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

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SUBJECT CURRICULA/SYLLABUSES

Third Grade

Prishtina, 2019

No. *348/01-B*
Date: *19/08/2019*

The Minister of Education, Science and Technology (MEST), pursuant to Articles 8.10 and 11 of Law No. 03/L-189 on Organization and Functioning of State Administration and Independent Agencies of the Republic of Kosovo (Official Gazette No. 7/01 March 2019), 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), issues the following:

DECISION

1. All primary education institutions are oblited to apply the curriculum of the third 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 implemantion 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 Educaiton Directoratesl
10. Archive, MEST.

Shyqiri Butyqi
[signed]
Minister/MEST

CONTENT

List of coordinators and deputy coordinators according to fields, to whom teachers of the relevant subject can send suggestions:

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Introduction

The subject curricula/syllabuses for the third 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 is taught with 2 hours of lessons. For the area of Arts, MEST has drawn up the curriculum/syllabus for the subjects Figurative Education and Music Education, instructing the teacher how to deliver both subjects. The area of Mathematics is realized through the subject of Mathematics. The area of Natural Sciences is realized through the subject Human and Nature. The area of Physical Education, Sports and Health is realized through the subject of Physical Education, Sports and Health. The area of Life and Work is realized through the subject of Skills for Life.

Students of the third grade have 23 hours of lessons per week. The teacher has the discretion to organize and plan such classes per week, taking into account the number of classes for each subject and optional subjects.

The implementation of the learning process is done in an integrated way, enabling the relationship of students with the natural environment and with the human-made environment to be understood in the best possible way. During the planning and implementation of syllabuses, teachers must make a correlation between the educational subjects and life situations. Through the teaching of each subject, teachers should make efforts for students to develop the competencies defined for the 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	During a week, students develop contents from all areas	8	8	**16**	8	8	8	**24**
Arts	Figurative Education Musical Education		2	2	**4**	2	2	2	**6**
Mathematics	Mathematics		5	5	**10**	5	5	5	**15**
Natural Sciences	Human and Nature		1	1	**2**	2	2	2	**6**
Society and Environment	Society and Environment		1	1	**2**	2	2	2	**6**
Physical Education, Sports and Health	Physical Education, Sports And Health		2	2	**4**	2	2	2	**6**
Life and Work	Skills for Life		1	1	**2**	1	1	1	**3**
Optional part			1	1	**2**	1	2	2	**5**
Total – Hours per week		18	21	21	**42**	23	24	24	**71**
Extracurricular activities									

CURRICULUM AREA: LANGUAGES AND COMMUNICATION

Subject curricula/syllabuses

Albanian Language

English Language

Subject curriculum/syllabus
Albanian Language
Grade 3

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 aims at the gradual, cultural and linguistic advancement of the student, developing the skills for using grammatical categories, using the main rules, practising spelling, enriching the vocabulary, building and analyzing the narrative, description, comment, argument, information, developing the imagination and the ability to judge.

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 situations, 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 third 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.

This grade aims at a significant achievement of students in developing language skills in reading and writing; increasing reading fluency, building a writing strategy, knowing input final formulas, trunk development of the subject, vocabulary enrichment, writing compound sentences.

The student increases the level of reading-comprehension and develops the basic skills of listening, reading, speaking and writing in accordance with language standards and age requirements.

Topics and outcomes

Students in the third grade achieve subject learning outcomes (SLO) for the topics set out in the table below. Topics emerge from the area learning outcomes (ALO) of *Languages and Communication* for the second level of the Curriculum (Level 2), which you can see in the Core Curriculum for Preparatory Grade and Primary Education.

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

Concept	Topics	Subject learning outcomes (SLO)
Literary and non-literary texts	Stories, poems, short dramatic texts, tales, fables, proverbs, riddles; Prose, stage part - differences (verse, dialogue, prose writing). Life in the classroom, at school, at home, in the surroundings; Orientation in space; Personal stories: leisure, desires, concerns and ambitions; Party, congratulations, thanks, letters, addresses, invitations, orders, announcements; Media: radio, TV, magazines for children; Cinema, theatre;	- Reads different texts with the right intonation; - Answers to questions about the content of the text; - Identifies elements of short literary and non-literary texts; - Analyzes and evaluates short literary and non-literary texts; - Distinguishes main topics or ideas in literary and non-literary texts; - Distinguishes several elements of the dramatic text such as: scenes, acts, group of characters, characters' words; - Narrates and writes about himself/herself, about his/her desires and ambitions; - Identifies rules and gives advice on appropriate actions; - Is oriented in space and in different environments; - Extracts the message from the text through the dialogue developed by the characters; - Writes short texts based on models; - Writes simple texts and messages related to everyday life issues; - Identifies the main points of simple conversations and stories read aloud, using simple phrases or sentences. - Distinguishes the language of the media and their characteristics (information received from radio, TV and magazines/newspapers); - Follows, discusses and describes the subject of a film, theatre performance and documentary; - Enriches the dictionary with new words and

		expressions;
Figurative and non-figurative language	Stylistic figures: personification, hyperbole, litote, Figures of repetition	• Identifies and uses the stylistic figures of personification, comparison, hyperbole and litote; • Distinguishes figurative language from non-figurative language; • Distinguishes the language of prose from that of poetry; • Distinguishes the main figures of repetition.
Culture, criticism, history	General cultural, literary and historical elements	• Asks questions related to historical periods; • Asks questions related to cultural issues; • Identifies basic historical, cultural and critical concepts; • Distinguishes literary from non-literary genres: story, fairy tale, poem, proverb versus information, prayer, congratulation, etc.; • Identifies historical and cultural features of a literary or non-literary text; • Connects events from life with those narrated in a text; • Expresses emotions and thoughts related to a text or event; • Uses the right tone and facial expressions; • Understands the importance of tolerance and dialogue;
Linguistic system	Name Types of names: a. proper (names of people, institutions); b. common (concrete and abstract); Contraction (definite and indefinite). Adjective Classification of adjectives: 　a. attributive; 　b. predicative. Personal pronoun Numeral Verb	• Identifies the grammatical categories of nouns (gender, number); • Distinguishes proper nouns (names of people and institutions) • Distinguish common nouns (concrete and abstract) • Distinguishes nouns in the definite and indefinite contraction; • Identifies the adjective; • Distinguishes the attributive adjectives from the predicative ones; • Identifies and uses the personal pronoun correctly; • Distinguishes basic numerals from ordinal numerals; • Identifies verbs and chooses them in the main tenses of declarative mood; • Identifies adverbs (of time, place and manner) and the

	Indicative mood (simple tenses: present, past and future) Adverb of time, place and manner; Prepositions: by, from, on, in. Spelling Sentence Types of sentences: a. declarative, b. interrogative, c. imperative, Simple sentence The main parts of the sentence.	questions wherewith they are identified; • Distinguishes some of the most commonly used prepositions; • Writes properly and clearly and uses punctuation marks; • Apply spelling rules when writing; • Use punctuation, hyphenation and capitalization correctly; • Identifies and uses adverbs according to time, place and manner; • Identifies and uses different types of sentences: declarative, interrogative, imperative; • Apply actions within the sentence (removes, adds or shifts words in the sentence without obliterating its meaning); • Identifies the main parts of the sentence; • Expresses the connection of the subject with the predicate; • Distinguishes types of sentences according to punctuation marks; • Reviews and evaluates clarity of writing to improve content.

Methodological guidelines

The teaching methodology is important for the realization of the program 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), as well as integrated into literary and non-literary texts in classes. 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 history, arts, culture, mathematics, civic education. Topic from these subjects impact 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, child/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, thoughts of others, along with the pronunciation of sounds, vowels, consonants, words and sentences.

Instructions for learning materials and resources

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 choose different didactic materials which help to achieve the learning outcomes. The teaching texts are not the only source of information, the teacher may use different materials from other sources as well.

Subject curricula/syllabus
English Language
Grade 3

Introduction
Goals
Topical content and learning outcomes
Guidelines for using the syllabus
Methodological guidelines
Cross-curricular issues
Assessment and evaluation guidelines
 Guidelines for teaching materials, tools, and resources

INTRODUCTION

Learning is a complex process of discovery, collaboration, and 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 possibilities 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 of English language will emphasize the importance of experiencing language in context. Learners' background knowledge, skills and attitudes will be used as means of developing communicating abilities. As the learners develop communication skills, they also increase their linguistic accuracy and develop language learning strategies.

Throughout their education, in the English language program learners will acquire various kinds of knowledge, skills and attitudes about:
1. interpreting, expressing and negotiating the meaning (communication).
2. Sounds, written symbols, vocabulary, structure and discourse (language).
3. Cognitive, socio-cognitive and meta-cognitive process (general language education).
4. Patterns of ideas, behaviours, manifestations, cultural artefacts and symbols (culture).

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

GOALS

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

The overall approach during the initial years of English language learning experiences will be focusing on the non-analytical aspect (learning as communication through interaction without in-depth study of linguistic elements). As they advance in their language experience and competence, 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:
a)   Work with different materials, such as songs, role-play, poems, pictures, stories and similar, which provide ample exposure to the English language;
b)   Identify the presence of English-speaking individuals and groups;
c)   Listen and start using simple words, phrases and sentences to identify things related to their immediate needs.
d)   Participate in various language experiences that will enable them to engage in situations dealing with:
•   school, people and things around them, animals, food, weather, seasons, holidays, daily routines,
•   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 Hello** • school • friends • food items • seasons • animals • numbers 1 – 10	• Identifies key vocabulary related to school objects and subjects introduced through pictures, songs, poems or short dialogues; • Names the characters introduced in pictures or short stories; • Provides a short summary of the events presented through stories or videos using simple structured sentences; • Labels food items (focusing on fruits and vegetables) presented through pictures, songs, poems, short stories or dialogues; • Identifies the four seasons in pictures, songs, poems, short stories or dialogues; • Identifies a number of animals *(e.g. dog, cat, rabbit, bird, fish, etc.)* in pictures, songs, poems, short stories or dialogues; • Counts, independently, up to 10 items related to school objects, food items and animals presented through pictures.
	Topic 2 Who are we? • introduction • describing appearances • characters and imaginary friends • numbers 11 – 20	• Listens to dialogues or watches short videos introducing the characters and their appearances; • Reads simple structured sentences accompanied by pictures related to characters' appearances *(e.g. This is Tom, he is tall, and he has blue eyes and curly black hair);* • Reads short texts related to the given topics and answers questions using single words or simple structured sentences; • Summarises the main events presented in short stories focusing on introductions among friends

		using simple structured sentences;
		• Role-plays a scene describing his/her friends and their appearances *(e.g. short/tall, blue/brown eyes, black hair, etc.)*;
		• Listen and signs a song introducing numbers 11-20**;
		• Looks at images showing objects and counts the items (11-20).
	Topic 3 Where I live • things in a house/flat • rooms • talk about location • poems • family members and their professions	• Listens to songs or short stories focusing on house descriptions; • Labels the rooms in the house presented through visual cues *(e.g. pictures, videos, etc.);* • Identifies items around the house presented through songs, poems, pictures, short stories or dialogues *(e.g. cooker, fridge, bed, poster, etc.);* • Reads short texts introducing family members and their professions and answers questions using single words or simple structured sentences; • Labels the profession of characters using visual cues *(e.g. doctor, pilot, teacher, artist, etc.);* • Uses guiding questions to summarise the main events presented in stories using simple structured sentences; • Matches furniture items (presented through pictures, songs, or stories) with the corresponding rooms in the house using prepositions *(e.g. on, in, under);* • Reads simple structured poems corresponding to the topics and learns them by heart; • Distinguishes the structure of a poem.
	Topic 4 My friend's birthday • presents • wishes • cards • invitations • toys • talking about possession • numbers 21 – 30	• Identifies the names of the presents introduced in poems, short stories, videos or dialogues *(e.g. book, pen, toy, card, car, plane, etc.);* • Discusses the characters' wishes presented through stories or short dialogues using simple structured sentences or the mother tongue; • Reads birthday cards and answers simple questions related to the message on the cards; • Reads birthday invitations and answers simple questions related to the message on the invitation identifying time, place, the person receiving and sending the invitation; • Labels characters' possessions presented through text or other visual cues; • Identifies numbers 21-30 presented through visual cues; • Reads simple structured sentences accompanied by pictures related to toys; • Distinguishes between different toys presented through short stories, dialogues, videos, poems or songs; • Matches toys to the characters presented in short stories or songs; • Asks questions and gives answers related to birthday presents, cards and invitations; • Listens and sings songs introducing numbers up to 30;

		• Looks at images showing objects and counts the items (up to 30).
	Topic 5 It is raining, but it is fun • clothes • weather • holidays • day and night • letters vs. emails	• Listens to songs or poems related to clothes and sings the songs or says the poems accordingly; • Listens to songs or poems related to weather and sings the songs or says the poems accordingly; • Identifies the clothes worn in different weather conditions presented through pictures, short stories or videos; • Reads short texts and dialogues, or uses pictures and other visual cues to identify different holidays *(e.g. New Year, Children's Day, National Day, etc.);* • Identifies weather-related vocabulary presented through pictures, songs, poems, short text, dialogues or videos; • Distinguishes between day and night concepts and vocabulary items; • Labels what the characters do during day and night using text or visual cues; • 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 weather; • Mimes and gives commands focusing on clothes *(e.g. put on your gloves; take off your hat)*; • Reads simple structured letters and emails; • Distinguishes between letters and emails.
	Topic 6 Monday, Tuesday, Wednesday • daily routine • days of the week • numbers 31 – 40	• Identifies daily routines presented through pictures, poems, songs, short stories, dialogues or videos; • Listens to songs or poems introducing days of the week and sings along or says the poems accordingly; • Names days of the week presented through texts or visual cues; • Reads short texts introducing daily routines and recognises what the characters do *(e.g. get up, eat breakfast, have lunch, go to bed, brush his/her teeth, play, go to school, etc.);* • Answers short questions about daily routines using simple structured sentences or mother tongue; • Recalls days of the week and phrases used for daily routines presented through pictures, songs or short stories; • Role plays a scene depicting the days of the week and daily routines; • Listens and sings songs introducing numbers up to 40; • Looks at images showing objects and counts the items (up to 40).
	Topic 7 It's time for lunch! • Food items and drinks • telling the time	• Selects the right time shown in images, videos or other media (half, quarter, minutes); • Extends the list of recognized food items and drinks; • Reads simple structured texts accompanied by pictures related to food items, likes and dislikes;

		• Identifies food items presented through short stories, dialogues, videos, poems or songs; • Distinguishes between food items and drink presented through short sentences accompanied by pictures; • Describes his/her favourite food items and drinks; • Matches the time to daily activities *(e.g. get up at 7.00, go to school at 9.30, etc.)*; • Recalls food items and drinks presented through dialogues and short stories; • Counts the items shown in pictures or other forms of media up to 40 naming them accordingly; • Restates the characters' favourite food items and drinks 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 healthy food items and drinks 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.
	Topic 8 Be like a bee • animals • seasons • months • tales • numbers 41 – 50	• 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 *(e.g. the elephant has got a long nose)*; • Labels animals' homes introduced through short text, videos or songs; • Identifies seasons presented through short texts or videos and recognises cloths worn in each season; • Listens to songs or poems introducing months of the year and sings along or says the poem accordingly; • Recalls the names of the months introduced through songs or poems, and matches them with the correct seasons; • Reads a tale which uses simple vocabulary and identifies its structure and the characters; • Answers questions related to the tales that have been read using simple structured sentences or mother tongue; • Listen and signs a song introducing numbers up to 50**;** • Looks at images showing objects and counts the items (up to 50).
Figurative and non-figurative language	**Topic 1 Hello** • school • friends • food items • seasons • animals • numbers 1 – 10	• Forms simple structured sentences to talk about school objects and his / her favourite subjects; • Introduces himself/herself and his/her friends independently; • Forms simple structured sentences to talk about his/her favourite food items focusing on fruits and vegetables; • Classifies seasons according to ideas that

		characterise each season;
		• Illustrates his/her favourite animal and uses simple structured sentences to describe it;
		• Uses play dough or other recycled materials to make school objects, food items and animals and names them accordingly;
		• Draws pictures of school objects, food items and seasons and gives a presentation using his/her drawings;
		• Pronounces correctly, distinguishes and spells the vocabulary items related to this topic;
		• Traces the given vocabulary items and simple structured sentences presented through this topic;
		• Solves simple math problems using numbers 1-10 presented through visual cues *(e.g. writing, worksheets, computer-assisted worksheets, etc.).*
	Topic 2 Who are we? • introduction • describing appearances • characters and imaginary friends • numbers 11 – 20	• Introduces himself/herself and his/her friends independently;
		• Draws a picture of himself/herself and his/her friends and uses the drawing to work in pairs asking and answering questions focusing on appearances;
		• Uses visual cues to describe other people's appearances;
		• Forms simple structured sentences to talk about the characters presented through songs, short stories or videos;
		• Compares different characters based on appearances using mother tongue or simple structured sentences in English;
		• Counts and writes the correct number of the given objects (up to 20);
		• Uses the computer to write his/her own or the given simple structured sentences describing what he/she looks like (and his/her family members);
		• Pronounces correctly, distinguishes and spells the vocabulary items related to this topic;
		• Traces the given vocabulary items and simple structured sentences presented through this topic;
		• Solves simple math problems using numbers up to 20 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).*
	Topic 3 Where I live • things in a house / flat • rooms • talk about location • poems • family members and their professions	• Forms simple structured sentences to talk about his / her house;
		• Gives opinions on the importance of different professions using simple structured sentences in English or the mother tongue;
		• Uses the computer, recycling materials or drawings to represent his/her house and house items and presents it accordingly;
		• Uses drawings of the house, rooms and house items to collaborate in groups asking and answering simple structured questions related to his/her drawing;
		• Writes his/her own simple poems or rewrites the given poems;

		• Distinguishes where different house items are found using prepositions of place; • Talks about his/her family members and their professions using single words, simple structured sentences or mother tongue; • Traces the given vocabulary items and simple structured sentences related to this topic; • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic.
	Topic 4 My friend's birthday • presents • wishes • cards • invitations • toys • talking about possession • numbers 21 – 30	• Engages in group work to plan a birthday party and collaboratively writes birthday cards and invitations using the computer, drawings or recycled materials; • Uses clay, drawings or other recycling materials to create different toys and uses his art work to name the toys that he/she possesses and expresses wishes for other toys he/she would like to have; • Distinguishes between birthday cards and invitations by answering simple structured questions; • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; • Traces the given vocabulary items and simple structured sentences presented through this topic; • Solves simple math problems using numbers up to 30 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).*
	Topic 5 It is raining, but it is fun • clothes • weather • holidays • day and night • letters vs. emails	• Labels weather conditions creating simple structured sentences; • Draws various clothing items and presents them accordingly; • Illustrates different weather conditions and uses simple structured sentences to describe them; • Chooses a specific holiday and engages in group work to depict ideas that characterise it; • Draws a picture representing day and night concepts and presents it accordingly; • Distinguishes between letters and emails by answering simple structured questions; • Engages in group work to write a letter and an email using the computer; • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; • Traces the given vocabulary items and simple structured sentences presented through this topic.
	Topic 6 Monday, Tuesday, Wednesday • daily routine • days of the week • numbers 31 – 40	• Creates a drawing or diagram to represent different daily routines and presents it accordingly; • Asks and answers questions related to daily routines and days of the week; • Engages in group work and creates a chart representing the group's daily activities; • Follows and gives instructions to mime various daily routines; • Uses the computer, or pencil, colours and paper, to plan and create a weekly plan including daily activities and presents it accordingly; • Draws and counts up to 40 items (or numbers)

		independently;
		• Pronounces correctly, distinguishes and spells the vocabulary items related to this topic;
		• Traces the given vocabulary items and simple structured sentences presented through this topic;
		• Solves simple math problems using numbers up to 40 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).*
	Topic 7 It's time for lunch! • food items and drinks • telling the time	• Categorises food items and drinks using diagrams or charts; • Asks questions and gives answers to tell the time *(o'clock; half past; quarter and minutes)*; • Uses recycling materials to make a clock and engages in pair or group work to ask and answer questions related to telling the time; • Role-plays a situation in a shop focusing on food items *(e.g. Can I have a bottle of milk, please?)*; • Matches names for food items and drinks with the given pictures *(e.g. salad, tea)*; • Recalls adjectives used to describe food items and drinks in stories, songs or poems *(e.g. red apple; big orange);* • Fills in the gaps labelling the given pictures with words (focusing on food items and drinks); • Uses the computer, or pencil, colours, and paper, to plan and create a weekly menu, focusing on healthy food items and drinks and presents it accordingly; • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; • Traces the given vocabulary items and simple structured sentences presented through this topic.
	Topic 8 Be like a bee • animals • seasons • months • tales • numbers 41 – 50	• Labels seasons using drawings or illustration and creating simple structured sentences; • Describes the weather for each season accordingly; • Utilises a drawn picture of animals and their homes to give a short presentation using simple structured sentences; • 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 using simple structured sentences; • Uses simple structured sentences or mother tongue to discuss the importance of keeping the environment clean; • Creates a chart depicting months of the year and labels the month of his/her birthday and those of his/her family members; • Engages in group work to write a tale collaboratively using simple structured sentences and ideas; • Matches different weather conditions typical for a season; • Pronounces correctly, distinguishes and spells the

		vocabulary items related to this topic; • Traces the given vocabulary items and simple structured sentences presented through this topic; • Solves simple math problems using numbers up to 50 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).*
Critique, theory, history	/	/
Language exponents	**Topic 1 Hello** • Counting up to 10 • Introducing friends • Vocabulary field: school, food items, seasons, animals	• Forms simple structured sentences using *'there is/are'* and *'there isn't/aren't'* to describe the given images related to school vocabulary, food items (focusing on fruits and vegetables) and animals *(e.g. there are three elephants, there isn't any milk, etc.);* • Talks about his/her possessions using the verb phrase *'have got'*; • Uses *'like/don't like'* to talk about seasons (e.g. I like summer, I don't like winter); • Engages in group work, asks questions and gives short answers using the auxiliary verb *'do'* + *'like or have'* to talk about school objects and subjects, food items, seasons and animals *(e.g. Do you have a pen? Do you like oranges? Do you have a dog? Do you like lions? etc.)*; • Uses subject pronouns to talk about himself/herself and others; (e.*g. He has got five notebooks. He likes bananas.)*; • Draws pictures related to the vocabulary related to the topic and writes simple structured sentences to describe the pictures *(e.g. I have got three notebooks. / I like apples.)*; • Counts up to 10 objects independently;
	Topic 2 Who are we? • Subject pronouns • The verb 'to be' (all forms) • What's your name? I'm Ena. • Nice to meet you! • How old are you? I'm ten. • Ten times two is twenty. • Describing objects using colours and adjectives related to size • The verb 'have got' • Adjectives related to appearances • up to 20	• Works in pairs introducing himself/herself and other people around him/her; • Talks about himself/herself, family members and friends using subject pronouns; • Uses all forms of the verb *'to be'* to ask and answer questions related to the topic's vocabulary *(e.g. I am tall. My book is red. What is your name? etc.)*; • Describes objects using colours and other adjectives; • Looks at different pictures of objects and characters and compares between them using adjectives; • Forms simple structured sentences to describe people's appearances using the verb *'to be' or 'have got'* and adjectives *(e.g. My dad is tall. He has got big blue eyes.)*; • Counts up to 20 objects independently; • Asks and answers questions related to math problems *(e.g. What is three plus fifteen?).*
	Topic 3 Where I live • Definite and indefinite articles • Possessive adjectives • Prepositions of place to talk about location • There is/there are (all forms)	• Distinguishes between definite and indefinite articles when referring to vocabulary items related to this topic; • Categorises items based on the use of articles *(e.g. a teacher, a doctor, a bed, a window, an engineer, an oven)*;

|		
	• Demonstrative pronouns: this/that • Verb: 'to have' (all forms) • Vocabulary related to things in a house/flat, professions	• Describes the place where s/he lives using a drawn picture, there is/are and demonstrative pronouns *(e.g. This is my house. There are five rooms. That is a bookshelf., etc.);* • Uses prepositions of place to talk about the location of things in the house and to consolidate the vocabulary introduced within the topics; • Works in pairs and groups asking questions and giving answers related to house furniture, family members, and professions using visual cues such as drawings or pictures.
	Topic 4 My friend's birthday • Plurals • Demonstrative pronouns: these/those • Talking about birthdays • Adjectives • Vocabulary related to birthdays, parties and toys • Possessive adjectives • Possessive case • Counting up to 30	• Categorises items based on their number differentiating between singular and plural ones; • Uses demonstrative pronouns *'these/those'* to describe pictures and other items; • Asks and answers simple structured sentences to talk about birthdays and age; • Uses a number of adjectives to describe a birthday party; • Constructs simple structured sentences to reinforce vocabulary related to this topic; • Interprets a picture, short story or video highlighting the characters' possessions *(e.g. Their airplane is big.);* • Employs the possessive case to talk about his/her belongings and those of other people in the classroom or presented pictures and stories; • Counts up to 30 objects independently;
	Topic 5 It is raining, but it is fun • Describe what others are wearing • Describing weather conditions • Activities one can do on holiday • Things one sees during the day and night • Vocabulary related to weather	• Creates simple structured sentences to describe what others are wearing using visual cues such as pictures, drawings, or videos; • Contrast different weather conditions using simple structured sentences; • Categorises activities one can do on specific holidays and describes them using simple structured sentences; • Distinguishes between different clothes presented through pictures, short stories or songs relating to weather conditions; • Uses a drawn picture to talk about things one can see during the day and night; • Asks and answers questions to identify weather conditions *(e.g. Is it raining? Yes, it is. No, it isn't.)*; • Writes simple structured sentences to describe the weather and what people are wearing; • Talks about his/her favourite weather using simple structured sentences.

	Topic 6 Monday, Tuesday, Wednesday	• Differentiates between different preposition of time *(e.g. on Thursdays, at three o'clock, in the afternoon, etc.);*
	• Prepositions of time • Parts of the day • Days of the week • Verbs related to daily routines • Object pronouns • Counting up to 40	• Asks and answer questions using prepositions of time and verbs related to daily routines *(e.g. At what time do you usually go to bed? At nine o'clock. When do you play sports? On Fridays., etc.);* • Differentiates between different parts of the day using the correct preposition *(e.g. in the morning; at night);* • Matches object and subject pronouns using them correctly; • Summarises a short story presented through text or video focusing on days of the week and daily routines; • Writes a short paragraph (using simple sentences) focusing on daily routines; • Counts up to 40 objects independently;
	Topic 7 It's time for lunch! • Telling the time • Short answers to the verb 'to do' (all forms) • Favourite food items and drinks • Definite and indefinite articles • some/any • Exposure to countable and uncountable nouns	• Distinguishes between food items presented through pictures, short stories, dialogues, or videos; • Creates a personal menu and uses it to talk about his/her eating habits using vocabulary related to food items, days of the week and time; • Begins differentiating between countable and uncountable nouns; • Reinforces the use of definite and indefinite articles using food items and drinks; • Creates a simple structured paragraph to interpret a picture showing food items and drinks using some/any and indefinite and definite articles *(e.g. a banana, some apple, etc.);* • Draws a picture and uses it to talk about likes and dislikes (focusing on food items and drinks); • Uses short forms to answer questions related to likes and dislikes; • Forms simple structured sentences to ask for food items and drinks; • Compares fruits and vegetables using adjectives; • Writes a short paragraph to describe his/her likes and dislikes; • Forms simple structured sentences to tell the time using expressions *o'clock, half past, quarter, minutes.*
	Topic 8 Be like a bee • Describing animals and their abilities • Asking and answering questions related to seasons • Talking about birthdays • Counting up to 50	• Categorizes animals based on their abilities *(e.g. bird, eagle, parrot – fly; rabbit, horse, dog – run; octopus, shark, dolphin – swim);* • Gives commands and mimes animals based on their abilities *(e.g. swim like a fish, run like a tiger, fly like an eagle, etc.);* • Asks and answers simple structured sentences to talk about his/her birthday and those of his/her family members and friends; • Writes a simple structured paragraph to talk about his/her birthday *(e.g. using months of the year, seasons, likes/dislikes, wishes and describing the*

| | | *favourite way of celebrating his/her birthday);* |
| | | • Counts up to 50 objects independently. |

GUIDELINES FOR USING THE SYLLABUS

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

In the syllabus, all the topics will be developed during one school year, with teaching contents for each topic. should develop the topic which is based on four concepts, laying out teaching units in logical order.
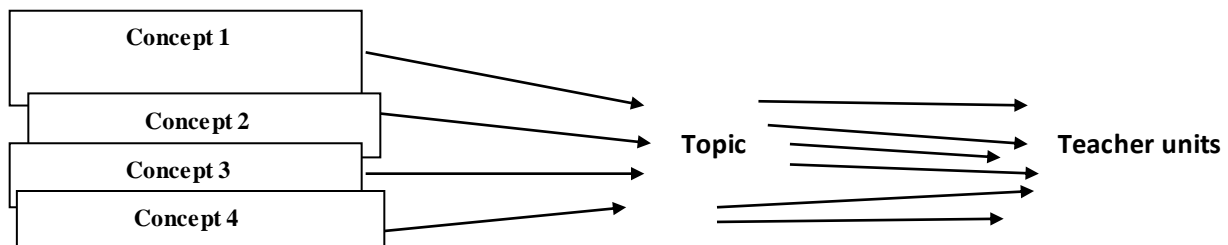
The learning outcomes in the syllabus are expectations of each student's knowledge, skills, values and attitudes at the end of this school year. The teacher's role is to develop all students' communicative skills: listening, speaking, reading, and writing. In the syllabus, there are learning outcomes 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 the required competencies, the Grade Three English Language Syllabus promotes the most contemporary

approaches to language teaching and learning. First and foremost, it promotes communicative approaches, task-based and project-based learning in order to facilitate learner interaction and collaboration, as well as develop learner autonomy and creativity. Thus, learning-centred approaches are favoured over traditional approaches. Below are some brief guidelines regarding the methodology to be used by the teachers in their classrooms in order to motivate learners, as well as to facilitate their learning.

The Communicative Approach and Task-Based Learning

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

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

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

The Learning – Centred Classroom

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

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

- To provide learners with efficient learning strategies;
- To assist learners to identify their own preferred ways of learning;
- To develop skills to negotiate the curriculum;
- To encourage learners to adopt realistic goals and a timetable to achieve these goals;
- To develop learners' skills in self-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 are central to learning English. Words have a central place in culture, and learning words is seen by many as the main task in learning another language.

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

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 Three English Language Syllabus integrates topics that directly relate to other subjects, such as arts, culture, geography, environment, 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 number of English learners know;
- The quality of the English they use;
- Their ability to use English.

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

There are different types of assessment (or evaluation).

- Self-assessment (self-evaluation)
- Group assessment (group - evaluation)
- Individual assessment (evaluation)
- Combination of 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 arrival;
- 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 three 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).

Primary school online resources (Suggestions for teachers)

https://www.education.com/resources/third-grade/?cid=11.2151
https://www.youtube.com/watch?v=Tao7uuEFi_Y
https://www.youtube.com/watch?v=_UR-l3QI2nE
https://www.youtube.com/watch?v=2jFq-ukP5mQ
https://www.youtube.com/watch?v=BGa3AqeqRy0
https://www.youtube.com/watch?v=nfIgZFkh5ZA
https://www.youtube.com/watch?v=qOcM-L-Ss1o
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.youtube.com/watch?v=owppK-GHPTU
https://www.teachingenglish.org.uk/teaching-kids
https://www.theschoolrun.com/what-are-seasons
https://www.anglomaniacy.pl/expressions-30-seasons.htm
https://www.anglomaniacy.pl/
http://www.english-4kids.com/
https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/pre-a1-level/

CURRICULUM AREA: ARTS

Subject curricula/syllabuses
Figurative Education
Musical Education

Subject curricula/syllabus

Figurative Education

Grade 3

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 for the third grade creates the initial basis for the creative-artistic formation of students. This subject directly offers communication and the development of creative imagination in students by connecting with other areas in reciprocity. The role of Figurative Education for this education level consists in the continuation of the development of 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 process of creative learning in students is developed by recognizing concepts, techniques and meanings of visual language, to develop students' skills for more successful artistic communication. This subject also contributes to the development of general and creative imagination in students. It links their responsibilities in individual and group work, influencing the formation of the students' personalities, as informed, resourceful, communicative individuals with general cultural knowledge.

Purpose

Figurative education for the third grade aims to train students in:

- Expanding new knowledge to experience the beauty and visual art in the neighbourhood where they live and other surroundings;
- Recognizing and reinforcing the spatial views in the context of the description of objects;
- Identification of students' creative skills and continuous push for creativity in the artistic area;
- Developing individual creativity and deepening research knowledge for new projects;
- Recognizing figurative concepts and communication according to techniques and user tools;
- Completing additional knowledge in media flows and their implementation in practice.

Topics and learning outcomes

Children in third 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 second level (Level 2, Grades III, IV, V) of the Core Curriculum for pre-primary and primary education.

Concepts/Conceptual - thematic elements	Topics	Subject Learning Outcomes for Topic (SLOT)
		ALO 1. Students create artistic forms using creative and original materials, techniques and expressive means of art; • Students create different two and three-dimensional shapes using different figurative and applied techniques;
Creativity and artistic performance	**Drawing** *(5 classes)*	**- Uses different types of lines to create figures and objects;** - Draws at least one landscape using lines and their shapes; - Draws at least one work from various still-life objects (products); - Sketches the interior spaces and draws at least 1 drawing according to the objects located in: the classroom, house, theatre, gallery, cinema, etc.; - Sketches the shapes of the human figure-portrait; - *Introduction and use of drawing tools (pencil, colour pencils, pastels, felt-tip pens);*
	Painting *(8 classes)*	**- Identifies elementary colours (yellow, red, blue) and secondary combinations;** - Uses different colours and techniques (pastel, watercolour) for painting two works; - Creates similar contrast in works (collage, materials) and distinguishes the differences; - Uses colours from pencils and markers and benefits from tonic effects in works; - Understands the aquarelle technique and paint at least 2 works (with water paints); - *Introduction and practical use of painting tools*

		(colour pencils, felt-tip pens, watercolours, pastels, brushes, etc.).
	Sculpture – art in space *(4 classes)*	**- 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 worshipped figure with plasticine from animated films according to the character; *- Introduction and use of light-applying modelling tools (plasticine, paper, textile, etc.).*
	Design and graphics *(4 classes)*	**- 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 story from the chosen writings, songs or film; - Draws-designs the figure of a favourite hero; - Recognizes signs (on the road, TV, etc.) and designs 1 work explaining the meaning; *- Introduction and use of printing and designing tools (pencils, felt-tip pens, colours, panels, paper, triangles, rubber, computer, etc.).*
		ALO 2. Through artistic experience, students recognize, notice and show the main elements of artistic language from the relevant area;
Artistic language and communication	**Drawing through time** *(2 classes)*	**- Gets to know the types of lines and drawings, as well as understand their use in works of art;** - Understands and explains the importance of drawing and its use in practice (e.g. cartoons, illustrations in books, city architecture, etc.);

		- Shows at least 1 work of art by well-known artists from drawing creations; - Takes a look and finds the perceptive illusion in the architectural appearance of a city;
	Types, techniques and use of colours *(2 classes)*	- Identifies and explains basic colours and the mixture of secondary colours; - Knows how to use watercolours, aquarrelle, temper; - Creates a collage with geometric shapes and discuss the way of realization; - Takes different examples to comment on the use of colours in everyday life (individual's hair, eye colour, clothing, nature according to seasons, cars, buildings; - Talks about nature, the playground and other examples that impressed him/her and takes a moment to paint; - Describes in a few words a work with a favourite colour.
	Shapes, modelling and sculpture *(2 classes)*	- Understands and shows the placement of art in space, (e.g busts, statues, old objects, various artistic attractions, etc.); - Understands and distinguishes shapes by size and distance (perspective-illusion of close-far, up-down views and vice versa); - Distinguishes and demonstrates examples of the composition and structure of shapes (rough, wavy, smooth, hard, soft, etc.); - Writes a short text about a bust, statue or historical place visited.

	Professions and creative skills *(1 class)*	- 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.)
		ALO 3. The student identifies the different relations of the arts in society and gives explanations about them; • Observes and identifies different types of art by making simple comparisons and descriptions; • Notes the importance and the types of artistic institutions; • Knows and names (at least 6) creators, well-known performers of different types and genres of global and national artistic creativity.
Art-society relation	**Objects and artefacts** *(1 class)*	- Knows and communicates about important objects of cultural heritage (national and other cultures); - Understands the importance of national art values and cares for them.
	Projects and examples *(2 classes)*	- Visits objects of architecture and public art in different centres and compares them explaining their importance and value; - Designs a projecting idea for a playground; - Uses carpet ornaments for a feasibility project.
	Galleries and exhibitions *(1 class)*	- 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 4 well-known creators of different areas.
		ALO 4. The student estimates and evaluates in an informed and critical manner the artistic creations of individuals and others; • 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, with other means of expression, etc. • (Estimates) and evaluates one's own and others' artistic performance/creations with very simple vocabulary (*e.g he/she painted well, simple and clean, I like the colours he/she used, he/she did not draw the shape of the flower well, etc.*j);
Aesthetic-artistic estimation and evaluation	**Analysis of works** *(1 class)*	- Discusses and analyzes the creations made in class and by well-known artists (at least 2 works); - Describes orally the personal works and compares them with other works in the classroom;
	Individual assessment *(1 class)*	- Experiences individually the works from well-known works and makes the aesthetic evaluation according to the experience (at least 3 works); - Estimates and evaluates creative imagination in works;
	Description of works *(1 class)*	- Describes 3 works by well-known artists from different areas, such as: painting, sculpture and design, expanding the description according to impressions.

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 third 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 quite significant and motivates students for greater engagement. The selection of such topics 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 third grade can be related to all subjects such as the Albanian Language, Mathematics, Music, Handicrafts, etc. It is directly related to figurative meanings from nature and surrounding objects. Through visual images, students recognize and learn more easily the literacy concepts from the mother tongue, mathematics, natural sciences, music, handicrafts. Figurative images stimulate curiosity and develop the greatest creativity in all subjects by seeing the shapes, colours and sizes of outlines, illustrations and letters in those representations.

Cross-curricular issues

Cross-curricular issues are important topics in the educational system, whereby students acquire, develop and master specific skills and knowledge. In this way, they prepare for their life and work in the future by facing and overcoming life's challenges more easily. 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
- Sustainable development

Media literacy

Media literacy is imperative of the time for students, which provides them with information to expand their knowledge on the historical developments of art, authors, artworks, theory and artistic problems, 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. For example, the concept of colours without gender distinction can be addressed at this stage as soon as the students are familiar with colours, etc.

Sustainable development

Sustainable development is a process that prepares students with sustainable skills that guarantee opportunities for a better life. Students should be able to detect the sustainable development challenges from different perspectives, related to the impacts of human activity on society, in the cultural-artistic, social, economic and environmental aspects. By using recycling materials, but

also encouraging children to protect the environment, paper, colours by using them cost-effectively, we educate them about a healthy environment. The topic of the environment can also be the subject of creative treatment in their works.

Assessment guidelines

Assessment is a process of systematic, qualitative and quantitative collection of information on the achievement of students during the learning process. The assessment includes the active activity of the teacher and requires increased attention to follow the gradual development in the achievement of the student's learning outcomes at the class and school level and the mastery of the competencies according to the SC. During the assessment, the teacher must take into account the program 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 a prevailing element in every educational activity. This assessment process extends from the evaluation and self-evaluation of students' works made through various artistic techniques, portfolios with artistic works, oral and written presentations, testing, participation in a curricular project, etc. Assessment in Figurative Art is based on the principle of individualization, because achievements are more individual, where each student has different predispositions and tendencies for 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 figurative 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.

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 period.
- **Assessment of completed task**s - a step-by-step observation of art tasks, from idea to organization and realization, such as: demonstration of achievements in practical work (realization of two- and three-dimensional works, interest in the pursuit of artistic life in the community, passion for art, appreciation and dedication to this subject, etc.).
- **Evaluation of different projects** - cooperation of students in a joint project at school or elsewhere.
- **Assessment of artistic works** - participation in various artistic activities organized by the school, etc. Participation in national activities such as: competitions, exhibitions at the national level or beyond.
- **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 creations realized during the school year, which can be creations in painting, sculpture (plasticine), designs, computer realization, graphics, photography, etc.
  Assessment process instruments
- Structured oral or written test;
- The works file;
- Realization of projects - exhibitions;

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 the same 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 motivating them to use resources, materials and textbooks appropriate to their age and capacities.

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.;*
- **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 curricula/syllabus

Music Education

Grade 3

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 child establishes his/her first contact with music from an early age, initially in the family circle and then through music education in preschool institutions. They constantly sing, listen to music in the area where they live, listen to voices in nature, various rhythmic and melodic onomatopoeia, etc. These early experiences can be used for music education in primary school 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 music education subject in the third grade aims to continue to encourage students to love music as an activity and through their active participation in musical activities in the classroom to further develop the student's musical tendencies (for singing, playing instruments or reacting to music and music creation). Learning at school becomes more attractive and more satisfying through various musical-artistic activities in which students actively participate. The main goal in this grade is for students to be able to experience and perform correctly and creatively artistic musical works (songs, instrumental pieces, etc.) suitable for their age and to develop the ability to actively listen to music. In addition to this, students also receive information about creators, works, performers, events and learn about basic musical concepts. Musical activities in the classroom (singing, playing an instrument, listening to music, creation and creative expression) promote emotional development, intellect, imagination, attention, interest in creativity, etc.

Topics and learning outcomes

Concepts *Conceptual - Thematic Elements*	Topics	Subject learning outcomes by topic (SLO)
		ALO 1. The student participates in various artistic activities according to individual interests and inclination
Creativity and artistic performance	1. Songs	• **Sings** and performs on instruments (individually and in groups) according to imitation and symbolic (graphic) notation. Songs and melodies and instrumental accompaniments relate to different topics suitable for their age (about nature, school, family, wishes, toys, seasons, holidays, etc.). • **Accompany the singing** by voice, hands and rhythmic musical instruments for children according to the teacher's instructions and creatively.
	2. Music games	• **Plays** simple musical games accompanied by songs that have expressive language appropriate to the vocabulary of their age, accompanied by body movements, and with children's musical instruments and that relate to different topics but also didactic elements of music artistic language (rhythm, melody, properties of musical sound, etc.). • **Plays** different games where the word, music, mimics, movement, visual aspect etc. are syncretized (the topic of the games adapts to the topics from other teaching areas for this grade).
	3. Musical creations	• **Improvises** in different rhythms with voice and rhythmic instruments • **Rhythms** in a creative way verses, poems, poems etc. • **Performs** music additions (completion of a melody, music questions and answers, etc.) • **Sings or plays by instruments for children** any short original creation (rhythmic, melodic) with the teacher's encouragement and assistance
		ALO 2. Through artistic perception and experience, students recognize (observe) the key elements of the respective artistic language
Artistic language and communication	**Basic elements of artistic language**	• **Experiences and distinguishes** the basic musical elements (rhythm, melody and harmony (major-minor)) in the songs, games and musical works they sing in class and in other musical works they hear • **Recognizes** graphic notation for some of the basic properties of musical sound, (sound pitches and timbres) • **Distinguishes** some rhythmic and melodic musical phenomena in the songs sung and in the works heard
		ALO 3. The student distinguishes the different relations between the arts and society • **Observes and identifies** different types of art (e.g. vocal music, instrumental music, orchestral music, film music, etc.) • **Identifies** the types of artistic institutions (gallery, theatre, museum,

		concert hall, etc.)
		• **Names** some (at least 4 creators, well-known performers of different types and genres of global and national artistic music creativity
Arts and society	Music types	• **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** appropriate music for different events and situations
	Musical instruments	• **Distinguishes** the timbre of major musical instruments (folk and classic) by listening to age-appropriate pieces of music • **Identifies and differentiates** musical instruments also visually • **Creates** rhythmic musical instruments with recycled and organic materials (maracas with rice, corn, small tambourines, etc.) • **Distinguishes** instruments in terms of construction material, sound source (wooden, brass, wind and bow string instruments, etc.), the way of interpretation, the ensembles that belong to them, etc.
	Creators and performers	• **Identifies** any well-known personality among the global and local artistic creators and performers
		ALO 4. **Students learn to estimate and appreciate art**
Aesthetic-artistic estimation and evaluation	Artistic works Simple artistic events	• 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, with other means of artistic expression, etc. **Estimates and evaluates** own and others' artistic performance/creations with adequate vocabulary and terms • **Creates habits** for continuous listening to musical works and for music • **Describes and comments** (through different forms of expression: oral, in writing, figurative expressions, etc.) any artistic musical event experienced in the family, at school, at a concert, from TV, 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. Songs and music games dominate music learning for children in the third grade, just like in the previous (second) grade. **Songs** are learned by ear (by imitation) and the graphic notation identifying sound pitches and timbres can gradually begin to appear. The theme of the songs and games must be in accordance with the age and their performance skills (ambitus, text difficulty, rhythm and especially textual content with an educational and didactic character. Songs should be short, simple and mainly of

the music genre for children, but also simple and appropriate folk and artistic songs can be used in this grade.

The thematic content can correspond to topics covered by other teaching areas, but also to various cross-curricular issues. It is necessary to maintain a straight posture while singing, singing with emotion, the correct pronunciation of the text, 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, different instruments), using the voice, sticks, claps or instruments, to follow the changes in rhythm, etc.

For the education of a child sense of rhythm, the teacher must demonstrate to them in concrete form the phenomenon of rhythm, how it is experienced, and then apply it in practice. E.g. Nature and the environment phenomena, for example, the ticking of a clock, the imitation of a train, the ringing of a bell, the beating of a hammer, the beating of a hand pulse, the beating of a bell, the beating of a drum in a march, etc.) Rhythmic lectures should always be accompanied by rhythmic movements or different words divided into syllables, accompanied by clapping, sticks, etc. It is advisable to learn exercises with rhythmic elements to the accompaniment of children's songs and games.

Working with musical instruments increases interest in musical activities as well as directly helps in rhythmic or melodic feeling education. In this way, we created simple rhyming models; beating with the palm, with tools, with percussion, we created instruments from recycled materials wherewith we then accompany the songs, lectures, but also play rhythms and melodies. In this part, learning about some of the basic musical concepts (rhythm, different sound pitches, rhythm-meter ratios, etc.) is included, accompanied by the graphic symbols that represent such concepts.

Listening is the main way through which the child establishes a relationship with music. Through listening, they express emotions brought by songs, instrumental works, etc. The teacher must cultivate the feeling of listening to his/her voice while the child sings the song, attends to the music with appropriate movements (dancing ballet, waltz, march, etc.). Listening simultaneously develops the ability to comment on the instrumental parts they hear with a simple, appropriate and adequate vocabulary. The teacher may use a comparison method comparing a dance with a march, a lullaby with dance music, comparing the nuances of the voices of friends, animals, instruments, etc. The pieces that this age will listen to should be carefully selected, be simple in musical content and last 2-4 minutes.

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

Guidelines for the implementation of cross-curricular issues

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

Interdependence

From the perspective of arts, the group artistic activities themselves deal with this topic, because, for example, when a mural, mosaic, collage, or group model needs to be created, all participants understand that without the cooperation of each one, the common integrity cannot be achieved. Music in the ensemble, choir, 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 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. Issues such as the protection of the environment, rivers, planet earth in general can inspire students to use music, song to convey the right messages.

Assessment guidelines

Student assessment aims to develop child creativity and encourage and motivate them, but those distinguished for creativity and artistic activity can be awarded symbolic assessments of stars, hearts, and suns. From this age, it is good for children to be encouraged and helped to make a critical assessment of their own performance and that of their peers in the class by prompting them with questions: How did you/he/she sing, how did you/he/she dance, how did you/he/she draw or model, etc.). Each dimension is assessed (singing, knowledge of musical elements, knowledge of topics from musical listening, work, author, instrument, etc.) for each student through assessment instruments available to the teacher, and then the grades from all activities are summarized. Checklists for singing, playing instruments and listening to music can be

supplemented with listening music tests, simple music tests for musical elements (dictations) but also written tests, individual and group presentations, etc.

Learning materials and resources

The selection and use of didactic and teaching tools are an inseparable part of the teaching process, and is of particular importance in the achievement and realization of competencies. These tools serve to demonstrate and concretize the topics and teaching units covered in the subject of music education and they must be very efficient, tangible and practical for the students. The school as an educational institution must ensure and provide adequate or alternative technical-technological conditions and opportunities in the realization and achievement of the foreseen competencies and learning outcomes from 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 musical activities and the expansion of students' knowledge by motivating them to use resources, materials and texts (books) suitable for their age and their learning level capacity.

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

Online resources

http://www.classicsforkids.com/
http://colorinmypiano.com/2010/03/19/early-childhood-online-resources/
https://www.preschoolprodigies.com/
http://www.sphinxkids.org/
Classical music video for children
https://www.youtube.com/watch?v=1hMjxnwig0o&list=PL3WK__yMF5c6fF5aQNDxY_wEKE RIeEnGY
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 curricula/syllabus
Mathematics

Subject curricula/syllabus
Mathematics
Grade 3

Content

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Introduction

The learning of Mathematics in the third grade is the 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.

Third 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 third grade aims at the intellectual development of each student, the exercise of basic rules, the cultivation of values and the 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 third grade is *mathematic formation* which is achieved through:

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

Topics and learning outcomes

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

In the subject of Mathematics for the third 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 1000, fractional numbers, 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 for topic
Number algorithms and algebra	Natural numbers	Student: ▪ Reads and writes natural numbers up to 1000 and determines the value of each digit; ▪ Calculates the sum and difference of natural numbers up to 1000; ▪ Performs multiplication of single-digit numbers by single-digit and two-digit numbers; ▪ Calculates the quotient between two-digit and three-digit numbers with single-digit numbers; ▪ Identifies the hundreds and tens of the first thousand; ▪ Shows the predecessor, successor of numbers up to 1000 and compares such numbers; ▪ Argues the relationship between addition, subtraction, multiplication and division of numbers up to 1000; ▪ Use the commutative and associative properties to find the sum, difference, product, and factor of numbers. ▪ Implements sum dependency on collectors and sum immutability; ▪ Implements the dependency of the change on the subtractor, the subtracted, and the invariance of the change; ▪ Analyzes the dependence of production on factors; ▪ Analyzes the dependence of the quotient on the divided and the divisor; ▪ Apply addition, subtraction, multiplication and division to problems; ▪ Argues the increase of the limits in the numerical range or ranges; ▪ Determines the value of compound numeric expressions; ▪ Calculates the value of the expression based on the order of arithmetic operations on the numeric expressions; ▪ Solves simple problems based on the given patterns; ▪ Demonstrates resourcefulness and problem-solving skills; ▪ Adds and subtracts money (up to 1000 Euro); ▪ Puts letters instead of numbers; ▪ Introduces the points in the coordinate grid; ▪ Marks the coordinates of the given points in the coordinate grid and vice versa.

	Fractional numbers.	Student: ▪ Introduces graphical representations of fractions as fractional numbers ▪ Distinguishes fractions that show the same part of a whole ▪ Designates part of a whole ▪ Compares fractions with the same denominator/numerator ▪ Add and subtract fractions with the same denominator
	Patterns	Student: ▪ Applies simple formulas to complete numerical ranges and present the steps to reach the solution; ▪ Finds the rule and writes the limits of the number range; ▪ Practices the given patterns in daily life.
	Sets and relations	Student: ▪ Describes the community as a collection of elements giving examples from daily life; ▪ Identifies the elements that belong/do not belong to the set; ▪ Compares sets according to the number of elements; ▪ Classifies objects according to their properties; ▪ Creates subsets from given sets; ▪ Finds the common elements of the two sets (crosscutting); ▪ Finds the union of the two given sets; ▪ Introduces the set with curly brackets and through Venn diagram; ▪ Gives examples for sets from daily life; ▪ Implements equality and inequality of sets in practice; ▪ Establishes relations between two given sets; ▪ Presents practical examples from life-related to relationships.
	Letter expressions	Student: ▪ Performs actions with letter expressions; ▪ Finds the (numeric) value of the literal expression for certain variable values; ▪ Converts symbol expressions into word expressions and vice versa; ▪ Solves problems from daily life using letter expressions;
Measurements	Equations and inequalities.	Student: ▪ Identifies the unknown in expression and finds it; ▪ Finds the solution or set of solutions (*related to addition, subtraction, multiplication and division*) for the given

		equations or inequalities (*numbers up to 1000)*; • Solves word problems from daily life using equations and inequalities. • Applies algorithms to solve given problems
	Measuring units	Student: • Performs various measurements using standard units; • Uses the meter (m) and sub-units of the meter as well as the kilometre as units of measurement of length and performs operations with these units; • Uses tonnage (t), kilogram (kg), and gram (g) as weight measurement units and performs operations with such units; • Uses the litre (l) as a unit for measuring liquids and perform operations with such unit; • Compares different objects based on measurements taken; • Defines the units for measuring time (day, hour, minute). • Solves word problems about height, weight and time; • Compares the volume of bodies based on the observations he/she makes
	Surface	Student: • Paints the surfaces inside the different figures • Distinguishes between the inner and outer surface of the image • Finds the area of the square and rectangle
Geometry and shape		
	Geometric figures	Student: • Names geometric figures, such as triangles, rectangles, squares, circles, etc.; • Defines the polygon and shows its types; • Defines edges, vertices and angles of geometric figures; • Draws the triangle, rectangle, square and circle (*using the triangle, ruler or compass*); • Distinguishes line, half line and segment and defines them; • Distinguishes angles and types of angles (*right angle, narrow, wide)* • Compares different segments; • Determines the position of two lines - parallel lines, normal lines and intersecting lines; • Paints the symmetrical figure and creates symmetrical

		figures;
		▪ Gives practical examples related to the use of geometric figures in daily life;
		▪ Calculates the perimeter of geometric figures (triangle, quadrangle, square);
		▪ Discovers simple formulas for finding the perimeter of figures more easily.
	Geometric bodies	Student: ▪ Names geometric bodies (cube, cuboid, sphere, cylinder, cone, pyramid); ▪ Compares geometric bodies (their sizes); ▪ Finds the volume of regular (*cube and cuboid*) and irregular geometric bodies using simple formulas or different containers; ▪ Defines faces, edges and vertices of geometric bodies; ▪ Identifies cube-like natural objects; cuboid, sphere, cylinder, cone, pyramid; ▪ Distinguishes between geometric figures and geometric bodies;
Functions and variables	Linear equations with one unknown	Student: ▪ Discovers the unknown in the given tasks; ▪ Presents the solution of problems through different schemes; ▪ Find the solution of the given equations.
	Linear inequalities with one unknown	Student: ▪ Solves simple problems by words; ▪ Finds the set of solutions of inequalities (numbers up to 1000); ▪ Use algorithms to solve problems.
Data and probability	Data	Student: ▪ Collects and organizes the data in the relevant tables; ▪ Reads and analyzes the collected data; ▪ Presents the data with a table and a diagram; ▪ Comments on the data presented in the table or diagram, as well as compares them; ▪ Use the pictograms.
	Probability	Student: ▪ Predicts the possibility (with average differences); ▪ Does the test, possible, impossible.

Methodological guidelines

Third GradeMathematics teaching methodologies are based on the teaching principles defined in the Core Curriculum which aims at teaching that ensures the learning competencies. The topics presented in the third-grade syllabus be developed uniquely and separately, but they are related to other areas. The learning outcomes for each topic serve the requirements and notions aiming at other topics within the area. Mathematical education is a complex process that requires a harmonious interweaving of learning outcomes and careful teaching that places them in the function of each other.

The teacher mainly focuses on the following aspects:
- Linking learning outcomes of core competencies to learning outcomes for area competencies and subject outcomes;
- Competency-based teaching and learning;
- Child-centred teaching;
- Integrated teaching and learning;
- Development of cross-curricular topics.
- Development of sustainable education activities.

The teacher is suggested to build the work on:
- Determining the topic to deliver;
- 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, and the use of tools and materials, always stimulate the active participation of students in learning. Learning through games and group and individual exercises are considered a priority in mathematical formation, especially in solving problems and constructive thinking.

Mathematics teaching in the third 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 interpretation of percentages, the student can exercise his/her creative and critical judgment about the consumption and use of consumer goods. Statistical knowledge and probability can help the student to interpret data for the promotion of good health, tradition, and lifestyle habits and to exercise judgment, and argumentation for decisions made thereof.

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

Assessment guidelines

In accordance with the principles of the competency-based learning approach, assessment is considered a teaching element 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 the third grade in Mathematics is realized through evidence of continuous assessment, classroom observation, and assessment through portfolios, short tests, oral presentations, and other forms, while reporting of student achievements is done through descriptions with 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 color, 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
- 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 first-level competencies of primary education for the third grade, the educator provides access through the use of age-appropriate materials and the possibility of the learning level.

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

Materials that can be used for topics in Mathematics: recyclable materials; sheets; magnetic boards; number charts; boxes of different shapes; geometric figures of different shapes and colours; matchsticks; didactic sticks; colour our colourless sheets; pencils; abacus with blanks; colour pencils, tables for recording data; strings with blanks; leaflets to connect the number with the quantity; various toys; cubes; geometric bodies. 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
Grade 3

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 subject of Human and Nature for the third grade has an important role in the student's development of skills, habits, values, and attitudes. Through this subject, students prepare and add or expand their knowledge of all integrated subjects within the area of sciences. Through this subject, students will be able to observe and explain the scientific phenomena that occur in nature and society. They will be encouraged to understand how science can be used to explain what happens around them and analyze the causes. The subject of Human and Nature for the third grade contributes to the development of the competencies foreseen in the core curriculum.

Purpose

The subject of Human and Nature aims through its program for the third grade to develop the student's knowledge, skills, values and attitudes about the general concepts of the area. In this way, it contributes to the recognition, description and comparison of the subjects and bodies that surround us. It upholds the student's care for living and non-living beings and in particular care for them.

Through this program, the student learns to protect, improve and love the environment where he/she lives as well as the diversity of living and non-living beings, the dependence and interaction between them. In this way, it contributes to personal development. We are also aware of his/her health in the use of healthy foods as well as in maintaining personal hygiene and the environment where he/she lives. Encouraging students to explore and research human and natural processes in the environment.

Topics and learning outcomes

The student must achieve the subject learning outcomes (SLO) for the topics defined in the table below, which are located on the concepts of the area, taking into account the age of the students. When dealing with the outcomes, the teacher should encourage the students to recognize, observe, sketch, measure, model, compare and think independently as well as give their opinion.

Concept	ALO:	
	Identifies and researches natural and artificial materials used in daily life according to their properties and transformations.	
	Topics	Subject learning outcomes for topic (SLO)
Matter, properties, and transformations	Subjects and their properties	• Tells about material notions, raw materials, pure materials, and mixed materials, • Distinguishes subjects based on aggregate states, based on origin, and composition, • Describes the three aggregate states of water, • Distinguishes the aggregate states of water, • Shows the gaseous state of water through the cycle in nature, • Mentions the role of drinking water for the human body, • Describes measuring temperature by a thermometer, • Tells about the main components of air and the role of oxygen in breathing.
	Water and its aggregate states	
	ALO: 1.1 Identifies and researches natural and artificial materials used in daily life according to their properties and transformations. 1.2. Explains ways of preserving food, their safe consumption and the effects of harmful substances to the body (tobacco, alcohol, energy drinks). 1.3. Describes and researches the basic features of the structure and function of the human organism and other living beings, the life cycle of living beings, the reproductive processes of plants and animals, food chains and the role of microorganisms in the environment.	
Living World	Human vital needs, food	• Defines and interprets the role of food as a source of

	and personal hygiene	energy for human life as well as the role of food for a healthy life;
		• Identifies and describes the main components of human food (nutrients): water, sugars, fats, proteins, minerals, vitamins, including the role of each of them for the organism;
		• Lists plant-based and animal-based food products that he/she uses in daily life;
		• Researches and distinguishes healthy and unhealthy food products for the specific age, including bio and eco-labelled foods;
		• Builds a simple human food pyramid according to nutritional and health values;
		• Applies to life the instructions for preserving food from germs and contamination, knows the expiration dates on the labels and the hygiene conditions for their use;
		• Explains and lists hygiene products used in daily life;

	Interactions of living organisms	Researches the interaction between living organisms and the living environment, but also the interactions of living organisms among themselves in the environment where they live; - Defines and describes the concepts of activity (action), counteraction (reaction) and interaction (co-action) in the interactions of living organisms with the living environment and with each other; - Defines the components of the food pyramid in living ecosystems according to their role: producers, consumers and decomposers and their interrelation in food chains; - Explains the needs of plant organisms for life such as water, light, soil, mineral substances and gases: knows carbon dioxide and oxygen; - Interprets the needs of animal organisms for life: needs for plant and animal-based food, water, shelter, reproduction, etc. - Builds food pyramids in the ecosystem and classifies the organisms he/she knows according to these ecological categories, including human beings as part of them.
	Sexual education	- Defines the concept of family and different structures (with two parents, single parent); - Describes the needs and roles of members within the family; - Expresses his/her emotions, desires and needs; - Distinguishes different relationships regarding friendship and love in the family and society.

	ALO: 1.5 Describes the interaction of bodies, materials and living beings. (interaction, gravitation and electric and magnetic)	
	Friction and pressure	• Distinguish between smooth and rough surfaces and finds examples of contact surface friction between bodies of the three aggregate states. • Demonstrates the difference between resting, motioning, and rolling friction. • Examines examples of increasing body (surface) temperature by friction. • Shows the harmful and beneficial properties of friction in daily life and ways to increase or decrease it. • Identifies friction as a way of charging bodies with electricity. • Explains with examples the pressure that the body makes on the surface and its dependence on the body weight and its surface.
	Cooperation of the troops	• Demonstrates the interaction of electric charges and magnetic poles. • Demonstrates the difference between magnetic and non-magnetic materials. • Presents examples of interactions and motion of bodies that meet and do not meet each other.

		• Examines the movement of air currents and their relationship to precipitation and weather temperature.
		• States with examples that the same body can be both in motion and at rest at the same time depending on who it is evaluated against.
		• Explains the expansion and contraction of bodies with temperature.
		• Deals with sound propagation in air, water and solids.
		• Presents examples for evaluating the relationship of light sources with temperature.
	Simple machine	• Illustrates in the two-armed deadlift, the fulcrum, the burden position, the position of the strength of the hands and its wings.
		• Describe achieving a balance between two bodies located on opposite sides of the crossbar, on the girder, or measuring mass with classical scales.
		• Demonstrates the deadlift by increasing the action arm of arm strength.
		• Points out some simple machines and explains the operation they perform.
		• Demonstrates the rise of the body through inclined planes and the dependence on its height.
Earth, environment and	ALO: 1.6 Describes the position of the Earth in the Solar System, the movements of the Earth, the Sun, the Moon, and other bodies of this system, the map	

universe	elements, the map content, the map legend, the cartographic marks, the outline, the plan, the globe, the features of the natural elements of the natural environment (landscape, climate, water, flora and fauna), human/nature interaction, natural hazards, natural resources and natural heritage objects, especially those of the Republic of Kosovo.	
	Place and space	- Describes the Earth, Sun, Moon, and planets as bodies of the solar system, - Shows the planets that make up our solar system and identifies the largest and smallest planet, closest and farthest from the Sun as well as objects seen in the night sky (Moon, stars), - Understands that objects, parts of the surface and the Earth can be represented on paper, on a globe, reduced and with special signs, as well as what is the purpose of drawing up a plan of a place or building.
	Physical systems	Describes, identifies, distinguishes and compares the natural elements in the environment where he/she lives; the main forms of landscape (mountains, plains, rivers, lakes, etc.) in the environment where he/she lives; the journey from home to school, or from the place of residence to the picnic and vice versa; weather (sunny, rainy, windy, etc.)

	Human-nature interaction	• Shows the ways of human influence on nature (how to preserve the quality of air, water and soil) and the importance of preserving the environment (with pictures, information signs, etc.).

Methodological guidelines

 To achieve the subject learning outcomes in the subject of Human and nature, the teacher selects the adequate methodology in accordance with the results and within it uses different techniques and forms, giving the students the opportunity to express and easily understand the subject of Human and nature.

 Based on the outcomes, the teacher, in addition to the methodology, techniques and forms of work, also uses different materials and tests in order for the acquired knowledge to be realized in a practical way.

 Quality teaching is determined by the adequate selection of the methodology according to the result which is intended to be achieved by the students. The methodologies to be used are defined in the core curriculum which helps student-centred teaching, integrated approach, the achievement of competencies as well as differentiated teaching and living which give the possibility of expression and work to each student. In all these cases, the student is assisted to understand the content of the subject of Human and nature as easily as possible. Special emphasis in the work methodology should be given to active work methods such as working with projects, collaborative learning, observations, use of ICT for the concretization of different units.

Guidelines for the implementation of cross-curricular issues

Cross-curricular topics are big topics to which all areas contribute, including the subject of Human and Nature. These topics help tremendously in achieving results starting from CLOs, ALOs and SLOs, so they should be well planned and aligned with the topics covered during this year. In this way, their treatment is ensured as best as possible.

Cross-curricular issues that can be included in the area, namely on the subject of Human and Nature are:
- Education for democratic citizenship
- Peace literacy
- Globalization and interdependence
- Media literacy and
- Sustainable development education

Assessment guidelines

Assessment is the process of gathering information about student achievement. Information serving teachers for their further work. In order to see the progress of the students in achieving the results intended to be achieved in the subject of Human and Nature, the assessment helps the teacher and the student a lot.

The teacher conducts a systematic assessment using formative and summative evaluation for which he/she uses different assessment techniques and instruments, such as checklists, peer-to-peer assessment tests, self-assessment, etc.

In addition to the assessment of outcomes achieved by students, which can be measured by: classroom engagement, practical work in the classroom and outside it, homework, projects, student's portfolio, observation of group work, various works, etc.

During the assessment, the knowledge, skills, values and attitudes on the subject of Human and Nature should be measured.

Instructions for learning materials and resources

For the subject of Human and Nature to be mastered by students, in addition to the basic book, other sources must be used, such as encyclopedias, laboratories, magazines, atlases, the Internet, etc. In order to achieve the expected outcomes in the subject of Human and Nature, it is necessary to use different materials built by the students themselves or by the teacher, as well as recycling materials that help us to be as practical as possible in teaching and learning.

Curriculum Area: Society And Environment

Subject curriculum/syllabus
Society and Environment

Subject curriculum/syllabus
Society and Environment
Grade 3

Content

Introduction
Purpose
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Assessment guidelines
Guidelines for learning and community materials and resources.

Introduction

The subject of Society and Environment for the third grade creates opportunities for the student to develop the main competencies targeted by the Kosovo curriculum. Through this subject, the student cultivates his/her personal identity as well as acquires knowledge about society, the culture of good behaviour, living together with others and sustainable development education. Through the topics of this subject, the student will understand the concept of time, changes in society and nature, the relationship between man and nature, analyze and apply his/her ideas in practice, his/her duties and responsibilities, his/her interaction with others and the importance of making the right decisions and contributing to his/her social environment.

Purpose

The purpose of the Society and Environment course program is to develop and create knowledge, skills, attitudes and values in the spirit of a democratic society, by enabling the student to act independently but also in cooperation and interaction to contribute to the building of personal and social well-being.

The educational topics provided by the program and the teaching methodology enable the student to develop critical and creative thinking, and to be ready for active confrontation in different life situations; develop the ability to communicate with others and learn from different experiences; the ability to identify and understand problems and evaluate decisions made.

Topics and learning outcomes

Children in the third 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 third level (Level 1) of the Core Curriculum for Preparatory Grade and Primary Education:

Concept	ALO, Topic and SLO
The individual, groups and social relations	**ALO: 1. Learns about himself/herself, the structure of social groups and the ways of involvement in them** 1.1. Identifies and compares simple evidence (objects, tools, photographs, clothing, and other items) related to personal, family, and community events and classifies them chronologically. 1.2. Distinguishes the structure of different social groups such as: family, school, etc., and can compare how they were once and how they are now. 1.3. Understands and respects human rights and the basic rights of children as the best way to protect individuals and society from injustice.

Topic	Subject Learning Outcomes (SLO)
In the family archive	**Student:** ▪ Collects special family and community items and classifies them by type and makes their presentation (in class, group, etc.). ▪ Collects information about important events, from family members and others, finds commonalities and differences between them and presents them to others. ▪ Compares personal and family events, then and now and evidences the changes chronologically, through memories, family photos and other things.
Me, my classroom and my school	• Describes the social groups he/she belongs to (family, classroom, school, etc.) and distinguishes their composition. • Recognizes diversity in the classroom, school and society and shows understanding and respect for others differently. • Shows concrete examples of school activities (notes of special days, concerts, performances, competitions, greening the environment, etc.) and describes how to plan them. • Actively participates in the organization of classroom and school activities and contributes creatively to their realization.

		▪ Plans together with peers, different activities, determining the composition and role of each participating member.
	I have rights and responsibilities in school and society	▪ Identifies basic rights in the family, classroom, school and society and complies with them. ▪ Distinguishes cases of violation of child rights: in the family, at school and in the community (violation of free expression, dropping out of school, forced labour, physical and psychological violence, etc.). ▪ Distinguishes his/her own responsibilities, of family members, community, school and argues the importance of their implementation for the general good.
Social and natural processes	**ALO: 2. Recognizes the importance of monuments, phenomena, historical, social, natural and environmental processes as well as interrelations and impacts between them** 2.1. Identifies social, cultural and historical events at the local and national and beyond and the causes that triggered them. 2.2. Understands the importance of natural social and environmental objects, phenomena and processes at the local, country, regional and global levels. 2.3. Shows respect for cultural and natural heritage as well as expresses solidarity in the social processes in which he/she is involved.	
	Topic	**Subject Learning Outcomes (SLO)**
	Events and activities in my residence	▪ Identifies some of the events that are organized in the school and its surroundings and explains the reasons for their manifestations. ▪ Distinguishes any particular area (natural and cultural) in his/her residence and beyond, distinguishes them based on their dedication, functioning and expresses care for them.
	My relatives live in different	▪ Lists the residences of his/her relatives, inside and outside the country, and shows where they are located.

	places	▪ Identifies differences and similarities (in behaviour, language, clothing, food, affinities, etc.) of his relatives inside and outside the country.
	Human-nature interaction	▪ Identifies objects and natural phenomena (river, lake, field, hill/mountain, wind, etc.) which have served and serve man for travel, food, energy, etc. ▪ Describes human actions for the continuous transformation of nature (opening new lands, increasing soil fertility, opening irrigation and navigation canals, water accumulation - artificial lakes, construction of roads, bridges, etc.) and identifies some of such transformations in his/her residence. ▪ Distinguishes the negative sides of human intervention in nature (environmental pollution, deforestation, erosion, damage to flora and fauna, etc.) and describes some of these phenomena in his/her place of residence. ▪ Explains the interdependence between human and nature and shows responsibility for preserving nature (for plants, animals, water, soil and air).
Norms, rights and responsibilities	**ALO:3. Knows and learns to apply social norms and rules for common life in diversity** 3.1. Distinguishes the variety of ethnicities, cultures, races, beliefs, occupations in society and expresses respect for this diversity. 3.2. Shows awareness of gender differences, freedoms and human rights and demonstrates tolerance and solidarity in communication and cooperation with the others.	
	Topic	**Subject Learning Outcomes (SLO)**
	Diversity in society	▪ Distinguishes cultural, ethnic and religious diversity in his/her social environment (family, school, community) and simply explains such differences. ▪ Identifies different occupations (teacher, doctor, artist, police officer, mason, farmer, etc.) and justifies such variety of activity.

	Together and equal	▪ Demonstrates understanding and solidarity between the different (in terms of gender) and commits to equal treatment among them. ▪ Demonstrates readiness for gender cooperation (boy, girl) in group activities (game, task, competition, etc.).
Decision-making and institutions	**ALO: 4. Is involved in giving ideas, proposals and makes responsive decisions** 4.1. Identifies and explains the factors that should be taken into account in the case of making decisions in situations different from daily life. 4.2. Understands the different levels of decision-making in institutions and society, then and now, and respects them in his/her actions.	
	Topic	**Subject Learning Outcomes (SLO)**
	We consult together and decide	▪ Appreciates communication (in family, group, and school) as a common positive element for sustainable decision-making. ▪ Discusses different experiences with others before making decisions about situations from daily life. ▪ Considers that different opinions between friends are an advantage and not an obstacle to fair decision-making. ▪ Addresses the decision of others and evaluates objectively (unbiased, uninclined) such decision.
Environment, resources and sustainable development	**ALO: 5. Contributes to the preservation and protection of the environment as well as in sustainable development** 5.1. Explains some of the causes and consequences of natural and social risks as a result of natural disasters and human actions and participates in activities to preserve the environment and care for heritage. 5.2. Cooperates with others and takes beneficial actions that promote a clean environment, takes care of fair use of vital goods for general and personal hygiene.	
	Topic	**Subject learning outcomes (SLO)**
	Types of assets and their	▪ Distinguishes natural resources (surface and underground, such as: 　ore, water, arable land etc.) and human resources (cultural

	division	inheritance, education, occupations, etc.).
		▪ Interrelate the type of natural and human resources with his/her place of residence (locality, district).
		▪ Presents examples of the rational use of resources in the light of sustainable development (such as the rational use of water, electricity, wood, recycling of various wastes, etc.) and shows that their protection does not mean non-use.
	The environmental state in my place of residence	▪ Describes the peculiarities of the natural and cultural environment (e.g. plants, animals, mountains, fields, settlements, factories, roads, etc.), characteristic of the place where he/she lives that attract the attention of visitors. ▪ Shows that the person is responsible for caring, maintaining the environment and the main cause of its pollution. ▪ Demonstrates concrete actions (in the classroom, at home or in the neighborhood) for a resilient environment.

Methodological guidelines

Adequate determination of teaching units, deriving from the topics and learning outcomes foreseen by the curriculum, and the use of adequate teaching methodology bring desired success to the student.

In order to realize the contents of the Society and Environment subject and in order to fulfil its requirements, the teacher applies contemporary teaching methods with the student at the centre. The work methodology is chosen and the teaching methods are used based on the conditions and circumstances as processes of joint actions of the teacher and the student in the teaching, based on the subject, the teaching content, the age, the degree of psycho-physical development of the students and the time available.
The student will learn about himself/herself, social groups and ways to be involved in them, by collecting data and special objects, giving ideas, proposals, interacting and consulting with others to make good decisions. These are made possible through the verbal-textual, conversational method, through questions, discussion and collaborative learning.

In relation to the anticipated results on the cultural and historical objects at the local level, the cultural and natural heritage, the teaching is planned and realized during the visits to the social, cultural and historical objects that the student has in his/her residence. In order for the student to achieve such results, the teacher is required to have the necessary knowledge in advance about the special and protected natural and cultural areas of the settlement where the school is located and beyond.

Due to the age and level of psycho-physical development of the students, it will be proceeded with the playing method, which creates effective communication skills, creative thinking skills, cooperative skills and socialization among the students.

The teacher should pay attention to environmental education so that the student will develop knowledge and skills on how to protect and improve it through action learning. This methodology teaches the student how to take actions that will care for and improve the environment. It is also important to enable students to learn independently, communicate and otherwise accept the opinion of others. It is suggested to use project-based teaching and learning, which develops the student's practical, research, and presentation skills.

Guidelines for the implementation of cross-curricular issues

Cross-curricular topics are important topics faced by society. They serve the development of competencies and aim to help the student to connect his/her education with 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
- Sustainable development education

For example, the SLOs for the topic I have rights and responsibilities in school and society can be related to the cross-curricular issue "Education for democratic citizenship".
"Peace literacy", as a cross-curricular issue with its contents such as; tolerance can contribute to the achievement of SLOs for the topic "Diversity in society". While the topic "Globalization and interdependence", namely its contents related to environmental issues, help to realize the topic of the program Environmental state in my place of residence. "Sustainable development education

may relate to topics of general importance to impact the awareness of students for an active attitude towards environmental issues and phenomena, at the local and global level. This includes issues such as the impact of human activity on the quality of the environment, global warming, biodiversity, renewable energy, etc.

Assessment guidelines

The student assessment is based on the outcomes of learning knowledge, skills, values and attitudes in the light of the main competencies of the area and subject outcomes, and those of the class and must be continuous. Continuous assessment helps in planning and adapting learning activities that lead to the achievement of intended results. Feedback information is important, which makes students aware of their achievements, strengths and areas where they need support and motivation.

At this level, the aim is to strengthen and develop knowledge, so the teacher assesses not only the level of understanding but also the practical application of the knowledge acquired during the classes (what the student can do), which becomes evident in cases where the student participates in activities, such as: caring for and preserving the environment and heritage, promoting a clean and sustainable environment (concrete actions for cleaning the environment), when he/she shows sympathy and respects everyone around him/her (implements rights and responsibilities in the classroom, school, family and surroundings), gives ideas for any project, etc.

The teacher keeps a personal register where he/she records the students' achievements. He/she uses different assessment instruments, such as tests, quizzes, exercises, files, checklists, tasks, but also keeps records of the student's characteristics, applies descriptive assessment (as in the first curricular level) in cases where the student activities are not measurable, such as the ability to express, group contribution, psycho-motor skills, using continuous direct observation, keeping notes in different learning situations, as well as paying attention to self-assessment.

In order for students to easily accept the assessment that is given to them, the teacher must take into account ethics during the assessment process. So, the assessment they made should be supportive, motivating and very objective.

Instructions for learning materials and resources

For the acquisition of habits and skills from the field of Society and Environment, the teacher must use different learning resources, which will impact the student's motivation for the highest possible achievements. To have classes delivered as effectively as possible and according to the requirements defined by the core curriculum, the teacher creates a suitable work environment and provides different learning resources, which, in addition to the textbooks, can be: books of activities and exercises, workbooks, encyclopedias, magazines, brochures, resources from the

Internet (use of information technology), materials created by the teacher himself/herself, but also by the students, photographs, clothing, various tools.

Learning resources must be well organized, effectively used by students, to express learning through experience. Also, students should be given access to social premises (cultural heritage premises), and cultural and natural premises, and various cognitive visits to such premises should be planned.

Curriculum Area: Physical Education, Sports And Health

Subject curriculum/syllabus
Physical Education, Sports And Health

Subject curriculum/syllabus
Physical Education, Sports and Health

Content

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, provide experiences, create new skills and abilities, which will further expand the cultural, physical and health formation. Recognizing and exercising physical-motor and sports activities by all children is a form of acting in a group, and affects the strengthening of emotional, social and communication relations.

This process has 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 about the cultures of different regions and countries, which contribute to the creation of a healthy environment.

Purpose

The purpose of the Physical Education, Sports and Health subject is to achieve all the area outcomes defined in the curriculum that must be developed in an integrated way through a theoretical and practical learning process. The subject of Physical Education, Sports and Health for the third 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. It also enables the advancement of abilities, skills and physical habits valuable for a healthy lifestyle, environmental protection and strengthens concepts such as: responsibility, individual, group, society, order, diversity, activity, social contribution, etc.

Topics and learning outcomes

Children in the third 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 second level (Level 1) of the Core Curriculum for Primary Education:

Thematic/teaching units throughout a grade/school year

- Relationships between the individual and society
- Care in emergencies
- Basic elements of athletics, gymnastics and other sports
- Elementary motor movements
- Lifestyle, habits and daily schedule
- Health and care from the use of medicines
- Environment, playing and health

Concept	ALO, TOPIC and SLO	
Complete physical, mental, emotional and social well-being	*ALO: 1. Recognition and understanding of the importance of physical, mental, emotional and social well-being* *Student:* 1. *Manages his/her emotions and adapts them to different situations and judges that each individual is unique, different, contributes to the school and the environment where he/she lives being equal and welcoming to everyone.* 2. *Demonstrates appropriate behaviour in emergencies and applies basic first aid principles and where to seek help.*	
	Topic	**Subject Learning Outcomes (SLO)**
	Relationships between the individual and society	**Student:** • Explains the importance of applying stress-relief techniques in certain situations • Judges his/her own actions and others in certain situations
	Care and response in hazardous situations	**Student:** • Describes emergencies through danger signs • Explains the basic principles of first aid in certain cases of danger • Demonstrates the ability to seek help in certain situations from relevant individuals and institutions

Comprehensive and harmonious development of the body through physical and sports activities	*ALO: 2. Use of motor skills and abilities in physical and sports activities* *Student:* 1. *Practices basic exercises from the content of athletics, gymnastics and other sports.* 2. *Interprets and develops different movements in basic games, recognizes and applies some rules that are applied in basic games.*

Topic	Subject learning outcomes (SLO)
Basic elements of athletics, gymnastics	**Student:** • Runs certain distances using different shapes according to the rules • Throws the balls to the specified length according to the instructions • Demonstrates free gymnastic exercises with the initial elements of gymnastics • Demonstrates the folk dances of the environment where he/she lives
Basic games	Student: • Practices basic individual and collective games with tools • Practices basic individual and collective games without tools • Demonstrates coordination of movements according to available tools

Promotion of an active and healthy lifestyle	*ALO: 3. Creating habits for an active and healthy lifestyle* 1. *Researches and discovers as a consumer the origin of food and designs simple individual plans for healthy eating according to styles, daily periods, applying the elementary rules of healthy eating.* 2. *Demonstrates skills in maintaining and cultivating personal and environmental hygiene at home, at school, and in the community.*

	Topic	Subject learning outcomes (SLO)
	Lifestyle, habits and daily schedule	**Student:** • Distinguishes the origin of the food consumed by the family • Drafts a list of food that he/she will consume throughout the week • Shows the importance of healthy food for the development of his/her body • Practices habits and skills for maintaining personal hygiene and takes care of the environment that surrounds him
Awareness raising on the impact of the use of addictive substances	*ALO: 4. Understanding the impact of the use of addictive substances on the life of the individual and society* *Student:* 1. *Shows and argues the safe way to use medicines and understands that some medicines have a positive effect on his/her health and well-being.*	
	Topic	Subject learning outcomes (SLO)
	Health and care from the use of medicines	**Student:** • Shows the hazards of consuming medicines without the presence of parents or any adult • Analyzes the situations when we need and when we can use medicaments
Education on the environment and sustainable development	*ALO: 5. Utilization of the natural environment for the development of physical activities and interest in caring for and respecting the environment* *Student:* 1. *Assesses the importance of the environmental impact in all physical activities and shows respect and care for the environment through special actions.*	
	Topic	Subject learning outcomes (SLO)

		Student:
	Environmen t, playing and health	• Cares for a healthy environment by creating suitable conditions for physical activities • Shows the importance of a clean environment for maintaining health

Methodological guidelines

The realization of the content in the subject Physical Education, Sports and Health for the third 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.

During physical and sports activities, special emphasis should be placed on maintaining personal hygiene and the environment where they take place. 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 acquired and followed throughout their lives.

Teaching is an interactive process relying on the student-centred approach through the use of methods, techniques that ensure comprehensive teaching for all students such as verbal, demonstration, assistance, synthetic, analytical, concretization, illustration, imitation, discussion methods, debate, conversation, 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 taking into account the age, potential, special needs and safety of the students.

Cross-curricular issues

The subject of Physical Education, Sports and Health is related to other curricular areas through which students acquire knowledge and skills in relation to phenomena, occurrences, which enable comprehensive and sustainable learning.
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, a 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 Curriculum, good quality of communication in all subjects;

- Personal development and life skills - education for consumption and savings; respect for oneself and others, tolerance, self-restraint, 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, cross-curricular issues enrich teaching and contribute to the achievement of results, so importance should be given to their integration during planning and implementation. However, the work of the teacher who must pay attention to cross-curricular issues in the planning phase, analyze the teaching units related to cross-curricular issues to ensure integrated learning is primary.

Their integration enables the inclusion of all important social aspects that are dealt with by different subjects and with different perspectives, which enables the achievement of the competencies defined by NQF.

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 objective of assessment does not only relate to knowledge and abilities but also skills, attitudes and values.

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

- Verbal description of movements to be improved
- Standardized written test
- Active participation during the classes (checklist)
- Essay (individual or group research on health education topics)

- Illustrations or other creative expressions
- 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 actions
- Scores for the best group during the game or competition
- Scores for the movement schemes of different running

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

The student's portfolio is an 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.

It is quite necessary that all the outcomes from the student assessment are recorded in the "Teacher Diary" continuously and stored within the time limit that lasts for a degree, according to the Administrative Instruction (MEST) No. 08/2016 on Student Assessment according to the Framework of the Pre-university Education Curriculum of the Republic of Kosovo.

Curriculum Area: Life and Work

Subject curriculum/syllabus
Skills for Life

Subject curriculum/syllabus
Skills for Life
Grade 3

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 subject of Skills for Life for the third grade is a continuation and expansion of knowledge 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.

The Skills for Life subject helps students prepare for work and life in the 21st century, shifting the emphasis from passively teaching students to the development of competencies, skills and attitudes through active learning. Within the subject of Skills for Life, modules will develop in order to fulfil the main concepts of the Life and Work area for Level 2, such as: Handicrafts, personal development, life skills, career counselling and guidance, household, sustainable development education and entrepreneurship work and education. All these concepts are developed in relation to the area and subject outcomes to achieve the main goal of the area of Life and Work. This subject includes systematic efforts to impact the development process of 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 children in the development of critical thinking, developing problem-solving skills, fostering creativity, presentation skills, increasing self-confidence and teamwork.

Purpose

The purpose of the subject Skills for Life for the third grade is for the student to get to know the different roles of individuals in life and work, to get to know the different materials and their use, knowledge of risks, career development, family planning, environment and health, as well as the media. Through the subject of Skills for Life, the level of knowledge and skills for everyday life increases, including the basic concepts of the area of Life and Work.

Through the subject of Skills for Life for the third grade, school learning becomes more attractive and enjoyable through various practical activities in which students are encouraged to participate. The main goal in the third grade is for students to identify their interests in any activity or skill, such as processing of recycling materials, moderation, creating the school or classroom newspaper, sewing, cutting, measuring, different organizations (humanitarian, entertaining), etc.

The most important life skills that the student should achieve through the subject of Skills for Life are:

- Creative and critical thinking
- Problem-solving skills
- Decision-making skills
- Communication skills
- Dealing with emotions and stress
- Presentation skills
- Teamwork
- Entrepreneurial skills.

Topics and learning outcomes

Children in the third 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 **1. Practicing practical work at home, school and in the community** 1.1. Describes the differences between activities conducted individually and in groups. 1.2. Undertakes practical activities based on his/her own initiative and independent approaches to finalize various work products, starting from a given model, picture or drawing. **2. Enhancing personal qualities for life and work** Demonstrates willingness and initiative to participate and organize various group activities at school and in the community, complying with the rules of interaction and teamwork.	
	Topic	Subject learning outcomes (SLO)
	1. Materials and their processing	Student: - Describe the paper and cardboard production process. - Classifies types of paper and cardboard. - Identifies the different properties of paper and cardboard. - Models objects from paper and cardboard. - Distinguishes materials such as: wool, cotton and synthetic materials as a substitute for natural materials. - Describes the process of shearing, washing, cleaning and combing wool. -Describes the process of cultivating, spinning, dyeing and weaving cotton.
Personal development, skills for life	**ALO** **3. Using technology for daily life and work** 3.1. Uses household tools and equipment in everyday situations **6. Promotion of safe conditions for life and work** 6.1. Describes the rules for protection and safety from hazards in daily life: at home, at school and in the surroundings.	
	2. Awareness of hazards	Student: - Describes the main sources of hazards from various electrical equipment and installations. - Applies the rules of correct use of electrical equipment: plugs, switches, bulbs, conductors, etc. - Identifies the potential causes of the fire outbreak

		and takes preventive measures to prevent it. - Identifies the hazard from careless movements in the high parts of residential buildings, balconies, roofs, elevators, then wells, manholes, etc., as well as preventive measures to avoid such hazards. - Become familiar with the hazards caused by Internet, telephone bands, etc., and becomes aware of the correct use of electronic devices. - Identifies some of the main chemical substances and explosive devices that the student may encounter at home, school, open ground, etc.
Career counselling and guidance	**ALO** **4. Using ICT to advance learning and the quality of daily life** 4.1. Uses the personal computer to reflect initial ideas and creativity. 4.2. Uses ICT safely to create different projects, plan activities, create tasks, research and develop practical skills. 7**. Preparation for professional life and future career** 7.1. Demonstrates through his/her actions the need for taking responsibility, sharing activities that take place at home, school and community.	
	3. My career	Student: - Presents to the class through ICT images related to work and professions. - Identifies through facilities/institutions the types of jobs. - Shows versatility and desire for his/her future occupation. - Creates a small project with different materials related to certain occupations.
Household	**ALO** **1. Practicing practical work at home, school and in the community** 1.2. Undertakes practical activities based on his/her own initiative and independent approaches to finalize various work products, starting from a given model, picture or drawing. **5. Entrepreneurship and business plan development exercise** 5.1. Researches directly and is involved in household activities and exercises elementary organizational-budgetary responsibilities, developing the entrepreneurial spirit.	
	4. Planning	Student: - Contributes to the household. - Organizes entertainment, humanitarian activities, environmental protection, etc. - Plans and works on a product made of recycled

		materials.
Education for sustainable development	**ALO** **6. Promotion of safe conditions for life and work** 6.1. Describes the rules for protection and safety from hazards in daily life: at home, at school and in the surroundings. **9. Protection and preservation of nature and environment** 9.1. Processes basic recycling materials from the household and takes protective measures to preserve the environment. 9.2. Develops knowledge and skills for society, environmental protection, household and ICT use.	
	5. Environment and health	Student: - Identifies departments, workshops and equipment that produce high noise: such as those for the processing of wood, plastic materials, etc., which are found near the living environment. - Compiles the playing or entertainment schedule at a time when it does not interfere with the living environment. - Describes the damage caused to the environment by the burning of waste, the smoke of factories, the gas emission from cars, etc. - Presents the different situations of how environmental protection is done. - Describes the presence of waste collection and recycling landfills.
Work and education for entrepreneurship	**ALO** **2. Enhancing personal qualities for life and work** 2.1. Demonstrates willingness and initiative to participate and organize various group activities at school and in the community, complying with the rules of interaction and teamwork. **4. Using ICT to advance learning and the quality of daily life** 4.1. Uses the personal computer to reflect initial ideas and creativity. 4.2. Uses ICT safely to create different projects, plan activities, create tasks, research and develop practical skills.	
	Media	Student: - Presents to the class some types of media that he watches at home for his age. - Moderates activities in the classroom in front of parents for various holidays. - Organizes free activities within cultural groups within the classroom. - Presents through ICT the activities of his/her group

		for a certain period of time.
		- Creates the classroom flyer with handwritten works and interesting images.

Methodological guidelines

For the realization of the contents defined in the subject of Skills for Life for the third 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.

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. The cross-curricular issues that must be taken into consideration at this level, and that can be addressed continuously at other levels, are:

Education for democratic citizenship

- Peace literacy
- Globalization and interdependence
- Media literacy
- Education for sustainable development

The subject of Skills for Life should be implemented in such a way as to enable students to improve and gradually implement the main competencies foreseen by the CC. The lesson organization should focus on what the students should know and what they should be able to do. It is reflected through knowledge, skills, habits, but also through attitudes and behaviours that they should reflect.

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:

- Media awareness (using media to understand the world around);
- Sustainable education development (community services);
- Environmental protection and development of ecological attitudes;
- Language and communication skills;
- Personal development and skills for life;
- Voluntary work.

Assessment guidelines

Assessment is an element present in every learning activity. Testing and assessment are integral and very important parts of teaching in modern schools. Students learn a lot 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 on a regular basis, where the focus is on understanding life and work; concepts and practice of positive behaviours and attitudes. In other words, students must be able to continuously and actively apply the knowledge learnt in their daily life. Due to the specifics of this subject, it would be valuable, in addition to the numerical assessment 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 and Work, 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 s a list of topics, objectives, knowledge, for which the student will be observed. The main purpose of the checklist is to record an ongoing assessment of 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 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 process.

Teaching materials and teaching and learning 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 the habits and skills necessary for life and work in daily life. Since textbooks are valuable and important sources of learning, students' access to information should not be limited only to textbooks, but also to other sources that serve to plan and implement the learning process in the classroom.

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

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