



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

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SUBJECT CURRICULA/SYLLABUSES

Second Grade

Prishtina, 2018

Republika e Kosovës
Republika Kosova-Republic of Kosovo

Qeveria - Vlada – Government
Ministry of Education, Science and Technology

Cabinet of the Minister

No. 424/01B

Date: 13/08/2018

The Minister of Education, Science and Technology (MEST), pursuant to Articles 4, 21 and 22 of Law No. 03/L-189 on Organization and Functioning of State Administration and Independent Agencies of the Republic of Kosovo (Official Gazette No. 82/21 October 2010), Article 5 of Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, and based on Article 8, paragraph 1.4 and Annex 6 of Regulation No. 02/2011 on Areas of Administrative Responsibility of the Office of the Prime Minister and the Ministries (22.03.2011), and based on the request no. 8/1-15-02 dated 03.07.2018, issues the following:

DECISION

1. All primary education institutions are obliged to apply the curriculum of the second grade in the primary education in the Republic of Kosovo.
4. This Decision shall enter into force upon its signing.

Reasoning

Based on the above-mentioned provisions and with a view to the implementation of the new curriculum of the third grade of primary education in the Republic of Kosovo, it is decided as in the enacting clause of this Decision.

The Decision is served on:

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

Shyqiri Butyqi

[signed]

Minister/MEST

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Introduction

In this grade, students gradually begin to be exposed to the learning systematic approach. Teaching is combined with games and activities that lead to systematic learning.

The subject curricula/syllabuses for the second grade have been drawn up for seven curricular areas, namely for the subjects that emerge from the following areas: Languages and Communication, Arts, Mathematics, Natural Sciences, Society and Environment, Life and Work, and Physical Education, Sports and Health. Unlike other curriculum areas, the Languages and Communication area consists of the mother tongue and the first foreign language (English). The first foreign language (English) in this grade can be delivered through 1, 2 or 3 classes, it is taught through 1 hour per week if it has been started from the preparatory grade, it is taught through 2 hours per week if it started to be taught from the first grade and is taught through 3 hours a week if it was not taught at all in the previous grades. (Children/students for three grades together must have 3 classes of English and it is preferable that its learning is done gradually. MEST prepared the curriculum for the three grades). Also, for the area of Arts, MEST has prepared a program for the subjects of Figurative Education and Music Education, wherein a teacher must deliver both subjects. The area of Life and Work is realized through the subject of Skills for Life. The area of Natural Sciences is realized through the subject Human and Nature. Mathematics is realized through the teaching subject of Mathematics, and Physical Education, Sports and Health is realized through the teaching subject of Physical Education, Sports and Health.

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

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

Lesson plan

| Curriculum areas | Subjects | Level I | | | | Level II | | | |
|---------------------------------------|---|-------------|---------|----------|-------|-----------|----------|---------|-------|
| | | Prep. grade | Grade I | Grade II | Total | Grade III | Grade IV | Grade V | Total |
| Languages and Communication | Native Language English Language Albanian Language for non-Albanian communities | | 8 | 8 | 16 | 8 | 8 | 8 | 24 |
| Arts | Figurative Education Music Education | | 2 | 2 | 4 | 2 | 2 | 2 | 6 |
| Mathematics | Mathematics | | 5 | 5 | 10 | 5 | 5 | 5 | 15 |
| Natural Sciences | Human and Nature | | 1 | 1 | 2 | 2 | 2 | 2 | 6 |
| Society and Environment | Society and Environment | | 1 | 1 | 2 | 2 | 2 | 2 | 6 |
| Physical Education, Sports and Health | Physical Education, Sports And Health | | 2 | 2 | 4 | 2 | 2 | 2 | 6 |
| Life and Work | Skills for Life | | 1 | 1 | 2 | 1 | 1 | 1 | 3 |
| Optional part | | | 1 | 1 | 2 | 1 | 2 | 2 | 5 |
| Total – Hours per week | | 18 | 21 | 21 | 42 | 23 | 24 | 24 | 71 |
| Extracurricular activities | | | | | | | | | |

During a week, students develop contents from all areas

CURRICULUM AREA: LANGUAGES AND COMMUNICATION

Subject curricula/syllabuses

Albanian Language

English Language

Subject curriculum/syllabus

Albanian Language

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The Albanian Language curriculum for this grade enables students to enrich their vocabulary, learn the use of grammatical categories, the use its main rules and spelling, learn how to build and evaluate the narrative, description, comment, argument, information, develop their imagination and cultivate their judgment skills.

In this grade, students develop language skills and abilities; recognize, comment and write different literary and non-literary texts, express themselves clearly orally and in writing, in different create a text, tell an event, argue a point of view, draft an argumentative essay, participate regularly in debates, use language in accordance with concrete communication situations and develop reading-comprehension skills.

Learning the Albanian Language in this grade is closely related to building oral and written language usage habits as well as the recognition of cultural and aesthetic models necessary for their cultural formation.

Purpose

The purpose of learning the Albanian Language in the second grade is to develop and master the students' skills to communicate in different situations, establish individual independence and cultural formation, acquire the literary language, prepare students to know life, develop the feeling for listening and talking about different topics with an educational and learning character, encourage and motivate students to learn.

Topics and learning outcomes

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

Communication skills

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

| Concepts | Topics | Subject Learning Outcomes (SLO) by topic |
|--|---|--|
| Literary and non-literary texts | Poetry, Tales, Fairy tales, Stories, Simple dramatic texts, Various cognitive, educational and documentary texts, Riddles, Proverbs, Congratulations, Simple letters. Messages, thanks, letters, addresses, invitations, announcements, Personal notes, Holidays, leisure, occupations. Basic elements of rhyme, dialogue, prose verse through practical examples. | <ul style="list-style-type: none"> • Defines the basic features of a fairy tale, tale, story, or poem. • Compares the poem with the riddle, the fairy tale with the story. • Reads fluently different fragments from literary and non-literary texts. • Reads aloud stories, fairy tales, tales and poems, making comparisons with corresponding photographs, drawings and illustrations. • Discusses different sentences, sayings and narratives. • Retells and comments on events read, narrated as well as events from life situations. • Demonstrates a culture of expression and independent thinking. • Expresses the same topic in different ways. • Expresses the emotional world with selected words. • Express personal thoughts and emotions about the passage he/she reads. • Distinguishes between basic literary and non-literary texts. • Distinguishes the main idea from the details. • Retells and evaluates literary and non-literary texts. • Distinguishes characters, events, and ending. • Distinguishes rhythm, rhyme, dialogue. • Distinguishes real texts from imagined texts. • Speaks and reads with the correct intonation (accent, rhythm). • Names several types of information technology and discusses their use. |

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| <p>Figurative and non-figurative language</p> | <p>Intuitive recognition of basic figures.</p> <p>Synonyms</p> <p>Antonyms</p> <p>Hyperbole, comparison,</p> <p>Personification.</p> | <ul style="list-style-type: none"> • Distinguish between words with the same meaning and opposite meanings. • Distinguishes between figurative (metaphorical) and non-figurative language. • Comments on the figurative language of the dialogue text. • Identifies and uses comparison, hyperbole and personification. |
| <p>Culture, critique, history</p> | <p>General cultural elements on different topics</p> <p>Tone, attitude, facial expressions, tolerance; announcement, request, apology, the forgiveness of another, thanksgiving.</p> <p>Joy, sadness, concern;</p> <p>Knowledge of fruits, animals, natural phenomena.</p> <p>Transition from simple reading to reading-comprehension</p> | <ul style="list-style-type: none"> • Asks questions to clarify the content of a text or unknown words and gives answers through simple phrases or sentences. • Identifies the main elements of a text such as: paragraph, line, stanza, verse. • Retells the event and describes the main character in the text. • Use play skills to learn. • Interprets stage plays and communicates his/her thoughts freely and accurately. • Expresses emotions and personal experiences through play. • Describes phenomena of nature and the animal world using appropriate vocabulary. • Compares the text with the drawing/photograph. • Describes texts according to the given patterns. • Retells/paraphrases read texts and various conversations. • Develops the culture of conversation (dialogue) in the classroom on a certain topic. • Distinguishes reading comprehension from mechanical reading. |
| <p>Linguistic system</p> | <p>Consonants: dh-ll, ç-q, xh-gj, bd, r-rr, etc.</p> | <ul style="list-style-type: none"> • Pronounces sounds, syllables and words correctly. |

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| | <p>Correct pronunciation of sounds, syllables, words; demonstrative, interrogative, affirmative and negative sentences;</p> <p>Gender, number of nouns and adjectives;</p> <p>Personal pronoun;</p> <p>Main verb tenses: past, present and future;</p> <p>Declarative, interrogative, affirmative and negative sentences;</p> <p>Actions within the sentence: substitutions, additions, deletions;</p> <p>Use of capital letters;</p> <p>Separation of words at the end of the line;</p> <p>Punctuation marks at the end of sentences (. , ?!)</p> | <ul style="list-style-type: none"> • Pronounces words and sentences with the correct intonation. • Writes properly and clearly and uses punctuation marks; • Distinguishes consonants in pronunciation. • Distinguishes grammatical categories of nouns and adjectives (gender, number). • Identifies the main types of sentences. • Applies spelling rules. • Identifies and uses the main tenses of verbs <i>to be</i> and <i>to have</i> by main times (yesterday, today, tomorrow). • Conjugates the verbs in the present tense. • Writes short texts according to the models. • Uses the capital letter correctly at the beginning of the sentence and for proper nouns. • Distinguishes and uses personal pronouns. • Writes declarative, interrogative, affirmative and negative sentences. • Extends or shortens the sentence. • Separates words at the end of the line; • Uses punctuation correctly. |
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Methodological guidelines

The teaching methodology takes a leading place in the realization of the curriculum content. During the implementation of the teaching process, the teacher must take into account the most effective teaching strategies, which enable effective learning. The teacher should be a model for students in terms of how to use language skills. Their attention should be focused on achieving the learning outcomes for this grade and developing competencies. The teacher must develop the structure of the language system through language skills (listening, speaking, reading, writing) in each class. Cultural knowledge and elements of the language system are taught through various literary and non-literary texts. The student must be at the centre of the learning process. The teacher should make an effort to get to know the student's character, his/her strengths and weaknesses.

Guidelines for the implementation of cross-curricular issues

The Albanian Language is a means of communication for all subjects, with special emphasis on arts, history, culture, mathematics, and civic education. The topic from such subjects strongly impacts the development of communication skills, cultural formation and the creation of independent individuality. In addition to cross-curricular issues, several cross-curricular issues can be developed through the Albanian Language, such as topics from Sustainable Development Education, topics from Media Literacy, topics from sanitary, health, human rights, gender equality, etc. The topics can be chosen by the teacher, depending on their importance.

Assessment guidelines

The assessment is done in order to verify the mastery level of the learning outcomes, identifying the difficulties faced by the students. Through assessment, the teacher must identify strengths and obstacles in learning and will help students to improve weak points. The teacher must continuously assess the level of knowledge the student has acquired.

Special emphasis during the assessment should be given to oral expression, expression through oral interaction as well as written expression. Special attention is paid to the oral expression of events, stories, explanations, and thoughts of others, along with the pronunciation of sounds, vowels, consonants, words and sentences.

Instructions for didactic materials and learning resources and tools

The teacher can use all resources, tools and materials that help achieve the outcomes and competencies of the subject for this grade. The teacher can create different didactic materials that help achieve learning outcomes.

Subject curriculum/syllabus

English Language

Content

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Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular
issues Assessment guidelines

Instructions for learning materials and resources

Introduction

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and ruled/governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. Language is essential for forming interpersonal relationships, understanding social situations, extending experiences, and reflecting on thoughts and actions. Language is the primary basis of all communication and the primary instrument of thought. Hence, children must be given the possibility to acquire the English language in their early stages of development.

English learning begins from the first stage and progresses through the final grade of upper secondary education. The first stage should aim towards increasing learners' interest in this language in an engaging and attractive way, simultaneously enabling learners to acquire simple English words, sentences and structures. Teachers should provide ample opportunities for learners to engross with the English language through games, songs, role-play, drawing and other hands-on activities. Although reading and writing of more complex structures begin in other stages of the Curriculum, the initial stage and grades should provide learners with opportunities to trace, match, read and write simple English words, phrases and sentences, hence preparing them for more independent reading and writing.

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

Throughout their education, in the English language program learners will acquire various kinds of knowledge, skills and attitudes about:

- interpreting, expressing and negotiating meaning (communication).
- Sounds, written symbols, vocabulary, structure and discourse (language).
- Cognitive, socio-cognitive and meta-cognitive process (general language education).
- Patterns of ideas, behaviors, manifestations, cultural artefacts and symbols (culture).

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

Goals

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

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

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

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

Topical content and learning outcomes

| Concept | Topics | Subject learning outcomes for topic |
|---------------------------------|---|--|
| Literary and non-literary texts | Topic 1 I love English! <ul style="list-style-type: none"> • School objects • School subjects • Sports & musical instruments • Numbers 1 – 5 | <ul style="list-style-type: none"> • Listens to songs or poems introducing school objects (<i>e.g. chair, table, bag, pen, etc.</i>); • Listens to short dialogues in which characters talk about school objects and subjects, their favourite sports and musical instruments; • Identifies main characters and key vocabulary items introduced through songs, poems or short dialogues; • Reads simple structured sentences related to the given topics and answers questions using single words or simple structured sentences; • Role-plays a scene showing what school objects one has got (<i>e.g. I've got a pencil, a book and a notebook in my bag</i>); • Listens and sings a song introducing numbers 1-5; |

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| | <ul style="list-style-type: none"> Looks at images showing school objects and counts the items naming them accordingly (from 1 – 5); Role-plays a scene describing favourite school subjects, sports and musical instruments. |
| <p>Topic 2 People & Places</p> <ul style="list-style-type: none"> Family members House and furniture Places in the city The countryside Transportation Numbers 6 – 10 | <ul style="list-style-type: none"> Listens to dialogues or watches short videos introducing family members; Matches furniture items (presented through pictures, songs, or stories) with the corresponding rooms in the house; Identifies places in the city and the countryside in the given pictures, short stories or songs (<i>e.g. museum, cinema, theatre, etc.</i>); Summarizes the main events presented in short stories using mother tongue or simple words in English; Reads short texts related to the given topics and answers questions using single words or simple structured sentences; Names transport items in the given pictures; Role-plays a scene describing his/her house; Listen and signs a song introducing numbers 6-10; Looks at images showing objects (furniture items, transport, etc.) and counts the items (1-10) naming them accordingly. |
| <p>Topic 3 My friends</p> <ul style="list-style-type: none"> Age Describing appearances Telling the time: o'clock/half past Free time activities | <ul style="list-style-type: none"> Listens to songs or short stories focusing on the theme of birthdays; Identifies the characters and their age presented in the songs, short stories or videos; Reads simple structured sentences accompanied by pictures related to characters' appearances; Summarizes the main events presented in stories using mother tongue or simple words in English; Reads short texts related to the topic and answers questions using single words or simple structured sentences; States the activities that the characters are participating in presented through short texts, pictures, videos or other forms of representation; Selects the right time shown in images, videos or other media; Labels the free time activities presented through images or other media; Begins practising spelling vocabulary items. |
| <p>Topic 4 Do you like ice cream?</p> <ul style="list-style-type: none"> Fruits Vegetables Sweets Drinks Likes and dislikes Numbers 11 – 15 | <ul style="list-style-type: none"> Identifies fruits presented through short stories, dialogues, videos, poems or songs; Distinguishes between fruits and vegetables presented through short sentences accompanied by pictures; Describes his/her favourite food items (focusing on fruits, vegetables, sweets); Recalls food items presented through dialogues and short stories; Counts the items shown in pictures or other forms of media up to 15 naming them accordingly; |

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| | | <ul style="list-style-type: none"> • Reads simple structured sentences accompanied by pictures related to food, likes and dislikes; • Restates the characters' likes and dislikes presented through short stories, dialogues, or other forms of media; • Reads short texts related to the topic and answers questions using single words or simple structured sentences; • Discusses the role of fruits and vegetables in the mother tongue or using simple structured sentences in English; • Asks questions and gives answers related to food items focusing on likes and dislikes. |
| | <p>Topic 5</p> <p>The seasons</p> <ul style="list-style-type: none"> • Seasons • Weather • Clothes • Numbers 16 – 20 | <ul style="list-style-type: none"> • Listens to songs or poems related to seasons – sings the songs or says the poems accordingly; • Describes what the characters in the given story are doing in each season; • and contrasts between seasons using single words or simple structured sentences in English or the mother tongue; • Identifies the clothes worn in each season; • Looks at images showing vocabulary items related to the unit and counts the items up to 20 naming them accordingly; • Reads short texts related to the topic and answers questions using single words or simple structured sentences; • Role-plays a scene describing his/her favourite season, • Mimes and gives commands focusing on clothes (<i>e.g. put on your gloves; take off your hat</i>). |
| | <p>Topic 6</p> <p>Animals and their homes</p> <ul style="list-style-type: none"> • Animals • Actions and abilities • More colours • Senses and feelings | <ul style="list-style-type: none"> • Recalls the names of animals presented through stories, videos, songs or poems; • Extends the list of recognised animals; • Describes animals using the verb phrase 'have got' and adjectives (<i>e.g. the dog has got a short tail</i>); • Defines what animals do (<i>e.g. The bird can fly. The cat can jump. The fish can't run., etc.</i>); • Labels animals' homes accordingly; • Categorizes primary and secondary colours; • Reads a short story or watches short videos and identifies how the characters are feeling; • Distinguishes between different senses; • Expresses how s/he feels using adjectives. |
| Figurative and non-figurative language | <p>Topic 1</p> <p>I Love English!</p> <ul style="list-style-type: none"> • School objects • School subjects • Sports & musical instruments • Numbers 1 – 5 • Alphabet: a, b, c, d, e | <ul style="list-style-type: none"> • Introduces himself/herself using simple structured sentences; • Forms simple structured sentences to talk about school objects and his / her favourite subjects; • Uses subject pronouns to talk about sports s/he plays and favourite musical instruments s/he plays or likes; • Uses numbers 1 – 5 independently to count the given items; • Traces the given vocabulary items presented through this unit; |

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| | | <ul style="list-style-type: none"> • Forms simple structured questions and sentences to describe school objects (<i>e.g. What is this? This is a red book.</i>); • Uses play dough or other recycled materials to make school objects and names them accordingly; • Draws a picture of musical instruments and gives a presentation naming the instruments accordingly; • Pronounces correctly the vocabulary items related to this unit; • Distinguishes and spells correctly letters a,b,c,d,e. |
| | <p>Topic 2 People & Places</p> <ul style="list-style-type: none"> • Family members • House and furniture • Places in the city • The countryside • Transportation • Numbers 6 – 10 • Alphabet: f, g, h, i, j | <ul style="list-style-type: none"> • Draws a picture of his/her house and uses the drawing to work in pairs asking and answering questions; • Talks about his/her family members and their roles using single words, simple structured sentences or mother tongue; • Uses simple structured sentences to describe the countryside and compare it to the city; • Recognizes various places in the city (<i>e.g. museum, cinema, theatre, etc.</i>); • Identifies transport vehicles; • Distinguishes traffic signs and talks about the importance of respecting them using single words, simple structured sentences or the mother tongue; • Compares different types of vehicles using the mother tongue or simple structured sentences in English emphasizing the impact of each vehicle on the environment; • Counts and writes the correct number of the given objects (up to 10); • Traces the given vocabulary items presented through this unit; • Uses the computer to write his/her own or the given simple structured sentences describing his/her family and his/her house; • Pronounces correctly the vocabulary items related to this unit; • Distinguishes and spells correctly letters f, g, h, i, j. |
| | <p>Topic 3 My friends</p> <ul style="list-style-type: none"> • Age • Describing appearances • Telling the time: o'clock/half past • Free time activities • Alphabet: k, l, m, n, o | <ul style="list-style-type: none"> • Forms simple structured sentences to talk about his / her age and appearance; • Uses visual cues to describe other people's appearances; • Asks questions and gives answers to tell the time (<i>o'clock & half past</i>); • Uses recycling materials to make a clock and engages in pair or group work to ask and answer questions related to telling the time; • Follows and gives instructions to mime various free time activities; • Uses the computer, or colours, pencil and paper, to plan and create a weekly plan including free time activities and presents it accordingly; • Traces the given vocabulary items related to this unit; |

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| | | <ul style="list-style-type: none"> • Gives opinions on the importance of respecting others using simple structured sentences or mother tongue; • Works in groups to plan a birthday party, taking into account the schedule, materials needed, activities and alike; • Uses the computer or recycling materials to create a birthday invitation and presents it accordingly; • Pronounces correctly the vocabulary items related to this unit; • Distinguishes and spells correctly letters k, l, m, n, o; • Begins to spell vocabulary items. |
| | <p>Topic 4</p> <p>Do you like ice cream?</p> <ul style="list-style-type: none"> • Fruits • Vegetables • Sweets • Drinks • Likes and dislikes • Numbers 11 – 15 • Alphabet: p, q, r, s, t, u | <ul style="list-style-type: none"> • Categorizes fruits and vegetables using diagrams or charts; • Role-plays a situation in a shop focusing on food items (<i>e.g. Can I have an apple, please?</i>); • Matches names for drinks with the given pictures (<i>e.g. milk, orange juice</i>); • Traces the given vocabulary items presented through this unit; • Recalls adjectives used to describe fruits and vegetables in stories, songs or poems (<i>e.g. red apple; big orange</i>) • Distinguishes between numbers 11 – 15; • Fills in the gaps labelling the given pictures with words (focusing on fruits, vegetables, drinks); • Discusses the importance of healthy eating in the mother tongue or using simple words and simple structured sentences in English; • Uses the computer, or colours, pencils and paper, to plan and create a weekly menu and presents it accordingly; • Pronounces correctly the vocabulary items related to this unit; • Distinguishes and spells correctly letters p, q, r, s, t, u; • Spells a greater number of key vocabulary items. |
| | <p>Topic 5</p> <p>The seasons</p> <ul style="list-style-type: none"> • Seasons • Weather • Clothes • Numbers 16 – 20 • Alphabet: v, w, x, y, z | <ul style="list-style-type: none"> • Labels seasons creating simple structured sentences; • Describes the weather for each season accordingly; • Draws various clothing items worn in a particular season and presents them accordingly; • Counts up to 20 items independently; • Illustrates the activities carried out by the character during each season; • Draws a picture representing nature and his/her appearance during each season; • Traces the given vocabulary items presented through this unit; • Writes simple structured sentences to describe seasons and weather; • Pronounces correctly the vocabulary items related to this unit; • Distinguishes and spells correctly letters v, w, x, y, z • Practices spelling vocabulary items. |

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| | <p>Topic 6</p> <p>Animals and their homes</p> <ul style="list-style-type: none"> • Animals • Actions and abilities • More colours • Senses and feelings • Letters of the alphabet (a-z) | <ul style="list-style-type: none"> • Utilizes a drawn picture of animals and their homes to give a short presentation; • Writes simple structured sentences to talk about animals' abilities; • Works in pairs or groups describing and guessing animals; • Gives opinions on the importance of protecting animals; • States how the people in pictures, or other forms of media, are feeling using a number of adjectives; • Interprets the role of the senses using mother tongue or simple structured sentences in English; • Traces the given vocabulary items presented through this unit; • Pronounces correctly the vocabulary items related to this unit; • Distinguishes and spells the alphabet letters correctly; • Spells various vocabulary items introduced throughout the units. |
| <p>Critique, theory, history</p> | <p>/</p> | <ul style="list-style-type: none"> • / |
| <p>Language exponents</p> | <p>Topic 1</p> <p>I love English!</p> <ul style="list-style-type: none"> • Demonstrative pronouns • There is/are (all forms) • Asking and answering questions to identify objects. (e.g. <i>What is that? It's a clock.</i>) • The verb phrase 'have got' • Talking about favourite subjects, activities, and sports • Subject pronouns • Prepositions of place • Vocabulary field – school-related objects and subjects • Counting up to 5 | <ul style="list-style-type: none"> • Uses demonstrative pronouns to talk about school objects; • Forms simple structured sentences using 'there is/are' to describe the given images related to school vocabulary; • Talks about his/her possessions using the verb phrase 'have got'; • Asks questions and gives answers related to favourite school subjects, activities, sports and musical instruments; • Uses subject pronouns to talk about himself/herself and others; (e.g. <i>He has got five colours.</i>); • Draws a picture describing his / her school objects and writes simple structured sentences to describe the picture (e.g. <i>I have got three notebooks. / I like football.</i>); • Counts up to 5 objects independently. |

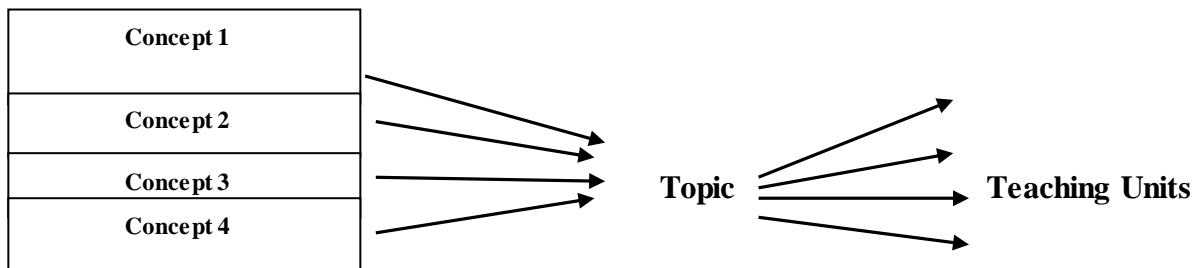
| | |
|---|--|
| <p>Topic 2 People & Places</p> <ul style="list-style-type: none"> • Describing where one lives and who s/he lives with • Asking and answering about the location of people and objects • Exposure to definite and indefinite articles • Asking and answering questions to identify vocabulary related to the topic • Introducing other people and where they live • Identifying places and objects on a map • Vocabulary field – family members & home, things in the city and countryside • Prepositions of place • Counting up to 10 | <ul style="list-style-type: none"> • Lists family members; • Describes the place where s/he lives mentioning the people s/he lives with; • Uses prepositions of place to talk about the location of objects and people (focusing on school objects, furniture items and family members); • Begins to distinguish between the definite and indefinite articles when identifying school objects and furniture items; • Works in pairs and groups asking questions and giving answers related to house furniture, family members, places and objects in the city and countryside; • Counts up to 10 objects independently. |
| <p>Topic 3 My friends</p> <ul style="list-style-type: none"> • Asking and answering questions related to age and birthdays • Possessive adjectives • Telling the time: <i>o'clock/half past</i> • Prepositions of place • The verb '<i>can</i>' • Action verbs • Vocabulary field – free time activities (e.g. <i>We play tennis together. I read books.</i>) | <ul style="list-style-type: none"> • Uses possessive adjectives to describe appearances; • Asks questions and gives answers using simple structured sentences to talk about age; • Forms simple structured sentences to tell the time using expressions <i>o'clock</i> and <i>half past</i>; • Uses prepositions of place to consolidate the vocabulary introduced through the topics; • Makes use of the verb '<i>can</i>' to describe free time activities performed by himself/herself, his/her friends or characters shown in images or other forms of media; • Talks about free time activities using action verbs; • Writes simple structured sentences to describe his / her daily activities. |
| <p>Topic 4 Do you like ice cream?</p> <ul style="list-style-type: none"> • Likes and dislikes | <ul style="list-style-type: none"> • Distinguishes between food items presented through pictures, short stories, dialogues, or videos; • Draws a picture and uses it to talk about likes and dislikes (focusing on food items and drinks); |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Short responses: <i>Yes, I do. No, I don't.</i> • Asking for food (<i>e.g. Can I have some tomatoes, please?</i>) • Adjectives • Vocabulary field – food items • Counting up to 15 | <ul style="list-style-type: none"> • Uses short forms to answer questions related to likes and dislikes; • Forms simple structured sentences to ask for food items; • Compares fruits and vegetables using adjectives; • Writes simple structured sentences to describe his/her likes and dislikes; • Counts up to 15 objects independently. |
| | <p>Topic 5 The seasons</p> <ul style="list-style-type: none"> • Identifying seasons • Describing weather • Commands (<i>e.g. Take off your shoes, put on your coat.</i>) • Comparing things one can do in each season • Vocabulary field – clothes • Counting up to 20 | <ul style="list-style-type: none"> • Creates simple structured sentences to give commands; • Distinguishes between different clothes presented through pictures, short stories or songs; • Uses a drawn picture to talk about the activities one can do during each season; • Asks and answers questions to identify seasons (<i>e.g. Is it hot? Can I swim? – It's summer</i>); • Writes simple structured sentences to describe seasons and the weather; • Talks about his / her favourite season using simple structured sentences; • Counts up to 20 objects independently. |
| | <p>Topic 6 Animals and their homes</p> <ul style="list-style-type: none"> • Describing animals and their abilities • Conjunctions: and & but • The verb phrase 'have got' (all forms) • Vocabulary field – animals and their homes • Identifying the five senses • All forms of the verb 'to be' • State verbs | <ul style="list-style-type: none"> • Uses the conjunctions <i>and & but</i> to compare and contrast between animals (<i>e.g. A dog can run, and a bird can fly</i>); • Describes how s/he or others feel using the verb 'to be'; • Matches the senses and their functions; • Forms simple structured sentences using state verbs; • Uses the vocabulary items related to animals and their homes to form simple structured sentences; • Writes a short paragraph (using simple sentences) focusing on animals and other topics covered throughout the units. |

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, all the topics 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. The 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 students' 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 children with required competencies, Grade Two English Language Syllabus promotes the most contemporary approaches in language teaching and learning. First and foremost, it promotes communicative approaches, task-based and project-based learning in order to facilitate learner interaction and collaboration, as well as develop learner autonomy and creativity. Thus, learning-centred approaches are favoured over the traditional approaches. Below are some brief guidelines regarding the methodology to be used by the teachers in their classrooms in order to motivate learners, as well as to facilitate their learning.

The Communicative Approach and Task-Based Learning

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

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

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

The Learning – Centred Classroom

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

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

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

Vocabulary

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 1 learners identify key concepts using a range of vocabulary.

At level 1 the teacher's role is to:

- set the task, give examples and encourage the learner;
- expose learners to language through songs;

At level 1 the learner's role is to:

- identify and name the given items;
- sing along with peers and teacher

Possible activities at level 1:

- showing pictures in sequence;
- singing a song in English;

Cross-curricular issues

Since the English Language is not taught and learnt for its own sake but is seen as an aim and vehicle, the Grade Two English Language Syllabus integrates topics that directly relate to other subjects, such as arts, culture, geography, media literacy, civic education, and similar. All these are in the function of equipping learners with first of all communicative competence, as well as other competences foreseen in the Level One Core Curriculum. During this grade, learners are provided with numerous chances to learn about cross-curricular issues, while simultaneously acquiring and reinforcing words, phrases and simple sentences in the English language. Learners are exposed to these cross-curricular issues through songs, poems, drawing, crafts and other hands-on activities and are encouraged, where possible, to complete simple tasks through the facilitation of technology.

Assessment and evaluation guidelines

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

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

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

This change can be in:

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

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

There are different types of assessment (or evaluation).

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

During the first stage assessment and evaluation should be regarded as a playful, non-threatening process to track the learners' progress in developing their English language skills and competencies. Portfolios are particularly useful when working with young learners as they allow the collection of learners' work in one place motivating learners to keep a record of their work, and also helping them to notice their advancement by the end of the school year. The portfolios can also be used as an anchor to engage learners in communication using simple structures by allowing them to present their work.

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

Some major reasons for testing are:

- To diagnose learners' standards on achievement;
- To measure learners' progress;
- To find out how much pupils have learned;
- To find out the quality of learning, as well as of the 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.

There are different kinds of tests, such as:

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

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

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

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

Guidelines for teaching materials, tools and resources

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

Apart from this, teachers are encouraged to use supplementary materials to suit the learners' needs, that is, their background knowledge 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).

Pre-school & primary school online resources (Suggestions for teachers)

<http://www.education.com/worksheets/kindergarten/>

<http://www.starfall.com/n/level-k/index/load.htm?f>

https://www.youtube.com/watch?v=Tao7uuEFi_Y

<https://www.youtube.com/watch?v=UR-I3QI2nE>

<https://www.youtube.com/watch?v=d7klXv1KoBM>

<https://www.youtube.com/watch?v=BGa3AqeqRy0>

<https://www.youtube.com/watch?v=s5mGToUtfng>

<https://www.youtube.com/watch?v=nflgZFkh5ZA>

<https://www.youtube.com/watch?v=qOcM-L-SsIo>

https://www.youtube.com/watch?v=d_zk--Iconw

<https://www.youtube.com/watch?v=UIaUoKRE4vc>

<https://www.youtube.com/watch?v=eBF9DxxAfkU>

<https://www.youtube.com/watch?v=ebkLEcINrro>

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

<https://learnenglishkids.britishcouncil.org>

<https://www.ereadingworksheets.com/browse-worksheets-by-grade-level/>

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

<https://busyteacher.org/atoz/>

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

<https://www.kiddle.co/>

<https://www.teachingenglish.org.uk/teaching-kids>

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

CURRICULUM AREA: ARTS

Subject curricula/syllabuses

Figurative Education

Music Education

Subject curricula/syllabus

Figurative Education

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

Figurative Education is part of cultural formation in the visual and creative aspects of students. This subject directly communicates with all the spatial views that surround us and continuously influence their aesthetic and functional perfection. The role of Figurative Education also consists in the development of initial perceptive skills and the acquisition of ideo-creative skills in students, as an expression of their emotional and descriptive world. The learning takes place in a practical way and with the concretization of work tools and materials according to the realization techniques. The creative process also requires students' familiarization with the relevant vocabulary of concepts and meanings of the visual artistic language, in order to develop the students' skills for successful artistic communication. This subject also contributes to the development of creative imagination, responsibilities in group work and personality formation, as an informed, resourceful and generally cultured individual.

Purpose

Figurative education, in the second grade of primary schools, aims to enable students to:

- Cultivating and increasing the creative desire to experience the beauty and visual art in general;
- Becoming familiar with space and development of logical perception of views in space and analysis of objects;
- Identifying the students' creative skills and continuous push for creativity;
- Developing individual creativity with more innovative ideas;
- Becoming familiar with the basic concepts of figurative elements (lines, shapes, colours);

Topics and learning outcomes

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

| Concepts | Topics | Subject learning outcomes (SLO) by topic |
|---|-----------------------|--|
| | | <p>ALO 1. The student participates in various artistic activities according to individual interests and inclination</p> <ul style="list-style-type: none"> • Draws, colours, models with pencil, colours, plasticine, paper and other materials in a free and creative way or on a specific topic |
| <p>Creativity and artistic performance</p> | <p>Drawing</p> | <ul style="list-style-type: none"> - Uses different types of lines to create figures and objects; - Draws landscapes using lines and their shapes; - Draws at least one work showing flora and fauna; - Analyzes the internal spaces and draws at least 1 drawing in such a space (classroom-house-geometric shapes, etc.); - Becomes familiar and uses drawing tools (pencil, colour pencils, pastels, felt-tip pens); |
| | <p>Colour</p> | <ul style="list-style-type: none"> - Identifies warm and cold colours and their effects; - Uses different colours and techniques for painting two landscapes; - Creates similar contrasts in works and distinguishes the basic principles with examples; - Master painting with colour pencils and felt-tip pens and paints at least 2 works; - Understands the aquarelle technique and paint at least 2 works (with water paints); - Introduction and practical use of (colour pencils, felt-tip pens, watercolours, pastels, brushes, etc.). |

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| | Shape and modelling | <ul style="list-style-type: none"> - Uses different (light) materials for modelling creations (3 dimensional); - Achieves concrete modelling of a geometric figure with simple modelling materials; - Creates symmetrical figures with paper and other practical materials; - Creates a castle with plasticine according to a popular story; - Becomes familiar and uses light-applying modelling tools (plasticine, paper, textile, etc.). |
| | Traces and signs | <ul style="list-style-type: none"> - Understands the art of simple printing and graphic reproduction in the printing press, e.g. stamp, computer press, book, poster, etc. - Makes an illustration based on a text he/she has read; - Designs a poster on the topic “My beautiful country!”; - Recognizes signs (on the road, TV, etc.) and designs 1 work; - Becomes familiar and uses printing and designing tools (pencils, felt-tip pens, colours, panels, paper, triangles, rubber, computer, etc.). |
| | | ALO 2. Through artistic perception and experience, students recognize (observe) the key elements of the respective artistic language |
| Artistic language and communication | Line and drawing | <ul style="list-style-type: none"> - Gets to know the types of lines and understands their use in works of art; - Understands the importance of drawing and its use in practice (e.g. cartoons, illustrations in books, city architecture, etc.); - Shows at least 2 examples from the daily life of the use of free or geometric lines (indoor and outdoor furniture); |

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| | Colour types and techniques | <ul style="list-style-type: none"> - Identifies basic colours and the mixture of secondary colours; - Knows how to use watercolours, aquarelle, temper; - Creates a collage with geometric shapes and discuss the way of realization; - Takes different examples to comment on the use of colours in daily life (individual's hair, eye colour, clothing, surroundings, cars, buildings, etc.); - Talks about nature, the playground and other examples that impressed him/her and takes a moment to paint; |
| | Shapes and modelling | <ul style="list-style-type: none"> - Understands and shows the placement of shapes in space, (e.g the statue in the square, the poster poles, the old objects in my city, etc.) - Distinguishes shapes according to size and distance (perspective); - Distinguishes and demonstrates examples of the composition and structure of shapes (rough, wavy, smooth, hard, soft, etc.); - Writes a short text about a bust or historical place in his/her area. |
| | Professions and creative skills | <ul style="list-style-type: none"> - By a free creative technique, creates 1 work for the beloved profession, commenting on the way of realization and practical use; - Explains the way of interrelating the subjects with the work realized; - Understands the importance of mass communication (e.g books, newspapers, advertising, signs, television, mobile phone, games, etc.) |
| | | <p>ALO 3. The student identifies the different relations of the arts in society</p> <ul style="list-style-type: none"> • Notes and identifies different types of arts |

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| | | <ul style="list-style-type: none"> • Notes and identifies the types of artistic institutions • Names some (at least 4 creators, well-known performers of different types and genres of global and national artistic creativity. |
| Art-society relation | Objects and artefacts | - Knows and distinguishes important objects of cultural heritage (national and other cultures); |
| | Projects and examples | <ul style="list-style-type: none"> - Recognizes some objects from architecture and public art in world centres and compares them showing their importance and value; - Designs a sketchy idea for an object that he/she claims to be known; - Uses carpet ornaments for a feasibility project; |
| | Galleries and exhibitions | <ul style="list-style-type: none"> - Knows and understands some of the cultural-artistic institutions in the country (museums, galleries, studios, archaeological sites, etc.); - Describes the work exhibited in a city gallery, school or by virtual-electronic posting on the website; - Knows at least 2 well-known creators of figurative and applied art. |
| | | <p>ALO 4. The student estimates and evaluates in an informed and critical manner the artistic creations of individuals and</p> <ul style="list-style-type: none"> • Expresses the personal and emotional reaction to the experience of the artistic work with a few simple sentences during the conversation and observation, with movement, mimics, other means of expression, etc. • (Estimates) and evaluates one's own and others' artistic performance/creations with very simple vocabulary (<i>e.g he/she sings well and clearly, I like the colours he/she used, he/she did not draw the shape of the ball well, etc.</i>) |

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| Aesthetic-artistic estimation and evaluation | Analysis of works | <ul style="list-style-type: none"> - Discusses and analyzes the creations made in class and the like (at least 2 works); - Describes orally the personal works and compares them with other works in the classroom; |
| | Individual assessment | <ul style="list-style-type: none"> - Experiences individually the works from well-known works and makes the aesthetic evaluation according to the experience (at least 2 works); - Estimates and evaluates creative imagination in works; |
| | Description of works | <ul style="list-style-type: none"> - Describes 2 most influential works in writing (at least 3 sentences each); |

Methodological guidelines

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

In first grade, it is required to use specific learning methods of the concepts, skills and knowledge that the student must acquire. Here, they are required to use creative forms to stimulate curiosity and develop the imagination of artistic expression. Cooperation in practical teacher-student work is essential. Choosing a topic adapted (from the curriculum content) according to seasons, holidays and the moment is significant and motivates students for greater engagement. The selection of such content should first of all take into account the creative possibilities of the students and the tools required for their realization. We need to provide the feeling for colours, shapes, sizes and their logical perception to students at this level. Through creative imagination and emotional experience, we foster a sense of beauty and the forms created in the works.

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

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

Guidelines for the implementation of cross-curricular issues

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

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

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

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

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

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

Media literacy

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

Peace literacy

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

Education for democratic citizenship

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

Globalization and interdependence

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

Human rights and freedoms

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

Sustainable development

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

Assessment guidelines

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

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

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

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

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

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

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

Assessment objectives:

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

Different assessment forms and instruments

During the assessment process, it is suggested that teachers use different assessment forms and instruments, providing students not only with written criteria but also other assessment types to concretely understand the achievements they aim for. Assessment instruments should always be appropriate, depending on the purpose of the assessment. The assessment

form and type, and especially the way in which the results are reported, should always reflect the purpose of the assessment. The construction assessment method must always be transparent and fair. The assessment must always be conducted with the highest ethical standards. Student assessment should be motivating and objective.

Assessment methods

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

Assessment process instruments

- Structured oral test;
- Checklist;
- Questionnaire;

- Project;
- File/Portfolio.

Learning materials and resources

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

Technology is one of the widely used tools in the subject of Figurative Education, helping students to research and recognize various works of art, cultural heritage objects, design objects, etc. The school, as an educational institution, must provide and offer adequate or alternative technical-technological conditions and opportunities in the implementation and achievement of the curriculum competencies of certain subjects, in this case also the subject of art.

In this form, students are given the opportunity to demonstrate or present different tasks and projects through technological media, creating the study type of student in the subject of art.

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

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

Some of the most useful didactic tools are:

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

- Learning environment (*classroom, studio, cabinet, nature, gallery, museum, etc.*)

Online resources

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

Subject curriculum/syllabus

Music Education

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Introduction

The child establishes first contact with music from an early age, first in the family circle and then through music education in preschool institutions. They constantly sing, listen to music in the surroundings where they live, listen to voices in nature, various rhythmic and melodic onomatopoeia. etc. These early experiences can be used for music education in the second grade by concretizing such experiences from daily life through games, songs, rhythmic lectures, movements, etc. Through the musical activity, we bring joy, happiness, relaxation, enthusiasm to children and in this way music directly affects their emotional enrichment, ennobles them and at the same time it affects the development of any of the musical skills for which they may have a predisposition.

Purpose

The subject of Music Education for the second grade aims to continue to encourage students to love music and to further develop students' musical predispositions for concrete musical skills, through musical activities in the classroom (singing, playing instruments or responding to music in a creative way. Learning at school becomes more interesting and more satisfying through various musical and artistic activities but also integrated with other arts. In this grade, students continue to listen to and experience musical works of art (songs, instrumental pieces, music of various genres), and learn to estimate and judge them critically and with adequate vocabulary. They also receive information and develop the ability to communicate with the expressive means of musical language.

Such activities promote emotional development, intellect, imagination, attention, interest in creativity etc., and address all competencies.

Topics and learning outcomes

| Concepts | Topics | Subject learning outcomes (SLO) by topic |
|-------------------------------------|--|---|
| | | ALO 1. The student participates in various artistic activities according to individual interests and inclination |
| Creativity and artistic performance | Songs Rhythms/ Rhythmic lectures | <p>Student:</p> <ul style="list-style-type: none"> • Sings simple songs and melodies (in a group) according to imitation, individually and in a group, at least 5 and a maximum 10 songs during the school year. <i>Songs relate to different topics suitable for their age (about nature, school, family, wishes, toys, seasons, holidays, etc.).</i> • Rhythms song verses and rhythms, rhythmic discourses (with voice, hands and rhythmic musical instruments for children) |
| | Musical games | <ul style="list-style-type: none"> • Plays simple musical games accompanied by body movements, and with children's musical instruments that relate to different topics but also didactic elements of musical artistic language (rhythm, melody, properties of musical sound, etc.) • Plays different games where the word, music, mimics, movement, visual aspect etc. are syncretized (the topic of the games adapts to the topics from other teaching areas for this grade). |
| | Musical creations | <ul style="list-style-type: none"> • Improvises in different rhythms with voice and rhythmic instruments, individually and in a group. • Performs musical additions (completion of a melody, musical questions and answers, etc.) • Creates new short rhythms and melodies (with voice or musical instruments). |
| | | ALO 2. Through artistic perception and experience, the student learns (observes and distinguishes) the key elements of the respective artistic language |

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|-------------------------------------|--|--|
| Artistic language and communication | Basic elements of artistic language | <ul style="list-style-type: none"> • Distinguishes musical sounds according to timbre, pitch, nuance and intensity. • Distinguishes basic musical elements (rhythm, melody and harmony (major-minor)) in the songs, games and musical works they hear in the classroom. • Uses correctly different musical sounds (according to timbre, pitch, nuance, and intensity) to express himself/herself artistically and to create different expressive artistic effects (drama, calmness, acceleration, deceleration, force, etc.). |
| | | <p>ALO 3. The student distinguishes the different relations between the arts and society</p> <ul style="list-style-type: none"> • Distinguishes different types of arts (e.g music, drama, painting, etc.). • Names several artistic institutions (galleries, theatres, museums, concert halls, etc.) most popular in the country and in the world. • Names some (at least 4-5 creators, well-known performers of different types and genres of global and national artistic creativity. |
| Music and society | Music types | <ul style="list-style-type: none"> • Distinguishes different types of music in society through listening to music (e.g dancing music, film (cartoon) music (drawing), music for children, music for different occasions, festive music, etc.). • Identifies the music they like and explains the reasons. |
| | Musical instruments | <ul style="list-style-type: none"> • Distinguishes the timbre of major musical instruments (folk and classic) by listening to age-appropriate pieces of music • Distinguishes visual instruments from toys. • Creates rhythmic musical instruments with recycled and organic materials (maracas with rice, corn, small tambourines, etc.) • Distinguishes instruments in terms of construction material, and sound source (wooden, brass, wind and bow string instruments, etc.). |
| | Creators and performers | <ul style="list-style-type: none"> • Identifies any notable personality among the world and local artistic creators and performers through the musical works they listen to. |
| | | <p>ALO 4. Students learn to estimate and appreciate art</p> |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> Expresses the personal and emotional reaction to the experience of the artistic work with a few simple sentences during the conversation and observation, with movement, mimics, other means of expression, etc. <p>Estimates and evaluates own and others' artistic performance/creations with very simple vocabulary.</p> <p>Creates habits for continuous listening to musical works.</p> |
| Aesthetic-artistic estimation and evaluation | <p>Artistic works</p> <p>Simple artistic events</p> | <p>Student:</p> <ul style="list-style-type: none"> Expresses the opinion about the musical works heard in two or three simple sentences, by movement and figurative expressions Expresses his/her opinion about their own and their peer's creations and performances Describes any musical event in which they were present (in the family, at school and beyond) or that they followed through TV, the internet, etc. |

Methodological guidelines

The selection of teaching methods is done by the teachers in accordance with the curriculum. It is important that teachers should create a learning environment that will encourage and help children to discover and develop their artistic abilities and aptitudes. For second-grade children, songs and musical games, as well as listening to music, are the main activities.

Artistic creativity and performance

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

The thematic content can correspond to the topics covered by other learning areas, but also to various cross-curricular issues. The songs that are selected must be artistic and have simple melodies and rhythms (dance, march, simple and mixed measures $3/8$ and $5/8$ that are easily experienced). It is necessary to maintain a straight posture while singing, singing with emotion, the correct pronunciation of the text, and aiming to sing in the most accurate intonation. Children are encouraged to sing alone but also in a group, to create special sound effects (imitating the voices of drums, and different instruments), using the voice, sticks, claps or instruments, to follow the changes in rhythm, etc. While singing, they will have the opportunity to implement different rhythms, and different melodic movements, which they will then become aware of in the thematic lessons "*Language and musical artistic communication*". For example, $2/4$ time, eighth notes, syncopation as a phenomenon, etc. Intervals, or sounds with different pitches, etc.

The purpose of working with musical instruments is to increase interest in musical activity, in addition to singing, but also as an opportunity for those students who may not sing accurately and correctly. Instrumental accompaniment with rhythmic instruments is easy for students, and besides giving the pleasure of performing, it helps directly in the education of the rhythmic feeling. In this way, we create simple rhythmic models to accompany singing, metro-rhythmic combinations in groups that use hand beats, with rhythmic toys that we create from recycled materials, etc. Musical creations include rhythmic and melodic changes, creative instrumental accompaniment, new rhythmic-melodic ensembles, music for certain situations, etc.

Music and society

Listening is the main way through which the child relates to music. Through listening, they express emotions brought by songs, instrumental works, etc. Listening to music in the classroom simultaneously develops musical skills (music ear) by observing the musical expressive elements in the songs and musical works heard melodic and rhythmic movements, musical phenomena, major and minor tonality and the expressive character and message of the musical work. Musical works from program music, but also orchestral and instrumental ones with dynamic characters, expressive rhythms and special effects, such as movie music, and fun music (but worthwhile) of

different genres are appropriate for this stage. Such combinations are always interesting for students of this age.

During listening, the teacher encourages students to distinguish and compare, e.g. a waltz with a march, a lullaby with a march or a faster dance music with a slower one, music and dance of different peoples and cultures, the nuances of different musical instruments, the voices of friends, etc. The pieces of music that this age will listen to should be carefully selected, be simple in musical content and be short, 2-5 minutes. When listening to a piece of music, the student also remembers the author of the piece, any special characteristic about it and recalls it during repeated listening, in which case he/she relives the previously heard piece. The atmosphere and conditions for listening must be appropriate, there should be functional audiovisual tools, which enable unimpeded listening and ample space to allow students to express themselves after listening. Classes in this thematic set must have the concrete purpose and learning outcome of the very concrete unit about the piece heard. It is not good to listen in such classes to many musical pieces in a row without any purpose but always related to the concrete learning unit.

Artistic-aesthetic estimation and evaluation

Listening to music aims to develop the student's ability to estimate and evaluate (according to his/her age) the musical piece he/she hears, but also to enable the student to communicate and express the experience of the pieces heard with a simple vocabulary, but which contains the musical concepts known to the students (the rhythm was fast/slow the melody...I liked the music because..., while listening I felt that..., I imagined, it occurred to me that...etc., so there are some ways of communicating about the piece).

But communicating the experience of listening to music can also be done with movement, dancing, pantomime (while listening); figurative expressions (drawing/colouring, modelling, etc.), also while listening to music, etc. To strengthen the writing, the teacher can also use short essays with a predetermined form with some elements. (*E.g. write down what he/she experienced while listening to this piece of music, what he/she liked and what he/she did not like... and what instrument he/she noticed/distinguished.*) *This form is used after listening to music (as homework or classwork, independent task, e.g. to listen to a piece of music in concert, TV, etc. and write about the experience).*

Students are encouraged to appreciate their own and their peers' performances as well.

The interrelation and cross-curricular integration.

In terms of interrelation and integration, music can be a part of any topic or teaching unit delivered in second grade in different areas. For example, in mathematics, comparing fractions with the division of the unit by number (quarter, half, eighth note); various music phenomena in the natural sciences (how sound is produced, how sound is transmitted, etc.); exercises during physical education classes (walking, running, various activities) can be accompanied by rhythmic music. So, in every topic or unit, music can be included through listening or singing to make learning more interesting for children of this age. Music can also be a good tool for relaxation during short breaks or performing tasks in groups and with independent work. Relaxing calm music calms the students and makes them ready for the next lesson. Many daily activities can be signalled through different songs or appropriate musical examples for listening. In the integrative thematic approach

that class teachers can use, music education may not need a separate class but be distributed throughout the other learning activities at the school. During the weekly and daily planning, the teacher selects the songs, musical pieces, which can be related to the topics from the language and other teaching subjects.

Guidelines for the implementation of cross-curricular issues

From the perspective of the area of arts, a range of cross-curricular issues related to sustainable development, recognition and respect for child rights, gender equality issues, cultural and cross-cultural issues, preventing and combating negative social phenomena etc., can be addressed in the second grade etc., for example, the treatment of equal importance and cooperation between the voices of both sexes in music, the treatment of artistic professional without gender, religious, racial distinctions, etc.

Globalization and interdependence

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

Sustainable development education

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

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

Assessment guidelines

Assessment of children in this grade is not done by grades, so the purpose of the area of arts is to develop child creativity and encourage them and motivate them, but distinguished students can be awarded symbolic assessments of stars, hearts, suns, those who are distinguished by creativity and artistic activity. From this age, it is good for children to be encouraged and helped to make a critical assessment of their own performance and that of their peers in the class by prompting them by questions: How did you/he/she sing, how did you/he/she dance, how did you/he/she draw or model, etc.)

Learning materials and resources

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

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

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

Some of the most useful didactic tools are:

- Textual materials: *textbooks, workbooks, art catalogues, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc.;*
- Audio-listening tools: *radio, tape recorder, telephone, CD player, etc.;*
- Audiovisual tools – *television, film, video projector, video player, computer, internet, Teletext, CDs, DVDs, e-mail;*
- *Musical instruments for children (school, folk, Orff or created by students with recycled material)*
<https://www.pinterest.com/pin/34902965838806956/>
<http://www.kinderart.com/teachers/9instruments.shtml>

Online resources

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

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

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

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

Classical music video for children

https://www.youtube.com/watch?v=1hMjxnëig0o&list=PL3WK_yMF5c6fF5aQNDxY_wEKERlEEnGY

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

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

CURRICULUM AREA: MATHEMATICS

Subject curriculum/syllabus

Mathematics

Subject curricula/syllabus

Mathematics

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Introduction

The learning of Mathematics in the second grade is a continuation of the acquisition of elementary concepts of Mathematics that completes the basis for mastering mathematical habits and skills in the future and prepares students in intellectual development and personality formation to be successful in facing the challenges of life and integration in society. The students of this grade have acquired elementary mathematical information and have different experiences related to the surroundings where they live, so it is important that the mathematics program should also provide a variety of learning opportunities through good teaching materials, with teaching methodologies and a permanent commitment to developing their skills.

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

Through the Mathematics program, the goal of learning the subject is achieved, serving:

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

Also, the subject learning outcomes for the learning topics for content that create conditions for the student to build and apply knowledge, skills, attitudes and values with a view to the competencies of the area and the main competencies and through methodological instructions of teaching as a prerequisite for the implementation of the program, for the achievement of competencies by the students, giving everyone the opportunity to show and develop the potential they possess within themselves, instructions for the implementation of cross-curricular issues for the Mathematics contribution to society and daily life, at the same time instructions for the assessment of the achievement of third-grade students, as one of the essential components for improving student achievement and the learning process, and instructions for didactic materials and teaching resources and tools, which complete the mathematics program as a whole.

Purpose

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

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

The development of Mathematics mainly focuses on:

- Developing an understanding of addition and subtraction, multiplication and division as well as strategies for finding the value of numerical expressions;
- Developing an understanding of the relationships between numbers and place-value including grouping into tens and ones;
- Developing an understanding of measurement, length measurement;
- Reasoning about the attributes and composition and decomposition of geometric shapes;
- Collecting information and their processing.

The purpose of Mathematics in second grade is a *mathematic formation* which is achieved through:

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

Topics and learning outcomes

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

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

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

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

Through simple life situations and various games, the student naturally learns the concepts of counting, numbers up to 100, comparison of quantities, measurements, time and modelling, concepts of figures, geometric bodies, orientation, location of objects in space, how to collect data and the concept of the occurrence of an event.

| Concept | Topics | Subject learning outcomes (SLO) for topic |
|---------|---|---|
| | ALO: 1. Uses numbers to show quantities: reads and counts numbers, counts objects comprehensibly up to 100; 2. Performs operations with numbers: adds by adding value and subtracts by subtracting value, applies properties of operations and relationships between addition and subtraction, explores, observes parts of the whole | |

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| Number | <p>in the context of daily life and uses concrete materials to investigate multiplication and;</p> <p>3. Solves simple problems using numbers: determines the number of elements of a set, use 1-to-1 correspondence to count objects and compares the size of a group of objects, and determines the place value of numbers;</p> <p>4. Uses numerical indicators: drawings to show numbers, identifies numbers in situations from daily life, uses ordinal numerals (the first, the second, ..., the last), writes and compares numerals up to 100 according to;</p> | |
| | Natural numbers | <p>Student:</p> <ul style="list-style-type: none"> ▪ Reads and writes numbers up to 100 and determines the value of each digit; ▪ Counts in ascending and descending order with numbers up to 100 (<i>with ones and tens</i>) and assigns the predecessor and successor of each number. ▪ Performs addition and subtraction operations, as well as compares natural numbers up to 100; ▪ Use different strategies (<i>repeated addition, alignments, etc</i>) to find the product of numbers (product ≤ 50); ▪ Argues the relationship between addition and subtraction of numbers as well as multiplication and division of numbers up to 100; ▪ Multiplies single-digit numbers and creates numeric strings (≤ 50); ▪ Identifies in expression; factors, product, the divided, divisor and quotient of natural numbers up to 100; ▪ Finds the product and quotient of numbers (≤ 50); ▪ Divides into equal groups a quantity of objects or a given number; ▪ Finds the value (<i>sum, difference, product and quotient</i>) of compound numerical expressions (<i>two actions</i>); ▪ Uses the commutative and associative property to find the sum and product of numbers; ▪ Applies rules to identify even and odd numbers; ▪ Identifies and solves simple problems based on the given patterns ▪ Demonstrates resourcefulness and problem-solving skills; ▪ Apply addition, subtraction, multiplication and division to problems from daily life; ▪ Adds and subtracts money (Euro); ▪ Determines the sequence (ordinal number); ▪ Distinguishes half of the even numbers; |

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| | | <ul style="list-style-type: none"> ▪ Defines half and quarter of the whole; ▪ Shows examples from life about halves and quarters and makes and relates them to division; ▪ Solves simple problems with practical tools from familiar situations. |
| Algebra and function | ALO | |
| | <ol style="list-style-type: none"> 1. Recognizes relationships in a given environment: compares, classifies and regroups objects based on one or more characteristics, sorts them out according to different qualities, identifies patterns, creates new patterns by applying rules, and uses patterns in an environment; 2. Learns to distinguish a rule, through concrete models, mainly of an amusing character, with verses. | |
| | Patterns | <p>Student:</p> <ul style="list-style-type: none"> ▪ Applies simple formulas to complete the numeric string; ▪ Models square, rectangle, triangle and circle; ▪ Classifies objects according to their properties; |
| | Sets and relations | <p>Student:</p> <ul style="list-style-type: none"> ▪ Describes the set as a collection of elements that can be close/far from each other; ▪ Establishes sets according to the properties of the elements; ▪ Identifies the elements that belong/do not belong to a set and presents a set through a Venn diagram; ▪ Compares sets according to the number of elements (less, more, as much as); ▪ Finds the common elements of the two sets; ▪ Associates objects (elements) of a given set with an object (element) of another set; ▪ Establishes sets from two given sets; ▪ Creates subsets from given sets; |
| | Letter expressions | <p>Student:</p> <ul style="list-style-type: none"> ▪ Performs basic actions with letter expressions; ▪ Finds the (numeric) value of the literal expression for certain variable values; ▪ Converts word expressions to symbol expressions and vice versa; ▪ Solves problems from daily life using letter expressions; |
| | <p>Student:</p> | |

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| | <p>Linear equations and inequalities</p> | <ul style="list-style-type: none"> ▪ Identifies the addend, the subtractor and the unknown deductor (numbers up to 100); ▪ Determines the unknown factor (numbers up to 100); ▪ Finds the solution of equations of numbers up to 100; ▪ Finds the set of solutions of inequalities (numbers up to 100); ▪ Uses algorithms to solve word problems using equations/inequalities with numbers up to 100. |
| <p>Measurements</p> | <p>ALO:</p> <ol style="list-style-type: none"> 1. Compares objects using measurable characteristics and describes measurements taken; 2. Represents and interprets geometric data, identifies 2D and 3D shapes, identifies patterns, and creates new geometric; 3. Uses measurements, explores ways of measuring, measures using objects, other tools and units of measurement. | |
| | <p>Measuring units</p> | <p>Student:</p> <ul style="list-style-type: none"> ▪ Measure different lengths using non-standard and standard units; ▪ Compares objects by length using expressions; longer, shorter, the same; ▪ Makes connections between numbers and measurements; ▪ Evaluates and lists objects by size; ▪ Uses the meter (m) and the centimetre (cm) as standard measurement units; ▪ Solves word problems from daily life; ▪ Determines the weight of objects (kg); ▪ Demonstrates weighing with a balance using different items; ▪ Uses the signs: <, >, =, for object weights. ▪ Compares the volume of different containers, known to them; |
| <p>Geometry (Space and shape)</p> | <p>ALO:</p> <ol style="list-style-type: none"> 1. Observes positions and location: sorts out objects and puts them together, uses actions and words to show position, location, movements and orientation; 2. Observes shapes in the environment and talks about the characteristics of the shapes, identifies and names some shapes, tells when the shapes are the same or different using one or more of the characteristics. | |

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| | Orientation | <p>Student:</p> <ul style="list-style-type: none"> ▪ Determines the place of objects, front, back, bottom, top, right, left, inside, outside, under, over; ▪ Solves different mazes; ▪ Generates questions about practical situations from daily life. |
| | Geometric figures | <p>Student:</p> <ul style="list-style-type: none"> ▪ Defines straight, curved, open and closed lines; ▪ Defines the segment and use the ruler/triangle to determine the length of the segment; ▪ Adds, subtracts, and compares the lengths of different segments using standard measurement units (<i>cm, m</i>); ▪ Names geometric figures such as squares, rectangles, triangles and circles; ▪ Defines the edges, vertices and angles of the square, rectangle and triangle; ▪ Draws different geometric figures; ▪ Compares geometric figures; ▪ Finds the sum of the edges of a square, rectangle and triangle; ▪ Distinguishes objects associated with squares, rectangles, triangles and circles; ▪ Paints the symmetrical figure and creates symmetrical figures; ▪ Draws the symmetry line/lines and determines how many symmetry lines the figure has; |
| | Geometric bodies | <ul style="list-style-type: none"> ▪ Names geometric bodies (cube, cuboid, sphere, cylinder, cone, pyramid); ▪ Defines faces, edges and vertices of geometric bodies; ▪ Compares geometric bodies (their sizes); ▪ Identifies objects similar to geometric bodies; ▪ Shows the differences between geometric bodies (angular and round). |
| | Surface | <ul style="list-style-type: none"> ▪ Finds the area of the figures presented on the square surface ▪ Distinguishes the surface inside, outside and in the picture; |
| Data and | <p>ALO:</p> <p>1. Organizes the collection of information and uses the information collected;</p> | |

| | | |
|--------------------|---|--|
| probability | 2. Prepares instruments to collect information, divides and classifies into groups, and evaluates information to answer questions about situations that will occur. | |
| | Working with data | <p>Student:</p> <ul style="list-style-type: none"> ▪ Collects data in the classroom or elsewhere and presents them in a table; ▪ Analyzes the data collected from the table and presents them in a chart; ▪ Interprets the collected data and compares them; ▪ Use the pictograms. |
| | Probability | <p>Student:</p> <ul style="list-style-type: none"> ▪ Predicts the possibility (with significant differences); ▪ Does the test, possible, impossible; ▪ Uses probability in daily life; |

Methodological guidelines

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

The teacher mainly focuses on the following aspects:

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

The teacher is suggested to build the work on:

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

Establishing teacher-student relations is the interaction where the environment, student-to-student cooperation, the use of tools and materials, always stimulate the active participation of students in

learning. Learning through games and group and individual exercises are considered a priority in mathematical formation, especially in solving problems and constructive thinking.

Mathematics teaching in the second grade should be done by advanced methods and contemporary forms of work with a cognitive approach that includes conceptual development, knowledge and the adoption of meaningful schemes. Mathematics content should be thematically related to learning in other subjects.

Students should be trained for independent work, work in pairs, small and large groups, since this gives them the opportunity to show courage in discovering and exploring new and unknown areas, comply with rules, values, personal attitudes and to others, develop communication skills and teamwork.

Guidelines for the implementation of cross-curricular issues

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

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

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

The student is encouraged to develop active relationships in the environment while maintaining a critical attitude toward consumer goods. Using an understanding of numbers, the reasoning of ratios, and the interpretation of percentages, the student can exercise his/her creative and critical judgment about the consumption and use of consumer goods. Statistical knowledge and probability

can help the student to interpret data for the promotion of good health, tradition and lifestyle habits and to exercise judgment, argumentation for decisions made thereof.

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

Assessment guidelines

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

The assessment of student achievement in second grade Mathematics is carried out through the evidence of continuous assessment, classroom observation, assessment through the portfolio, short tests, oral presentations and other forms, while the reporting of the achievements is done through descriptions by constructive comments.

The assessment should focus on control of the development of concepts on how the student: correctly counts objects from 1 to 100, performs the operation of addition and subtraction of numbers up to 100, interprets the multiplication table up to five and acquires as a whole up to ten, tries to perform the operation of pressing as an operation different from the multiplication of numbers up to 1000, recognizes shapes (square, triangle, circle), and bodies with corners and round, classifies objects according to colour, shape and size, groups things that are the same, puts in order objects according to the measure rule, using the words like: "bigger" and "smaller" for comparison, compares the mass of groups of toys or objects.

It is mainly assessed:

- The work the students did in the classroom,
- Doing homework, and
- Portfolio as an indicator of activity in learning and adoption of mathematical content.

Instructions for learning materials and resources

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

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

The teacher, in addition to the necessary didactic materials and tools, makes drawings and mathematical patterns, offers special aid, adapts examples of different types, creates an environment

and climate for alternative activities. He also offers them technical and technological tools to develop their skills in learning Mathematics such as *natural visual, artificial, audiovisual, listening, verbal, texts, etc.*

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

Curriculum Area: Natural Sciences

Subject curriculum/syllabus

Human and Nature

Subject curriculum/syllabus

Human and Nature

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Introduction

The area of Natural Sciences for second grade contains the foundation of knowledge and understanding along with skills, habits, attitudes and values through integrated subjects within the area. Science enables students to obtain information about developments and progress towards our future. Through this area, students are encouraged to understand and interpret the fact of what happens around them on the one hand and to analyze the causes and consequences on the other hand. To know the environment and its interactions.

The area of Human and Nature contributes to the development of competencies that help students in daily life.

Purpose

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

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

Topics and learning outcomes

Subject topics of Human and Nature for the second grade are based on the concepts of area, while the subject learning outcomes (SLO) fulfil them by considering the age and level of the students.

Also, the topics, together with the learning outcomes, contribute to the development of the competencies that are presented in the Core Curriculum of this level.

During activities in the classroom, school, nature, etc., the teacher should encourage the students to recognize, observe, arrange, measure, mark, collect data, try, think independently and give their opinions.

| Concept | ALO: Observes, describes and compares materials, by origin, composition, properties, size, shape, transformations and use in daily life | |
|---|---|---|
| | Topics | Subject Learning Outcomes (SLO) by topic |
| Matter, properties and transformations | Material, its properties and use | <ul style="list-style-type: none"> - Identifies materials from wood, plastic, glass, etc. in the classroom, home, school, etc - Distinguishes food substances by taste, properties, composition, etc - Describes the hygiene items used in daily life - Distinguishes the three aggregate states of water - Finds regular and irregular bodies in the environment where he/she lives - Shows the main components of air and understands the impact of clean air on health |
| Living World | <p>ALO:</p> <p>Describes the importance of using a variety and quantity of healthy food, as well as taking care of personal hygiene</p> <p>Observes and describes basic characteristics and vital needs of human being and other living beings, biological diversity, the interaction of organisms with the natural environment as well as their growth and development in the natural environment</p> | |
| | Life relationships | <ul style="list-style-type: none"> - Describes the importance of a clean environment for living beings, - Demonstrates maintenance of personal hygiene as well as in the school/classroom premises, |

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| | | <ul style="list-style-type: none"> - Identifies some of the animals that live in water, land and atmosphere, - Distinguishes the importance of healthy food for humans, - Shows the vital needs of man and living beings, and - Distinguishes internal and external biological differences between the two sexes. |
| | <p style="text-align: center;">Human health, behaviour and emotions</p> | <ul style="list-style-type: none"> - Distinguishes the physical differences between the two sexes, - Uses correct words for body parts and their function, - Controls his/her body and takes care of body hygiene, - Identifies changes in his/her own body and, in case of need, asks for help, - Shows tolerance and understanding in sensitive situations, and - Builds social contacts and establishes friendships in social groups. |
| <p>Physical processes</p> | <p>ALO:</p> <p>Distinguishes the state of rest from the state of motion of bodies, describes different types of movements by placing them in relation to the action of forces.</p> <p>Identifies the different sources of energy (including the role of the Sun's heat for life on Earth) for their efficient use for human life.</p> | |
| | <p>Bodies perform different types of movements</p> | <ul style="list-style-type: none"> - Distinguishes the state of movement of bodies from the state of rest with examples from daily life, - Shows examples of body movement by falling, lifting, throwing, kicking, pushing, pulling, etc., - Find examples from plays, for movement along straight paths, circular paths and rocking movements, - Names bodies that move on land, in water and on air, |

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| | | - Identifies and names bodies and living things according to the speed of their movement. |
| | Sources of sound, light and heat in our surroundings | - Demonstrates the benefit of sound from different sources, - Names different light sources of any kind, and - Indicates sources of the heat of daily life, solid, liquid and gas. |
| Earth, environment and universe | ALO: Identifies modes of orientation and movements in space, and shows simple forms of interaction in the human-nature relationship distinguishes some of the types of environmental pollution that are caused by various factors in the surrounding where he/she lives and beyond, shows the role he/she has in environmental protection and takes beneficial actions that promote a clean environment. Describes the features of the natural elements of the natural environment (landscape, climate, waters, flora and fauna). | |
| | Natural environment | - Describes the earth as a source of material goods, - Distinguishes relief, climate, water on the ground through drawing or photographs, - Identifies basic environmental pollutants such as; garbage, factories, vehicles, sewage, and - Describes the difference between plain, hill and mountain. |
| | The sun is the source of life on earth | - Tells about the role of the sun, air and water for life on earth. - Describes the climate changes during the seasons of the year and the creation of day and night. |

Methodological guidelines

In order to achieve the realization of the content of the subject Human and Nature as easily as possible, the teacher selects the most adequate methodologies and uses therein different techniques and forms, adapting to the age, needs and capacities of the students.

Based on the content of the topics, the teacher uses different tools, materials and tests to implement the activities practically.

The subject of Human and Nature requires the teacher's management approach using interactive, comprehensive, team and creative forms during teaching and learning.

Quality teaching and learning requires the following methodological approach:

- Student-centred teaching and learning and inclusion;
- Integrated approach-based teaching and learning;
- Competency-based teaching and learning;
- Differentiated teaching and learning;
- Cross-curricular issues/topics and
- Extracurricular issues.

In all cases, the implementation of the methodology requires the use of techniques, materials and didactic tools without which the expected outcomes for this grade cannot be achieved.

Guidelines for the implementation of cross-curricular issues

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

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

Media literacy

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

Sustainable development education

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

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

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

Assessment guidelines

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

The teacher systematically assesses the student's work and activities. The assessment enables receiving feedback on the student's achievements as well as the difficulties they encounter. During the assessment, skills, values and attitudes on the subject of Human and Nature should be measured.

In addition to the assessment of the results achieved by students that can be done through tests, quizzes, portfolios, homework, etc., assessments on constructive engagements in practical work and pursuing the research task progress are also important.

This assessment for the subject of Human and Nature can be done in different forms, using different standardized instruments, specified under criteria drawn up by the teacher, in compliance with educational policies.

Instructions for learning materials and resources

Due to the specifics of the subject of Human and Nature, it is necessary to use many teaching materials and resources, in order to achieve the best learning outcomes. It is quite necessary to establish the conditions, and provide teaching tools as well as the appropriate environment for the successful realization of the area concepts. Learning in laboratories, workshops, nature, farms, etc. creates solid conditions and helps students to learn more easily and concretely.

**CURRICULUM AREA: Society And
Environment**

**Subject curriculum/syllabus
Society and Environment**

Subject curriculum/syllabus

Society and Environment

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Introduction

The subject of Society and Environment for the second grade has an important role to the development of students' knowledge, skills, values and attitudes. Through this subject, the student gets prepared to be an active citizen by noticing and talking about the similarities and differences in society, having responsibility for obligations and rights in the family, and comparing and understanding different tendencies and tastes in society. Through this subject, the student will be able to explain the changes that have occurred in society and in nature, such as in the way of living, communication, living environment and the description of the contribution of the society to which he/she belongs.

Purpose

The purpose of the curriculum Society and Environment in the second grade is to develop the student's knowledge, skills, values and attitudes about relationships and rules in the family and society, about traditions, culture, ways of living, behaving and communicating, about influences and interdependence between people and nature, about natural phenomena and their behaviour in certain cases. In this way, it contributes to the personal, social and moral development of the student to become a conscious, active and creative citizen. Likewise, through this program, the student becomes aware of the importance of health as a key value for individual and collective quality growth and development. In addition, the program enables the student to develop knowledge, understanding and skills with a view to his mental, emotional, social and physical well-being.

Topics and learning outcomes

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

| Concept | ALO, Topic and SLO |
|----------------------------|---|
| The individual, groups and | ALO: 1. Learns about himself/herself, the structure of social groups and the ways of involvement in them <i>1.1. Tells (narrates) about himself/herself, close and extended family (distinguishes age</i> |

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| social relations | <p><i>and origin), the surrounding where he/she lives and works, as well as the organization of living and working space, migrations, settlements and economic activities.</i></p> <p><i>1.2. Distinguishes several aspects of the expression of personal and group identity, such as: physical, psychological, cultural, social, and administrative, in order to interact with others, regardless of differences.</i></p> | |
| | Topic | Subject learning outcomes (SLO) |
| | We are similar, we are different | <p>Student:</p> <ul style="list-style-type: none"> ▪ Identifies the basic needs and desires of himself /herself and others (family members, friends, etc.), distinguishing between them. ▪ Identifies the relationship between family members, close and extended family and distinguishes their distinctive psychophysical and social features. ▪ Compares and understands different tendencies, interests and tastes within the family and classroom, such as for colour, clothing, music, food, play, etc. ▪ Distinguishes some cultural aspects of families in the community where he/she lives and beyond, such as a way of feeding, clothing, etc. |
| Social and natural processes | <p>ALO: 2. Recognizes the importance of monuments, phenomena, historical, social, natural and environmental processes as well as interrelations and impacts between them</p> <p><i>2.1. It describes social, cultural and historical events and natural and environmental phenomena through examples from daily life and the past.</i></p> <p><i>2.2. Understands various social and natural processes and phenomena and the interdependence of human and nature.</i></p> | |
| | Topic | Subject learning outcomes (SLO) |
| | Changes in society and nature | <p>Student:</p> <ul style="list-style-type: none"> • Describes the changes in different societies during the past through the comparison of the way of life (housing, clothing, tools, devices, education, etc.) and makes a comparison with today. • Identifies some elements of heritage in the area where he/she lives, e.g. architectural and natural objects, clothing, food, rituals, customs, etc. • Tells about the changes in the forms of information and communication between people then and now (messenger |

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| | | <p>on foot, on horseback, pigeon, beam, telegraph, postman, telephone, e-mail, media, etc.).</p> <ul style="list-style-type: none"> • Describes his/her living space (room) and of his family (house, shared apartment) and their location: neighbourhood, residence, country. • Describes the positive and negative changes in life as a result of the development of human society (such as the domestication of animals and birds, cultivation of the soil, cultivation of cereals and other local crops, processing of ores such as iron, copper, etc.; pollution of the environment such as water, soil, air, climate changes, etc.) and the impact of these changes on the human life quality. • Describes the adaptation and use of the natural environment by human and establishes the interdependence between human and nature. • Distinguishes several natural processes and phenomena beneficial to humans, such as rain, snow, winds, etc., identifies some dangerous natural phenomena such as storms, floods, fires, avalanches, earthquakes, volcanoes and describes some human behaviours/actions in such cases. |
| Norms, rights and responsibilities | ALO: 3. Knows and learns to apply social norms and rules for common life in diversity | |
| | <i>3.1. Identifies and respects traditions and holidays as a reflection of cultural, religious, social, ethnic and family diversity.</i> | |
| | <i>3.2. Participates in setting rules for personal life (working time, entertainment, visits, rest and sleep), family rules, school rules and the groups he/she is involved in and adheres to them.</i> | |
| | Topic | Subject learning outcomes (SLO) |
| We play and celebrate together | <p>Student:</p> <ul style="list-style-type: none"> • Tells about different group games, their rules and the need to comply with them. • Describes popular games then and now in the country and abroad as well as participates in birthdays, school holiday, state, national, religious holidays, etc. | |
| What can and what should he/she do in the family and school? | <ul style="list-style-type: none"> • Tells about his/her rights, duties and obligations and those of family members (grandparents, parents, children), and appreciates the importance of mutual support. • Shows willingness to help and respect friends, the elderly, people in need in the family and community. | |

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| | | <ul style="list-style-type: none"> Explains what children can and should do and residents of the neighbourhood to help each other, following good examples of voluntary work (in the family, neighbourhood, class, etc.). Uses his/her own things well and takes care responsibly of other people's things (such as notebooks, books, toys, etc.) in the family, school, neighbourhood, etc. |
| Decision-making and institutions | ALO: 4. Is involved in giving ideas, proposals and making responsible decisions <i>4.1. Demonstrates self-confidence and makes decisions on matters related to situations from daily life, in accordance with age as an individual and as a member of a group (family, school, etc.)</i> | |
| | Topic | Subject learning outcomes (SLO) |
| | We decide for the common good | <ul style="list-style-type: none"> Tells about the role of the individual in society (family, neighbourhood, school, etc.) then and now and appreciates the importance of interaction with others to solve various problems for the common good. Discusses how to change and define new rules in different social environments (family, classroom, school, neighbourhood, etc.), through democratic processes (agreement, consensus, voting, etc.) Identifies people with whom he/she can communicate freely and those with whom he/sh should be careful. |
| Environment, resources and sustainable development | ALO: 5. Contributes to the environmental protection and sustainable development <i>5.1. Recognize and distinguish some of the types of environmental pollution caused by different factors, in the neighbourhood where he/she lives and understands the role he/she has in environmental protection.</i> <i>5.2. Understands the connection between personal and social well-being concerning care for the environment.</i> | |
| | Topic | Subject learning outcomes (SLO) |
| | Assets (resources) of my place of residence | <ul style="list-style-type: none"> Identifies the main types of natural resources in the settlement and surroundings (e.g lands, fields, forests, water, minerals, etc.) and explains their importance for people's lives. Identifies the plants, animals, birds found in the surroundings where he/she lives and describes them. |

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| | Care for the environment and health | <ul style="list-style-type: none"> • Describes his/her and others' actions and behaviours of careful use of natural resources for the benefit of society (plants, animals, birds, water, etc.). • Identifies and participates together with others in initiatives and activities that improve the environment and increase the ecological level of the environment, such as the adequate collection of waste, arrangement of parks, afforestation, etc. • Singles out the commitments of community benefactors in the maintenance and functioning of the neighbourhood, village, city, country and evaluates their contribution to the general interest. • Evaluates the importance of organizing and participating in outdoor sports and recreational-physical activities for physical and mental health. |
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Methodological guidelines

In order to achieve the outcomes of the subject of Society and Environment in the second grade, teaching methods, techniques, strategies that promote interest in learning, interactive learning and research work of the student are suggested. Their selection and use by teachers is done in the light of the development of students' competencies, respecting their different learning styles.

Given the specifics of the curriculum topics, differentiated teaching is required, relying on the student's motives, abilities and interests, so that he/she is ready to show what they know, understand and what they can do, this is achieved through debates, attitudes, giving different opinions, various perspectives from the students. Another aspect of the elaboration of this subject is the use of personal experiences, different community events where the student participated.

Play is one of the most suitable forms of achieving learning outcomes since even in the topics foreseen for this grade, they require that through the play they evaluate the rules, cooperative skills and socialization with others, the establishment of effective communication habits, skills of creative thinking, etc. As an example, it can be a role-playing game, a simulation of an event, which includes situations and roles of personalities, such as teachers, principals, parents and various community members, etc. During the treatment of topics, teaching units can be debated on issues and solutions to the problems that have been selected for discussion.

Special emphasis in the work methodology should be given to active work methods, such as project work, problem-based learning, collaborative learning, conversations, observations, work in concrete environments (with different community organizations), etc. Also, special importance should be given to the use of ICT for concretizing different teaching topics by the teacher and for independent student learning.

Guidelines for the implementation of cross-curricular issues

Cross-curricular topics are important topics faced by society. They support the achievement of SLO and ALO and are intended to help the student to connect the knowledge acquired at school with that in daily life.

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

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

Analyzing the relations of society from the point of view of civic responsibility, the student learns to be responsible for duties and obligations within different social groups. He/she becomes aware of the social aspects of consumption, and the consequences of globalization for society. This awareness helps the student to better understand the interdependence of the environment and human activity. The student is made aware of his/her rights, conflict management and the need to develop a culture of peace. In this way, he/she understands the significance of human actions in a certain place, as well as takes his/her stand on various social and environmental issues.

Assessment guidelines

To track student progress ongoing evaluation is required. The reference point should be the area of learning outcomes, the subject and those for competencies. The teacher must define appropriate forms for assessing the achievement of learning outcomes by the student. The teacher must make continuous student assessments during different parts of the class, such as assessment of homework, assessment of projects carried out individually or in groups, assessment through tests, assessment of the file, etc. It is also important to observe group work and individual student initiatives, which can be assessed through various instruments such as checklists, etc.

At this age, it is important to cultivate self-esteem habit, which can be achieved by maintaining the student's file (portfolio), where he/she keeps different works, such as interviews with family members to understand changes in society and nature (housing, food, clothing, etc.), individual or group work on environmental protection and materials for various issues/topics.

The teacher assesses the level of understanding, skills and development of civic attitudes that are realized in different conditions, such as home, school, community and beyond. For example, for the implementation of rights and responsibilities in the classroom, family, the surrounding where

he/she lives in general, the student's ability to research the environment resources and care for them, the fulfilment of tasks at a specific time, etc.

Instructions for learning materials and resources

For the successful achievement of the expected outcomes for this subject, the teacher is committed to providing various resources and creating a suitable learning environment, such as access to museums, objects of natural and cultural heritage, etc. In addition to textbooks, teachers and students are encouraged to use other sources such as encyclopedias, magazines, educational software, etc. Important sources can also be information received from family members (mother, father, grandfather, grandmother), neighbours, etc. Many learning activities can be carried out with materials created by the teacher himself/herself, but also by the student himself/herself. Creating learning materials can also be done with recycled materials.

The use of information technologies that students use in cooperation with the teacher or parent to search for information, prepare projects and various tasks, should be taken into consideration constantly.

**CURRICULUM AREA: Physical Education,
Sports And Health**

Subject curriculum/syllabus
Physical Education, Sports And Health

Subject curriculum/syllabus

Physical Education, Sports And Health

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Introduction

Physical-motor activity and sports activities are a significant part of the learning process and play a very important role in the growth and psycho-physical, social-emotional and health development of children.

Physical Education, Sports and Health aims to develop the knowledge and skills of each child based on his/her individual needs, provides experiences, creates new skills and abilities, which will further expand the cultural, physical and health formation.

The process of physical and health education plays a fundamental role in preparing children for cultural, sports and artistic activities. This process takes special importance, especially in the realization of activities and other activities combined with artistic, social and health activities.

The organization and implementation of this subject will help children to appreciate its positive effects in many directions, not only in terms of health and physicality but also in establishing interpersonal relationships, expanding knowledge and creating a healthy social environment.

Purpose

The subject of Physical Education, Sports and Health for the second grade provides all children the opportunity to gain knowledge, skills, habits, attitudes, values and behaviour, which will prepare them for a healthy psychophysical active life. This subject also enables students to develop and stimulate good health in physical, psychological, emotional and social terms, through active participation in sports activities and other activities that make them aware of the quality of healthy life.

Topics and learning outcomes

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

Thematic/teaching units throughout a grade/school year

- Caring for himself/herself and others
- Healthy and happy
- Care and safety
- Psychomotor activities and their coordination
- Motor plays and the importance of active rest
- Healthy food and eating habits
- Protection and security from various risks

| Concept | ALO, Topic and SLO | |
|--|---|--|
| Complete physical, mental, emotional and social well-being | <i>ALO: 1. Tells about his/her feelings in daily life situations and identifies his/her rights and responsibilities.</i> | |
| | Topic | Subject learning outcomes (SLO) |
| | Caring for himself/herself and others | Student: <ul style="list-style-type: none"> • Shows care for himself/herself and others in various creative ways, • Manages emotions during play, group work, interaction with others, and • Judges his/her own and other's actions in certain situations |
| Healthy and happy | Student: <ul style="list-style-type: none"> • Presents the healthy individual and healthy living in different forms, • Shows the role of individuals/institutions that provide help in certain situations, • Tells about symptoms of poor health and knows how to ask for help, and • Describes the importance of dental and oral health. | |
| Comprehensive and harmonious development of the body through physical and sports activities | <i>ALO: 2.</i> <i>1. Demonstrates combinations with various non-locomotor, pushing, balancing, turning, rotating, locomotory movements (walking, jogging, jumping, etc.) and other sports</i> <i>2. Actively participates by developing motor skills through elementary games and other popular sports.</i> | |
| | Topic | Subject learning outcomes (SLO) |
| | Psychomotor activities and their coordination | Student: <ul style="list-style-type: none"> • Applies proper breathing and warm-up techniques before, during and after physical activities and exercises, • Applies correct upright postures in sitting, standing, standing and moving positions, • Complies with the safe rules and instructions during plays, activities or using different tools, props and equipment, and • Demonstrates physical skills during psychomotor activities such as passing, shooting, throwing, with hands and feet. |
| | Motor plays and the | Student: |

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| | importance of active rest | <ul style="list-style-type: none"> • Applies exercises with elements of space, width, shape, strength, speed, time and rhythm of movement, • Demonstrates motor coordination in simple manipulative movements in relation to available tools, • Applies the initial techniques of the front jump, jumping with various obstacles and hitting the mark, • Recognizes signs of fatigue and practices relaxation methods during play and exercise, and • Implements appropriate ways of dressing and maintaining personal hygiene, during and after physical activities inside and outside the school. |
| Promotion of an active and healthy lifestyle | ALO: 3. | |
| | <i>1. Distinguishes the right way of nutrition according to the routine, healthy and unhealthy food and explains the influence of growing and developing nutrition in growth and development</i> | |
| | <i>2. 2. Demonstrates skills and habits for personal hygiene maintenance at home, school and environment</i> | |
| | Topic | Subject learning outcomes (SLO) |
| | Healthy food and eating habits | <p>Student:</p> <ul style="list-style-type: none"> • Discusses healthy eating habits, • Applies hygienic practices before, during and after food, • Explains the origin of the foods he/she consumes, • Distinguishes the nutritional values of the products he/she consumes, and • Appreciates the influence of food and physical activities on health. |
| Awareness raising on the impact of the use of addictive substances | ALO: 4. <i>Identifies products and tools that should not be touched and consumed and understands what drugs and harmful substances are harmful</i> | |
| | Topic | Subject learning outcomes (SLO) |
| | Protection and security from various risks | <p>Student:</p> <ul style="list-style-type: none"> • Discusses safety and hazards in daily life at home, school and other environments and • Tells about the importance of medications and the dangers of using drugs, substances, preparations, various devices for their lives. |
| Education on the environment and | ALO: 5. <i>Understands the importance of ongoing development of physical skills, and the environmental impact on health and quality of life</i> | |
| | Topic | Subject learning outcomes (SLO) |

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| sustainable development | Care for the environment | Student: <ul style="list-style-type: none"> • Discusses the factors of the external environment affecting his/her growth and development • Applies basic rules for keeping the surrounding environment clean • Selects suitable environments for conducting physical activities • Complies with the basic rules of walking in nature |
|-------------------------|--------------------------|--|

Methodological guidelines

The realization of the content in the subject Physical Education, Sports and Health for the second grade is done through the use of different teaching methods and techniques which must be in accordance with the age of the students but also adapt to the content in order to achieve the outcomes set by the program.

Good organization of the class means that children are placed in concrete practical situations, where they try out the movement and sports elements, since movement activities (play and sport) are not just fun for them, but an active work that dominates the majority of their lives. Particular emphasis should be placed on maintaining personal and environmental hygiene. We must also take into account the safety of students in terms of safe practices which should be made a habit among students so that they are followed throughout their lives.

Teaching in itself is an interactive process and is concerned with the fact that its main function and purpose is learning. This is the most basic characteristic of all student-centered methods and techniques used in the second grade, including other methods and techniques that ensure comprehensive teaching for all students, such as the verbal method, which is widely used in the subject of Physical Education, Sports and Health, the demonstration method is very efficient for the acquisition of new movements by students, the practical exercise method, the integral method (of the whole) is used to present the exercise as a whole with all its component parts, the analytical (partial) method helps in the acquisition of complex and more difficult exercises, discussion, brainstorming and others which the teacher selects depending on the content of the topics.

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

Guidelines for the implementation of cross-curricular issues

Interrelations between different curricular areas take a special place in the subject of Physical Education, Sports and Health as it helps the student to understand, reinforce and apply the acquired knowledge in practice. The subject of Physical Education, Sports and health is related to other curricular areas through which students acquire knowledge about phenomena and occurrences, which support the subject in general and the process of physical education in particular.

The implementation of cross-curricular issues will help the development and completion of the area content for the achievement of all competencies defined by the Kosovo Curriculum Framework. Some of the cross-curricular issues that help students at this level are:

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

In general, the area outcomes affect cross-curricular issues, so attention will be paid to adequate treatment in the teaching units based on the age of the students and their potential. However, the work of the teacher who, during his/her work, pays attention to cross-curricular issues is essential, so that in the planning stage they always analyze lessons with which cross-curricular issues are related in order to ensure integrated learning, which also enables the achievement of the competencies defined by the Kosovo Curriculum Framework.

Assessment guidelines

The assessment aims at the systematic collection of information on the student's achievements during the learning process, the support of the student in mastering the learning outcomes, the determination of the level of performance for each student. The competency-based assessment itself contains accurate, detailed feedback and substantive and constructive criticism to help the student achieve learning outcomes in mastering the competencies.

The assessment is entirely based on the subject learning outcomes and the teacher does not have the right to assess the students for such outcomes that are not described in the curriculum. The assessment objective is not only the knowledge and skills but also the attitudes and values of the children.

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

- Verbal description of movements to be improved
- Uses encouraging words and expressions while teaching
- Standardized written test
- Active participation during the classes (checklist)
- Essay (individual or group research on health education topics)
- Illustrations or other creative expressions, an
- Video recordings.

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

- Tactful correction of wrong movements,
- Checklist,
- Active participation in basic games during the classes,
- Choosing the fastest students in running,
- Composing physical exercises and points,
- Scores system for special exercises,
- Scores system for composed dance,
- Scores for individual action,
- Scores for the best group during the play or competition, and
- Scores for the movement schemes of different running.

Evaluations on activation in various sports activities can be added to such assessments.

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

Instructions for didactic materials and learning resources and tools

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 children and stimulate their progress in order to create habits and skills necessary for life.

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

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

CURRICULUM AREA: Life and Work

Subject curriculum/syllabus

Skills for Life

Subject curriculum/syllabus

Skills for Life

Content

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Introduction

The subject of Skills for Life for the second grade is oriented towards acquiring new knowledge, skills, attitudes and values to raise awareness and self-confidence for the exercise of practical work, the use of ICT, cooperation related to the household, the living environment and orientation for life and work

This subject includes systematic efforts to influence the development process of the students who, through the learning process, use different materials, working tools that directly contribute to the development of skills and abilities for life and work.

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

Purpose

The purpose of the subject of Skills for life is for the student to become familiar with the tools and rules, safety at work, the hazards at home, school and community (distinguishing the different roles of individuals in life and work), then to become familiar with traffic and his/her behaviour in traffic, occupations, the use of simple tools, and the computer, TV, media, planning and health, as well as with the environment in general.

Topics and learning outcomes

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

| Concept | ALO, Topic and SLO | |
|--|--|---------------------------------|
| Development based on practical manual activities (Handicraft) | ALO 2. Enhancing personal qualities for life and work 2.1 Distinguishes similarities and differences between peers in the classroom and at school, in terms of talents, interests and tendencies for various activities inside and outside of school. 8. Communication in/for life and work 8.1 Follows instructions during measuring, marking, safe cutting and shaping activities of various materials | |
| | Topic | Subject learning outcomes (SLO) |

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| | 1. Materials and their processing | <p>Student:</p> <ul style="list-style-type: none"> - Describes the elementary properties of materials from daily life and the ways of their processing. - Names materials by type, colour, etc. - Compares the variety of properties of materials for special use. - Implements practical work with various tools and materials. |
| Personal development of life skills | <p>ALO</p> <p>6. Promotion of safe conditions for life and work</p> <p>6.1 Identifies protection and safety rules, distinguishes hazards in daily life</p> | |
| | 2. Traffic | <p>Student:</p> <ul style="list-style-type: none"> - Consciously knows the traffic rules. - Describes the role of the police officer on the street. - Distinguishes types of traffic. - Continuously applies pedestrian rules. - Identifies and names the traffic signs. |
| Career counselling and guidance | <p>ALO</p> <p>3. Understanding and using technology for daily life and work life</p> <p>3.2 Identifies devices, tools and adequate materials to produce simple products based on personal initiatives or proposed by the supervisor or teacher.</p> <p>4. Using ICT to advance learning and the quality of daily life</p> <p>4.2 Safely uses ICT to perform tasks, research and develop skills through projects according to the level.</p> <p>7. Preparation for professional life and future career</p> <p>7.1 Identifies the activities and the activity providers that take place at the home, preschool institution, school and community.</p> | |
| | 3. Occupations | <p>Student:</p> <ul style="list-style-type: none"> - Names the people in his/her circle related to different occupations. - Describes different professions from daily life. - Expresses the desire for his/her future occupation. |

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| | | <ul style="list-style-type: none"> - Demonstrates with various tools related to certain occupations. - Implements small projects (using various resources, such as the computer, media, flyers, magazines etc.). |
| Household | <p>ALO</p> <p>1. Understanding and practising practical work at home, school and in the community</p> <p>1.1 Describes the differences and similarities between activities conducted at home and school</p> <p>1.2 Implements simple practical activities at home and in the classroom based on tasks clearly assigned by the teacher and parents.</p> <p>5. Entrepreneurship and business plan development exercise</p> <p>5.1 Through practical activities in the household, he/she understands and experiences the factors that must be taken into consideration</p> | |
| | 4. Planning | <p>Student:</p> <ul style="list-style-type: none"> - Tells about the responsibilities he/she has in the family regarding the planning. - Describes the way of planning and decision-making at home, at school. - Discusses income and expenses together with the family. |
| Sustainable education development | <p>ALO</p> <p>1. Understanding and practising practical work at home, school the community</p> <p>1.1 Describes the differences and similarities between activities conducted at home and school</p> <p>1.2 Implements simple practical activities at home and in the classroom based on tasks clearly assigned by the teacher and parents.</p> <p>6. Promotion of safe conditions for life and work</p> <p>6.1 Understands the protection and safety rules, distinguishes hazards in daily life</p> <p>9. Protection and preservation of nature and environment</p> <p>9.1 Identifies and classifies basic recyclable materials from the household by distinguishing, comparing and sorting them for further use.</p> | |

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| | 5. Environment and health | <p>Student:</p> <ul style="list-style-type: none"> - Knows and applies continuously and conscientiously the hygiene rules, taking care of himself/herself, others, the the environment at school and home. - Describes the way of action in case of the outbreak of any disease. - Describes the actions carried out for maintaining the individual cleanliness, of the environment, class, school and the surrounding environment. - Demonstrates the classification of waste according to type of material. - Names the causes of environmental pollution. |
| Work and education for entrepreneurship | <p>ALO</p> <p>2. Enhancing personal qualities for life and work</p> <p>2.1 Distinguishes similarities and differences between peers in the classroom and at school, in terms of talents, interests and tendencies for various activities inside and outside of school.</p> <p>4. Using ICT to advance learning and the quality of daily life</p> <p>4.1 Uses personal computer for initial communication</p> <p>4.2 Safely uses ICT to perform tasks, research and develop skills through projects according to the level.</p> | |
| | Media | <p>Student:</p> <ul style="list-style-type: none"> - Distinguishes several types of media and lists the age-appropriate TV broadcasts. - Plays the moderator role during the activities inside the classroom. - Discuss with the group the content of the magazine for children. - Creates a class sheet with works handwritten and sketched. |

Methodological guidelines

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

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

- Discussion and collaborative learning (in small groups, larger groups and with all students)
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through computers;
- Role-playing exercises;
- Encouraging individual work and sharing knowledge and skills, interactive work;
- Outdoor learning and visits to industrial facilities;

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

Guidelines for the implementation of cross-curricular issues

Within the subject of Skills for Life, one of its important goals should be the implementation of cross-curricular issues, which will help to achieve the main competencies foreseen by the NQF.

Some of the cross-curricular issues that must be taken into consideration at this level, but which can be addressed continuously at other levels, are:

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

Assessment guidelines

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

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

The subject of Skills for Life, due to its nature and specifics, requires a variety of assessment methods regularly, where the focus is on understanding life and work; concepts

and practice of positive behaviours and attitudes. In other words, the student must be able to continuously and actively apply the knowledge learned in daily life.

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

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

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

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

Student file is a tool that can be used to show and indicate models of student's work, which demonstrate students' progress, skills, and level of work. The file can contain, for example, drawings, a project, a creation, plans, etc.

The file is valuable for the following reasons:

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

Instructions for learning materials and resources

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

For the most successful implementation of the subject of Skills for Life, a wide range of teaching materials should be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopedias, educational software, projects, different studies, analyses and different reports of the relevant subject and relevant work materials. Teachers, students and other education holders can also engage in the design of adapted learning resources, for example, the outcomes of the projects carried out by the students may become valuable teaching resources for different classes.

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