity to develop an understanding of scientific concepts and processes, the practices used by humans for the development of scientific knowledge, the contribution of science to society and its applications in everyday life.
The curriculum of natural science subjects, particularly Physics 12, helps to develop **competencies** that serve individuals in personal, social, economic terms and are related to local, national and global issues. The competencies that the area of natural sciences develops at all levels contribute to the achievement of key competencies in the function of lifelong learning. The subject content of Physics 12 is conceived as a tool for the acquisition of key competencies and those of the area by shaping learning situations. Students start with their own ideas about how things are and then change and develop them by trying them out. During scientific activities, students encounter the possibilities of changing, restoring or challenging ideas. This way of learning enables students to develop and shape scientific understanding through their own ideas and experiences. Ideas and concepts are processed as students work in problem situations and apply research methods to solve problems. By learning this way, they can experience the joy of scientific discovery and nurture curiosity about the world around them. The teaching of physics is closely related to technology and together they develop students in a wider context.

At stage 6, the area of natural sciences integrates knowledge, skills, attitudes and values through the subjects of physics, chemistry, biology. At this level, students expand the area of knowledge about phenomena in life and daily activities, develop the skills, strategies and thinking habits necessary for scientific research and technological development. They relate scientific and technological knowledge to each other and to life, use scientific language and terminology, and create the conceptual foundations for further learning of science in university studies. The subject of Physics 12 mostly contributes to the concept of the curricular area - "physical processes" but to other concepts as well. The concept of the area of "physical processes" is broken down into: Concept/Domain: I. Motion; II. The structure of the subject; III. Interaction; IV. Energy.

The subject of physics, which will be taught in grade 12, includes the most condensed learning units, but always taking into account the psycho-physical abilities of the students, which are horizontally interconnected with concepts and vertically interconnected with FLRs throughout pre-university education.

Purpose

The purpose of the Physics 12 programme of the natural sciences area have been conceptualized to benefit lifelong learning.
The subject of Physics 12 allows students to:

- deepen the basic knowledge and concepts for scientific training in physics, with the aim of preparing them to continue their studies in the branches of the Faculty of Natural Sciences and Engineering;
- develop scientific skills, critical and creative thinking;

- apply scientific knowledge and skills analytically, critically and creatively to problems that require solutions and decision-making;
- evaluate the contribution of science and technology in the service of human society;
- become aware of how to interact with the environment in a responsible and consensual manner;
- describe natural processes in time and space; describe energy sources;
- explain processes through four interactions (gravitational, electromagnetic, strong nuclear and weak nuclear);
- use information and communication technology as a tool to obtain information;
- explain the role of science in sustainable development, as well as preserving and protecting the environment.

Topical content and learning outcomes

Students in grade twelve achieve the Learning outcomes per subject (SLO) for the topics set out in the table below, derived from the Learning results per area (LRA) Natural Sciences of Grade 6 of the Curriculum (G 6) in the core curriculum OF upper secondary education.

Concept		
Physical processes	**LRA: Explain the laws of fundamental interactions in nature; weak and strong nuclear force, their impact on human life and environmental pollution.**	
	Topic	**Subject learning outcomes (SLO)**
	1. Geometrical optics	• defines the laws of rectilinear propagation of light and compiles their analytical form. • acquires formulas of the position of the images and the source in spherical mirrors and thin lenses. • analyses the position and magnification of images in plane, spherical and thin lens mirrors. • explains the rule of defining the real and virtual character of images in mirrors and lenses. • identifies lens defects and presents how to correct them. • analyses the creation and magnification of images in simple optical instruments. • calculates the minimum deviation of the beam in the optical prism and its displacement after refraction in the parallel plate. • solves numerical tasks for rectilinear propagation of light. (8)
	2. Wave optics	• distinguishes classical sources from laser sources of waves and acquires the expression for intensity of interference of two waves with different amplitude and phase. • analyses interference lines from two virtual sources and interference lines of the same slope and thickness. • demonstrates the creation of a narrow slit, small circular aperture and sharp blade diffraction pattern.

		• applies Huygens' principle for the benefit of narrow-slit diffraction expression. • analyses the diffraction in an optical grating representing a system of parallel slits. • treats the optical prism and the diffraction grating as dispersive elements and compares the shift of the component colours of the white light incident on them. • demonstrates wave polarization with the mechanical analogy of the polarizer and analyser. • explains Malus' law, dichroism and Brewster's law of polarization. • describes the method of recording the hologram with interference of the reference wave and the object wave and its reconstruction. • solves numerical problems for interference, diffraction and polarization phenomena. (10)
	3. Special relativity theory (SRT)	• describes physics at the end of the 19th century and the presentation of the cosmic ether in order to preserve the principle of unity between mechanical and EM waves. • explains the measurements made in physics and astronomy that are justified by partial attraction of the ether, total attraction and no attraction at all. • acquires the expressions of transformation of coordinates, velocities and accelerations in two inertial reference systems. • presents examples that show that light does not obey the classical principle of addition of velocities. • presents Einstein's idea of overcoming the crisis created in physics, by changing the image of space and time in the form of two accepted premises. • explains the relative meaning of simultaneity and synchronization of clocks within the given inertial system. • presents expressions of the connection between coordinates and time between two inertial systems based on Einstein's postulates (Lorentz transformations). • treats the relative character of length and time based on Lorentz transformations. • acquires the relativistic expressions for the summation of velocities in accordance with Einstein's request. • calculates the speed of light propagation in moving water and calculates the factor corresponding to the partial attraction of the ether. • explains Einstein's virtual mirror experiment and applies the relativistic expressions of the addition of velocities to justify the limiting character of the speed of light.

		• presents relativistic expressions for mass, impulse, total and kinetic energy. • derives the expression for the relation between relativistic energy and momentum and treats the law of conservation of mass and energy in SRT. • notes Einstein's contribution to contemporary physics. • solves numerical tasks to explain relativistic effects. (15)
	4. Thermal radiation	• distinguishes absolute black bodies, mirrors, absolute white and absolute transparent bodies by applying the law of conservation of energy of incident radiation in them. • acquires Kirkoff's universal function for thermal radiation. • describes the properties of the absolute black body and its approximation to everyday bodies and the Sun. • analytically and graphically expresses the radiation laws of the absolute black body. • explains Planck's hypothesis about the discontinuous mode of radiation emission of the absolute black body and presents the formula of its energy density. • illustrates the Planck curves, for different temperatures in the chart, radiation intensity/wavelength. • applies the maximum of the Planck curve for the Sun, to determine its effective temperature. • defines the fundamental quantum properties of light and the particle-wave dualism for light. • interprets suppression, the photo effect and the Compton effect using the fundamental properties of light quanta. • solves numerical tasks to apply the laws of thermal radiation, photo effect and Compton's effect. (10)
	5. Atomic structure	• describes Thomson's model and Rutherford's planetary model of atom construction. • explains the Bohr model of the atom, the quantization of the electron's energy and path, and lists its basic properties. • analyses the energy levels and spectral series of the hydrogen atom. • interprets Franck-Hertz's experiment for the existence of energy levels in the atom in accordance with Bohr's second postulate. • examines the generation of X-rays, their properties and application in the study of the structure of matter with diffraction phenomena (Bragg's formula). • describes the types of luminescence according to the extension of the emission of radiation and distinguishes them according to the method of excitation of matter.

		• distinguishes spontaneous emission from stimulated emission of radiation with inverse population and describes the working principle of the laser. • solves numerical tasks for the structure of the atom. (8)
	6. Quantum physics	• identifies the achievements and shortcomings of the Bohr model of the atom. • presents De Broglie's hypothesis on the dual nature of matter particles, which represents great symmetry of nature. • argues the accuracy of De Broglie's hypothesis by explaining the interference of the electron beam diffracted in two slits, the diffraction of electrons in the MnO crystal and the work of the electron microscope. • shows Bohr's interpretation of standing waves, for stationary states of the electron in the atom. • explains Heisenberg's relations for uncertainty during the simultaneous measurement of complementary quantities. • describes the wave packet as a set of large number of waves whose amplitude expresses the probability of the location of the particle. • points out that in the quantum-mechanical model of the atom, the concept of particle-electron and classical allowed trajectory is replaced by the concepts of electron cloud and atomic orbital. • explains the visualization of the electron cloud as an area in which the electron is ubiquitous. • finds that the movement of the electron around the nucleus is described with De Broglie's probability wave or ψ (psi) function and observes the physical meaning of the quantity $\|\psi\|^2$. • shows that the atomic orbital helps us describe the shape and density of the electron cloud. • identifies and describes three important historical experiments that led to the appearance of quantum numbers. • explains Paul's exclusion principle, Hund's rule and the periodic table of elements. • points out the fundamental pillars on which the quantum-mechanical model of the atom rests. • describes the potential barrier and the tunnel effect, which explains decomposition. • solves numerical tasks for the respective problems. (15)
	7. Atom	• points out the structure of the atom nucleus and the

	nucleus structure	properties that determine its individuality. • determines the binding energy of atomic nuclei and their stability. • examines nuclear reactions from the aspect of releasing or expending energy for their development. • explain the basic properties of the strong nuclear force and compares it to the EM and gravitational force. • addresses radioisotopes and their application in various areas of human experience. • interprets the spontaneous natural transformation of the nucleus of one element with radioactive radiation into the nucleus of another element. • describes special radiations according to their properties and how they are created during spontaneous radioactive decay. • analyses the law of radioactive decay as a random phenomenon for which the laws of statistics apply and the impossibility of accurate prediction. • describes the processes of transformation of atomic nuclei by their inelastic impact with light particles: alpha, protons, neutrons, deuterons, quanta γ etc.(the first nuclear process, ${}^{14}_{7}\mathrm{N}(\alpha, p){}^{17}_{8}\mathrm{O}$). • defines the basic conservation laws in the transformation processes of atomic nuclei. • examines the process of creating transuranic elements with resonant capture of slow neutrons. • explains the process of splitting heavy atomic nuclei into two fragments after being hit by neutrons. • describes chain reactions and the possibility of controlling them in nuclear reactors. • interprets the thermonuclear reactions of the creation of heavy nuclei by the fusion of light nuclei and analyses the proton - proton (p-p) cycle that occurs in the Sun. • identifies dosimetry as a branch of nuclear physics which studies, evaluates and measures the interaction of ionizing radiation with matter. • points out the creation of elementary particles from the inelastic impact of primary cosmic radiation with the nuclei of atoms in the upper layers of the atmosphere. • explains the basic interactions in nature and the classification of elementary particles according to the character of the interaction to which they are subjected. • argues the existence of positrons (antiparticles) as a physical reality, based on the symmetric solution of the

		formula for relativistic energy expressed with the help of momentum. • explains quarks as the building blocks of particles of the hadron family (mesons and baryons) and have been elevated to the status of elementary particles. • points out the fundamental features of the standard model and the achievements of physicists towards grand unification. • solves numerical tasks for problems related to the structure of the nucleus. (21)
	8 Physics of semiconductors	• explains the construction of rigid bodies and the properties of single crystals, polycrystals and amorphous solids. • distinguishes four basic types of construction of solid bodies according to the connection between atoms or their groups in crystal networks: covalent, metallic ionic and molecular. • analyses the thermal conductivity of pure semiconductors with thermal excitation. • treats the active resistance R of the metal conductor from the quantum aspect as a need to overcome the lack of explanation with the classical model. • demonstrates the dependence of semiconductor electrical resistance on temperature. • demonstrates the creation of conductive properties of the semiconductor by external actions on it: light, radiation or mechanical. • distinguishes normal conductors from superconductors according to their resistance at temperatures close to absolute zero. • treats the conductivity of metals, semiconductors and insulators by analysing their energy zones. • calculates the conductivity of the metal as a result of the action of the electric field on its electronic gas. • interprets the increase of the conductivity of semiconductors above the intrinsic value by placing additions of other elements in their crystal network. • analyses by illustration the differences of the energy spectrum of semiconductors of types - n and - p. • notes the p – n contact as the fundamental element of semiconductor technology. • examines the influence of the external electric field on the properties of the p-n layer. • experimentally demonstrates the properties of the semiconductor diode by connecting it to an electric circuit. • describes the working principle of the diode as: solar cell,

		light-emitting diode or alternating current driver. • shows the working principle of the crystalline n – p – n triode and the p – n – p triode. (16)

Methodological guidelines

The practical implementation of the teaching plan for natural - physical sciences, either during the lesson but or outside it in the development of curricular activities as well as extracurricular activities, requires the selection of methodologies, aligning them with the expected outcome in the teaching and learning process and in the context of the philosophy and principles of the KCF. The natural sciences are experimental sciences, therefore it is preferable that the laws, where possible, are explained by evidence, demonstration or experiment in collaboration with the students, while the teacher must have a leading role. The success of students in science subjects depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches. The selection of methods is the responsibility of the subject teacher. It is done in accordance with the needs and demands of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc. We will mention some of the general methods that can be used in this case.

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

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

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

Research - Students engage in activities through which they understand how scientists think and what they do in a decision-making process, how they formulate questions and how they plan research. Through inquiry-based learning, students are able to acquire knowledge and create a worldview of the natural and physical world based on scientific research. Also, they become competent to apply demanding skills and processes, and develop the attitudes and values that are fundamental to the practice of science.

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

Information and communication technology - Information and communication technology supports demanding processes, increases the quality of student learning and ensures cooperation between them. Through the use of digital tools, students can explore and perceive abstract concepts and discover relationships between objects and phenomena.

Guidelines for the implementation of cross-curricular issues

The contribution of the natural sciences and specifically the subject of physics is manifold in terms of impact on human health and well-being, the environment and the economy. There is a significant connection between issues and challenges that address cross-curricular topics and breakthroughs and achievements in science and technology. The area of natural sciences, through diverse learning situations, develops the competencies related to each cross-curricular topic and specifically to the following topics: **environment; interdependence; sustainable development and moral decision-making**.

The subject of Physics, as a subject in the area of natural sciences, helps students understand many issues related to the use of natural resources, human impact on the environment, waste management, ethical issues related to biotechnology, climate change and biodiversity. Through various projects in the area of science, students can study its social, ethical, economic or environmental impact. They are encouraged to ask questions about issues that address these topics and their behaviour as responsible consumers.

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

- Media education
- Personal development and life skills
- Sustainable development education

Media education

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

Personal development and life skills

Life skills help students make well-informed decisions, solve problems, think critically and creatively, communicate effectively, intellectually and emotionally with others, and build their lives in healthy and safe ways. During the development of this issue, they increase the safety of their health and others, so that they are able to make safe steps in their environment. They learn to distinguish multiple values, for themselves and for others.

Sustainable development education

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

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

6. Assessment guidelines

Assessment is an activity and instrument used to judge the work and achievements of students. It plays the role of a measuring device that makes clear the situation in which the student is. Assessment as a broad system that supports student learning includes the following assessment categories:

- formative
- diagnostic
- summative, and
- motivation

Continuous assessment after each learning topic gives better results. It does not only measure the acquired knowledge, but also evaluates the degree to which an educational action has been achieved, which leaves a mark on the student's personality. The final assessment includes the student's overall learning activity (oral responses, projects, seminar papers, group behaviour, skills gained during experimental work, homework, test and exam results, etc.).

Student assessment includes three main areas:

- cognitive skills;
- affective skills, and
- psychomotor skills.

The teacher selects and uses various assessment tools and techniques and after developing the contents of the programme, the students are assessed grades (for a topic, for a set of topics, for a semester or half-year and at the end of the school year). Assessment should be transparent to students, parents, education administrators and the community.

Assessment results serve the teacher to achieve different goals:

- Provide information on student progress;
- Provide students with learning information;
- Motivate students;
- Record student progress;
- Ensure the achievement of current objectives;
- Evaluate the students' readiness for learning in the future;
- Reflect on the improvement of teaching based on the evaluation of others and on self-evaluation.

Guidelines for learning materials and resources

The successful development of the competencies in natural-physical sciences requires utilizing different teaching tools and materials as well as a suitable learning environment.

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

These resources should be discussed and evaluated by staff as part of their science plan. The plan should be important to select the second resources, which help to support the students in their scientific works, as well as in making diagrams or different creations.

Subject curriculum/syllabus

Astronomy (Gymnasia of natural sciences)

Grade 12

Contents

Introduction

Astronomy is a theoretical and observational science. The accuracy of all analytical methods must be subject to the scientific judgment that is observation. Without verification of knowledge by observation, we cannot talk about genuine knowledge. Observations are usually conducted by the subject teacher, from a very dimly lit place on any clear, calm night when weather conditions allow. It should not be expected that the observations will be made in parallel with the development of the subject, instead the climatic conditions necessary for this purpose should be used. The teacher will decide what he will observe in the sky. It is preferable to provide a school telescope with which many interesting observations can be made and a sky map with drawn constellations. In the absence of a telescope, it must be borrowed from schools that have it.
Otherwise, we cannot talk about any learning results. Astronomy is interesting precisely because of the possibility of observation. The teaching subject, Astronomy 12, mostly contributes to the concept of the curricular area - "**Earth, environment and the universe**" but to other concepts as well. The subject of astronomy, which will be taught in grade 12, includes the most condensed learning units, but always taking into account the psycho-physical abilities of the students.
Through the subject of astronomy, students are introduced to the role of humans in changes and use and the mastery of natural phenomena.
The purpose of learning astronomy is: the development of observational skills and critical thinking, which in reality is a sophisticated form of thinking, namely cognitive, active and interactive process, the use of technological tools during scientific research.

Purpose

The astronomy programme aims to:

- develop students' ability to recognize and understand the position of man in time and space, the Earth where he lives and the relationships between other bodies in the Universe;
- develop skills to accurately describe the analytical form of the laws of astronomical objects, position, apparent and actual movements, determination of distances, masses, dimensions, chemical composition and physical nature, their birth and development and the Universe in general;
- acquire the ability to grasp cosmic laws with the help of self-judgment and engage in the elementary methods of determining the functional connections of phenomena through observation;
- develop scientific skills, critical and creative thinking;
- evaluate the contribution of science and technology to the benefit of human society; raise awareness of interaction with the environment in a responsible and consensual manner;
- use information and communication technology as a means to ensure and communicate information;

Topical content and learning outcomes

Students in the twelfth grade achieve the Learning outcomes per subject (SLO) for the subjects set out in the table below, derived from the Thematic Learning Outcomes (LOT) of Natural Sciences, of the Stage 6 of the Curriculum (Stage 6) in the Core Curriculum of upper secondary education:

Concept		
Earth, environment and universe	**LRA: Evaluates the geocentric and heliocentric system, the apparent motion of the Sun, its processes, contemporary theories of the creation of the solar system and explains the connection of space and time in the creation of the Universe in the process of the Big Bang**	
	Topic	Subject learning outcomes (SLO)
	1. Astronomical objects	**The student:** • understands the study subject of astronomy, disciplines, methods and its connection with other sciences. • describes the ground and sky equipment for observation, their analytical characteristics and the difference according to the purpose of their use. • shows the work organization of the global satellite navigation system for determining the coordinates of the place of occurrence on Earth. • describes the basic characteristics of each star according to classical astronomy, the way of determining the basic constellations, the presentation according to the seasons and the orientation according to them, • presents sites for international organizations, observatories, archives, for information, telescopes and astronomy magazines that exceed the possibilities of this course. • solves numerical tasks for the problems addressed in this topic. (6)
	2. The apparent rotation of the celestial sphere	- presents accepted evidence and facts that prove the rotation of the Earth around its axis. -explains the celestial sphere, apparent rotation, angular measurements, the spherical triangle, and the basic elements of the celestial sphere benefiting from diurnal rotation. -presents by means of illustration the geographical coordinates on

		the surface of the earth. -analyses with illustration the coordinate systems of the celestial equator and determines geometrically and analytically the relationship between them and the quantities derived from this relationship. -proves the theorem relating the height of the north pole of the world to the latitude and applies it to the appearance of the sky in different positions of the Earth's surface. -learns the link between the horizon coordinate system and the country's equator and determines the elements of the spherical triangle of this link. - determines by illustration and analytically the passage of the celestial body through the meridian and the connection between coordinates δ, z and h for a given latitude φ. - identifies the boundaries of climate zones on Earth using the conditions of the Sun's passage through the celestial meridian. -solves numerical tasks for the problems addressed in this topic. (9)
	3. Apparent movements of the Sun in the celestial sphere	-points out precise scientifically accepted facts and evidence for proving the rotation of the earth around the sun. -explains the apparent annual movement of the sun among the stars and its courses. -examines the apparent annual motion of the sun as a reflection of the true motion of the earth around it. -identifies the constellations through which the sun's disk passes at the equinoxes and solstices and during its apparent motion across the 80 latitude belt on either side of the ecliptic. -presents the other elements of the celestial sphere benefited from the apparent annual movement of the sun. -illustrates the coordinate system of the ecliptic to the celestial equator. -explains by illustration and analytically the transition from ecliptic coordinates to celestial equator coordinates and defines the elements of the spherical triangle of this connection. -analyses the four consequences of the two fundamental movements of the Earth and addresses direct and retrograde movements. -explains true solar day and time, mean solar day and time, and the relationship between mean solar time and sidereal time by the number of days in the tropical year. -describes in words and interprets analytically the systems of time calculation. - tackles the construction of the calendar, the creation of the month and the week and names the days of the week according to

		the Illyrian culture. -explains the impact of atmosphere in observing illuminating astronomical objects and analyses phenomena on earth related to the atmosphere. -solves numerical tasks related to problems addressed in this topic. (13)
	4. Planetary motion	-distinguishes apparent motion from true planetary motion and Ptolemy's geocentric system from Copernicus' reform based on three axioms. -values the contribution of G. Bruno, T. Brahe, G. Galilei and J. Kepler for support, dissemination, completion and discovery of the laws for expanding the heliocentric reform. -generalizes Kepler's third law and determines the masses, periods and semi-axes of the orbits of planets and satellites. -explains I. Newton's contribution to developing the understanding of Copernicus' reform. -presents by illustration the mutual position of the planets to the sun and the earth (configuration). -takes the expression for calculating the synodic and sidereal period of the planets and applies it to the sidereal period of the moon, Mars and any other planet. -analyses the meaning of the 6 sizes which determine the orbits of the planets around the Sun. -deals with the many-body problem, secular and periodic perturbations, and motion deviating from Kepler's laws caused by the presence of other bodies. -applies the law of gravity to explain tidal-forming forces, the movement of the world's north pole between the stars, the slow oscillations of the Earth's axis (conic oscillations), and cosmic velocities. -solves numerical tasks for the problems addressed in this topic. (10)
	5. Defining the distance of astronomical objects.	-learns the formula for measuring the distance of the object on the surface of the Earth and the formula for the parallax of the horizon in relation to the Earth's distance. -defines the formula for annual parallax and distance units in astronomy. - obtains the formula for determining the linear diameters of the objects of the solar system with the help of angular radius and parallax of the horizon. -solves numerical tasks for the problems addressed in this topic. (4)

	6. Solar system objects	-describes the physical characteristics of the Earth and its internal structure. -explains the Earth's magnetic field and distinguishes the layers of the atmosphere according to temperature and events that occur in it. -points out the methods of determining the distance and linear radius of the moon. -examines the rotations of the moon with respect to the Earth and on its own axis and illustrates the relationship between the periods of rotation. -treats separately the geometries of the solar eclipse and the lunar eclipse and explains their types. -presents the physical nature of the Moon and the characteristics of its relief. -describes separately the general features of the planets of the Earth group and of the giant planets of the Jupiter group. -explains the general features of the small bodies of the solar system. -examines comets, their origins, the asteroid belt, the Kuiper belt, the Oort cloud, and the types of celestial bodies in them. -distinguishes the classic catastrophic hypotheses from the contemporary hypotheses of the creation of the solar system. (10)
	7. Stellar astronomy	-describes spectroscopy and different types of spectra from different sources. -distinguishes stellar magnitudes that are determined by measurement from stellar magnitudes that are determined by calculation and shows examples of comparing the brightness of any star in relation to the Sun. - applies the law of radiation to determine the diameters of stars and describes the types of radio telescopes and radio interferometers. -examines the fundamental properties of the Sun, rotation, size, mass and brightness, methods of determining the temperature of the photosphere and the chemical composition of its matter. -analyses the layers of the solar atmosphere, solar activity and illustrates the connection between paleo climatological changes and the sunspot cycle in the last 400 years. -describes the internal structure of the Sun and its energy sources. -determines the tangential and radial components of the spatial velocity of the movement of the stars in the celestial space relative to the Sun. -works on the spectral classification of stars according to Harvard and their chemical composition. -explains the general physical characteristics of stars and presents

		diagrams of the connections of particular characteristics. -distinguishes different types of stars according to their specific characteristics (double, variable, nova, supernova, pulsar, collapsed) -examines the spectrum-brightness diagram and deals with the evolution of the Sun and stars with a diagram. -solves numerical tasks for the problems dealt with in this topic. (12)
	8. Our galaxy	-presents the structural construction, size and position of the Sun in the Milky Way. -points out the coordinate system of the Galaxy with a drawing. -identifies the features of Galactic clusters, the types of gas and interstellar dust in the disk and halo. -describes the large satellites and small satellites of the Milky Way separately and presents the formula for the criterion of the interstellar gas becoming stars. - examines the rotation of the Milky Way, determines the mass, and treats the motion of stars, radio radiation, the origin of cosmic rays, and the interstellar magnetic field. (5) Total: 69
		C o s m o l o g y
	9. Cosmology	-shows ways of determining the linear diameter of other galaxies, their distances, and their masses. -explains the local group galaxies and their interactions. -presents the multifacetedness of the galaxy world, the progression of the law of gain, the Hubble classification and the compressibility formula of elliptical galaxies. -presents galaxies with active cores, which emit more energy in radio radiation than in the optical spectrum. - describes the most distant objects observed in the Universe, as the most powerful existing sources of radiation in the visible spectrum and the infrared part. -treats the Metagalaxy as a giant system containing all known galactic clusters together with intergalactic matter. -explains the mutual departure of galaxies and treats the Metagalaxy as a non-stationary and evolving system described by Hubble's law. -presents the red shift diagram versus galactic distances on a logarithmic scale, and applies Hubble's law to determine the distances and linear sizes of any galactic object.

		-interprets the beginning of the Universe from an enormous explosion of insanely high temperature and density known as the Big Bang and relict radiation as evidence of this event. -presents the cosmological models of the Universe based on the cosmological principle and calculates the critical density of matter as a criterion for its kinetic removal or gravitational restriction in the future. Total: 10

Methodological guidelines

The practical implementation of the teaching plan in the subject of astronomy within the natural sciences, either within the lesson, or outside it in the implementation of curricular activities as well as extracurricular activities, requires the selection of methodologies, harmonizing with the expected results in the teaching process and teaching and learning in the context of the philosophy and principles of the KCF. The natural sciences are experimental sciences, therefore it is preferable for the laws, where possible, to be explained by providing evidence, observation, demonstration or experiment in collaboration with the students, whereas the teacher must have a leading role. The success of students in the subjects of natural sciences, respectively in the subject of astronomy, depends on the work and commitment of the teacher and students. This is achieved by using an interactive and comprehensive approach. The selection of methods for the subject of astronomy is the competence of the teacher of the subject. It is done in accordance with the needs and demands of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc. We will mention some of the general methods that can be used in this case.

Observation method

The observation method is a method that helps students acquire scientific concepts. Through this method, students make the connection between abstract concepts and real-world objects or phenomena. When observing objects (celestial sphere, stars, planets and other celestial bodies), or phenomena, students use scientific knowledge. Observations help them to create stable representations of the world and space around us. Observations in nature encourage students to work scientifically, develop hypotheses and test them. Observation is the first step of a research, experiment or study.

Research -Students engage in activities which help them understand how scientists think and what they do in a decision-making process, how they raise questions and how they plan research. Through inquiry learning, students are able to acquire knowledge and create a worldview of the natural and physical world based on scientific research. They also become competent to apply

demanding skills and processes, and develop the attitudes and values that are fundamental to the practice of science.

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

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

Guidelines for the implementation of cross-curricular issues

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

- Media education
- Personal development and life skills
- Sustainable development education

Media education

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

Personal development and life skills

Life skills help students make well-informed decisions, solve problems, think critically and creatively, communicate effectively, intellectually and emotionally with others, and build their lives in healthy and safe ways. During the development of this issue, they increase the safety of their health and others, so that they are able to make safe steps in their environment. They learn to distinguish multiple values, for themselves and for others.

Sustainable development education

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

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

Assessment guidelines

Assessment is an integral part of the learning process. It measures the degree to which the competencies have been achieved by the learner. It involves collecting information through various assessment techniques to achieve the expected learning outcomes at the student's grade level and stage level. With this information, the teacher makes decisions about the final evaluation of the students, based on his judgment about the level of their mastery of the competencies in the area of natural sciences.

Assessment serves many purposes, so it is important that the teacher adapts the type of assessment to the specific intended purpose. Before making a decision about a particular aspect of student performance, the teacher must ensure that the assessment method used provides information that accurately reflects the particular aspect of performance that it is intended to assess.

It is essential that assessment is part of the teaching and learning process. The whole learning process in the natural sciences is based on scientific inquiry, and as such assessment takes many forms.

Being part of the learning process, formative assessment is used at all levels. Formative assessment serves students to improve learning and teachers to improve teaching methods.

Summative assessment is used to determine the extent to which competencies have been achieved. It serves not only to inform students and parents about their progress, but also to improve teaching and learning practices.

Diagnostic assessment is usually conducted at the beginning of a grade or school year to identify prior knowledge, interests, or skills that students have about the purpose for which the assessment is being conducted.

Self-assessment and peer assessment makes the student more aware of their progress and also allow them to analyse and compare their ideas with those of their peers, teachers and parents.

For written assessments, the teacher should use real-life situations involving science in everyday life, society, and the environment. The chosen situations should be significant and attractive. In addition to written tests, teachers can conduct assessments based on student performance, using the following methods, such as: practical work; laboratory works; cross-curricular and cross-subject projects; individual tasks; teacher observations; checklists; posters; debates; essays, portfolios.

The teacher can assess the student through the use of the portfolio. It is a systematic collection of student work and provides a complete picture of their achievements. The collected work provides ample data on the development and progress of students in the acquisition of knowledge, in the understanding of scientific concepts, the application of process skills, and the development of attitudes. It also provides students with opportunities for self-assessment and reflection through the review of their portfolios.

Guidelines for learning materials and resources

In order to implement the programme content of astronomy in grade 12 for the Natural Sciences gymnasium, in addition to the textbook as a traditional source of learning, access to the Internet is also preferred. For this purpose, in this programme an astronomy lesson is named **astronomy on the internet**, which provides sites for the most characteristic problems of astronomy. As a complementary source, the use of the astronomy university textbook is also suggested, which contains many data in accordance with the newly compiled programme. On the Internet one can also find different methods of instruction and new discoveries from different observatories. For the successful development of competencies in natural sciences, different tools and materials and teaching methods as well as a suitable learning environment are used.

- Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopaedias etc.;
- Visual tools: writing board, photographs, paintings, models, diagrams, graphic tools, etc.;
- Audio-visual tools: television, video projector, video cassette, computer, Internet, teletext, CDs, e-mail;
- Learning environment (classroom, lab, workshop, nature, farm, etc.).
- Workshop, nature, etc.

Subject curriculum/syllabus

Chemistry (Gymnasia of natural sciences)

Grade 12

Contents

INTRODUCTION

In this grade, we will learn about carbon chemistry because nowadays organic chemistry is considered the chemistry of carbon compounds of natural or artificial origin. Therefore, the knowledge of this subject enables one to "imitate" nature by synthesizing the compounds found on the planet and at the same time it helps create new compounds. Organic compounds do not contain many different chemical elements, while the other most present chemical elements are hydrogen, oxygen, nitrogen and, to a lesser extent, sulphur, phosphorus and chlorine. In the programme of this subject, compounds of carbon with hydrogen (hydrocarbons), organic compounds that contain both oxygen and nitrogen, as well as those of special importance for life, will be elaborated.

The rapid technical-technological development has enabled the optimization of many chemical processes which enable the production of many substances with large-scale use in everyday life. It is enough to mention the use of pesticides which have enabled the increase of agricultural production, different herbs or plastic materials and rubber. Some of these materials are harmful to the environment so they must be eliminated or recycled.

PURPOSE

The lesson plan provided for this subject will help students to:

- Acquire knowledge about carbon compounds and their characteristic properties through different problem-solving approaches, different activities and experimental work.
- Appreciate the diversity and the fundamental and practical importance of carbon compounds as part of our life, which have an important role in the quality of life.
- Develop and nurture the habits and skills for independent theoretical, experimental and practical work and create the culture for environmental protection.
- Develop on the theoretical-practical level as a personality with an autonomous, critical attitude and a culture of mutual cooperation, with teachers, parents and the school and extracurricular community for the advancement of critical and independent thinking of the activity and function of the school.

Topical content and learning outcomes

Twelfth grade students achieve the Subject learning outcomes (SLO) for the topics set out in the table below, derived from the Learning results per area (LRA) Science of the Stage 6 of the Curriculum (Stage 6) in the core curriculum for upper secondary education:

Concept		
Matter, properties and transformation	**LRA: Analyses the composition, construction and properties of substances, the influence of elements, inorganic and organic compounds in the living and non-living world in measuring the quality of life**	
	Topic	Subject learning outcomes (SLO)
	Carbon chemistry, structure and reactions of organic compounds **(7 HOURS)**	• Describes the electronic structure of the carbon atom. • Analyzes empirical molecular structural and spatial formulas of organic compounds. • Classifies organic and inorganic compounds based on their properties. • Classifies organic compounds based on functional groups and carbon chain structure. • Identifies the constituent elements of organic compounds • Describes sp3, sp2 and sp hybridization and interprets the formation of σ (sigma) and π (pi) bonds. • Distinguishes between linear, positional, functional, optical, geometric and conformational isomers. • Distinguishes the types of reactions of organic compounds. • Describes the molecularity and order of the reaction. • Describes how to break a covalent bond • Analyses the electronic and steric effect (inductive, mesomeric and conjugative effect). • Evaluates the impact of the negative and positive inductive effect on the acidity and basicity of the compounds. • Describes the reaction mechanism based on the order and molecularity of the reaction.
	Hydrocarbons (23 hours)	• Classifies hydrocarbons by their properties and by the structure of the carbon chain. • Names Alkanes according to the "IUPAC" nomenclature • Defines the homologous series of alkanes. • Interprets the structural isomerism of alkanes. • Describes the utility of alkanes in industry and the

		laboratory. • Describes the physical and chemical properties of alkanes. Describe the reaction of oxidation, halogenation, nitration, succonation of alkanes including the reaction mechanism. • Analyses the benefit, reactions, use and importance of alkanes. • Names alkenes according to the IUPAC system. • Describes the properties of alkenes. • Describes the benefit of alkenes in the cracking of alkanes and in the elimination reactions of organic halides and in the dehydration of alcohols. • Describes alkenes reactions including; hydrogenation, halogenation, hydration, hydrohalogenation, oxidation and polymerization. • Analyses Markovnikov's rule for unsymmetrical alkenes plus unsymmetrical reagents. • Evaluates the use of alkenes • Differentiates diets based on their structure and properties. • Describes the reactions of dienes. • Describes alkynes according to the homologous series • Names alkynes system IUPAC and trivial. • Analyses the properties and benefits of alkynes. • Describes the identification reactions of alkynes. • Analyses the reactions of alkynes. Hydrogenation, hydro halogenation, halogenation, oxidation, polymerization and oxidation. • Describes the properties benefiting the use of alicyclic hydrocarbons. • Describes Aromatic Hydrocarbons • Explains the stability of the benzene nucleus. • Shows the resonance structures of benzene. • Describes the reactions of benzene such as halogenation, nitration, succonification, oxidation. • Analyses alkylation and acylation reactions of benzene as electrophilic substitution • Describes benzene derivatives
	Halogen derivatives of hydrocarbons **(3 hours)**	• Describes the naming and classification of organic halides. • Analyses the reactions of organic halides: substitution, elimination and those of the formation of organometallic compounds • Evaluates the use of organic halides.

	Organic compounds of oxygen **(30 hours)**	• Present alcohols with the help of structural formulas. • Distinguishes alcohols according to the structure of the carbon chain. • Classifies alcohols according to the number of hydroxyl groups. • Describes the physical-chemical properties of alcohols and their acidity • Names alcohols based on the "IUPAC" nomenclature. • Synthesizes alcohols from other organic substances. • Presents oxidation, dehydration and substitution reactions of alcohols. • Presents the structure of phenols. • Distinguishes phenols from alcohols based on their properties. • Describes the properties including acidic properties of phenols and characteristic reactions of phenols. • Describes phenols with two hydroxyl groups. • Represent ethers with the help of structural formulas. • Names ethers according to the "IUPAC" nomenclature. • Describes the properties and reactions of ethers. • Describes the benefit of symmetric and asymmetric ethers. • Distinguishes aldehydes from ketones based on their structure. • Names aldehydes and ketones according to the IUPAC system • Describes the utility and properties of aldehydes and ketones. • Analyses the identification of aldehydes and ketones. • Describes the reactions of aldehydes and ketones. • Describes the naming, classification, benefit, reactions of carboxylic acids. • Describes carboxylic acid derivatives. • Describes the hydrolysis of carboxylic acid derivatives. • Names carboxylic acids and their derivatives according to the classical and "IUPAC" nomenclature. • Describes the benefits of methanoic, ethanoic, oxalic

		and benzoic acid. • Analyses the chemical properties of carboxylic acids • Evaluates the importance of esters • Classifies carboxylic acids according to the number of functional groups. • Explains the effects of substituents on the hardness of carboxylic acids • Describes high fatty acids • Distinguish between oils and fats • Represents esters with the help of structural formulas. • Names esters according to the "IUPAC" nomenclature. • Describes the properties and reactions of esters. • Describes lipids • Analyses the properties, benefits and uses of fats, high fatty acids, phosphoglycerates, waxes, soaps and detergents. • Interprets the basic hydrolysis of triglycerides • Presents the structure of carbohydrates with Fisher's and cyclic formulas. • Classifies carbohydrates based on the carbon chain and the number of constituent units. • Distinguish the stereoisomers of carbohydrates and present them with structural formulas and molecular models. • Describes the properties of carbohydrates and their reactions. • Presents the structure of monosaccharides, disaccharides and polysaccharides with chemical formulas and molecular models. • Describes the formation reactions of hemiacetals and Hemiketals • Analyses chiral centres or asymmetric carbon, enantiomers, anomers and anomeric carbon. • Distinguishes between reducing and non-reducing sugars, based on their properties. • Describes the properties, structure, distribution and use of polysaccharides.
	Organic	• Presents nitro compounds with the help of structural

	compounds of nitrogen **(26 hours)**	formulas. • Describes the physical properties of nitro compounds • Names nitrocompounds based on the "IUPAC" nomenclature. • Represents the reduction reactions of nitrocompounds. • Presents amines with structural formulas. • Classifies amines according to their structure. • Names amines according to the "IUPAC" nomenclature. • Describes the characteristic properties and reactions of amines. • Describe the basic properties of primary, secondary and tertiary amines. • Describes 5 and 6 membered heterocyclic compounds • Explains the biological importance of heterocyclic compounds • Classifies alkaloids according to their action. • Describes the physiological action of alkaloids in the body. • Evaluates the importance of alkaloids and vitamins for the normal functioning of the organism and for its protection. • Analyses the classification of vitamins. • Describes the structure of amino acids and proteins. • Classifies amino acids according to the position of the functional groups. • Analyses the dipolar ion, and anionic, cationic form as well as the isoelectric point of amino acids. • Analyses the properties of amino acids. • Describes the primary, secondary, tertiary and quaternary structure of proteins. • Identifies amino acids and proteins • Evaluates the importance of proteins for the development of life processes. • Analyses albumins and proteins. • Describes nucleotides and nucleosides.

		• Describes the structure of DNA with simple models (or sketches). • Evaluates the importance of DNA for the transmission of hereditary properties. • Describes the catalytic function of enzymes. • Classifies enzymes according to their catalytic action. • Enumerates the factors that affect the catalytic action of enzymes. • Reviews the function of enzymes in life processes.
	Polymers **(10 hours)**	• Represents polymers with the help of structural formulas. • Describes the use of synthetic polymers. • Represents polymerization and polycondensation reactions. • Distinguishes polymers according to their composition and properties. • Describes synthetic fibres and methods of obtaining them. • Assesses the importance of synthetic polymers to general prosperity. • Evaluates the impact of polymer products on environmental pollution.

METHODOLOGICAL GUIDELINES

For the successful implementation of the Plan and programme of chemistry, it is necessary to apply various methods, techniques and forms of work and a whole complex of procedures (new information, repetition, reinforcement, exercises, tasks, projects, practical work, technical material tools such as: drawings, diagrams, models, graphics, chemicals, laboratory vessels, instruments and other modern technical tools, computer, etc.).

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

The methods and techniques of working with students should be combined and varied, as they promote the dynamics of the lesson, break the monotony and motivate students to learn.

The methods, techniques and forms of working with students are as diverse as the types of learning. They should be in function of the easier acquisition of learning content and the faster and more accurate application of knowledge, habits, skills, attitudes and values of chemistry, especially those needed to solve everyday problems.

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

- Direct teaching (through explanation, clarification, practical exercises and examples);
- Indirect teaching (through examination, discovery, problem solving)
- Constructivism and teaching by means of questions (technique of questions addressed to students);
- Discussion and collaborative learning (through small groups, larger groups and with all students);
- Teaching through thinking (critical, creative thinking, computer problem solving);
- Learning through projects, research work in the field;
- Teaching through demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through the computer;
- Independent research;
- Learning in nature and industrial facilities;

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

Guidelines for the implementation of cross-curricular issues

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

Cross-curricular issues are:

- Media education
- Education for sustainable development
- Peace education

Media education refers to the selection and use of media to provide and process new and accurate information, create and critically use of information for research and new scientific

discoveries. The issue of media education includes content related to publications, awards and effects of achievements in science at the national and international level.

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

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

Peace education refers to the understanding of diversities in society as social values. The contents of peace education are tolerance, harmony and ethnic, religious, cultural coexistence, etc. living in harmony with the natural environment; the fight against terrorism, humanitarian law, human dignity, prohibition of violence, prevention and conflict resolution.

For more see the Core Curriculum for upper secondary education – Gymnasiums.

ASSESSMENT

Assessment is an activity and instrument used to judge the work and achievements of students. It plays the role of a measuring device that provides an understanding of the situation in which the student is. Assessment as a broad system that supports student learning includes these assessment categories:

- formative
- diagnostic
- summative, and
- motivating

Continuous assessment after each learning topic provides better results. It does not only measure the acquired knowledge, but also assesses the degree to which an educational action has been achieved, which leaves a mark on the student's personality. The final assessment includes the student's overall learning activity (oral responses, projects, seminar papers, group behaviour, skills gained during experimental work, homework, test and exam results, etc.).

Student assessment includes three main areas:

- cognitive skills;
- affective skills, and
- psycho-motor skills.

The teacher selects and uses various assessment tools and techniques, and after developing the contents of the programme, the students are evaluated with grades (for a topic, for a set of topics, for a semester or half-year and at the end of the school year). Assessment should be transparent to students, parents, education administrators and the community.

Assessment findings serve the teacher to achieve various goals:

- Provide information on student progress;
- Provide learning information to students;

- Motivate students;
- Record student progress;
- Ensure the achievement of current goals;
- Evaluate students' readiness for future learning;
- Reflect on the improvement of teaching based on the evaluation of others and on self-evaluation.

LEARNING RESOURCES AND MATERIALS

For an effective teaching and learning of the Chemistry plan and programme, teachers and students should use various information resources and materials:

- Chemistry laboratory (cabinet) or mobile laboratory.
- Chemistry textbook, teacher's manual, portfolios, workbooks and other similar books in Albanian and foreign languages.
- Professional and scientific journals, dictionaries, encyclopaedias.
- Periodic system of elements, pictures, models, schemes, diagrams, models, mineral collection.
- Multimedia equipment (computer programmes, internet, CD).
- TV set with video recorder, graphoscope, photo slides, video cassettes containing various scientific materials of interest to students.
- Chemistry Dictionary, SH.B. '8 Nëntori" Tirana.
- Bardhyl Musai, Teaching Methodology, Tiranë, 2003.
- Group of authors, Teaching Methods (Manual for New Teachers).
- Other necessary materials available in the library and other resources available in the market.

It is the competence and freedom of the teacher, depending on the conditions in which the school operates, to choose the source of information and teaching aids, paying attention to the balance of experimental, oral, visual data, with special emphasis on what is essential to learn. This selection should always be done while maintaining and raising the quality of teaching and learning. This freedom of choosing learning resources should also belong to the students.

Subject curriculum/syllabus

Geography (Gymnasia of natural sciences)

Grade 12

Contents

INTRODUCTION

The programme of the subject "Geography of the Republic of Kosovo, other Albanian territories and surrounding countries" for the 12th grade of Gymnasium of **natural sciences** is built on the basis of the first level of pre-university education, where geographical content is integrated within the curricular area of Natural Sciences, while at the II level as a special subject within the area of Society and the environment.

The programme of the subject "Geography of the Republic of Kosovo, other Albanian territories and surrounding countries" for the 12th grade derives from the KCF and CC of pre-university education, learning results per stage (LRS), learning results per area of Natural Sciences (LRA), the stage 6 curriculum and curriculum of upper secondary education - gymnasium.

The programme of the subject "Geography of the Republic of Kosovo, other Albanian territories and surrounding countries" in grade 12 develops students' knowledge, skills and attitudes related to regional geographic treatment, with the main focus being the territory of our country, Kosovo. In this framework, students' geographical development focuses on dealing with the hierarchy and regional connections between Europe, the region, Kosovo and other Albanian territories; as well as in the detailed treatment of differences and opportunities in the various regional developments of the country.

The programme aims to enable students to discover and argue the cause-and-effect relationships 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 the specific regions of our country, as well as to make judgments and develop attitudes regarding the perspectives of sustainable regional development.

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

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

The subject of geography for the 12th grade of upper-secondary school deals with the subject contents, in accordance with the age of the students. Development of the plan and curriculum of geography for 12th grade is built on the basis of the scientific procedure, such as form, methodological approach, organization and construction of the subject content, as well as the presentation of learning outcomes for competencies, learning outcomes in the area of natural sciences, as well as valid assessment instruments. It aims to encourage students to explore and develop knowledge, skills, attitudes and values.

PURPOSE

The geography programme for stage 6, grade 12 aims for students to:

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

TOPICAL CONTENT AND LEARNING OUTCOMES

The content of the Geography course was designed based on the main concepts of the area of natural sciences, in particular the concept of the Earth, the environment and the universe, teaching topics as well as balancing the learning outcomes with the topics. It remains the teacher's responsibility to balance the results for the topic with the learning results for the learning unit, through content of interest to the students.

The teaching unit outcomes (TUO) remain an opportunity for the teacher to select, respecting the autonomy of the school and the teacher. This gives freedom to the teachers, who, starting from the concrete conditions (students, equipment, etc.), can choose specific results, but based on SLOs and LRAs in order for the students to achieve these results as best as possible.

The subject programme of Geography for upper-secondary school, stage **6**, grade **12** is structured into the following topics**: Region** – "Geography of the Republic of Kosovo, other Albanian territories and the surrounding countries" *(Kosovo, Albania, Macedonia, Serbia, Montenegro, Greece, Bosnia and Herzegovina, Croatia and Turkey)* and **Human/nature interaction**.

Concept		
Earth, environment and universe	**LRA: 2.4. 6.** *Analyses the peculiarities of the geographical position, natural (relief, climate, waters, soils and LRAra and fauna) and socio-economic conditions (population, settlements, economic activities), the role of natural resources in the environment and the economic development of Kosovo and the surrounding countries.*	
	Topic	**Subject learning outcomes (SLO)**
	1. Region – Balkan Peninsula and Kosovo	• Analyses the features and geographical position of the natural (relief, climate, waters and LRAra and fauna) and socio-economic (population, settlements, natural resources and economic activities) conditions of the Balkan Peninsula; • Explains the peculiarities of the geographical position of the Republic of Kosovo in the Balkan Peninsula, the Mediterranean, Europe and beyond, the territorial extent and the border with neighbouring countries; • Identifies the main features of the geological construction and relief of the Republic of Kosovo through their distinctive features; • Analyses the role of relief in the developments and spatial distribution of demographic and economic elements; • Analyses the main climatic elements and their features, highlighting the main features of Kosovo's climate and the factors that influence its formation; • Reviews the role and impact of climate on other natural phenomena, on population distribution and its activities; • Analyses the main features of the waters in the Republic of Kosovo according to their distinguishing features and the factors that have influenced them; • Evaluates the role of water resources for the economic development of the country and different regions; • Analyses the conditions and factors that influence the diversity of the Republic of Kosovo's soils through their distinctive features; • Analyses the factors and conditions that have determined the diversity and great plant and animal wealth of the Republic of Kosovo; • Identifies some of the natural heritage sites of the Republic of Kosovo; • Identifies the changes in administrative-land organizations in the Republic of Kosovo; • Analyses the factors that influenced the early population of today's territory of the Republic of Kosovo; • Analyses the impact of physical, environmental, economic and political factors on population distribution in the Republic of Kosovo (numerical movement, density, natural movement); • Evidences the general features of the population structure of the Republic of Kosovo, referring to: age, gender, education, economy, ethnicity, and religion; • Explains the types, causes and consequences of migrations in the Republic of Kosovo; • Constructs and analyses graphs of population structure and maps of its geographic distribution; • Identifies the factors that have influenced and influence the creation of settlements, their main functions and criteria in the Republic of Kosovo;

		• Argues the factors that influence the process of urbanization (connections between industrialization, urbanization and deagrarization); • Analyses the causes that have influenced the creation of the Albanian diaspora; • Describes the general features of the economic development of Kosovo, analysing their progress during different periods as well as the role of specific sectors of the economy in the development of Kosovo; • Identifies the main branches of agriculture, the level of their development and the factors that influence its development; • Identifies the location of energy resources and mineral assets of the Republic of Kosovo; • Analyses the factors that influence the 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; • Creates and analyses graphs of the structure of the economy and its branches as well as maps of the geographical distribution of the main agricultural and industrial regions of Kosovo; • Explains the main features of traffic (automotive, railway, water, air) in the Republic of Kosovo; • Identifies the main features of trade and crafts in the Republic of Kosovo; • Analyses the natural, cultural and social basis in the development of tourism in the Republic of Kosovo; • Analyses natural, demographic and economic geographic features of the eastern region of the Republic of Kosovo • Analyses the natural geographic, demographic and economic features of the western region of the Republic of Kosovo;
	LRA: 2.4. 6. *Analyses the peculiarities of the geographical position, natural (relief, climate, waters, soils and LRAra and fauna) and socio-economic (population, settlements, economic activities) conditions, the role of natural resources in the environment and the economic development of Kosovo and the surrounding countries.*	
	Topic	**Subject learning outcomes (SLO)**
	Region – Albania	• Analyses the peculiarities of the geographical position of Albania in the Balkan Peninsula, the Mediterranean, Europe and beyond, the territorial size and the border with neighbouring countries; • Explains the main features of the geological construction and relief of Albania through their distinctive features; • Identifies the main climatic elements and their features as well as highlights the main features of Albania's climate and the factors that influence its formation; • Analyses the diversity and great wealth of Albania's hydrography and the factors that have influenced it; • Analyses the conditions and factors that affect the diversity of Albania's soils; • Analyses the factors and conditions that have determined the diversity and great plant and animal wealth of Albania; • Analyses the specific features of the population and settlements of the Republic of Albania; • Analyses the basic economic-geographic features of Albania as the main

		factors influencing economic development and economic activity according to the relevant sectors (agriculture, industry, trade, transport, tourism, services and crafts); • Identifies the main characteristics of the natural conditions, population and economic development of the four regions of the Republic of Albania;
	LRA: 2.4. 6. *Analyses the peculiarities of the geographical position, natural (relief, climate, waters, soils and LRAra and fauna) and socio-economic (population, settlements, economic activities) conditions, the role of natural resources in the environment and the economic development of Kosovo and the surrounding countries.*	
	Region - Macedonia	• Analyses the geographical position, the main natural and demographic and socio-economic features of the Albanian territories in Macedonia; • Explains the features of the geographical position, natural and socio-economic features of Macedonia;
	Region – Serbia	• Analyses the geographical position, the main natural and demographic and socio-economic features of the Albanian territories in Presheva, Bujanovc and Medvegja; • Describes the features of the geographical position, natural and socio-economic features of Serbia;
	Region - Montenegro	• Analyses the geographical position, the main natural and demographic and socio-economic features of the Albanian territories in Montenegro; • Explains the features of the geographical position, natural and socio-economic features of Montenegro;
	Region – Greece	• Analyses the geographical position, the main natural and demographic and socio-economic features of the Albanian territories in Çamëri; • Identifies the features of the geographical position, natural and socio-economic features of Greece;
	Region – Bosnia and Herzegovina	• Explains the features of the geographical position, natural and socio-economic features of Bosnia and Herzegovina;
	Region – Croatia	• Explains the features of the geographical position, natural and socio-economic features of Croatia;
	Region – Turkey	• Explains the features of the geographical position, natural and socio-economic features of Turkey;
	LRA: 2.4. 6. *Analyses the peculiarities of the geographical position, natural (relief, climate, waters, soils and LRAra and fauna) and socio-economic (population, settlements, economic activities) conditions, the role of natural resources in the environment and the economic development of Kosovo and the surrounding countries.*	
	Topic	**Subject learning outcomes (SLO)**
	2. Human-nature interaction	• Identifies the main factors and consequences of environmental problems in our country; • Interprets the factors that have influenced the high degree of land degradation and desertification as well as their consequences; • Evaluates the impact of human activity on changing different landscapes; • Provides ways of effective management of this impact; • Prepares a report on a certain environmental problem (e.g.: air pollution in the city of Pristina, Mitrovica, Obiliq (Kastriot), etc., factors, consequences; water pollution in lakes and rivers (e.g. Sitnica), factors, consequences, etc).

METHODOLOGICAL GUIDELINES

The practical implementation of the syllabus of the Geography subject requires to select adequate methodologies by harmonizing them with the learning results per stage (LRS), the learning results per area (LRA), the subject learning outcomes per topics (SLO), which are points of reference for the development of the contents of the subject and in the context of the philosophy and principles of the KCF.

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

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

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

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

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

Competency-based teaching and learning requires that, in the selection and use of teaching strategies, techniques and methods, the teachers of this subject:

- take into account the student's prior knowledge, skills and attitudes;
- encourage direct observation, curiosity, reasoning and judgment through demonstrations and observations in nature;
- encourage critical, creative, and problem-solving thinking;
- motivate students, considering them as partners, 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;
- keep in mind the integration and relationship between the subjects of the "Natural Sciences" area, their applications in everyday life, as well as the connection between subjects;
- use multiple sources of information and consider the text as an important but insufficient source for fulfilling the area's competencies;
- use ICT as a support and facilitator of teaching and learning;
- In order to fulfil the requirements for quality learning, several methods and forms are suggested and different work techniques:
- Direct teaching (explanation, conversation, clarification, practical exercises and examples);
- Indirect teaching (examination, discovery, problem solving);
- Teaching through questions (the technique of asking questions to students);

- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching that fosters critical, creative thinking and problem solving;
- Learning through projects, research work in the area;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages independent research;
- Outdoor learning and visits to industrial facilities.

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

Forms of work in learning geography

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

- Individual work
- Pair work
- Group work
- Large group work.

Integrated teaching and learning

The natural sciences are not only interrelated because they study nature in different aspects, but are also interrelated with other areas of study. In the Science of Geography, both for the theoretical knowledge and for the empirical knowledge contained in this subject, a number of knowledge systems are created, such as geomorphology, climatology, hydrography, biogeography, etc.

The teacher of this subject should focus on the integrative connections within the area of natural sciences. The Science of Geography, physics, chemistry and biology, as subjects of the same area of study, have many possibilities of integration between them. For example, water, air and soil pollution, biodiversity, etc. is the subject of integration between the Science of Geography and the natural sciences.

Integration with other curricular areas

- **Communication and speaking**

Like all other subjects, geography creates opportunities to apply the competencies developed in the area of "*Languages and Communication*". Language is fundamental for students' learning in the subject of geography. The student selects appropriate language strategies to explore, present and communicate understanding of geographical phenomena. He uses literary language to express his position clearly and coherently. But at the same time, geography helps to expand and refine the student's vocabulary, encouraging him to present his ideas clearly and precisely, orally or in writing. The practical works, projects and tasks that the student completes enable the

development of linguistic communication competence and the enrichment of the terminological vocabulary. The different terms used in this course are specific and help the student to develop communication skills through the use of language and geographic terminology.

- **Mathematics**

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

- **Society and environment**

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

The geography programme helps develop the dimensions of citizenship. The student sees the world as a global and interdependent community. The student identifies problems, suggests solutions and reflects to make decisions. Geography gives greater topicality to issues that concern citizenship and helps in debates about important issues and events.

- **Life and work**

Information and communication technology (ICT) supports learning in the subject of geography through various tasks, projects, research, processing and presentation of information. The student learns to select information and take a critical attitude towards it, distinguish fact from opinion. The student can use a word processor to write materials, apply data to the table for the construction of graphs, use power point for the presentation of a task, look for maps on the Internet and determine the location of various objects.

GUIDELINES FOR THE IMPLEMENTATION OF CROSS-CURRICULAR ISSUES

Cross-curricular topics represent important curricular content that does not belong exclusively to one subject. They are developed through different curricular (teaching) subjects, and are in function of the development of competencies, respectively the achievement of learning results for curricular level. Their contents range from peace education, human rights, intercultural education, communication skills, gender issues and civic education, including environmental awareness and care, career education and life skills.

How are cross-curricular issues developed?

Cross-curricular issues can be integrated into the curriculum through thematic units and learning units, through practical activities in the classroom, but also joint projects that connect the curricular areas. Cross-curricular topics that can be integrated into the natural sciences school curriculum for this curriculum level, namely for grade 12, are the following:

- Media education
- Education for sustainable development

Media education - refers to the use of media for providing new, accurate information, creating and using information for research and new scientific discoveries. Media education includes content related to scientific publications, awards for achievements in science either at the national or international level. It should also include the advantages, disadvantages and dangers of media messages (information), with a critical attitude, in case of manipulation of the media and always acting in their use (media), to act in the service of public good.

Education for sustainable development - refers to topics of general importance that affect the awareness of young people/students, for an active attitude towards environmental issues, in their awareness, increasing the sense of responsibility towards the natural environment and the one built by humans, in the conservation of natural resources, at the local and global level.

This includes issues such as: social aspect, economic development, healthy environment, the capacity to face natural and man-made disasters, the use of environmental resources as the legacy of the next generation.

For more see the Core Curriculum for Upper Secondary Education – Gymnasium.

ASSESSMENT GUIDELINES

Assessment is an integral part of the teaching and learning process. Assessment measures the degree to which the intended knowledge, skills and attitudes have been achieved (by students). It involves gathering information through various assessment techniques about the achievement of expected learning outcomes at grade level and stage level. The teacher uses this information to make decisions for the final evaluation of the student, based on his judgment about the student's level of achievement of the competencies in the area of Natural Sciences. Assessment serves teachers to improve teaching methods, students to improve learning, and parents to monitor their children's progress at school.

The purpose of assessment is to:

- Provide the necessary information on students' progress and motivation to learn;
- Assess practical and demonstration work;
- Identify difficulties during the learning process;
- Draw conclusions about student achievements during the learning process;
- Increase students' self-esteem;
- Improve teaching and learning.

In order to achieve the goals of the new Kosovo Curriculum, which originate from the competence-based approach, to fulfil the philosophy of the curriculum and in particular to achieve the results from the natural sciences, it is necessary to recognize the evaluation system that is defined by the AI (see AI), based on the requirements of the KCF.

Internal assessment

The internal assessment is done at the class level by the teacher/s of the relevant subjects and according to the description of the procedures and criteria for each type of internal assessment, regulated with by-laws. The main focus of internal assessment is to support the learning of students for the achievement of the competencies of specific stages. This is achieved by combining formative assessment (for learning) with summative assessment (of learning).

Types of internal assessment

The Curriculum Framework defines three types of internal assessment which are important for the implementation of the Core Curriculum:

- Continuous assessment
- Final assessment
- Stage assessment

Continuous assessment includes:

- Formative assessment (assessment for learning)
- Summative assessment (assessment of learning)
- Formative assessment (assessment for learning) is carried out continuously to obtain information on student achievements during each learning activity, with the aim of supporting students.

- Diagnostic assessment - used to obtain information on the student's achievement on the degree of acquisition of knowledge, skills, habits, attitudes and values, and helps teachers in future work.
- Motivational assessment - used to stimulate the student's interest and willingness to learn.

Through **formative assessment** (assessment for learning), the teacher assesses, supervises the student's progress during the learning process, collects information for making decisions to provide the necessary support for student learning. With the help of summative assessment (assessment of learning), the teacher/assessor determines the student's achievements at the end of a certain task, learning topic, chapter, learning period, etc., to set grades and assess the student for learning further. Summative assessment is also used to judge the effectiveness of learning or the curriculum. In this context, e.g. in the subject of geography, at the end of every two months (period determined by the teacher; monthly, bimonthly, quarterly), assessment procedures can be organized for different parts of the subject, to see how much the students have learned, or to what extent they have developed different knowledge and skills in the subject of geography.
Summative assessment is recorded with a grade, using different assessment methods and instruments such as: oral and written answers, homework, skills during independent and group work, tests, project work, self-assessment, tests, etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. Assessment must be transparent to the student, parents and the community.

Final assessment:

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

Teachers of natural sciences – Grade 12 Geography, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard, is specified based on criteria, designed by the teachers themselves (professional groups, teachers' groups), in line with the school assessment evaluation plan within the framework of the assessment plan at the level of MEDs and AU approved by MEST. Given that assessment is a very complex issue, the teacher must constantly look for opportunities for professional development, research, review of the criteria used during assessment, re-select assessment instruments, and above all, be available to be held accountable by each interested group.

The teacher draws up an annual student assessment plan, which must be approved by all interested groups (professional staff, school directorate, students and parents), should be transparent and distributed to all interested parties.

There is a series of techniques available for assessing knowledge, capacities and abilities:

- written assessment;
- oral assessment;
- listening assessment;
- practical assessment;
- assessment through questionnaires;
- assessment of projects, research work and field work.

Testing is a series of measurements according to a given purpose.

There are different types of tests, such as the following:

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

Assessment should be:

- Valid,
- Reliable,
- Impartial.

GUIDELINES FOR LEARNING MATERIALS AND RESOURCES

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

While the teacher is responsible for creating a stimulating environment, he should ensure that the student has access to the various learning resources. The list of valuable resources for the development of competencies in geography is diverse: museums, maps, plans, paintings, historical documents, audio-visual documents, etc. The resources also include information and

communication technologies that students use as research tools and for various projects and tasks.

Suggestions on the use of ICT

- Use e-mail to exchange information.
- Use the Internet for geography webpages.
- Use the CD-ROM to gather information on the topics the student is working on.
- Organize and present data, using different types of software.
- Use software simulations.
- Use of graphics software.
- Present data graphically.

CURRICULAR AREA: SOCIETY AND ENVIRONMENT

Subject curricula/syllabuses

Civic Education (Gymnasia of social and language sciences)

History (Gymnasia of social and language sciences)

Psychology (Gymnasia of social and language sciences)

Philosophy and Logic (Gymnasia of social and language sciences)

Sociology (Gymnasia of social and language sciences)

Subject curriculum/syllabus

Civic education (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

The Civic Education subject in the 12th grade in the gymnasia of social and language sciences provides students with in-depth knowledge of groups, factors, social relations and ways of acting which are in harmony with civilized rules and behaviours. It helps them to develop personal and group attitudes during debates and other interactive activities. The topics covered in this class are related to formal and informal groups, their impact on society, politics and diplomacy, the individual's relationship with society, involvement and integration in local, international and global processes, conflict and social cohesion, international acts. for human rights, bodies of justice, free and fair elections, electoral systems and environmental characteristics, social processes and interaction.

Purpose

Through the Civic Education subject programme, the aim is to prepare students for active participation in various social structures and organizations. It is also intended for the student to be able to make decisions through such ways as: awareness raising, active participation, interest groups and problem management, and to take responsibility for their decisions and choices, evaluating the impact they have on themselves and on others.

Topical content and learning outcomes

Concept	**LRA, Topic and SLO**	
1. Individual, groups and social relationships	LRA: **1. Investigates the structure of social groups and the ways of participation and involvement in them** 1. Analyses the structure and functioning of social groups, then and now, and makes conclusions on the ways of engaging specifically to the benefit of the community and society. 2. Takes initiative in youth organizations at school and outside to develop democratic processes and address issues of interest through concrete actions.	
	Topics	**Subject learning outcomes (SLO)**
	Formal and informal groups, their impact on society	**The student:** ▪ Analyses the structure of formal groups (schools, unions, political parties, civic organizations, neighbourhood association groups, education groups, parents' groups, political and religious groups, etc.) and informal groups (chess players' groups, sympathizers, networking groups) social groups, neighbourhoods, friendships, hobby groups, computer user groups, etc.), classifying their main characteristics, based on various sources and examples. ▪ Analyses the impact of formal and non-formal groups in the

		area of social welfare (social assistance, support of needy categories, marginalized groups, etc.), culture, environment, etc. ▪ Engages and contributes to the development of interactive debates within formal (School Governing Council, Teachers' Council, Class Council, School Youth Organization, etc.) and informal groups (school volunteers, debaters, contestants, etc.) within school, on various topics of interest to the individual, school, community and the country in general, presenting arguments based on facts and concrete examples.
	Politics and diplomacy	▪ Analyses the possibility of influencing politics at the local, central and international level through active participation in formal and non-formal groups. ▪ Highlights the importance of politics in the function of solving community problems, based on concrete examples and personal attitudes (building and fixing roads, parks, recreational, health, social centres, etc.). ▪ Establishes the role of politics in harmonizing public and individual interests, guaranteeing a dignified life for everyone without discrimination (equality in education, employment, before the law, and other services). ▪ Argues own thoughts and attitudes about politics and democracy based on concrete examples and experiences of daily personal and public life. ▪ Identifies several types of diplomacy (e.g. state, cultural, humanitarian, economic, etc.) and explains their function and importance.
	Individual-society relationship	▪ Identifies the rights of the individual in relation to society and the state where those citizens have equal rights and their relationship with the state is based on contract and consensus (citizenship, welfare, ensuring property and citizen's rights are some obligations of the state). ▪ Assesses the functions of functional structures that protect and limit individual freedoms as well as the limits of community interference in individual rights.
2. Social processes	LRA: **2. Researches, historical, social and environmental and objects/monuments, phenomena processes as well as the connection and influences between them** 1. Evaluates and correlates the effects of social, historical and environmental processes in the lives of individuals and society. 2. Actively participates (planning, organization, leadership, management, etc.) in research activities using different types of information about social and historical events and phenomena and introduces data based on facts, avoiding prejudices and subjective opinions.	

	Topic	**Subject learning outcomes (SLO)**
	Inclusion and integration in local, international and global processes	Student: ▪ Critically processes information collected from various sources about integration as a process (of individuals, groups, states, organizations, etc.) and its types (cultural, social, educational, economic, political, military, etc.). ▪ Assesses the impact of integrations on the lives of individuals in terms of cultural, historical, social, economic, educational, political based on local, international and global level. ▪ Identifies some characteristics of integration based on the scheme worked out by the student himself. ▪ Summarizes and interprets parts of the researched material about the process of globalization and its types, giving explanations in chronological terms.
	Conflict and social cohesion	▪ Differentiates different social norms. ▪ Separates a finding of the ratio of ethical, religious and legal norms. ▪ Explains the citizen's obedience to the state and the state's obligation to the citizen. ▪ Identifies sanction as a fundamental element of social cohesion (People in cohesive groups face powerful pressures to conform to group goals, norms, and decisions).
3. Norms, rights and responsibilities	LRA**: 3. Analyses and reviews critically and implements social norms and rules for a common life in diversity** 1. Evaluates efforts for freedoms and human rights, in different contexts and periods of time, and is committed to respecting social order. 2. Presents facts and opinions, clarifies their origin and through them draws conclusions and expresses his views and attitudes on various social, historical, cultural issues and phenomena.	
	Topic	**Subject learning outcomes (SLO)**
	International acts on human rights –Social context	**Student:** ▪ Analyses the concept of human rights based on data or materials collected for a short background on human rights (Cyrus Cylinder, human rights, Magna Carta (1215), The Petition of Right (1628), The Declaration of Independence of the United States (1776), The Constitution of the United States of America (1787), The Bill of Rights (1791) and the importance attached to it by some of the European states. ▪ Evaluates the way human rights have evolved in chronological terms in a short and concise way. ▪ Categorizes human rights (economic, social, cultural) based on purpose, function and types. ▪ Interprets parts of the Universal Declaration of Human Rights, drawing factual conclusions about the importance of this

		document and presents examples of compliance with the declaration from the Constitution of Kosovo.
4. Decision-making and institutions	LRA*:* **4. Provides ideal and suggestions and makes decisions consciously and responsibly** 1. Distinguishes methods of decision-making in different social and historical periods and contexts and draws conclusions about the importance of proper decision-making. 2. Evaluates the impact of economic, scientific and technological development on society in general as well as on decision-making.	
	Topic	**Subject learning outcomes (SLO)**
	Justice authorities	Student: ▪ Evaluates the evolution of the judicial system from the past to the present based on the data collected for the history of the judiciary as well as the decision-making methods (based on tribal, traditional-moral, religious, legal norms) in different periods and social contexts. ▪ Categorizes the parts of the judicial structure based on the function performed by the judicial bodies. ▪ Distinguishes the role of judges and the judiciary based on the data it possesses.
	Free, fair elections and electoral systems	▪ Compares the main characteristics of free elections from different periods (in antiquity, the Middle Ages, then the organization of elections according to examples of absolute monarchy, elections in liberal democracy, the birth of parliament as a political institution, etc.) in the circumstances of the time. ▪ Categorizes the types of electoral systems (pluralist, majority, proportional, mixed, primary and indirect elections) chronologically, clarifying their advantages and disadvantages. ▪ Analyses the positive and negative impact of science and technology on society, especially in the following areas (community life, work, communication service and decision-making) the process of implementing procedures for free elections. ▪ Argues the great impact on society that inventions and innovations in communication had (Egypt: papyrus and

		hieroglyphs, Ancient Babylon: cuneiform-writing in the shape of a wedge, Ancient Greece: public speaking, persuasive rhetoric, drama and philosophy, Ancient Rome: Roman alphabet, Modern Europe: Press, World Today: World Wide Web) listing them chronologically, contributing to the advancement and transparency of free elections.
5. Sustainable environment and development	LRA: **5. Contributes to the preservation and protection of environment and sustainable development.** 1. Analyses the socio-economic characteristics of the environment, economic, social, political, cultural processes and presents the changes in society as a result of interaction at the local, regional and international level.	
	Topic	**Subject learning outcomes (SLO)**
	Environmental characteristics, social processes and interaction	**Student:** ▪ Analyses the characteristics (social, economic, cultural, etc.) of the environment based on a presentation material illustrated with concrete examples. ▪ Presents the components of sustainable development (environmental, economic and social sustainability) by comparing examples of ways of positive use in the local or global context. ▪ Examines the impact of aspects of social changes (economic, political, religious, moral, cultural, scientific and technological) on the living environment by comparing the collected data, based on concrete examples and experiences of everyday life.

Methodological guidelines

In addition to methodologies such as learning with the student in the centre, inclusion, differentiated learning, respecting different learning styles (visual, auditory, kinaesthetic) and others, teachers of civic education grade 12 in the gymnasium of social and language sciences have the opportunity to use different interactive methods (simple lecture, reading, audio/visual, demonstration, discussions, practices, etc.).

Teachers can also use the following methods:

- **Discussion in pairs and small groups** – may be used on the majority of topics but specifically in the following topics: formal and informal groups, their impact on society and the individual-society relationship.
- **Plenary session. Individual written work –** may be used on the following topics: Inclusion and integration in local, international and global processes as well as Conflict and social cohesion.
- **Exchange of moral dilemma analysis** – may be used on the following topics: International acts on human rights – Social context.
- **Teacher-supported analysis** – may be specifically used on topics such as: Justice authorities and Free, fair elections and election systems.

- **Writing (compilation) of stories. Plenary discussion -** may be used on all topics.
- **Structured critical analysis. Small group analysis and discussion. Consensus building and negotiation. Personal note –** may be used especially on the topic: The individual-society relationship.
- **Group work. Negotiation. Moral reasoning. Critical assessment. Research work. Presentation in groups –** may be used on the topic: Characteristics of the environment, social processes and interaction.

Guidelines for the implementation of cross-curricular issues

The important cross-curricular issues in the area of Society and Environment as well as the subject of Civic Education in grade 12 are the following:

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

The implementation of cross-curricular issues helps students to recognize the processes that occur in society:

- **Education for democratic citizenship -** contributes to competencies for democratic citizenship, and can be linked to topics that have access to education for democracy and human rights.
- **Education for peace -** can be related to these topics: International acts for human rights - Social context, Bodies of justice, Free elections, rights and electoral systems, in terms of goals, the way the processes work, etc.
- **Globalization and interdependence -** can be related to most of the topics presented above but more specifically to the topic of Inclusion and integration in local, international and global processes.
- **Media education -** can be related to the subject of free, fair elections and electoral systems, where in particular the last result of this subject affects the historical issues of media development.
- **Education for sustainable development -** is closely related to the concept: Environment and sustainable development, as well as to the special topic Characteristics of the environment, social processes and interaction.

Assessment guidelines

The teacher assesses for different purposes (diagnostic, formative, summative) and can be related to the results of the subject, area and competence. For these assessment purposes, the teacher can use the following forms/methods:

- Individual and small group discussion - the teacher makes individual and group assessment, **continuous observation of the students' achievements** and **kept records.**

- Plenary discussion. Individual written work - the teacher makes **an individual assessment of the student** (criterion assessment), e.g. assessment by essay etc.
- Exchange of moral dilemma analysis - evaluation **can be done based on criteria-based activities**.
- Teacher-supported analysis - observation of work in groups and individual initiatives can be done **through a checklist, etc**.
- Group work. The negotiation. Moral reasoning. Critical assessment. Research work. Presentation in groups - assessment can be made **through mini-projects**, etc., which would measure students' cooperation and research skills.

Guidelines on learning materials and resources

Civic Education teachers for grade 12 can use a variety of learning activities, workbooks, brochures, atlases, globes, projects, various studies from the Internet, various analyses and reports of the relevant subject, various cognitive visits of objects of different social and cultural etc.
Teachers can use files, newspapers, magazines, specialized literature or different manuals for activities with students, depending on the interrelationship of the topics and the intended outcomes.

Learning resources

- http://www.living-democracy.al/textbooks/volume-1/
- http://www.pp.gov.al/web/karta_e_okb_770.pdf
- http://www.uis.unesco.org/Library/Documents/gmr-2013-14-teachingand-learning-education-for-all-2014-en.pdf
- http://www.education.gov.uk/publications/
- .assessment-reform-group.org.uk.
- www.education.gov.uk;
- http://www.masht-gov.net/advCms/documents/UA_standardet.pdf
- http://www.mun.ca/sac/inquiry.html
- http://services.bglf.org/services/assess/a4learn.html
- www.edchange.org/multicultural/papers/genderbias
- **https://www.slideshare.net/armovil/assessment-of-student-learning**
- **https://www.slideshare.net/busuper/what-is-assessment-15356195?next_slideshow=1**

Subject curriculum/syllabus

History (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

The History subject, as part of the Society and Environment area, plays an important role in the development of the student's abilities, skills, values and attitudes. Through this subject, the student of the twelfth grade - Social sciences and languages gymnasia, will expand his knowledge of social, economic, cultural, scientific, political developments, etc., since the formation of the new national states (second half of the XIX century) until the end of the process of the formation of new states in Europe (2008). In addition, by studying the past in all its dimensions, the student appreciates the role of the science of history in human's awareness of their past, to understand the present and plan for the future.

Purpose

The purpose of the History subject in this grade, in addition to deepening general knowledge about this historical period, is also the development of creative and critical thinking as well as argumentation and logical judgment through the comparative analysis of human activity of that period, which will affect in the development of the student's abilities, skills, values and attitudes as a stable personality and responsible citizen, who will respect different identities and affiliations, such as: gender, ethnicity, social, cultural, religious, sexual orientation, etc.

Topical content and learning outcomes

The student in the twelfth grade achieves the Subject learning outcomes (SLO) for the topics set out in the table below, derived from the learning results per area (LRA) of Society and Environment, of stage six (S 6) in the Core Curriculum of Upper Secondary Education.

<table>
<tr><th>Concept</th><th colspan="2">LRA, topics and SLO</th></tr>
<tr><td rowspan="3">Individuals, groups and social relationships</td><td colspan="2">LRA: 1. Explores the structure of social groups and ways of participating and engaging in them

1. Analyses the structure and functioning of social groups, then and now, and draws conclusions about the ways of engagement in a concrete way for the benefit of the interests of the community and society.

2. Takes initiative in youth organizations at school and outside to develop democratic processes and address issues of interest through concrete actions.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td></td><td></td></tr>
</table>

	Role of prominent personalities of Modern and Contemporary History	**Student:** ▪ Discusses the activity of prominent personalities and evaluates the contribution in their scope. ▪ Identifies new social groups and analyses their forms of organization and social and political action.
Social and natural processes	**LRA: 2. Investigates historical, social and environmental objects/monuments, phenomena, processes and the relationships and influence between them** 1. Evaluates and correlates the effects of social, historical and environmental processes in the lives of individuals and society. 2. Actively participates (planning, organization, leadership, management, etc.) in research activities using different types of information about social and historical events and phenomena and provides data based on facts, avoiding prejudices and subjective opinions.	
	Topics	**Subject learning outcomes (SLO)**
	Nationalism – formation of national states and society	▪ Identifies the ideological factors influencing the birth of nationalism and analyses the circumstances of its politicization. ▪ Analyses the historical context of the formation of large national states and evaluates their role in international trends. ▪ Identifies the revolutionary movement of the 1940s in 19th century Europe and defines the social groups that led and supported them. ▪ Investigates the daily life of European society and identifies new phenomena in civic organizations.
	The era of new scientific inventions and theories	▪ Highlights new theoretical-scientific achievements and evaluates their impact on society. ▪ Identifies new engineering-technological inventions and evaluates their impact on human society and the environment.
	National Albanian Movement	▪ Examines the Ottoman centralizing reforms and analyses the specific position of the Albanians and their reaction in this context.

		▪ Argues the emancipating and political role of Albanian renaissance personalities and activists. ▪ Analyzes the historical context of the establishment of Albanian political-military organizations (1878-1912) and compares their programmes and activities. ▪ Explains the internationalization of the Albanian Issue and analyzes the role of the Great Powers in the formation of the Albanian state. ▪ Describes the position of the Great Powers towards it and appreciates the help of the international factor in the formation of the Albanian state. ▪ Describes cultural-educational developments among Albanians and analyzes the attitude of the Ottoman government towards these developments. ▪ Identifies the engagement of Albanians in the Ottoman political processes and analyzes the role of the Young Turk Movement in the promotion of political pluralism. ▪ Analyses the historical context of the Assembly of Vlora and evaluates its decision for the declaration of independent Albania.
	Albanians in the period of the new political composition of the Balkans 1912-1914	▪ Analyses the activity of state authorities created by the Assembly of Vlora and defines the specific position of Albanians in the Balkan confrontation 1912-1913. ▪ Assesses the role of the Great European Powers in determining the physiognomy of the Albanian state (status, borders, internal regulation) and analyses the process of its formation and development. ▪ Describes the process of invasion and annexation of Kosovo and other Albanian countries by neighboring countries and illustrates their policies towards Albanians. ▪ Analyses the resistance and opposition of Albanians against the invasion by neighbouring countries and the decisions of the Conference of Ambassadors in London regarding the borders of Albania. ▪ Examines the internal causes of the political crisis in Albania and highlights the role of the external factor in this.

	South-eastern Europe between the Ottoman and Austro-Hungarian Empires	▪ Compares Austro-Hungarian and Russian intentions and politics towards the Balkans and highlights their agreements regarding this issue. ▪ Explains the position of the autonomous Balkan states within the Ottoman Empire and the historical context of their independence. ▪ Analyses the reasons for the beginning and the main developments of the Balkan Wars (I, II) as well as their consequences for the Balkans.
	Era of imperialism: Separation of spheres of interest - colonialism	▪ Analyses the imperialist intentions of the Great Powers and describes the division of spheres of interest in the world. ▪ Defines the new European alliances and highlights the crises as a result of the opposition between them.
	World War I, The Versailles system and its reversal	▪ Analyses the factors of escalation of the crisis, the alignment of the states in the warring blocs and identifies the main fronts of the First World War. ▪ Describes the organization of the Peace Conference, its main decisions (Versailles System) and analyses the role of the League of Nations. ▪ Analyses the circumstances of the installation and strengthening of totalitarian powers and compares the peculiarities between them. ▪ Analyses the main political, economic, cultural and social developments in western democratic countries and provides illustrative data for the daily life of different social categories 1919-1939. ▪ Identifies the factors that influenced the undoing of the Versailles System.
	Albanians during World War I	▪ Identifies the occupied areas in Kosovo and Albania, and compares the policies implemented by the occupying regimes. ▪ Explains the agreements of the Great Powers for Albania and analyses the attitude of its neighbouring countries. ▪ Analyses the political engagement of Albanians during the First World War and argues their national goals.
	Albanians	▪ Analyses the international position of Albania at the end of the WWI

	between two World Wars	and describes the political developments from 1919-1924. ▪ Distinguishes the main economic, social, educational and cultural developments during the period of the Albanian Republic and Monarchy (1925-1939). ▪ Analyses the context of the re-conquest of Kosovo by Serbian forces and illustrates the position of Albanians within the SCS Kindgdom-Yugoslavia. ▪ Identifies the forms of resistance, political organization and commitment of Albanians in Kosovo and other Albanian countries for the realization of civic and national rights (1919-1941). ▪ Compares the features in the political, cultural, educational and social developments in Albania and Kosovo and highlights the political and ideological currents in the Albanian world during the 20-30s of the 20th century.
	World War II	▪ Describes the causes of World War II and highlights its main stages and fronts. ▪ Analyses aspects of the daily life of citizens and soldiers during the World War II. ▪ Lists and describes the main aspects of the Holocaust and evaluates the effects of war crime punishments. ▪ Identifies the diplomatic developments during the WWII and analyses the decisions for the new world order.
	The world during the Cold War	▪ Analyses the causes of the beginning of the Cold War and local crises in the world. ▪ Analyses the main political, economic and social developments in the democratic countries of the West and the communist countries of the East. ▪ Compares aspects of daily life in communist bloc countries and western democratic countries.
	Albanians during and after World	▪ Compares the Italian and German politics towards Albania during the period of its occupation 1939-1944.

	War II	▪ Describes Kosovo's involvement in World War II, areas of occupation and the position of Albanians and other communities in them. ▪ Analyses the programmes and role of the Albanian political-military formations during World War II. ▪ Describes the relations between the ethnic communities in the conditions of WWII and evaluates the role of the Albanians in the protection of the Jews during the Holocaust. ▪ Analyses the educational developments in Kosovo and evaluates their result in the general education of the population. ▪ Analyses the historical context of the establishment of the communist system in Albania and highlights the stages of its strengthening. ▪ Describes the social transformations and daily life of the ordinary citizen in the communist system and highlights the role and developments in education, science and culture.
	South-eastern Europe during the communist period	▪ Analyses the circumstances of the inclusion and the position of the Balkan states in the Eastern Bloc, as well as explains the reasons for Yugoslavia's departure from this Bloc. ▪ Discusses the causes of the fall of the communist system in the Balkans and in particular the breakup of Yugoslavia.
	Kosovo within Federal Yugoslavia, the struggle for independence - the birth of a new European state	▪ Describes the position of Albanians within Yugoslavia and analyses their forms of organization and action for human and national rights. ▪ Analyses the evolution of the constitutional position of Kosovo and weighs developments in the social, cultural, educational and economic areas. ▪ Identifies the measures of the Yugoslav-Serbian regime in the political, constitutional, educational, health and economic spheres towards Kosovo 1989-1999. ▪ Analyses the period of the Peaceful Movement for the independence of Kosovo. ▪ Analyses the causes that led to the Kosovo Liberation War and identifies its main stages and battles. ▪ Evaluates the contribution of the Albanian Diaspora to the liberation

		and state building of Kosovo. ▪ Analyses and evaluates the role of the international factor in resolving the Kosovo issue. ▪ Analyses the talks about the final status and evaluates the Declaration of Independence of Kosovo.
	The fall of the bipolar order in the world	▪ Identifies political and social movements in communist states and their role in the fall of communism. ▪ Analyses the role of the great democratic powers in the fall of communism and highlights the global effects of the fall of the bipolar world. ▪ Describes the daily life of people during the process of social, economic and cultural transition in the former communist states.
Norms, rights and responsibilities	**LRA:3. Analyses and examines critically and applies social norms and rules of common life in diversity** 1. Evaluates efforts for human rights and freedoms, in different contexts and periods of time, and is committed to respecting social order. 2. Presents facts and opinions, clarifies their origin and through them draws conclusions and express their own views and positions on various social, historical, cultural issues and phenomena**.**	
	Topic	**Subject learning outcomes (SLO)**
	European integration	▪ Identifies the prerequisites and process of European integration and analyses the functioning of the decision-making bodies of the European Union. ▪ Lists the rights, obligations and stages of membership in the European Union and compares the stage of integration of Kosovo, Albania and other countries of the Western Balkans.
	Collective security (UN, Council of Europe, EU CS/OSCE)	▪ Identifies European and World security and cooperation mechanisms as well as their scope and operation. ▪ Explains the functioning of the UN and its role in protecting world peace.

<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>Decision-making and institutions</td><td colspan="2">LRA: 4. Provides ideas and suggestions and makes decisions in a conscious and responsible way

1. Distinguishes methods of decision-making in different social and historical periods and contexts and draws conclusions about the importance of right decision-making.

2. Evaluates the impact of economic, scientific and technological development on society in general as well as on decision-making.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td></td><td>Ideologies and totalitarian states (communism, Nazism, fascism, militarism)</td><td>▪ Explains the historical context of the seizure of power by the Bolshevik-Communists in Russia and analyses the extent of the influence of Communist ideology in the Balkans and the world.

▪ Analyses the causes that enabled the seizure of power by fascist (Italy) and Nazi (Germany) forces and explores examples of political opposition to them between the two World Wars.

▪ Observes the ideological influence in the Spanish Civil War and identifies external interference (in this war) on ideological grounds.

▪ Compares the features of totalitarian-dictatorial powers in the world after World War II and evaluates the efforts for democracy and human rights.</td></tr>
<tr><td></td><td>Decision-making in democratic countries</td><td>▪ Analyses the electoral process in democratic countries and specifies the role of state political bodies (parliament, government, president).

▪ Compares the role of the president in the presidential system (e.g. USA) with those in the parliamentary system and explains why the institution of the king/kingdom has survived in some democratic states (e.g. United Kingdom, etc.).</td></tr>
<tr><td>Environment, resources and</td><td colspan="2">LRA: 5 . Contributes to the preservation and protection of the environment as well as sustainable development</td></tr>
</table>

<table>
<tr><td rowspan="3">sustainable development</td><td colspan="2">1. Analyses the social-economic characteristics of the environment, economic, social, political, cultural processes, and presents changes in society as a result of interaction at the local, regional and international level.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td>Globalization and its challenges</td><td>▪ Defines globalization and argues about its role in everyday human life.
▪ Evaluates scientific, technical and technological achievements and identifies their positive and negative consequences for Earth and humanity.
▪ Distinguishes global challenges (extremism, terrorism, global warming, immigration, uniformity, etc.)
▪ Argues about the role of man in the rational use of natural resources for a sustainable development and explains the responsibilities of states and international organizations for the preservation of the environment.</td></tr>
</table>

Methodological guidelines

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

The subject of history has an important role in the development of skills for research, analysis and interpretation, therefore, during the teaching process, the teacher must pay attention to the activities that require the active participation of the student. In this manner, curiosity for research, creative and independent critical thinking is encouraged in the student. This can be achieved by encouraging and using project work, collaborative learning, interactive learning as well as the use of ICT to examine different events, facts and topics.

Since there are different points of view and interpretations of various historical topics, events and issues, it is of great interest for the teacher to use different sources and materials during the lessons. This is a way to enhance student's ability to compare, analyse and argue. The student, confronting himself with different arguments, will draw his own conclusions about historical events. This will develop his independent judgment and the ability to make decisions based on arguments.

The teacher must always take into account the different learning styles, therefore they are recommended to combine work forms, methods and techniques. Also, the teacher should use the approach of differentiated learning, based on the student's potential.

Guidelines for the implementation of cross-curricular issues

The teacher should pay due diligence to cross-curricular issues/topics. Integrating these topics with the outcomes/topics of the history course helps students to better recognize and understand events, processes, relationships in society and the environment, their interdependence and thus face life's challenges more easily.

All cross-curricular issues/topics can be integrated with the history programme for this student age:

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

These topics can and should be interconnected and addressed during the elaboration of the topics foreseen by the programme. For example, when dealing with the topic Transformation of decision-making during the Modern Time and the Contemporary Period, it can be very well connected with the issue/topic of Education for democratic citizenship, where participation in decision-making can be explained in different disputes and periods, how their evolution happened, etc. The same approach is also valid in the treatment of other topics/issues such as Education for sustainable development, which can be effectively related to the topic of 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 the teacher is required. The teacher should identify programme outcomes and topics that are related to cross-curricular issues/topics and plan activities, tasks, and outcomes they wish to achieve with the student.

Assessment guidelines

Assessment as one of the most complex issues is closely related to the learning process. Therefore, in addition to planning for the teaching methodology, it is required that the assessment be part of the preliminary planning. The teacher must harmonize the assessment with

what he has planned and intended for the student to achieve. Therefore, it is necessary to assess the planned goals for evaluation, knowledge, skills, behaviours, and attitudes of the students. Different assessment forms and instruments can be used to assess students at this age. In addition to different types of testing, such as verbal, non-verbal, student assessment in group work, project work, etc., observations of knowledge acquisition, changes in behaviours and attitudes, development of skills and skills to apply the outcomes foreseen in the Core Curriculum for the outcomes of the stage and subject for this grade.
For all types of student assessment, the reference points are the results of the subject, the area at the class level as well as those for competencies at the degree level. The teacher, depending on their specifics, tries to find the most suitable forms for assessing their achievements.

The approach of the new competence-based curriculum aims at assessing what the student is able to do, that is, assessing the practical application of the knowledge acquired during schooling. Thus, the application of evaluation through the continuous observation of student achievements and the evidence kept for the purposes of documentation and planning of further work with the student is essential. Part of the assessment should also be the skills, the extent to which the student is able to cooperate with others, how much he uses the skills in research and argumentative presentation, etc. Assessment should always have a motivational character so that the student is educated to accept the real assessment and aim for the highest possible achievements.

Guidelines for the implementation of learning materials and resources

Textbooks are only one of the resources for learning the subject. However, the subject of history requires the use of other sources as well. The teacher and the student are free and encouraged to use different resources and materials that will contribute to the achievement of the results planned in the programme. Alternative texts, atlases, encyclopaedias, magazines, newspapers, specialized literature or various manuals, maps, various materials downloaded from the Internet, photographs, artefacts, 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 be suitable for the age of the student and contribute to the learning outcomes. During the selection of sources, it is preferable to have a multi-perspective approach, in order for the student to know different points of view and through them to develop historical awareness and education. He must understand the complexity of history, the various causes of historical events, as well as their interpretation, prompting additional questions about sources and other findings of historical truth. The multiperspective approach will allow students to consider different historical

perspectives, which will help them to understand the complicated circumstances of the past. Historical awareness and education should be the basis of historical thinking, which is expressed by the skill of individual research, the ability to dispute sources by defending and arguing one's own views.

Subject curriculum/syllabus

Psychology (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

Ever since its birth as a science and profession, Psychology has contributed to improved people's lives and well-being. Current important problems of society are also related to psychology, and this science is showing more and more potential to help solve them. This is just one of the reasons why it is important to continue teaching the subject of psychology as part of the Society and environment area even in the twelfth grade for the gymnasia of social and language sciences. Another significant reason is that the students of this department continue learning the subject of psychology and complete the knowledge obtained in grade 11, consolidating the theoretical and practical aspect of the course.

The subject of psychology in the 12th grade helps students learn about the development of psychology as a science and as a profession, its research methods, the connection between the biological basis and psychic processes such as feeling, perception, attention, memory, forgetting,

thinking, language and speech. This subject also teaches students about emotions, stress and its management, motivation and its importance in achieving results in life, learning and acquisition of school subjects, which enable them to realize the learning process effectively. Furth, in the subject of psychology, students learn about human development, sexuality and gender, personality and ways of evaluating it, the influence of social and cultural dimensions on behaviour, as well as basic knowledge about psychological disorders and their treatment. Continuing the teaching of the subject of psychology in the 12th grade enables students to deepen their knowledge related to the above-mentioned psychological issues. In addition, this knowledge helps students to get to know themselves and the world better, as well as to facilitate effective and quality interaction with the environment.

Purpose

The purpose of the course of psychology in the 12th grade is to provide students deeper knowledge, in addition to the basic information of the students with knowledge from the area of psychology. A secondary goal is the student's application of this knowledge in everyday life. By achieving these goals, the main competencies defined in the curricular framework of education are also achieved, making the student an effective, successful researcher, productive contributor, healthy individual and responsible citizen.

Likewise, 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. Further, since the students are in the last grade of secondary education, the subject of psychology enables students to develop the ability to judge correctly, to make decisions and to create healthy habits, so that they form a stable basis for professional orientation and career.

Topical content and learning outcomes

<table>
<tr><th>Concept</th><th colspan="2">LRA, TOPIC and SLO</th></tr>
<tr><td rowspan="4">Individual, groups and social relationships</td><td colspan="2">LRA: 1. Examines the structure of social groups and methods of participation and inclusion in them
1. Analyses and draws conclusions about the influence of prominent historical, social, political, cultural and educational, national and global personalities, during different historical periods.
2. Compares the developments of social groups, institutio
ns, structures and ways of their organization, then and now.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td>History and research</td><td>The student:
• Explains the purposes and some key concepts of</td></tr>
</table>

	methods in psychology	statistics in research in psychology • Describes the concept of correlation and explains how this concept is used in psychology • Describes the elements of an experiment • Describes the ethical guidelines used by researchers in psychology
	Biopsychology	• Identifies the structure and function of the main areas of the brain • Pinpoints specific lobes of the cerebral cortex, where specific functions are concentrated • Compares the right and left hemispheres in relation to the functioning of the brain • Explains how evolved tendencies interact with current environment and culture in determining behaviour • Explains the concepts of threshold, adaptation and constant • Identifies types of sleep disorders • Demonstrates understanding of individual differences in dream content • Compares different theories on the usefulness and meaning of dreams • Recognizes cultural influences on the use of psychoactive drugs
	Development and learning	• Explains key issues related to development (continuity/discontinuity; stability/change) • Applies life cycle principles to personal experience • Identifies physical and cognitive changes in maturity and late adulthood • Discusses social, cultural and emotional issues related to late adulthood • Discusses learning from a psychological point of view • Recognizes learning as a means of promoting adaptation through experience • Identifies biological contributions to learning • Discusses the role of culture in the behaviours that will be learned • Breaks down how biological and cultural factors interact to inhibit or enhance learning • Describes the collaborative nature of some forms of

		learning with culture • Evaluates theories of language acquisition
	Cognition	• Identifies factors that interfere with memory • Develops strategies for improving memory based on our understanding of it • Identifies types of memory and its disorders • Analyses obstacles to problem solving, decision making and sound judgment • Explains creative thinking in problem solving • Discusses how intelligence tests reflect differences between people • Explains why intelligence tests can predict people's achievement • Explains the limitations of using conventional intelligence tests
Social processes	LRA: **2. Researches historical, social and environmental objects/monuments, phenomena, and processes as well as the connection and influences between them** 1. Critically analyses the causes and consequences of various events, phenomena and processes in society and expresses personal opinions about their impacts on individuals, social systems and global developments.	
	Topic	**Subject learning outcomes (SLO)**
	Individual differences	**The student:** • Explains how common motifs develop • Uses value-expectancy theory to explain the behaviour of self and others • Describes theories of emotions such as James-Lange, Cannon-Bard and cognitive theories • Explains the various influences on personality • Differentiates different methods of personality assessment • Discusses stability and change in personality • Analyses the relationship between collectivist/individualist culture and personality • Identifies the advantages and limitations of different methods of abnormal behaviour research • Discusses the impact of disorders on the life of the individual, family and society • Discusses the main categories of abnormality • Discusses the stigma that accompanies abnormality

		• Examines opportunities for promoting greater understanding of abnormal behaviour
	Society and culture	• Identifies social and cultural categories • Discusses the process of influence of social and cultural categories on behaviour • Discusses how group dynamics affect behaviour and how the individual affects group behaviour • Defines culture and diversity • Identifies how culture changes over time • Discusses the relationship between culture and the concept of self and identity • Describes how social structure can affect intergroup relations • Discusses research in psychology related to gender identity and diversity in sexual orientation • Compares and contrasts gender identity and sexual orientation • Discusses research in psychology and issues related to gender issues and discrimination
Norms, rights and responsibilities	LRA: **3. Analyses 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, indigenous architecture) monuments, clothing, food, etc., of its own people and other peoples; explains the values of national, regional, European and global identity. 1. 2. Analyses and evaluates the causes and circumstances of changing norms, laws and customs for the regulation of social life in different times and places.	
	Topic	**Subject learning outcomes (SLO)**
	Applications of psychology	**The student:** • Describes strategies for finding the right therapist for different types of disorders • Describes the relationship between mental health and the law • Breaks down the impact of the law on the practice of psychotherapy • Describes characteristics and factors that promote renewal and optimism • Identifies resources for assistance in selecting psychology

		programmes for further study • Discusses how psychology addresses local and global issues • Argues the importance of preventing radicalism and terrorism in society • Generates ideas for the sustainable development of society

Methodological guidelines

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

The teacher is free to choose the work methodology, but it is recommended to use methods that enable the development of the competencies defined in the curriculum framework (LRS), the learning results per area (LRA) and the Subject learning outcomes (SLO).

There is no doubt that the result in the subject of psychology depends on the work methodology, therefore the teacher must consider the use of methods that, among other things, enable the implementation of the principles of the curriculum such as inclusion, accountability, development of competencies, critical thinking, integrated teaching, autonomy and flexibility in children.

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

The teacher is free to choose the teaching methodology, but some methods will be suggested here, related to some relevant units of the psychology course as follows:

- • *Individual work,* which would be very positive to use whenever the teacher judges that the student should first reflect individually on the concepts and issues addressed in class. This methodology can be interwoven with pair work.

- *Pair work*, this work methodology is usually preceded by individual work. This work methodology is usually used to reconfirm students' knowledge and to give them the opportunity to create a discussion environment among themselves.
- *Working in small groups*, using this methodology, students under the supervision of the teacher have the 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 psychology, coping with stress, etc. and presenting the results to the class.
- *Splitting the class into two groups*, this work methodology would be ideal especially when the teacher aims to promote the discussion and expression of attitudes on certain concepts or issues by the students, such as issues of diversity and sociocultural context, the psychology of abnormality, etc.
- *Questions to the author* – This method is extremely important for students to reflect critically on the material that is offered to them.
- *Role play* – Where students debate, arguing ideas related to the topic they represent. In this way, students create habits of critical thinking, public speaking, creative thinking, etc.
- *Conducting research in the field by students* when it comes to research methods in psychology, but also for specific topics according to the teacher's choice. In this way, students apply the learned procedures of preparation and application of research methods and techniques, which are very important in psychology as they learn some main concepts of statistics in research in psychology.
- *Use of technology* such as, for example, presenting students' work in PowerPoint, students finding short films related to the unit being discussed, using applications to illustrate specific topics, etc. This enables students to use information technology, develop skills for using alternative sources of knowledge acquisition, etc.
- *Inviting expert speakers* to talk about specific (sub)topics from the subject programme.

In order for the students to present the topics in coherence with one another, the teacher should analyse the area outcomes, topics and teaching units, as well as their connection with cross-curricular issues, which would also enable integrated teaching.

Guidelines for the implementation of cross-curricular issues

Psychology is one of the scientific disciplines that strives to expand our understanding of many problems related to the mind and behaviour. In order to do this, this discipline naturally gives and receives from other sciences. This is precisely the main reason why the subject programme presented in this document also integrates information from other scientific disciplines. Some of

these are philosophy, statistics, biology, anatomy and physiology, sociology, cultural studies, mental health, linguistics, gender issues, technology, etc.

At meeting points with curricular issues, teachers are encouraged to evoke knowledge at the beginning of the lesson, which students have acquired earlier. Finally, teachers are encouraged to clarify cross-curricular information, for which they consider that students do not have much information about areas that are not a formal part of the curriculum, such as culturology, anthropology, etc.

Assessment guidelines

In order for the evaluation to objectively reflect the knowledge acquired by the students in the classroom, their integration in personal thinking, the expression of the same through writing, the recommended assessment methods would be:

Observation - this method would be valid to understand and assess the activity of the students in the classroom. The 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 can be applied after any subtopic derived from SLOs.

Presentations – this assessment method encourages students' independent work and public communication skills of their preparation and ideas.

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

Essay – this assessment method would be used to check to what extent the student can integrate and reproduce the knowledge obtained through writing. The essay would also be an ideal method to see what personal attitude the student has towards the concepts discussed in class. Furthermore, this method is also valid as student's preparation for more advanced academic work, if they intend to go to university. Normally, the essay would be an assignment that would be given at the end of the course, but the short essay technique can also be applied, if deemed appropriate by the teacher.

Oral test – this assessment method would be valuable to check the knowledge gained in the classroom. Further, the students would have the opportunity to learn even more by speaking the terms and the specific knowledge gained.

Critical thinking - it is recommended that teachers assess students for their critical thinking expressed in the subject, through questions, active participation, class discussions, etc.

Guidelines on learning materials and resources

Psychology is an expanding and very dynamic scientific discipline. This requires teachers to constantly update their knowledge of developments in this area.
Teachers are encouraged to work continuously with the current and upcoming Psychology 12 textbook. They are also encouraged to use various psychology texts, the number and quality of which is always increasing, published in the Albanian language at pre-university and university level. 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 classroom discussions, etc.

Subject curriculum/syllabus

Philosophy and logic (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

The subject of Philosophy and logic is included in the 12th grade of gymnasia of social and language sciences, with the aim of preparing students for life, fulfilling their aspirations and potentials in the development of science and culture, and in creating the basis of concepts and knowledge for the achievement of individual goals, which lead to general social development.

Young people in Kosovo need a philosophy of life and ability to think critically and argumentatively, which will enable them to live and act, set goals and engage in their achievement. It is such a philosophy, supplemented with the basics of logic, that will contribute to the intellectual development of students and their professional training, while as such it will be offered to secondary school students through this curriculum.

Philosophical thought is developed through philosophical problems, therefore the most natural way 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 problems, a series of thoughts, starting from the students' daily experience towards genuine philosophical reflection and scientific thought. The aim of the curriculum is to develop students' critical philosophical thinking, starting from the connection of two main elements: providing information on the main notions and problems of philosophy and logic (through philosophical texts) and active learning (based on reflections, analysis, comparisons) which simultaneously represent one of the main challenges of the learning process.

The programme will also promote students' creative relationship with the world and themselves.

Purpose

Bearing in mind that in the 12th grade students deal for the first time with broad philosophical issues, the curriculum of Philosophy and logic has the following purposes:

1. Develop student's abilities to think critically and analytically about the world and himself, based on the knowledge and understanding of basic philosophical and logical notions.
2. Develop student's general skills to clearly express, in speaking and writing, philosophical and logical notions and categories.
3. Encourage the application of knowledge gained from the area of philosophy and logic.

Topical content and learning outcomes

Students in grade 12 achieve the Subject learning outcomes (SLO) for the topics defined in the table below, emerging from the learning results per area (LRA) Society and Environment, of stage six (Stage 6) of the Core Curriculum III**.**

Concept	LRA, TOPIC and SLO
Individual, groups and social relationships	**LRA: 1. Explores the concept of the individual and the structure of social groups and the ways of participation and involvement in them** 1. Analyses the structure and functioning of social groups, then and now, and draws conclusions about the ways of engagement in a concrete way for the benefit of the community and society.

<table>
<tr><td></td><td colspan="2">2. Takes initiative in youth organizations at school and outside to develop democratic processes and address issues of interest through concrete actions.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td></td><td>Philosophy, culture and society</td><td>The student:
• Explains the term and the origin of philosophy
• Illustrates the role of philosophy in society
• Identifies the fundamental issues and disciplines of philosophy
• Discusses the development of philosophy and its relationship with other sciences
• Identifies common elements and differences between philosophy, culture and religion
• Defines the position of philosophy in relation to its history
• Analyses the difference between the two main methods in the interpretation of philosophy (historical-chronological method and problem method)</td></tr>
<tr><td>Social and natural processes</td><td colspan="2">LRA: 2. Examines historical, social and environmental objects/monuments, phenomena and processes and their relation and impacts between them

1. Evaluates and correlates the effects of social, historical and environmental processes in the lives of individuals and society.
2. Actively participates (planning, organization, leadership, management, etc.) in research activities using different types of information about social and historical events and phenomena and introduces data based on facts, avoiding prejudices and subjective opinions.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
</table>

	Humans and their world	The student: • Discusses man as a multidimensional being (ontological, epistemological, ethical, aesthetic, historical, etc.) • Explains the notion of man in philosophical anthropology • Interprets man as a being: a) rational and cultural b) irrational and biological • Distinguishes the concepts of consciousness, self-awareness and free will • Discusses the problem of freedom (determinism and indeterminism)
	Being and existence	• Distinguishes the notion of essence from the notion of existence (the difference between essentialism and existentialism) • Explains the notion of the cosmos in philosophy • Interprets the complex philosophical problem of time and space • Distinguishes the philosophical approach from the theological approach to religion • Explains the problem of the existence of God in philosophy (interprets the traditional philosophical arguments on the existence of God: the ontological, cosmological, physical-teleological argument)
	Beauty and art	• Understands the basic notions of aesthetics (beauty and art) • Discusses relevant aesthetic theories
Norms, rights and responsibilities	**LRA: 3. Analyses and examines critically and applies social norms and rules for common life in diversity** 1. Evaluates efforts for freedom and human rights, in different contexts and periods of time, and is committed to respecting social order. 1. Presents facts and opinions, clarifies their origin and through them draws conclusions and expresses his views and attitudes on various social, historical, cultural issues and phenomena.	
	Topic	**Subject learning outcomes (SLO)**
	State, right	The student:

	and freedom	• Explains the basic elements of social and political philosophy • Compares theories of the social contract regarding the origin, role and functioning of the state • Elaborates the notion of the individual, his rights and freedoms, and his limitation by the social structure • Distinguishes the paradigms of the relationship between politics and ethics (Platonic, Machiavellian and liberal paradigms) • Understands history from a philosophical point of view
	Moral and values	The student: • Explains the basic issues of moral philosophy • Demonstrates the complex character of moral values • Articulates the different theories of ethics, their descriptive and normative approach • Connects morality with free will • Examines morality in the context of consequences • Contextualizes the application of ethical theories in practice (bioethics)
Environment and sustainable development	LRA*:* 4. **Contributes to the preservation and protection of the environment as well as to sustainable development.** 1. Analyses the socio-economic characteristics of the environment, economic, social, political, cultural processes and presents the changes in society as a result of interaction at the local, regional and international level.	
	Topic	**Subject learning outcomes (SLO)**
	Environmental ethics	The student: ▪ Assesses the role of the environment in the individual and social life of man ▪ Reflects on the moral relationship between man and the natural environment (non-human beings) ▪ Articulates philosophical theories on the relationship between man and environment (anthropocentrism and ecocentrism)
Decision-making	LRA: **5. Gives ideas and proposals, argues and makes decisions in a conscious and responsible manner** 1. Identifies the ways of decision-making in different periods and in different social and historical contexts and draws conclusions about the importance of right decision-making.	

	2. Evaluates the impact of economic, scientific and technological development on society in general as well as on decision-making.	
	TOPIC	**Subject learning outcomes (SLO)**
	Philosophical thinking as critical thinking	The student: • Illustrates the role of philosophical thinking and its impact on critical thinking
	The concept of truth	The student: • Discusses the complex nature of truth • Distinguishes the notion of truth from the notion of reality • Articulates the basic philosophical theories on truth (correspondence theory, coherence theory and pragmatic theory)
	Sources, possibilities and limits of cognition	The student: • Analyses the basic elements of the theory of cognition • Distinguish between cognition and knowing • Articulates philosophical theories on the sources and methods of cognition (empiricism and rationalism) • Explains philosophical views on the possibility and limits of cognition (dogmatism and scepticism) • Demonstrates the role of doubt in the process of cognition • Articulates the criticism and transcendentalism of Kant's theory of cognition • Defines the notion of science and scientific knowledge • Explains the components, goals and function of science • Explains the process of scientific research (presenting the problem, presenting the hypothesis, determining the methods and testing the hypothesis)
	Forms of logic thinking (notion, proposition	The student: • Defines logic as a philosophical discipline • Articulates the role of logical thinking in science and in practical life

	and argument)	• Distinguishes formal logic from substantive (non-formal) logic • Articulates basic forms of logical thought • Distinguishes between valid and invalid logical thinking • Distinguishes deductive logic from inductive logic • Defines the meaning of the notion, its content and volume • Explains the types and relationship between concepts • Defines proposition and its structure • Explains the basic types of propositions in traditional predicate logic (categorical propositions according to quantity and quality) • Interprets the relationship between proposals according to quantity and quality (logical square) • Demonstrates the basic operations of categorical propositions (conversion, obversion, contraposition) • Defines the notion of deductive argumentation and its constituents • Demonstrates valid forms of categorical syllogism • Discusses the basic elements of propositional symbolic logic • Understands the formal language of symbolic propositional logic (logical operators, statement letters and parentheses) • Demonstrates natural language to artificial language translation of propositional symbolic logic • Explains the rules of truth tables (negation, conjunction, disjunction, implication and equivalence) • Applies truth tables in testing logical propositions (tautology, self-contradiction, contingency) • Applies truth tests for testing the relationship between propositions (equivalence, contradiction, consistency, inconsistency) • Applies truth tables in testing the validity of non-quantitative arguments (hypothetical syllogism, disjunctive, conjunctive, etc.) • Distinguishes the nature of inductive from analogical argumentation • Explains the rules and components of definition and

		division

Methodological guidelines

Problem approach

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

Interaction

In acquiring topics from philosophy and logic, it is important to present thoughts and discuss in a clear and understandable language. Description, reference to different theories, use of concrete examples and comparison with other examples are the main foundations and building blocks of independent thinking in students and connecting the theoretical part with its practical application. In this way, the second goal of the philosophy and logic course 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.

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

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

Guidelines for the implementation of cross-curricular issues

Cross-curricular issues are related to the results of the area, so teachers should be careful in treating them adequately in subject programmes. In the planning phase, the teacher is required to analyse the area outcomes, topics and teaching units with which cross-curricular issues are related. In this way, the best treatment of these issues as well as integrated teaching is ensured:

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

The very fact that philosophy and logic are important parts of the general development of human thought necessarily places philosophy and logic in a network of mutual influences with other parts of this development. The intertwining of social and natural problems guides philosophy and logic in the achievements made so far within other special subjects. On the other hand, at every level of development of the sciences, a separate and wide sector in the system of knowledge about the world belongs to the independent functioning of philosophical reflections.

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

- Philosophy, culture and society: Sociology, History, Language, Civic Education
- Man and his world: Sociology, Psychology, Language, Biology
- Being and existence: Physics, Astronomy, Sociology, Civic education
- Beauty and art: Visual art, Music education
- 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
- The concept of truth: Mathematics
- Sources, possibilities and limits of knowledge: Psychology, Mathematics
- Forms of logical thought: Mathematics, Psychology

Assessment guidelines

The teacher of the subject Philosophy and logic should take into account several important issues during student assessment:

- How the 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

- To what extent the student is able to present the acquired materials individually and in groups
- To what extent the student is able to write independent papers through philosophical texts.

The following are assessed:
- Oral responses
- Individual and group presentations
- Essays and independent work
- Written tests

Guidelines on learning materials and resources

In the process of teaching and learning within the subject Philosophy and logic, for the development of the teaching topics as well as for the achievement of subject outcomes, in addition to textbooks and school resources, some of these tools are also used:

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

Sociology (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

The subject of Sociology for students of grade XII (Gymnasium of social and language sciences) is a thematic continuation of Sociology for students of grade XI. The topics covered in the subject programme of grade XII are different from the previous year, but together they make up the thematic whole, as an area of scientific interest in Sociology. In this sense, this subject programme also contributes to the students' intellectual and cultural development.

Through this subject, students of grade XII (Gymnasium of Socia and language sciences) will gain knowledge about social groups and their types. They will become familiar with different aspects of social identification, such as race, ethnicity, religion and how they are manifested in the contemporary world, followed by the process of globalization and its political, economic and cultural effects. Media is also a special topic of this subject programme, as one of the most sensitive issues in terms of the multiple social effects it produces. This topic contributes to the digital education of students. Preoccupation with the body in recent times is a well-known social trend, also related to many other sectors of society, including marketing, the appearance industry (cosmetics, clothing, fitness, etc.), medicine, etc. which have created an entirely new political economy of the body. The sociology subject programme touches on a host of other issues, which are extremely important for the students' intellectually critical and civic development, such as the relationship with the environment and the danger posed by the latest technological developments and the ideology of consumption. Urban spaces, cities with all the demographic and political effects they bring, are also part of the programme. Education, poverty, work, economic life, social exclusion, social welfare, social movements and terrorism are also topics included in this subject programme, because they occupy a central place in global preoccupations, either in the academic or policy-making plan.

By dealing with these topics, the student gains a more open understanding of society, which is very necessary 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 society works, so that they can avoid social victimization and take their destiny into their own hands.

Purpose

This subject programme, as well as with predecessor, are meant to achieve three goals. *First*, it is important that students acquire general knowledge about the key issues, phenomena and problems of the contemporary world. Thus they begin to understand the complexity of contemporary life, on all levels: institutional, economic, political, technological, medial, etc. Consequently, *second*, with the sociological imagination they will develop through this programme, students will find it easier to face and live with this complexity. And *third*, "through the 'sociological imagination' students will be able to understand and put themselves and personal experiences into broader social contexts, including the communities where they live. In

this sense, students will become aware of the influence that social forces, such as: family, age groups, state institutions, media, economy, etc. have in their lives. In this way, they will have greater control over their lives". Therefore, the third goal remains the same, since, as we said in the introduction, this subject programme is the thematic continuation of the precursor level. The entire thematic area of sociology is divided into two parts for both levels. Consequently, the thematic scope of class XII is the thematic completion of stage XI and not further deepening of knowledge from the precursor level. Therefore, the third goal remains the same, as it is fundamental to the subject of Sociology.

Topical content and learning outcomes

Students in the twelfth grade achieve the Subject learning outcomes (SLO) for the topics set out in the table below, derived from the learning results per area (LRA) of Society and Environment, of the stage six (S 6) in the Core Curriculum III:

<table>
<tr><th>Concept</th><th colspan="2">LRA, Topic and SLO</th></tr>
<tr><td rowspan="4">1. The individual, groups, and social relations</td><td colspan="2">LRA: 1. Explores the structure of social groups and methods of participation and involvement in them
1. Analyses the structure and functioning of social groups, then and now, and draws conclusions about the ways of engagement in a concrete way for the benefit of the interests of the community and society.
2. Take initiative in youth organizations at school and outside to develop democratic processes and address issues of interest through concrete actions.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td>Groups, organizations and networks</td><td>• Analyses the types of social groups and their importance in society.
• Distinguishes informal groups, from smaller ones with high intimacy, from formal ones from larger ones, such as bureaucracies.
• Discusses ways of building social networks in the contemporary world.
• Explains the characteristics of different social groups.</td></tr>
<tr><td>Race and ethnicity</td><td>• Explains race, ethnicity and minority groups as social constructs and distinguishes between them.
• Distinguishes prejudice, discrimination, racism as well as assimilation, segregation, and genocide.
• Discusses cultural pluralism, the plurality of affiliations and identities in contemporary societies.</td></tr>
</table>

		• Interprets the main forms of relations between majority and minority groups.
	Religion in modern world	• Compares the forms that religion takes in modern societies, in contrast to traditional ones. • Discusses the various forms of religious movements in the contemporary world. • Analyses the relationship of women with religious traditions throughout history. • Discusses current trends in sociological discussions regarding fundamentalism, secularism and religious violence.
2. Social processes	LRA: **2. Explores historical, social and environmental objects/monuments, phenomena, and processes as well as the connection and influences between them** 1. Evaluates and correlates the effects of social, historical and environmental processes in the lives of individuals and society. 2. Actively participates (planning, organization, leadership, management, etc.) in research activities using different types of information about social and historical events and phenomena and brings data based on facts, avoiding prejudices and subjective opinions.	
	Topic	**Subject learning outcomes (SLO)**
	Globalization and a changing world	• Explains the factors that influence social change at the global level, such as: physical environment, political organizations, culture and economic factors. • Interprets debates between sceptics, hyperglobalists and transformationalists regarding globalism. • Describes the impact of globalization on the rise of individualism, changing forms of work, popular culture, risk and inequality in contemporary societies. • Interprets the impact of international governmental and non-governmental organizations, transnational corporations.
	Global inequality	• Discusses systemic differences in wealth and power between states. • Analyses the impact of economically distinct standards of life in the world. • Compares different theories, such as that of the market, modernization, neoliberalism, dependency, colonialism, etc.

	Media	• Analyses the powerful role that mass media have in society, from traditional ones such as newspapers, magazines, radio, television to digital forms of public communication, including social networks. • Explains the high level of interconnection and interaction that the Internet has made possible, its social consequences, either positive in multiplying opportunities or negative in increasing social isolation and anonymity. • Discusses different theories regarding the structure, organization and role of the media, such as those of McLuhan, Habermas, Baudrillard, etc.
3. Norms, rights and responsibilities	**LRA: 3. Analyses and examines critically and applies social norms and rules for common life in diversity** **1. Evaluates** efforts for freedoms and human rights, in different contexts and periods of time, and is committed to respecting social order. **2. Presents** facts and opinions, clarifies their origin and through them draws conclusions and expresses his views and attitudes on various social, historical, cultural issues and phenomena.	
	Topic	**Subject learning outcomes (SLO)**
	Body, health, diseases and disability	• Interprets the influence of social and cultural contexts on the formation of attitudes regarding the body, health and illness. • Distinguishes the Western biomedical model of health from other models. • Explains the link between disease and inequality. • Identifies the racial, ethnic, and gender dimensions of health and illness. • Thematises disability as a contemporary phenomenon.
	Education	• Interprets the social functions of education. • Argues about social and cultural influences on learning achievement. • Explains the relationship between formal and informal education, such as cultural capital, and how it manifests itself in social relations.
4. Decision-making institutions	LRA*:* **4. Gives ideas and proposals and makes decisions in a conscious and responsible manner** 1. Identifies the methods of decision-making in different periods and in different social and historical contexts and draws conclusions about the importance of appropriate decision-making. 2. Evaluates the impact of economic, scientific and technological	

	development on society in general as well as on decision-making.	
	Topic	**Subject learning outcomes (SLO)**
	Politics, government, social movements and terrorism	▪ Analyses political activity as well as the essence, role and importance of political institutions. ▪ Compares different forms of power organization and legitimacy. ▪ Compares the different forms of democracy as well as its current state. ▪ Discusses the relationship between democracy, social movements and various forms of terrorism with technological developments, especially those in the area of information.
5. Environment and sustainable development	LRA: **5. Contributes to the preservation and protection of the environment as well as to sustainable development.** 1. Analyses the socio-economic characteristics of the environment, economic, social, political, cultural processes and presents changes in society as a result of interaction at the local, regional and international level.	
	Topic	**Subject learning outcomes (SLO)**
	Environment and risk	• Discusses the impact of modern industry and technology as well as mass consumer culture on the environment. • Identifies the various sources of environmental risk, from pollution and waste disposal, such as air pollution, acid rain, water pollution and non-recyclable waste to the depletion of renewable natural resources, such as water, forests, etc. reducing biodiversity. • Argues that many environmental issues are related to risk, because they are the result of the expansion of science and technology, such as genetically modified foods, global warming, which has many other consequences, such as LRAods, the spread of diseases, extreme weather, etc.
	Cities and urban spaces	• Explains the powerful impact of globalization as such and the global economy on cities. • Interprets cities not only as political, but also economic agencies. • Compares different theories regarding urban processes, from the Chicago School known for its ecological model, Louis Wirth with his view of cities as a lifestyle to David Harvey and Manuel Castells with their views on city life as an expression of the development of capitalism. • Explains demographic shifts, overpopulation and other

		problems related to urban spaces.
	Labour and economic life	• Assesses the social importance of labour. • Analyses the dependence of the modern economy on the division of labour and economic interdependence. • Compares different forms of capitalism, such as: managerial, family, welfare, institutional, Fordism, Taylorism, etc. • Discusses the importance of transnational corporations and their effects on a global level. • Reflects on the possible future of labour, based on the current trends of automatization and globalization.
	Poverty, social exclusion and welfare	• Explains the relative and absolute types of poverty. • Interprets poverty using different approaches, such as the "culture of poverty" and "culture of dependency", approaches which emphasize the individual and approaches which emphasize social macro-processes. • Discusses social exclusion with all forms of manifestation, such as lack of resources and income, exclusion from the labour market, services and social relations, up to the most extreme forms such as lack of housing. • Reflects on the social welfare state, as reducing inequalities through the supply or subsidization of material goods and services.

Methodological guidelines

The subject programme of Sociology for grade 12, although with a different thematic scope, in terms of nature and character remains relatively the same as that of grade 11. Therefore, relatively the same methods, techniques and strategies are required for the implementation of this programme. In this context, it is recommended that teachers carefully read the learning results per stage (competencies) LRS, the learning results per area (LRAs) – Society and Environment as well as the subject learning outcomes (SLOs) of the Sociology course. The results are not only

reference points for the selection of contents (learning units) but also for the selection of teaching strategies, methods and techniques that will be applied during the lessons.

Students' success in the subject of Sociology is interconnected with and depends on the work and commitment of the teacher and students. The teacher should 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 that respect different personalities and learning styles. The teacher should also adopt the differentiated learning approach. For this purpose, a whole set of procedures is applied, such as: new information, exercises, individual and group work, research, assignments, demonstrations, projects, and others.

Taking into consideration the specifics of the subject, it is preferable to use the following where possible: games in general and the role plays in particular, which create habits of effective communication, creative thinking skills, cooperative skills and socialization; Interviews and narratives (oral history) to collect data on events, places, personalities and lifestyles which develop the skill of using different sources of information; cooperation with institutions, interest groups and civil society, as methods that can be implemented outside the school, always in cooperation with students, where the teacher should have an advisory, guiding role.

The teacher also has an important role in orienting students for the rational use of ICT and media, which helps them absorb information and prepare for successful engagement in the classroom. Further, organizing educational visits and excursions has an important role in the comprehensive development of students. They enable students to develop the skills of observation, research, interpretation and discussion of various social and environmental phenomena.

The teacher should also consider integrated teaching and learning. Adhering to the principles of the curriculum, it is necessary to aim for an integrative approach, where the topics within the subjects of the area or other areas are treated in an integrated manner. Events, phenomena that occur in society and the environment cannot be taught as separate or partial, therefore cooperation is needed between the teachers of sociology with the teachers of other subjects within the area but also with the teachers of subjects from other area. This guarantees that the topics are presented to the students in full and in coherence with each other.

Guidelines for the implementation of cross-curricular issues

The teacher should also make sure to apply cross-curricular issues/topics. The integration of these topics with the topics/contents of the Sociology course helps students to better recognise and understand events, processes, relationships in society and the environment, their interdependence, and in this way to cope with life's challenges more easily.

With the Sociology subject programme for this age of students, all cross-curricular issues/topics can be integrated:

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

Whereas, out of a total of 13 topics in this subject programme, ten of them are related to other subjects. In the following, we present the thematic connection of the programme with the following subjects:

1. Race and Ethnicity: History and Civic Education.
2. Religion in the modern world: History and Philosophy.
3. Globalization and a changing world: Civic education.
4. Global inequality: Civic education.
5. Media: Psychology, Language, Philosophy and Civic Education.
6. Body, health, disease and disability: Psychology, Biology and Chemistry.
7. Education: Civic education.
8. Politics, government, social movements and terrorism: History and Civic Education.
9. Environment and risk: Biology and Civic Education.
10. Cities and urban spaces: History.

Assessment guidelines

Assessment, first of all, should be continuous and procedural and, finally, should reflect the goals planned for the student. Therefore, we should assess what we have set as the objective of assessment, the knowledge, skills, behaviours, and attitudes of the students. In addition to different types of assessment, different forms and instruments can be used, such as verbal, non-verbal, assessment in group work, project assignments, observation of the acquisition of knowledge, behaviours and attitudes as well as the development rate of abilities and skills to apply the outcomes envisaged in the Core Curriculum for this level. We should not forget the role of the teacher with his pedagogical creativity where, depending on the thematic specifics, he explores the most suitable forms for assessing their achievements.

The approach of the new competence-based curriculum aims at assessing what the student is able to do, that is, assessing the practical application of the knowledge acquired during education. Thus, the application of assessment through the continuous observation of student achievements and keeping evidence for the purposes of documentation and planning of further work with

students is essential. Observation of group work and individual initiatives can also be assessed through the technique known as the participation list or the checklist etc.
It is important to cultivate the self-confidence which can be achieved by keeping students' files, where they save their representative works, such as: interviews with family members, individual or group work for environmental protection and other commitments related to predicted results for this age of students.
It is very important that assessment is oriented not only towards the memorization of information, but also towards the student's analytical, synthetic, reflective and creative skills.
Assessment should always have a motivational character so that the student is educated to accept the real assessment and aim for the highest possible achievements.

Guidelines for learning materials and resources

In addition to basic textbooks, it is suggested that during the learning process, students and teachers also use other sources of information such as: workbooks, brochures, newspapers, magazines, reliable websites, various research reports from reliable institutes (national and international, governmental and non-governmental), encyclopaedias, educational/field visits (to the theatre, cinema, concert, film festival, etc.), expert visits to the classroom, etc.

Visual tools can be used, such as writing boards, interactive boards, illustrations, photographs, models, diagrams, graphic tools, etc. as well as *audio-visual tools*, such as television, video projector, computer, phone, tablet, etc.

Teachers can use and create folders, newspapers, magazines, specialized literature or different manuals for activities with students. Finally, it is also very important that students and teachers collaborate in the production of different products through the use of information technology resources.

CURRICULAR AREA: LIFE AND WORK

Subject curricula/syllabuses

ICT (Gymnasia of social and language sciences)

Subject curriculum/syllabus

ICT (Gymnasia of social and language sciences)

Grade 12

Content

Introduction

In the area of Life and Work, the subject Information and Communication Technology (ICT) represents one of the main areas in the contemporary life of mankind, it is an integral part of humans' daily activity and synonymous with the readiness to deal with the problems of the present and the future.

The ICT subject for grade 12 will develop modules which aim to fulfil the main concepts of the Life and Work area for Stage 6 such as: ICT, Career Counselling and Guidance, Work and Education for Entrepreneurship as well as Education for sustainable development. All these concepts are developed in connection with the area and subject outcomes to achieve the main goal of the area of Life and Work.

The ICT subject for grade 12 is a continuation and expansion of prior knowledge from this area and is about acquiring the knowledge and skills necessary for the successful and independent use of ICT equipment, with advanced topics about Software and Hardware where the focus is on troubleshooting and repair, as well as a combination of lessons on Operating Systems, computer networks, and security.

ICT helps students create habits and skills during theoretical and practical work for independent research of information from all curricular areas.

The ICT subject has a special connection with and contributes to all areas of the Kosovo Curriculum Framework.

Purpose of the subject

The purpose of the ICT subject for grade 12 is for students to use and explore information and communication technology devices and to promote initiatives for smart devices as well as to link personal and professional skills with their career, and encourage entrepreneurial ideas.

The ICT subject raises the level of learning and the quality of everyday life by including the basic concepts of the area of Life and Work.

Topical content and learning outcomes

Students in the twelfth grade achieve the Subject learning outcomes (SLO) for the topics set out in the table below, derived from the learning results per area (LRA) "Life and Work", of Stage six (S 6) of the core curriculum for upper secondary education:

<table>
<tr><th>Concept</th><th colspan="2">LRA, TOPIC and SLO</th></tr>
<tr><td rowspan="3">Information and Communication Technology - ICT</td><td colspan="2">LRA: 1. Perform practical work at home, at school and in the community
1. Explores, effectively organizes and presents information on individual and group practical activities.
2. Creates activities related to individual and group work during the development of specific products and projects.
LRA: 2. Enhance personal qualities for life and work
1. Assesses personal and professional skills as well as achievements identified based on different areas of interest according to the objectives set for self-improvement, taking into consideration the influences on the choice of future career.
LRA: 4. Use ICT to advance learning and the quality of everyday life.
1. Develops activities with projects, research work through programming languages and application programmes.
LRA: 6 Promote safe living conditions
1. Implements and manages safety and security rules during various school and community activities.
LRA: 7 Prepare for professional life and future career
1. Uses software applications for data processing for various professional activities.
LRA: 8 Communication in/for life and work
1. Applies different sources of information for personal and professional development.
LRA: 9 Protection and preservation of nature and the environment
1. Evaluates the factors affecting global warming and justifies the impact of ICT on these changes.
2. Presents creative projects for environmental conservation using various applications.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td>Connecting computer components step by step

Operating systems

Laptops and portative devices</td><td>Student:
• Develops skills to assemble computer equipment, test and configure them through software or media.
• System hardware devices using various schematics and manuals.
• Compares operating systems by providing information about hardware and software support.
• Installs Operating Systems.
• Solves problems identified in the Operating System.
• Configuration and management of the Operating System.
• Explains how to configure and repair laptops.
• Maintains and troubleshoots laptops and mobile devices.
• Installs and configures various types of printers and scanners.</td></tr>
</table>

	Printers and scanners	
	Computer networks	Student: • Plans the connection of devices to the network using computer networking applications. • Configures devices to connect to the LAN network. • Provides information about WAN operation using networking and media applications.
	Security	Practices data security and implements network security to protect against intruders.
Career counselling and guidance	**LRA 2. Increasing personal capacities for life and work** *2.1. Assesses personal and professional skills as well as identified achievements based on different areas of interest according to specific objectives for self-improvement, taking into consideration the influences on future career choices.* **LRA 3. Career counselling guidance** *3.1. Presents short-term and long-term plans, through decision-making for further career.* *3.2. Draws up a personal development plan for the realization of one's professional goals.* **LRA 7. Preparation for professional life and future career** **7.1.** *Uses software applications for data processing for various professional activities.* **LRA 8. Communication in/for life and work** **8.1.** *Applies various sources of information for personal and professional development.*	
	Topic	**Subject learning outcomes (SLO)**
	Research for career development	Student: • Explores different sources of information for personal and professional development (media, employment offices, CVT-Center for Vocational Training and CC-Career Centre). • Promotes personal skills through the preparation and presentation of a project. • Applies assessment forms through different platforms to assess personal and professional skills.
Work and education for entrepreneu	**LRA:** **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 project work at*	

<table>
<tr><td>rship</td><td colspan="2">school individually and in groups.
2. Increasing personal qualities for life and work
2.1. Demonstrates the necessary skills to provide the basis for personal and professional development as well as various learning opportunities.
3. Career counselling and guidance
3.2. Link personal knowledge and skills with the needs of the labour market.
4. Using ICT to advance learning and the quality of everyday life
4.1. Analyses some of the advantages of using ICT for projects and research work.
5. Entrepreneurship development exercise
5.1. Presents creative ideas for the creation of a business based on the analysis of the labour market, the compilation of the business plan.
LRA:7. Preparation for professional life and future career
7.1. Reads, interprets and completes documentation for personal needs based on legislation and labour market requirements.
RNF: 8. Communication in / for life and work
8.1. Uses multimedia to obtain information on the implementation of various tasks and projects.
9. Protection and preservation of nature and the environment
9.1. Demonstrates care for the working environment and explains the role of technology in the preservation of the environment.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td></td><td>Entrepreneurial ideas</td><td>The student:
• Describes the importance of green and social enterprises.</td></tr>
<tr><td>Education for sustainable development</td><td colspan="2">RNF: 1. Practicing practical work at home, school and the community.
1. Explores, effectively organizes and presents information for individual and group practical activities.
2. Creates activities related to individual and group work during the realization of certain products and projects.
LRA: 2. Increasing personal qualities for life and work
1. Assesses personal and professional skills as well as identified achievements based on different areas of interest according to specific objectives for self-improvement, taking into account the impact on future career choices.
LRA: 4. Using ICT to advance learning and the quality of everyday life.
1. Develops activities with projects, research work through programming languages and application programmes.
LRA: 7 Preparation for professional life and future career
1. Use software applications for data processing for various professional activities.
RNF: 8 Communication in/for life and work
1. Applies different sources of information for personal and professional development</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
</table>

	Impact of technology on the benefit to humans	Student: Explains the importance of information technology to the benefit of humans

Methodological guidelines

Different work methods can be used to implement the learning contents that are defined in the subject of ICT for grade 12 in order to fulfil the requirements of the subject, where the main goal is the development and achievement of the main competencies. In order to adopt concrete examples during the elaboration of the subject, some of the methods that facilitate the successful development are the student-centred teaching methods, such as:

1. Programme content delivered through lectures with all the visual presentation of the relevant parts.
2. Demonstration of concrete actions with a computer.
3. Individual and group computer work (execution of computer operations by students).

ICT can be developed in various forms, using interactive methods which are combined with forms, such as: demonstration through technological devices, individual work in small groups, project work. Contemporary methodologies and those identified in the Kosovo Core Curriculum and in the Life and Work area guide can also be used.

Guidelines for the implementation of cross-curricular issues

The main goal of cross-curricular issues within the area of life and work, respectively the subject of ICT is to implement them to help achieve the main competencies envisaged by the CF. During the planning stages, different results will be identified that help develop the competencies and results of the areas, through common themes. The cross-curricular issues that are included in the ICT course are:

- Knowledge of the media
- Education for sustainable development
- Protection of the 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
- Entrepreneurship education
- Language and communication skills across the curriculum.

The identification of common themes from different subjects in the seven curricular areas helps students achieve the expected results in CF and CC.

Assessment guidelines

Assessment is part of every learning activity. Assessment and evaluation are an integral and very important part of teaching in the contemporary school.

The ICT subject, due to its nature and specifics, requires a variety of assessment methods on a regular basis, while the focus is on understanding life and work, concepts and practicing positive behaviours and attitudes.

There are several techniques and instruments that help in the direct observation of student's activity, which are used for assessment. Here are some of them:

The participation list is described as an observational technique that can be used to observe, in small groups, or during discussion. The list shows who provides assistance, how often they cooperate and how valuable the assistance is, etc.

The checklist is an instrument that contains a list of topics, objectives, knowledge, for which the student will be observed. The main purpose of the checklist is to record an ongoing assessment of student progress.

A student portfolio is a tool that can be used to show samples of student work that demonstrate student progress, skills, and level of work.

The online portfolio is a method which enables the integration of technology in the students' tasks and activities. There are many learning assessment methods that we can use during implementation such as: testing, assessment of individual tasks and computer projects, their individual and group contribution and activity. When using assessment instruments and methods, it is also preferred to rely on the administrative instruction AI 08/2016.

Learning materials and resources

For the most successful implementation of the ICT subject, a wide range of learning resources should be used, including textbooks, activity and exercise books, workbooks, brochures, the Internet (e.g., www.netacad.com), encyclopaedias, educational software, projects, various studies, analyses and various reports of the relevant area and related work materials.

Teachers can create portfolios, newspapers, magazines, specialized literature or various handbooks for activities with students. Also, it is very important that students and teachers cooperate in the production of different materials through the use of information technology resources.

Subject curriculum/syllabus

ICT (Gymnasia of natural sciences)

Grade 12

Content

Introduction

In the area of Life and Work, the subject Information and Communication Technology (ICT) represents one of the main areas in the contemporary life of mankind, it is an integral part of humans' daily activity and synonymous with the readiness to deal with the problems of the present and the future.

The ICT subject for grade 12 will develop modules which aim to fulfil the main concepts of the Life and Work area for Stage 6 such as: ICT, Career Counselling and Guidance, Work and Education for Entrepreneurship as well as Education for sustainable development. All these concepts are developed in connection with the area and subject outcomes to achieve the main goal of the area of Life and Work.

The ICT subject for grade 12 is a continuation and expansion of prior knowledge from this area and is about acquiring the knowledge and skills necessary for the successful and independent use of ICT equipment, with advanced topics about Software and Hardware where the focus is on troubleshooting and repair, as well as a combination of lessons on Operating Systems, computer networks, and security, as well as developing applications through Java programming.

ICT helps students create habits and skills during theoretical and practical work for independent research of information from all curricular areas.

The ICT subject has a special connection with and contributes to all areas of the Kosovo Curriculum Framework.

Purpose of the subject

The purpose of the ICT subject for grade 12 is for students to use and explore information and communication technology devices and to promote initiatives to develop applications for smart devices as well as link personal and professional skills with their careers and encourage entrepreneurial ideas.

The ICT subject raises the level of learning and the quality of everyday life by including the basic concepts of the area of Life and Work.

Topical content and learning outcomes

Students in the twelfth grade achieve the Subject learning outcomes (SLO) for the topics set out in the table below, derived from the learning results per area (LRA) "Life and Work", of Stage six (S 6) in the core curriculum for upper secondary education:

<table>
<tr><th>Concept</th><th colspan="2">LRA, TOPIC and SLO</th></tr>
<tr><td rowspan="3">Information and Communication Technology - ICT</td><td colspan="2">LRA: 1. Perform practical work at home, at school and in the community
3. Explores, effectively organizes and presents information on individual and group practical activities.
4. Creates activities related to individual and group work during the development of specific products and projects.
LRA: 2. Enhance personal qualities for life and work
1. Assesses personal and professional skills as well as achievements identified based on different areas of interest according to the objectives set for self-improvement, taking into consideration the influences on the choice of future career.
LRA: 4. Use ICT to advance learning and the quality of everyday life.
1. Develops activities with projects, research work through programming languages and application programmes.
LRA: 6 Promote safe living conditions
1. Implements and manages safety and security rules during various school and community activities.
LRA: 7 Prepare for professional life and future career
1. Uses software applications for data processing for various professional activities.
LRA: 8 Communication in/for life and work
1. Applies different sources of information for personal and professional development.
LRA: 9 Protection and preservation of nature and the environment
1. Evaluates the factors affecting global warming and justifies the impact of ICT on these changes.
2. Presents creative projects for environmental conservation using various applications..</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td>Connecting computer components step by step

Operating systems

Laptops and portative devices

Printers and scanners</td><td>Student:
• Develops skills to assemble computer equipment, test and configure them through software or media.
• System hardware devices using various schematics and manuals.
• Compares operating systems by providing information about hardware and software support.
• Installs Operating Systems.
• Solves problems identified in the Operating System.
• Configuration and management of the Operating System.
• Explains how to configure and repair laptops.
• Maintains and troubleshoots laptops and mobile devices.
• Installs and configures various types of printers and scanners.</td></tr>
</table>

	Computer networks **Security**	Student: • Plans the connection of devices to the network using computer networking applications. • Configures devices to connect to the LAN network. • Provides information about WAN operation using networking and media applications. • Practices data security and implements network security to protect against intruders.
	Java Programming	The student: • Installs the application on Operating Systems that is appropriate and current for his/her age. • Explains the initial appearance of the application and navigates the application. • Demonstrates opening a new project and creating objects. Also compiles classes and objects and checks for compile-time errors. • Inspects facilities and checks their internal condition. • Creates standalone applications and uses other operations. • Creates applications considering the phases of its development: planning, development, implementation and evaluation of the application.
Counselling and career guidance	**LRA 2. Increasing personal capacities for life and work** *2.1. Assesses personal and professional skills as well as identified achievements based on different areas of interest according to specific objectives for self-improvement, taking into consideration the influences on future career choices.* **LRA 3. Career counselling and guidance** *3.1. Presents short-term and long-term plans, through decision-making for further career.* *3.2. Draws up a personal development plan for the realization of one's professional goals.* **LRA 7. Preparation for professional life and future career** *7.1. Uses software applications for data processing for various professional activities.* **LRA 8. Communication in/for life and work** *8.1. Applies various sources of information for personal and professional development.*	
	Topic	**Subject learning outcomes (SLO)**

<table>
<tr><td></td><td>Research for career development</td><td>Student:
Explores different sources of information for personal and professional development (media, employment offices, CVT - Centre for Vocational Training and CC-Career Centre).
Promotes personal skills through the preparation and presentation of a project.
Applies assessment forms through different platforms to assess personal and professional skills.
Draws up short and medium term plans for his/her career.
Practices online filling of various applications (for faculty, scholarships, projects).
Practices ways of sending documents online (CV, cover letter).</td></tr>
<tr><td>Work and education for entrepreneurship</td><td colspan="2">LRA:
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 project work at school individually and in groups.
2. Increasing personal qualities for life and work
2.1. Demonstrates the necessary skills to provide the basis for personal and professional development as well as various learning opportunities.
3. Career counselling and guidance
3.2. Link personal knowledge and skills with the needs of the labour market.
4. Using ICT to advance learning and the quality of everyday life
4.1. Analyses some of the advantages of using ICT for projects and research work.
5. Entrepreneurship development exercise
5.1. Presents creative ideas for the creation of a business based on the analysis of the labour market, the compilation of the business plan.
LRA:7. Preparation for professional life and future career
7.1. Reads, interprets and completes documentation for personal needs based on legislation and labour market requirements.
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<tr><td></td><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td></td><td>Entrepreneurial ideas</td><td>Student:
Explores opportunities to open a personal business;</td></tr>
</table>

<table>
<tr><td></td><td></td><td>• Describes the importance of green and social enterprises.</td></tr>
<tr><td rowspan="4">Education for sustainable development</td><td colspan="2">LRA: 1. Practicing practical work at home, school and the community.
5. Explores, effectively organizes and presents information for individual and group practical activities.
6. Creates activities related to individual and group work during the realization of certain products and projects.
LRA: 2. Increasing personal qualities for life and work
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LRA: 4. Using ICT to advance learning and the quality of everyday life.
1. Develops activities with projects, research work through programming languages and application programmes.
LRA: 7 Preparation for professional life and future career
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Methodological guidelines

Different work methods can be used to implement the learning contents that are defined in the subject of ICT for grade 12 in order to fulfil the requirements of the subject, where the main goal is the development and achievement of the main competencies. In order to adopt concrete examples during the elaboration of the subject, some of the methods that facilitate the successful development are the student-centred teaching methods, such as:

1. Lecture of the programme content with all the visual presentation of the relevant parts.
2. Demonstration of concrete actions with a computer.
3. Individual and group computer work (execution of computer operations by students).

ICT can be developed in various forms, using interactive methods which are combined with forms, such as: demonstration through technological devices, individual work in small groups, project work. Contemporary methodologies and those identified in the Kosovo Core Curriculum and in the Life and Work area guide can also be used.

Guidelines for the implementation of cross-curricular issues

The main goal of cross-curricular issues within the area of life and work, respectively the subject of ICT is to implement them to help achieve the main competencies envisaged by the CF. During the planning stages, different results will be identified that help develop the competencies and results of the areas, through common themes. The cross-curricular issues that are included in the ICT course are:

- Knowledge of the media
- Education for sustainable development
- Protection of the 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
- Entrepreneurship education
- Language and communication skills across the curriculum.

The identification of common themes from different subjects in the seven curricular areas helps students achieve the expected results in CF and CC.

Assessment guidelines

Assessment is part of every learning activity. Assessment and evaluation are an integral and very important part of teaching in the contemporary school.

The ICT subject, due to its nature and specifics, requires a variety of assessment methods on a regular basis, while the focus is on understanding life and work, concepts and practicing positive behaviours and attitudes.

There are several techniques and instruments that help in the direct observation of student's activity, which are used for assessment. Here are some of them:

The participation list is described as an observational technique that can be used to observe, in small groups, or during discussion. The list shows who provides assistance, how often they cooperate and how valuable the assistance is, etc.

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Learning materials and resources

For the most successful implementation of the ICT subject, a wide range of learning resources should be used, including textbooks, activity and exercise books, workbooks, brochures, the Internet (e.g., www.netacad.com, www.java.com), encyclopaedias, educational software, projects, various studies, analyses and various reports of the relevant area and related work materials.

Teachers can create portfolios, newspapers, magazines, specialized literature or various handbooks for activities with students. Also, it is very important that students and teachers cooperate in the production of different materials through the use of information technology resources.

CURRICULAR AREA: PHYSICAL EDUCATION, SPORTS AND HEALTH

Subject curricula/syllabuses

Physical education, sports and health

(Gymnasia of social and language sciences and Gymnasia of natural sciences)

Subject curriculum/syllabus

Physical education, sports and health

(Gymnasia of social and language sciences and
Gymnasia of natural sciences)

Grade 12

Content

Introduction

The subject of Physical Education, Sports and Health in the twelfth grade has an important role in the education of students, on physical culture in general and on health in particular. This subject aims to develop the educational and health values of an active society and to develop personality and personal and cultural identity in students, contributing to the achievement of the main competencies of the Core Curriculum. The focus in the twelfth grade is further consolidation and specialization 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.

The organization and implementation of this subject helps students to appreciate its positive effects in many directions, not only in terms of health and physicality but also in the relations between each other, expanding knowledge about the cultures of regions and different countries and creating a friendlier environment.

Purpose

The purpose of the Physical Education, Sports and Health subject for the twelfth grade is to achieve the learning outcomes of the competencies planned for the stage six as well as to achieve all the subject learning outcomes defined in the curriculum and the Core Curriculum.
Physical Education, Sports and Health helps students develop the necessary knowledge, skills, habits, values, attitudes and competencies, which ensure the well-being of their mental, emotional, psycho-physical and social health, to successfully face the challenges of life.

Topical content and learning outcomes

Students in the twelfth grade achieve the Subject learning outcomes (SLO) for the topics defined in the table below, derived from the learning results per area (LRA) Physical Education, Sports and Health, of the sixth stage of the curriculum (S 6) in the Core Curriculum for upper secondary education:

1. Management of emergency situations
2. Promotion of cultural and sports heritage
3. Individual sports
4. Motor and anthropometric measurements
5. Team sports, their rules and systems
6. Physical activities, nutrition and their impact on health
7. Tobacco, alcohol and drug substances.
8. The impact of environmental factors on health

Concept	LRA, TOPIC and SLO
	LRA: 1. Manages himself and assists others in emergency situations,

Complete physical, mental, emotional and social well-being	***demonstrates knowledge and skill for correct use and response with adequate tools.***	
	Topic	Subject learning outcomes (SLO)
	Management of emergency situations	**Student:** • Explores evacuation plans and argues about appropriate actions • Simulates extraordinary situations through various activities
Comprehensive and harmonious development of the body through physical and sports activities	***LRA:* 1. Contributes to the preservation, affirmation and presentation of sports cultural heritage.** **2. Works to achieve personal objectives, chooses complex and coordinated physical and sports exercises. Explores the impact of physical activities on health and the impact on the aesthetic and physical aspects**	
	Topic	Subject learning outcomes (SLO)
	Promotion of sports and cultural heritage	**Student:** • Explores the sports cultural heritage in different regions of the country and the region • Demonstrates the traditional game of one of the three parts of the country
	Individual sports	**Student:** • Follows the rules during exercises and various sports activities • Demonstrates sports techniques in an artistic way such as dance, modern dance, gymnastics, rhythmic gymnastics, combat sports, swimming, skiing and other sports
	Motoric and anthropometric measurements	**Student:** • Monitors the functional abilities of peers during motor tests • Performs anthropometric measurements and interprets the results
	Team sports, their rules and	**Student:** • Organizes team sports games in school and community

	systems	• Demonstrates advanced technical-tactical elements in football • Demonstrates advanced technical-tactical elements in basketball • Demonstrates advanced technical-tactical elements in handball • Demonstrates advanced technical-tactical elements in volleyball
Promotion of active and healthy lifestyle	**LRA: 3. Analyses food, financial, cultural, religious resources, explains policies, legislation on diets, health, their impact on individuals and the community and applies knowledge in practice.**	
	Topic	**Subject learning outcomes (SLO)**
	Physical activities, nutrition and their impact on health	**Student:** • Explains the importance of physical activity and nutrition in the prevention of cardiovascular disease, malignancy, diabetes and obstructive lung disease • Explores the ethics of food manufacturers in promoting healthy and unhealthy food
Awareness of the impact of the use of addictive substances	***LRA: 4. Applies different methods for avoiding potential risks using the existing capacities inside and outside the school.***	
	Topic	**Subject learning outcomes (SLO)**
	Narcotic substances and their impact on society	**Student:** • Explores the extent of tobacco use, alcohol, drugs and pressure from advertising, media and peers • Presents the social and health consequences of using tobacco, alcohol, drugs and other substances in the environment where you live
Education on environment and	***LRA: 5. Applies and promotes health, hygiene and standards of environmental protection***	
	Topic	**Subject learning outcomes (SLO)**

sustainable development	**Promotion of a healthy environment**	**Student:** • Organizes and promotes initiatives for the protection of the natural environment, contributing to sustainable development.

Methodological guidelines

The implementation of the content in the Physical Education, Sports and Health subject for the twelfth grade by the teachers should be achieved using techniques and methods that contribute to the achievement of the competence results for this level.
The teacher must take into account the gender differences in this age group that are more pronounced than in other levels of education.
Thus, the main goal of the teacher should be to motivate the students continuously for physical and sports activities, since as such they contribute to the preservation and progress of their health. Reinforcement and refinement of knowledge is done through the application of teaching methods and techniques, including adequate materials for each unit in order to achieve the defined competencies.
The good organization of the learning process of this subject means that the students are placed in concrete practical situations where they develop and apply the movement and sports elements. Sports activities dominate most of their school life and outside it, occupying most of their time and energy, creating skills, dexterity and forming social behaviour, as a fundamental contribution to the demand for healthy life. Among students of this age, it is important to ensure that winning, losing or competing with others are not overemphasized. By participating in physical education and sports activities, they will understand that winning and losing are part of life and should be accepted as such, thus building good relationships with peers.
For students of this age, promoting fitness is important because through purposeful and fun efforts, they learn how to maintain their bodies, how to eat and maintain personal hygiene, as an obligation to themselves and others, and above all by applying a healthy lifestyle they learn how to maintain and improve their health. Physical education can also find itself as a component of aesthetic education, when a student participates in physical activities, he becomes more attractive, develops a beautiful and healthier body, which affects the increase in self-confidence.
Physical education and sports find themselves quite well as components of artistic education, because they are interconnected. Synchronization and rhythm of coordinate skills are an integral part of physical and artistic education, which together help in a more complete development and formation of the student.

Cross-curricular issues

Within the Physical Education, Sports and Health subject, the handling of cross-curricular issues is an aspect of great importance as it enables the integration of curricular areas and teaching subjects in order to support students and prepare them for life. The implementation of cross-curricular issues will help in the development and completion of the content of the area for the

achievement of all competencies defined by the Kosovo Curriculum Framework. Some of the cross-curricular issues that help students at this level are:

- **Globalization and interdependence** which refers to interaction, combining skills and opportunities to create common things, combining efforts with others to achieve greater success
- **The use of the media** which refers to the use of the media to provide of new and correct information, create and use information, communicate through traditional and digital media, criticise the media, the language of the media and its impact on society, the expectations of citizens from media and fair and safe use.
- **Education for sustainable economic development,** community services; security, protection of the natural and human environment and the development of ecological attitudes;
- **Language and communication skills** throughout the Curriculum, good quality of communication in all subjects;
- **Personal development and life skills,** consumption and saving education; respect for oneself and others, tolerance, self-restraint, the ability to negotiate; own initiative and preparations for the future.
- **Education for sustainable development** refers to topics of general importance that influence the awareness of young people/students for an active attitude towards environmental issues and phenomena, at the local and global level.

In general, the results of the area affect cross-curricular issues, so attention will be paid to adequate treatment in teaching units. However, the priority in the teacher's work is to pay attention to cross-curricular issues, in the planning phase, analyse topics or teaching units with which cross-curricular issues are related in order to ensure integrated teaching, which aims to include all aspects of socially important that will be addressed by different subjects and with different perspectives to achieve the competencies defined by the CCF.

Assessment guidelines

Student assessment permeates the entire learning process and serves to improve this process. The sole purpose of student assessment is not to award grades, nor does it end with such a process. Assessment is entirely based on the results of the subject programme and the teacher has no right to assess students for those outcomes that are not described in the programme. The objective of the assessment is not only knowledge and skills, but also students' attitudes, such as ethical-social attitudes in general and those of cooperation with others, in particular.
The teacher develops and helps students develop a variety of assessment methods for example:

- Correction of wrong movements through tact
- Evaluates the adequate use of tools
- Evaluates movement actions on the basis of individual achievements;

- Evaluates speed in short and medium distances on the basis of individual achievements;
- Complex grading of exercises with points.
- Complex assessment of specific exercises with points.
- Score evaluation of compositional elements in sports and rhythmic gymnastics
- Evaluation of technical elements with points.
- Evaluation with tests for knowledge on health education.
- Evaluation based on the checklist
- Encouraging words and expressions are used during learning
- Presentation skills and time to complete tasks
- Participation in lessons and school activities
- Participation in various sports activities
- Participation in health promotion activities in schools

In the engagement of students with small groups or teams, the teacher presents the weight of the grade assessment of the group as a whole and of each student in particular.

As a rule, the teacher is not obliged to assess the students in each lesson by placing grades in the register for each lesson. They, i.e. the students and the teacher, should feel free to talk as partners about the acquisition of the knowledge and skills acquired in the previous lessons.

The entire student progress should be reflected for each student in the teacher's personal notebook/diary. From time to time the teacher should assess with a grade, making clear to the students from the beginning the purpose of the assessment and its criteria. The written assessment (only for the line of knowledge) serves to enable written communication and can be done not only with pencil and paper, but also electronically. The student's portfolio as an assessment and self-assessment opportunity is a summary of his/her performance during the school year for a given subject. It can contain thematic tasks (sports article, sports programmes, planning of sports activities, power point presentations), photos and CDs of demonstration of motor skills for different lines of the programme, engagements in various school activities, etc.

Guidelines on learning materials and resources

For the successful achievement of competencies in the area of Physical Education, Sports and Health, it is important to use different learning resources that motivate students and stimulate their progress in order to create habits and skills necessary for life. Since textbooks are valuable and important sources of learning, students' access to information should not be limited only to textbooks, but also to other sources, which serve to plan and implement the learning process in the classroom.

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

Teachers and students can engage in the design and use of learning materials, for example: the results of projects carried out by students can become valuable learning resources for different grades.