



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

Ministria e Arsimit dhe Shkencës / Ministarstvo Obrazovanja i Nauke/ Ministry of Education, and Science

SUBJECT CURRICULA/SYLLABUSES

Fourth class

Prishtina, 2020



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

Cabinet of the Minister

No. 01-46
Date: 20/07/2020

The Minister of Education, and Science, pursuant to Articles 8, 10 and 11 of Law No. 06/L-113 on Organization and Functioning of State Administration and Independent Agencies (Official Gazette No. 7/01 March 2019), Article 8, paragraph 1 subparagraph 1.4 of Regulation (GRK) No. 06/2020 on Areas of Administrative Responsibility of the Office of the Prime Minister and the Ministries dated 06.06.2020 and Article 4 of Regulation (GRK) No. 07/2020 amending and supplementing Regulation (GRK) No. 06/2020 on Areas of Administrative Responsibility of the Office of the Prime Minister and the Ministries dated 16.06.2020, renders the following:

DECISION

For the implementation of the subject plan and program

1. All primary education institutions are obliged to implement the curriculum for the fourth (4) grade in the primary education of the Republic of Kosovo.
2. This Decision shall enter into force upon its signing.

Reasoning

Based on the provisions noted above and the functioning of the implementation of the new subject programs for the fourth (4) grade of primary education in the Republic of Kosovo, it was decided as in the enacting clause of this decision.

The Decision is sent to:

1. All Municipal Education Directorates;
2. Cabinet of the minister/MES;
3. Secretary General, MES;
4. Department of Pre-University Education Development, MES;
5. Department of Pre-University Education Policies, MES;
6. Department of Education Inspection, MES;
7. National Council for Pre-University Education, MES;
8. National Council for Licensing of Teachers, MES;

9. Division of Professional Development of Teachers, MES;
10. Division of Curricula and School Textbooks, MES;
11. Archive, MES.

Ramë Likaj

/seal & signature/

Minister/MES/

CONTENT

Introduction 3

Lesson plan 5

1. CURRICULAR AREA: LANGUAGES AND COMMUNICATION 6

Subject curricula/ syllabuses

1.1. Albanian language 7

1.2. English language 15

2. CURRICULAR AREA: ARTS 32

Subject curricula/ syllabuses

2.1. Figurative education 33

2.2. Music education 47

3. CURRICULAR AREA MATHEMATICS 55

Subject curricula/ syllabuses

3.1. Math 56

4. CURRICULAR AREA: NATURAL SCIENCES 70

Subject curricula/ syllabuses

4.1. Human and nature 71

5. CURRICULAR AREA: SOCIETY AND ENVIRONMENT 80

Subject curricula/ syllabuses

5.1. Society and environment 81

6. CURRICULAR AREA: PHYSICAL EDUCATION, SPORTS AND HEALTH 91

Subject curricula/ syllabuses

Physical education, sports and health 92

7. CURRICULAR AREA: LIFE AND WORK 102

Subject curricula/ syllabuses

7.1 Life skills 103

Introduction

Fourth class as a continuation of the third class and part of the second curricular level is designed to serve students to consolidate basic achievements in reading, writing, communication, understanding responsibility for oneself, for others and for the environment; to cultivate personal independence in planning and carrying out tasks; relate theoretical knowledge to practical problems; develop positive attitudes towards themselves and towards others; develop critical approach to solve problems, as basis for their further development.

The subject curricula/educational programmes of the fourth class have been designed for seven curricular areas, namely for the subjects that emerge from these areas: Languages and Communication (Mother tongue, first foreign language - English language) Arts (Figurative Art and Music Art), Maths (Mathematics), Natural Sciences (Human and Nature), Society and Environment (Society and Environment), Life and Work (Life Skills), and Physical Education, Sports and Health (Physical Education, Sports and Health).

Teacher is free to plan and organize hours per week of teaching subjects and electives based on the curriculum. Implementation of the learning process is conducted in an integrated manner, enabling students' relations with the natural environment and with the human-made environment to be understood in the best possible way. During planning and implementing teaching programmes, teacher shall make connection between the teaching subjects and life situations. Through the teaching of each subject, teacher shall make an effort for students to develop competencies that are defined for the second level of the curriculum

List of coordinators and deputy coordinators according to the fields, to whom suggestions may be sent by teachers of the respective subjects:

Curricular AREA: Languages and Communication

Feime Llapashtica feime.llapashtica@rks-gov.net

Nizafete Bardhi nizafete.bardhi@rks-gov.net

Curricular AREA: Arts

Besa Luzha besa.luzha@gmail.com

Haki Xhakli hakixhakli@gmail.com

Curricular AREA: Maths

Fatmir Elezi fatmir.elezi@rks-gov.net

Curricular AREA: Natural Sciences

Fehmi Krasniqi fehmi.krasniqi@rks-gov.net

Mirlinda Zeka mirlinda.zeka@rks-gov.net

Curricular AREA: Society and Environment

Shqipe Gashi shqipe.z.gashi@rks-gov.net

Arbër Salihu arber.salihu@rks-gov.net

Curricular AREA: Physical Education, Sports and Health

Lulavere Behluli lulavere.behluli@rks-gov.net

Leonora Shala leonora.shala@rks-gov.net

Curricular AREA: Life and Work

Ryve Prekorogja ryve.prekorogja@rks-gov.net

Radica Berishaj radica.berishaj@rks-gov.net

Lesson plan

Curricular areas	Subjects	Level I				Level II			
		Cl. preparatory	Cl. I	Cl. II	Total	Cl. III	Cl. IV	Cl. V	Total
Languages and communication	Native Language	During a week, students learn the content from all areas	8	8	16	8	8	8	24
	English Language								
	Albanian Language for non-Albanian communities								
Arts	Figurative Education		2	2	4	2	2	2	6
	Music Education								
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
Edukata fizike, sportet dhe shëndeti	Physical Education, Sports and Health		2	2	4	2	2	2	6
Life and workd	Life skills	1	1	2	1	1	1	3	
Selective part		1	1	2	1	2	2	5	
Total – Hours per week		18	21	21	42	23	24	24	71
Activities outside curricular									

CURRICULAR AREA: LANGUAGES AND COMMUNICATION

Subject curricula/ syllabuses

Albanian language

English language

Subject curriculum/syllabus
Albanian language
Class 4

Content

Introduction

Purpose

Topics and learning outcome

Methodological guidelines

Guidelines on the implementation of inter-curricular
issues

Guidelines on assessment

Guidelines on learning materials and resources

Introduction

Programme of *Albanian language* for the fourth class aims at the gradual, cultural and linguistic advancement of the student, developing the skills of using grammatical categories, using the main rules, practicing spelling, enriching the vocabulary, building and analyzing the narrative, description, commentary, information arguments, along with the development of imagination and the ability to judge. In this class, students develop language skills and abilities; recognize, comment on and write different literary and non-literary texts, express themselves clearly and clearly orally and in writing in different situations, create a text, tell an event, elaborate a point of view, draft an argumentative essay, regularly participate in debates, use language in accordance with concrete communication situations and develop reading-comprehension skills. Learning the Albanian language in this class is closely related to the formation of oral and written language usage habits, as well recognition of cultural and aesthetic models, necessary for their cultural formation.

Purpose

The basic goal of learning Albanian language in the fourth class is acquisition and development of skills to communicate in different situations, creation of individual independence and cultural formation, acquisition of the language standard, preparation of the student to be familiar with the life, development of the feeling to listen, comment and elaborate on various topics with an educational character, encouragement and motivation of students to learn through research, namely acquisition of knowledge that affects formation of the student's personality. In this class, noticeable achievement of the students in the development of language skills in reading and writing, increase of fluency in reading, construction of the writing strategy, recognition of the rules with which a piece of writing begins and ends, enrichment of the vocabulary, writing of compound sentences. In this class, student increases the level of reading-comprehension and develops the basic skills of listening, reading, speaking and writing in accordance with the language standards and age requirements.

The programme is organized with three communication skills in the mind: listening and speaking, reading and writing, which are realized through knowledge of literary and non-literary texts, figurative and non-figurative language, cultural, historical and critical concepts and the language system. Completing basic linguistic, cultural and communicative knowledge, developing the culture of argumentation, tolerance and respect on personal identity, as well as research culture for age-appropriate projects, contain some of the basic requirements of this programme.

Subjects and results

Students in the fourth class shall achieve the subject learning outcome (SLO) from the topics set out in the table below. Topics have emerged from the concepts and domain learning outcome of the area (DLO) Languages and communication for the second level of the Curriculum (Le II), which you can see in the Core Curriculum for Preparatory and Primary Education.

Communication skills

- Listening and speaking
- Reading
- Writing

(All topics are accomplished through these communication skills)

Concept	Subjects	Subject Learning Outcome (SLO)
Literary and non-literary texts	Stories, novels, poems, short prose, popular texts, dramatic texts, fairy tales, fables, proverbs, riddles, simple texts, children's magazine, newspapers;	<ul style="list-style-type: none"> • Reads different texts with the right intonation and rhythm; • Advances reading-comprehension culture; • Reads and understands words in the different contexts; • Retells text independently; • Identifies details and main issues of the text; • Distinguishes main idea from the detail; • Distinguishes the constituent elements of a fairy tale and short story • Judges on the basis of arguments the ideas and information of the text; • Compares characters, events, ideas, information, environments from a story, from a fairy tale, from a fable, etc., concretizing with examples from the text; • Identifies components of the literary text (protagonist/hero, theme, event/subject, space, time and author/narrator);

	<p>Theatre play, film;</p> <p>In the classroom, at school, in the family, in the society, in the media;</p> <p>Environment, dwelling-place;</p> <p>Recorded conversations;</p> <p>Games, sports, professions;</p> <p>Official and unofficial texts (announcements, thanks, congratulations, requests, advertisements, various</p>	<ul style="list-style-type: none"> • Classifies characters based on their actions; • Distinguishes poetry from prose, tonality, rhythm, verse, stanza, fantastic and fairy tale, realistic story; • Becomes familiar with the theatre play, puppet theater, cartoon, television series, etc. • Narrates fluently about different events; • Discusses topics appropriate for his age; • Explains and elaborates some rules of behavior in and outside the classroom, as well rules of conduct and courtesy; • Demonstrates a habit of socializing with others and preserving the environment; • Describes the place of residence (village, town) and the objects that characterize it; • Listens/watches and comments on recorded conversations; • Evaluates own words and behaviors and those of the interlocutor; • Demonstrates own tendencies at the stage; • Listens to short non-artistic texts (read, filmed and screened), mainly popularizing texts related to the sport games, music and various professions, and gives an opinion on them; • Distinguishes characteristics of the standard language from the local ones; • Enriches the vocabulary with new words and expressions in the different fields and practices expressive skills; • Understands phraseology and how to use them; • Distinguishes official texts from unofficial ones (announcement, justification, thanks, request, advertisement, various forms, public
--	---	---

	forms, etc.);	<p>announcements, etc.);</p> <ul style="list-style-type: none"> • Enriches the dictionary with new words and expressions in different fields.
Figurative and non-figurative language	<p>Stylistic figures: personification, hyperbole, litota; comparison, homonyms</p> <p>Phraseological expressions.</p> <p>Figures of repetition</p>	<ul style="list-style-type: none"> • Identifies and uses the stylistic figures of personification, simile, hyperbole and simile and compares them with metaphor; • Cultivates the use of figurative language. • Distinguishes figurative language from non-figurative language; • Distinguishes the language of prose from the poetry; • Distinguishes figures of repetition: anaphora, epiphora, etc. • Expresses his feelings and emotions with a rich vocabulary using phraseological expressions, proverbs, figurative words, etc.;
Culture, critics, history	<p>General cultural, literary and historical elements Cultural monuments;</p> <p>Cultural monuments.</p>	<ul style="list-style-type: none"> • Raises questions and argues on historical periods; • Raises questions and answers on cultural issues; • Distinguishes and talks about basic historical, cultural and critical concepts. • Identifies and describes some cultural monuments/events; • Distinguishes literary from non-literary genres: story, fairy tale, poem, proverb versus information, prayer, greetings, etc. • Identifies historical and cultural features of a literary or non-literary text; • Connects life events with those narrated in a text; • Expresses emotions and thoughts related to a text or event;

		<ul style="list-style-type: none"> • Uses appropriate tone and facial expressions; • Understands importance of tolerance and dialogue;
Linguistic system	<p>Concrete and abstract nouns; proper and general noun - conjugation;</p> <p>Adjective;</p> <p>Relative, possessive, and indicative pronouns;</p> <p>Conjunctions;</p> <p>Adverb of place, time, quantity;</p> <p>Circumstantial place, time, manner..</p> <p>Object: direct object, indirect object with preposition and without preposition.</p> <p>Correct speech.</p> <p>Verb in the simple perfect tense.</p> <p>Stimulating, exclamatory, imperative</p>	<ul style="list-style-type: none"> • Distinguish between concrete and abstract nouns; • Conjuncts nouns by case, in the prominent and non-prominent form, as well nominative and non-nominative adjectives; • Writes correctly and without mistakes nominative adjectives and non-nominative adjectives; • Determines gender and number of the adjective; • Distinguishes and uses relative, possessive and indicative pronouns; • Distinguishes and uses some of the coordinating and subordinating conjunctions; • Practices the adverb of place, time, quantity, distinguishing it from an adjective; • Identifies the group of complementary words that are not a necessary part of the sentence structure; • Identifies and distinguishes circumstances and questions they are within them; • Distinguishes an object as a complement group that is not being moved and removed from the sentence which it is found by answering the questions: what? who? • Writes the words correctly in the correct speech; • Conjugates verbs of the first choice in the simple perfect tense; • Constructs sentences of different types: exclamatory and imperative; • Practices the use of affirmative and negative forms of sentences;

	<p>sentencës.</p> <p>Affirmative and negative sentences.</p> <p>Text and sentence.</p> <p>Spelling.</p>	<ul style="list-style-type: none"> • Uses correct punctuation in the dialogue, uses capital letters, etc.
--	---	--

Methodological guidelines

The teaching methodology is important for the realization of the programme content. During the implementation of the teaching process, the teacher shall consider the most effective teaching strategies that enable effective learning. The teacher shall be a model for the students in terms of how to use language skills. Their attention should be focused on achieving the learning outcome for this class and developing competencies. The teacher shall develop the structure of the language system through language skills (listening, speaking, reading, writing), as well as integrated in literary and non-literary texts in the lessons. Cultural knowledge and elements of the language system are taught through various literary and non-literary texts. The student and the teacher shall stay in a continuous cognitive and cooperative terms.

For the implementation of the plan and programme of Albanian language, teacher is competent for the selection of teaching and learning methods and techniques. Methods and techniques selected by the teacher shall be adjusted to the previous skills and knowledge of the students, to their needs and requirements, to the environment (school, classroom) and to the teaching material. Upon teaching, it is important to use a variety of techniques and strategies to support students' different learning styles. For the successful implementation of methods and techniques, teacher, during planning, shall adjust to the manner on how students learn, which techniques make possible achievement of the learning content and certain objectives.

Use of new teaching methods and techniques suggests continuous collaboration with students, having the student at the focus of learning activities, while also encouraging the learning model from each other. This type of learning will be more successful. If students are more involved in the different activities during learning, results will be better. Teacher shall know that there are also some features that affect teaching, for example, attitude, experience, result, clarity and variety in teaching, use of students' ideas, etc.

Guidelines for the implementation of cross-curricular issues

Albanian language is a basic mean of communication for all subjects, with special emphasis on history, arts, culture, mathematics, civic education. Topics from these subjects affect development of communication skills, cultural formation and the creation of independent

individuality. In addition to the inter-curricular issues, many of them, such are topics from Education for Sustainable Development, topics from Media Education, topics from Health, child/human Rights, gender equality, ecology can be addressed and developed through the Albanian language, etc. Topics may be selected by the teacher, depending on their importance. The interdisciplinary connection directly affects general formation of the student's personality.

Assessment guidelines

Assessment is carried out with the purpose of verifying the degree of mastery of the learning outcome, identifying difficulties that students are facing. Through evaluation, teacher shall identify advantages and obstacles in learning, and help students to improve the weak points (not only in improvement, but also in the development of other capacities). Teacher shall continuously assess level of knowledge that student has acquired. Special emphasis during the assessment shall be given to verbal expression, expressing through verbal interaction, as well written expression. Special attention deserves verbal expression of events, stories, explanations, opinions of other, in addition to the correct pronunciation and writing of words and sentences.

Instructions for learning materials and resources

Teacher may use all resources, tools and materials that help to achieve the results, and competencies of the subject for this class. Teacher may choose different didactic materials that help to achieve learning outcome. Textbooks are not the only source of information, but other materials may also be used, such are encyclopedias, internet, etc.

Subject curricula/ syllabus English language

Class 4

GRADE FOUR ENGLISH LANGUAGE SYLLABUS

Introduction

Goals

Subject 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 inquiry facilitated by language. Composed of interrelated and ruled/governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. Language is essential for forming an interpersonal relationship, understanding social situations, extending experiences, and reflecting on thought and action. Language is the primary basis of all communication and the primary instrument of thought. Hence, it is important that children are 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 English language through games, songs, role-play, drawing and other hands-on activities. Although, reading and writing of more complex structures begins 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 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, to 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 the 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 to engage in situations dealing with:
 - people, buildings and things around them, jobs, rules, household activities, sports, animals, food, 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 and engaging in short conversations.

TOPICAL CONTENT AND LEARNING OUTCOMES

Concept	Topics	Subject learning outcomes for topic
Literary and non-literary texts	Topic 1 - Starter <ul style="list-style-type: none"> • Introductions • Family members and their professions • Appearances and character • Abilities • Daily routines 	<ul style="list-style-type: none"> • Reads a short text with a focus on introductions and answers questions related to the text using simple structured sentences; • Role-plays a scene with peers introducing himself/herself and friends; • Identifies the members of a family through a family tree, story or video and names their professions using vocabulary taught in the previous grade; • Names the characters introduced in pictures or short stories and describes their physical appearance; • Listens to or reads short texts describing what characters (people or animals) can do; • Summarises daily routines of characters presented through pictures, stories or videos.
	Topic 2 - Around the house <ul style="list-style-type: none"> • Household activities • Requests • Sports • Actions • Numbers 1 – 20 	<ul style="list-style-type: none"> • Listens or reads short stories discussing household activities and answers follow-up questions using simple structured sentences; • Identifies the requests made around activities in the house in a dialogue presented through text or video; • Summarises the sports played by characters presented in pictures, songs, videos or texts;

	<ul style="list-style-type: none"> • Reads a text focusing on action verbs and paraphrases it using simple structured sentences; • Recalls numbers 1-20 presented through visual cues; • Matches numbers to the written forms presented in texts or pictures (up to 20).
Topic 3 - In the city <ul style="list-style-type: none"> • Buildings • Directions • Clothes • Prices • Letters • Numbers 21 – 40 	<ul style="list-style-type: none"> • Listens to and reads dialogues focusing on buildings in the city; • Identifies buildings in the city presented through text, video or maps; • Summarises a short story focusing on where the characters want to go in the city; • Highlights the prepositions used when giving directions around the city; • Categorises clothes worn in different seasons; • Labels clothes and their prices as presented in texts, pictures, or videos; • Recalls and repeats the letters of the alphabet presented through songs or poems; • Identifies numbers 21 – 40 presented through visual cues; • Matches numbers to the written forms presented in texts or pictures (focusing on numbers 21 – 40).
Topic 4 - I am a pilot <ul style="list-style-type: none"> • Jobs • Daily routine • Free-time activities • News articles • Numbers 41 – 60 	<ul style="list-style-type: none"> • Recognises jobs characters do in texts or videos; • Summarises the daily routines of characters presented in pictures, text, audio or video; • Labels free-time activities presented in pictures, short stories, audio or videos; • Answers questions using simple structured sentence related to jobs, daily routines and free-time activities; • Reads short news articles appropriate to the learners' level; • Identifies the characteristics of news articles through guided questions (focusing on titles, structure, information included); • Identifies numbers 41 – 60 presented through visual cues; • Matches numbers to the written forms presented in texts or pictures (focusing on numbers 41 – 60).
Topic 5 - You shouldn't do that <ul style="list-style-type: none"> • Rules • Advice 	<ul style="list-style-type: none"> • Listens to / watches short animated stories with a focus on what one should or should not do when in public spaces; • Reads a dialogue in which characters give advice; • Identifies various illnesses presented in pictures or short

<ul style="list-style-type: none"> • Illnesses • Numbers 61 – 80 	<p>stories and the advice given for each illness;</p> <ul style="list-style-type: none"> • Answers simple structured questions related to the presented materials through text or other media; • Identifies numbers 61 – 80 presented through visual cues; • Matches numbers to the written forms presented in texts or pictures (focusing on numbers 61 – 80).
<p>Topic 6 - Food</p> <ul style="list-style-type: none"> • Food • Containers & quantity • Exotic fruit • Numbers 81 – 100 	<ul style="list-style-type: none"> • Identifies various food items presented through pictures or videos; • Labels containers used for specific food items (e.g. bottle, carton, can, packet); • Reads a short text, or looks at the pictures, to identify various words used to talk about quantities; • Listens to songs or watches animated videos focusing on exotic fruit; • Matches vocabulary related to the topic with pictures or other visual cues; • Paraphrases what food items the characters in a story like; • Answers simple structured questions related to the presented materials through text or other media; • Identifies numbers 81 – 100 presented through visual cues; • Matches numbers to the written forms presented in texts or pictures (focusing on numbers 81 – 100).
<p>Topic 7 - Animals and their homes</p> <ul style="list-style-type: none"> • Animals in jungles and deserts • Habitats • Short informative texts 	<ul style="list-style-type: none"> • Reads short texts or watches animated videos with a focus on animals found in jungles and deserts; • Labels animals living in jungles and deserts using visual clues; • Describes what animals look like using adjectives and compares them; • Identifies the characteristics of animals' habitats by looking at pictures, or other visual input; • Paraphrases the texts focusing on animals and their habitats; • Reads various short informative texts and answers follow-up guided questions; • Discusses the importance of protecting animals' habitats using simple structured sentences in target language, or mother tongue.
<p>Topic 8 - Fairy tales & famous people</p> <ul style="list-style-type: none"> • Feelings 	<ul style="list-style-type: none"> • Reads a story, or watches animated videos focusing on feelings; • Paraphrases how the characters in the stories feel;

	<ul style="list-style-type: none"> • Famous fairy tales • Famous people: their origin and achievements 	<ul style="list-style-type: none"> • Reads various famous fairy tales; • Works in pairs or groups to put in order the sequence of a fairy tale; • Watches animated videos, or reads short texts focusing on famous people, their origin and achievements; • Paraphrases the texts focusing on famous people; • Answers simple structured questions related to the presented materials through text or other media.
Figurative and non-figurative language	Topic 1 - Starter <ul style="list-style-type: none"> • Introductions • Family members and their professions • Appearances and character • Abilities • Daily routines 	<ul style="list-style-type: none"> • Introduces himself/herself and his/her friends independently; • Uses the computer to create (or draws) a family tree and uses it to present his/her family members and their professions; • 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 form simple structured sentences describing other people’s appearances; • Compares different characters based on appearances using simple structured sentences in English; • Mimics using body gestures what people (or animals) can do; • Writes a short paragraph describing his/her daily routines; • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; • Labels the given vocabulary items and writes simple structured sentences with target vocabulary presented through this topic.
	Topic 2 - Around the house <ul style="list-style-type: none"> • Household activities • Requests • Sports • Actions • Numbers 1 – 20 	<ul style="list-style-type: none"> • Forms simple structured sentences to talk about the characters and their household activities presented through songs, short stories or videos; • Describes his/her house and household activities that he/she does using a drawing, a short-written text or a poster; • Creates a mind-map to reflect chores performed by family members in the house; • Compares what sports characters like doing and reports his/her findings in writing using simple structured sentences; • Discusses the importance of playing sports; • Pronounces and writes correctly the number of the given objects (up to 20); • Pronounces correctly, distinguishes and spells the

		<p>vocabulary items related to this topic;</p> <ul style="list-style-type: none"> • Writes short simple structured sentences using the given vocabulary items presented through this topic.
<p>Topic 3 - In the city</p> <ul style="list-style-type: none"> • Buildings • Directions • Clothes • Prices • Letters • Numbers 21 – 40 		<ul style="list-style-type: none"> • Forms simple structured sentences using prepositions of place to talk about buildings in the city; • Draws a map of buildings in the city and uses it to ask and answer questions in pairs about the location of the buildings; • Writes a short paragraph describing an area in the city; • Asks and answers questions about the prices of the clothes using visual clues; • Pronounces correctly and distinguishes the letters of the alphabet; • Pronounces and writes correctly numbers 21 – 40; • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; • Writes short simple structured sentences using the given vocabulary items presented through this topic.
<p>Topic 4 - I am a pilot</p> <ul style="list-style-type: none"> • Jobs • Daily routine • Free-time activities • News articles • Numbers 41 – 60 		<ul style="list-style-type: none"> • Works in pairs to role-play different jobs using, as needed, pictures, or other visual cues as prompts; • Draws a picture and uses it to talk about daily routines using simple structured sentences; • Mimes and guesses free-time activities in pairs, groups or as a whole class; • Writes a news article through structured activities; • Pronounces and writes correctly numbers 41 – 60; • Pronounces and spells out correctly the vocabulary items related to this topic; • Writes short simple structured sentences using the given vocabulary items presented through this topic.
<p>Topic 5 - You shouldn't do that</p> <ul style="list-style-type: none"> • Rules • Advice • Illnesses • Numbers 61 – 80 		<ul style="list-style-type: none"> • Illustrates different situations indicating rules one should follow in school, home and other surroundings; • Role plays different situations representing illnesses giving advice what one should do in each situation; • Discusses ways of being healthy using simple structured sentences; • Traces the given vocabulary items and writes short sentences presented focusing on this topic; • Pronounces and writes correctly numbers 61 – 80; • Pronounces and spells out correctly the vocabulary items

		related to this topic.
	Topic 6 - Food <ul style="list-style-type: none"> • Food • Containers & quantity • Exotic fruit • Numbers 81 – 100 	<ul style="list-style-type: none"> • Creates a drawing to represent different food items, quantities and containers and uses it to give an oral presentation through simple structured sentences; • Asks and answers questions related to vocabulary items and quantities; • Categorises food items using diagrams or charts; • Uses the computer, or pencil, colours and paper to plan and create a weekly food plan and presents it; • Works in pairs or groups to identify, label and match various exotic fruit; • Traces the given vocabulary items and writes short sentences focusing on this topic; • Pronounces and writes correctly numbers 81 – 100; • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic.
	Topic 7 - Animals and their homes <ul style="list-style-type: none"> • Animals in jungles and deserts • Habitats • Short informative texts 	<ul style="list-style-type: none"> • Draws a picture of animals and their homes and gives a 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; • Traces the given vocabulary items and writes simple structured sentences focusing on this topic; • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic.
	Topic 8 - Fairy tales & famous people <ul style="list-style-type: none"> • Feelings • Famous fairy tales & where their homes • Famous people: their origin and achievements 	<ul style="list-style-type: none"> • Creates a chart, diagram or drawing representing his/her feelings in various situations and presents it; • Presents his/her favourite characters from fairy tales using a drawing; • Creates a fairy tale, using pictures and text, individually or in groups; • Role plays scenes from a famous fairy tale or fairy tales created individually or in groups; • Researches on a famous person and writes a short paragraph about him/her; • Traces the given vocabulary items and writes simple structured sentences focusing on this topic;

		<ul style="list-style-type: none"> • Pronounces correctly, distinguishes and spells the vocabulary items related to this topic.
Critique, theory, history		
Language exponents	Topic 1 - Starter <ul style="list-style-type: none"> • Introducing family members and their professions • Describing appearances • Talking about abilities • Describing daily routines • Subject personal pronouns 	<ul style="list-style-type: none"> • Works in pairs introducing himself/herself and other people around him/her; • Talks about himself/herself, family members and friends using subject personal 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.); • Forms simple structured sentences to describe people's physical appearance; • Uses can/cannot to talk about his/her abilities (e.g. I can write, I can run fast, I cannot ride a bike, etc.); • Talks/writes about personal or other people's daily routines.
	Topic 2 - Around the house <ul style="list-style-type: none"> • The verb 'have got' • Present simple of the verb 'to be' (all forms) • Possessive pronouns • Present simple (affirmative) • Vocabulary used to talk about chores • Sport-related vocabulary • Prepositions of movement • Action verbs • Counting up to 20 	<ul style="list-style-type: none"> • Uses the verb phrase 'have got' to talk about his/her house; • Asks and answers questions related to the topic's vocabulary using all forms of the verb 'to be'; • Talks about his/her family members and household activities using possessive pronouns and present simple affirmative; • Categorises equipment pertaining to specific sports; • Writes a short text to highlight what his/her favourite sport is including equipment used and how often the sport is played; • Exemplifies the use of prepositions of movement through illustration and role-playing; • Identifies and acts out action verbs; • Counts up to 20 objects independently.
	Topic 3 - In the city <ul style="list-style-type: none"> • Imperative • Use of there is / there are to talk about the city • Prepositions of place and of movement • Plurals 	<ul style="list-style-type: none"> • Identifies and uses imperatives to talk about things one should and should not do in the city (e.g. don't walk in the grass. Always stop before you cross the street. Don't cross on the red traffic light.) • Describes the buildings in the city using there is / there are through a picture or a map; • Uses prepositions of place to show the location of the

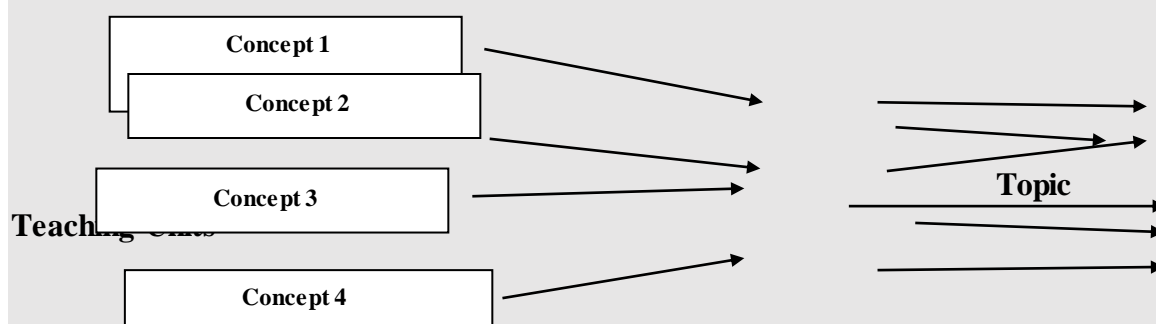
<ul style="list-style-type: none"> • Present simple (affirmative, negative & interrogative) • Giving directions • Vocabulary related to clothes and prices • Talking about cities and places (e.g. It's the oldest city. He lives in a modern city.) • Question words • Counting up to 40 	<ul style="list-style-type: none"> • buildings (e.g. the cinema is next to the post office.); • Uses questions words to ask questions about buildings in the city (e.g. Where is the post office? What is next to the cinema?); • Recognises and uses correctly the plurals for the vocabulary items (buildings and clothes); • Uses present simple to ask and answer about prices of clothes and places in the city; • Writes short sentences to talk about cities and places; • Counts up to 40 objects independently.
<p>Topic 4 I am a pilot</p> <ul style="list-style-type: none"> • Prepositions of time • Daily routines • Verb 'want to' • Adverbs of frequency • Like + gerund (V-ing): I like playing basketball. I like using the computer. • Counting up to 60 	<ul style="list-style-type: none"> • Employs prepositions of time to describe daily routines; • Asks and answers simple structured sentences to talk about daily routines and free time activities; • Constructs simple structured sentences to reinforce vocabulary related to this topic; • Interprets a picture, short story or video highlighting the characters' daily routines and/or free time activities; • Talks about future jobs using 'want to' • Uses adverbs of frequency to describe daily routines and free-time activities; • Employs the structure 'like + gerund (V-ing)' to talk about free-time activities; • Counts up to 60 objects independently.
<p>Topic 5 You shouldn't do that</p> <ul style="list-style-type: none"> • Modal verbs • Object personal pronouns • Rules in the school and at home • The verb 'have got' • Vocabulary related to illnesses • Vocabulary related to being healthy • Counting up to 80 	<ul style="list-style-type: none"> • Uses modal verbs (should/shouldn't; must/mustn't) to talk about rules and give advice; • Creates simple structured sentences to talk about illnesses using 'have got'; • Identifies and uses object personal pronouns to create simple structured sentences related to illnesses (e.g. Tom's got a cold. You should take him to the doctor.); • Uses a drawn picture to talk about rules in school and at home; • Draws pictures and writes simple structured sentences to recycle vocabulary related to illnesses; • Ask and answers questions on being healthy using simple structured sentences; • Counts up to 80 objects independently.

	<p>Topic 6 Food</p> <ul style="list-style-type: none"> • Quantifiers • Countable and uncountable nouns • containers • There is / there are (affirmative, negative and interrogative) • Present continuous (affirmative) • Object personal pronouns • Counting up to 100 	<ul style="list-style-type: none"> • Differentiates between various quantifying words used for food items; • Distinguishes between countable and uncountable nouns in relation to food items; • Uses there is and there are to describe food items presented through pictures or realia; • Makes use of present continuous affirmative to describe what characters are doing; • Further reinforces object personal pronouns by reading, filling in and creating simple structured sentences; • Counts up to 100 objects independently.
	<p>Topic 7 Animals and their homes</p> <ul style="list-style-type: none"> • Identifying and describing animals • Comparative and superlative form of adjectives • Animal habitats • Present continuous (affirmative, negative and interrogative) 	<ul style="list-style-type: none"> • Categorises animals living in jungle and desert based on their abilities; • Gives commands and mimes animals based on their abilities; • Uses comparative and superlative form of adjectives to describe and compare between different animals; • Writes a simple structured paragraph focusing on animals' habitats; • Uses present continuous to describe and asks questions about the actions of animals shown in pictures or animated videos.
	<p>Topic 8 Fairy tales & famous people</p> <ul style="list-style-type: none"> • Adjectives related to feelings & personal qualities, and appearances • Action and state verbs • Describing the origin of famous people • Talking about great achievements • Past simple (regular verbs) 	<ul style="list-style-type: none"> • Identifies adjectives related to feelings, personal qualities and appearances; • Completes sentences using action and state verbs presented in fairy tales; • Practices past simple (regular); • Writes sentences and short paragraphs to describe the origin and achievements of famous people using past simple (regular verbs); • Asks and answer questions about famous people and their achievements;

GUIDELINES FOR USING THE SYLLABUS

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

In the syllabus there are all the topics that will be developed during one school year, with teaching contents for each topic. Teachers should develop the topic which is based on four concepts, laying out teaching units in logical order.



The learning outcomes in the syllabus are expectations of each student's knowledge, skills, values and attitudes in the end of this school year. Teacher's role is to develop all students' communicative skills: listening, speaking, reading, and writing. In the syllabus there are learning outcomes based on these skills which are measurable and which affect directly student's success. There are also some immeasurable outcomes which are important because through them students develop their values and attitudes.

METHODOLOGICAL GUIDELINES

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

The Communicative Approach and Task-Based Learning

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

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

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

The Learning – Centred Classroom

The objective of learning-centred teaching is to make teachers aware of the importance of learner autonomy in the classroom. The teacher has a role, to support and help learners. The learners learn more actively and with enjoyment. The environment requires a learning-centred approach that relies on participant's share in the learning, and responsibility for furthering 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 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 teacher and learner, but may be the least memorable.

Vocabulary

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

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

At level 1 the teacher's role is to:

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

At level 1 the learner's role is to:

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

Possible activities at level 1:

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

CROSS CURRICULAR ISSUES

Since English Language is not taught and learnt for its own sake but is seen as 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 the 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 English

language. Learners are exposed to these cross-curricular issues through songs, poems, drawing, crafts and other hands-on activities and are encouraged, where possible, to complete simple tasks through the facilitation of technology.

ASSESSMENT AND EVALUATION GUIDELINES

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

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

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

This change can be in:

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

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

There are different types of assessment (or evaluation).

- Self-assessment (self - evaluation)
- Group assessment (group - evaluation)
- Individual assessment (evaluation)
- Combination of 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 help them to notice their advancement by the end of 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 class by the teacher. They measure the results of learners' performance. Teaching and testing always go hand-in-hand. Questions are often asked to check if the learners have understood what has been said. Equally, they may be asked to find out whether a particular point needs to be taught. We instinctively know why we ask a question: whether it is to teach or to test something.

Some major reasons for testing are:

- To diagnose learners' standard on arrival;
- 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 learner's ability to make useful contribution to the class, we can simply judge whether s/he makes a contribution or not, and sometimes we will have to justify, negotiate, and possibly modify our opinions.

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

GUIDELINES FOR TEACHING MATERIALS, TOOLS AND RESOURCES

In order to achieve the targeted aims and learning outcome 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, their interests, and motivation. Supplementary materials (video tapes, documentary films, drama activities, projects, contests and quizzes, and similar), may be used either within regular English classes, or within additional activities planned by the school curriculum (choice subjects, extra-curricular activities, and similar).

Primary school online resources (Suggestions for teachers)

<http://www.english-4kids.com/>

<https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/>

<https://www.anglomaniacy.pl/>

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

<https://www.youtube.com/channel/UCGwA4GjY4nGMIYvaJiA0EGA>

<https://learnenglishkids.britishcouncil.org>

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

https://www.youtube.com/channel/UCQgcmn4OVaKczXEo45iT_fA

<https://www.youtube.com/channel/UC6zPzUJo8hu-5TzUk8IEC2Q>

<https://www.youtube.com/channel/UCjVkj2VWCWO-9DHRQER3Yg>

<https://www.youtube.com/channel/UCbt63GNsB5wet6NO3dmhssA>

https://www.youtube.com/channel/UC4P8csyQKa2_0D5-VtITRIg

<https://www.youtube.com/channel/UCbCmjCuTUZos6Inko4u57UQ>

<https://www.education.com/resources/fourth-grade/?cid=11.2151>

CURRICULAR AREA: ARTS

Subject curricula/ syllabuses

Figurative education
Music education

Subject curricula/ syllabuses

Figurative education

Class 4

Content

Introduction

Goal

Topics and learning outcome

Methodological guidelines

Guidelines on the implementation of inter-curricular issues

Guidelines on assessment

Guidelines on learning materials and resources

Introduction

Curriculum for Figurative Education, of the fourth class, provides an advanced and guiding basis for the development of students in the field of figurative art. In this curricular draft of figurative arts, artistic education of students is aimed at learning the language and artistic communication, creating and assessing the work during various figurative processes and techniques.

Based on the concept of the present programme, students manage to acquire creative skills, develop observation skills and express their ideas according to the most original imagination. They, also gain knowledge about several well-known Albanian and foreign artists, distinguishing and evaluating their most popular works according to the time periods. Through this programme, learning takes place in a practical manner and with the concretization of work tools and materials according to the implementation techniques. The process of creative learning with students is further developed by recognizing concepts, techniques and meanings of the figurative language.

With students, this programme contributes to the development of general creative imagination, to connect their responsibilities in other joint commitments. This has to do with the formation of their personality, as an individual: informed; resourceful; communicator; endowed with general knowledge and artistically educated.

In this teaching programme, through the central competences of the curriculum field of Arts, teaching topics will be analyzed with measurable accessibility and offering alternative opportunities for schools in order to develop and implement the subject programme on figurative education.

Goal: Figurative Education for the fourth class of primary education, aims to enable students to:

- Develop observation skills in the different areas;
- Expand new knowledge to experience beauty and visual memory;
- Understand shapes in space in the context of describing objects and sizes;
- Express ideas and forms of realization of works;
- They recognize well-known Albanian and other works and authors;
- Understand and appreciate work of arts;
- Create using different artistic materials and techniques;
- Discover personal skills and creative ideas;
- Develop research knowledge for new projects;
- Recognize figurative concepts and communicate techniques and presentations;

- Communicate about mediums and application of arts in life.
- They are presented with works in the group organizations and exhibitions.

Subjects and results

Students in the fourth class achieve the subject learning outcome (SLO) for the subjects defined in the table below, derived from the domain learning outcome (DLO), according to: International Education Classification System-IECS 1 (Level of Curriculum II (Reinforcement and development), III, IV, V classes) in the Core Curriculum for primary education.

Subject: Figurative Education; Class: 4; (35 weeks for 1 hour = 35 hours)

Concepts/Conceptual - thematic elements	Topics	Subject Learning Outcome (SLO)
		<p>Learning outcome in Figurative Education according to the curriculum area lie within these main dimensions:</p> <p>Experiencing different work of arts; Creating of works with different means of expression according to original ideas; Cooperating in group processes and other organizations, such are: exhibitions, projects, etc.</p>
<p>Creativity and artistic performance</p>	<p>DRAWING</p> <p>Creation with strips (4 hours)</p> <p>Strips and their use;</p> <p>- Free strips and rhythm;</p> <p>- Strips and geometric shapes;</p> <p>-Placing figures in the drawing;</p>	<p>Use different strips to draw figures and objects, according to personal ideas and group projects.</p> <p>To understand importance of strips in the different applications, such are: visual arts, urbanism, cartoons, constructions, design, etc.</p> <p>To draw at least two figure shapes using free strips;</p> <p>To draw at least two figures using free rhythmic strips;</p> <p>To draw at least three geometric figures using tools;</p>

	<p>-Drawing the portrait;</p> <p>-Drawing tools;</p>	<p>To draw at least one portrait according to the selected pattern;</p> <p>To draw at least two works with different tools (pencil, ink...);</p> <p>Practice: Knowing and using drawing tools (pencils, colored pencils, pastels, felt-tip pens, computer, etc.).</p>
	<p>PAINTING</p> <p>Color types and techniques</p> <p>(6 hours)</p> <p>Color spectrum according to the mixtures;</p> <p>Tools and techniques for painting;</p> <p>Painting in the pastel technique;</p> <p>Painting in the aquarelle technique;</p> <p>Combination of materials-collage;</p> <p>Warm and cool colors;</p> <p>Influence of light and shadow on colors;</p>	<p>To know the types of colors and the benefit of the nuances required for the realization of paintings.</p> <p>To use colors and painting techniques (pastel, watercolor, tempers, etc.) to color painting with selected tones;</p> <p>- To master coloring techniques by completing at least two works;</p> <p>-To paint at least two landscapes in the aquarelle technique;</p> <p>To execute a project "My colorful world" in the group and to evoke the gained experience;</p> <p>To create a color painting or collage with colored materials to distinguish between warm and cold colors</p> <p>To create a work with distinct colors (contrast).</p> <p>Practice: Knowledge and practical use of coloring tools in painting (colored pencils, felt-tip pens, watercolors, pastels, painting brushes).</p>
	<p>SCULPTURE</p> <p>Three dimensional art</p> <p>(4 hours)</p>	<p>To use different materials to create sculptures (three-dimensional objects).</p> <p>To understand the space as perspective and viewing from a distance (perspective);</p> <p>To distinguish between natural and</p>

	<p>Space and surrounding facilities;</p> <p>Natural and constructed forms;</p> <p>Sculpture materials;</p> <p>Art of sculpture in the public spaces;</p> <p>Combination of creative materials.</p>	<p>constructed forms (mountains, trees, railways, motor vehicles, etc.);</p> <p>To create a sculptural form with simple working materials;</p> <p>To create symmetrical figures with paper and other practical materials;</p> <p>To create a favorite figure (vehicle, portrait, animal...) with selected materials;</p> <p>Practice: Knowing and using tools of sculpture with light application materials (plasticine, paper, textile, plastic, potatoes, structured small stones, etc.).</p>
	<p>GRAPHICS</p> <p>Art of graphic printing</p> <p>(3 hours)</p> <p>Prints - Graphics;</p> <p>Copy of printing technique - monotype;</p> <p>Press according to the engraved form;</p>	<p>To understand the art of graphic printing and the development of media technology</p> <p>To make graphic works by using different materials;</p> <p>To make two printed works from engraved forms, (clichés from potatoes, textiles, metal coins, containers or other objects).</p> <p>Practice: Knowing and using graphic printing tools by means of monotype, different engravings (clichés), such as: different things to create traces during printing on paper or other desired base.</p>
	<p>DESIGN</p> <p>Applied Art</p> <p>(4 hours)</p>	<p>To be familiar with the fields of design and their application in our daily life.</p> <p>To understand the importance and development of design;</p> <p>To create an illustration according to a selected text;</p> <p>To draw-design the figure of a favorite</p>

	<p>Design as meaning;</p> <p>Graphic design;</p> <p>Design in textiles and clothing;</p> <p>Design of interior spaces;</p> <p>Electronic media design;</p> <p>Design of industrial products.</p>	<p>character;</p> <p>To create a poster with a certain topic: "Children's wishes";</p> <p>To make a design for clothing from textiles;</p> <p>Recognize informative signs (in the public places, on TV and electronic media), and design 1 paper work explaining the meaning;</p> <p>Practice: Knowing and using tools for illustration and design (pencils, felt-tip pens, colors, brushes, paper, triangle, eraser, selected textile materials, computer, etc.).</p>
Language and artistic communication	<p>Drawing through time</p> <p>(2 hours)</p> <p>Meaning and importance of the drawing;</p> <p>Drawing objects with a pencil;</p> <p>Placement of figures in the drawing.</p>	<p>To be familiar with techniques and artists, as well to understand importance of drawing in the work of arts and in everyday life;</p> <p>To understand and explain importance of drawing and its use in practice (e.g. work of arts, cartoons, illustration in the books, city architecture, etc.);</p> <p>To be familiar with at least 1 work of well-known artists from the drawings;</p> <p>To look and find perceptive illusion in the architectural appearance of a city;</p>
	<p>Paintings-creating with color</p> <p>(2 hours)</p> <p>Development of painting over the years;</p> <p>Meaning and motivation in the painting;</p>	<p>To identify and explain some painting styles;</p> <p>To distinguish techniques of painting;</p> <p>To know at least 4 well-known Albanian and 4 foreign painters;</p> <p>Taking different examples, comment on the use of colors in everyday life;</p> <p>To describe a favorite painting in a few words;</p>

	<p>Gallery of famous painters;</p> <p>Projects of young painters.</p>	
	<p>Forms, modeling and sculpture</p> <p>(2 hours)</p> <p>Development of sculpture over the years;</p> <p>Art of sculpture in the public spaces;</p> <p>Famous sculptors;</p>	<p>To know some work of arts that are visited by many people</p> <p>To understand and creating art in the space, (e.g. busts, statues, old objects, various artistic attractions, etc.)</p> <p>Understand and distinguish shapes according to the size and distance (perspective-illusion of close-up, up-down and vice versa);</p> <p>To distinguish and demonstrate examples of composition and structure of shapes (rough, wavy, smooth, hard, soft, etc.);</p> <p>To know three famous sculptors.</p> <p>To describe a favorite bust, statue or public art.</p>
	<p>Professions and creative skills</p> <p>(1 hour)</p> <p>Selected project.</p>	<p>With a chosen technique, create 1 paper for the beloved profession, commenting on the method of realization and practical use;</p> <p>To explain the way of connecting subjects with the completed work;</p> <p>To understand importance of communication and importance of professions.</p>
		<p>Student identifies different relations of art in the society by recognizing, discussing and explaining:</p>
Art-society relations	<p>Objects and artifacts</p> <p>(1 hour)</p>	<p>Important objects of cultural heritage (national and other cultures);</p> <p>- Importance of national art values and care for them.</p>

	<p>Visit to a cultural institution;</p> <p>Description of the visit.</p>	
	<p>Projects and examples</p> <p>(2 hours)</p> <p>Visit of an exhibition.</p>	<p>To visit an exhibition from the field of visual arts and write impressions about it;</p> <p>To describe the work exhibited in a city gallery, school or by virtual-electronic exposure on the website.</p>
	<p>Gallery and exhibitions</p> <p>(1 hour)</p> <p>Our gallery – our pleasure!</p>	<p>To be familiar and understand some of cultural-artistic institutions in the country (museums, galleries, studios, archaeological sites, etc.);</p> <p>To use various tools to create a work for an exhibition. To know at least 4 well-known creators of different fields of art.</p>
		<p>Student appreciates and evaluates in an informed and critical manner artistic work of individuals and others;</p> <ul style="list-style-type: none"> • Expresses personal and emotional reaction to the experience of the artistic work; • Values and assesses own and others' artistic performance/work.
<p>Aesthetic-artistic appreciation and appreciation</p>	<p>Analysis of the work</p> <p>(1 hour)</p> <p>Analysis of a well-known work.</p>	<p>By discussing and analyzing the work executed in the class and by well-known artists (at least 2 works);</p> <p>Describing personal work and comparing it with other work in the class.</p>

	<p>Individual assessment</p> <p>(1 hour)</p> <p>Importance of work of arts.</p>	<p>To individually experience work from well-known works and make an aesthetic assessment according to the experience (at least 2 work);</p> <p>To value and appreciate creative imagination in visual works;</p> <p>To explain meaning and significance of known work.</p>
	<p>Description of work</p> <p>(1 hour)</p> <p>- My description of the favourite work.</p>	<p>- Describe 4 works by well-known artists from different fields, such are: painting, sculpture, graphics and design, expanding the description according to impressions.</p>

Methodological guidelines

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

In the fourth grade is required to use specific methods of teaching concepts, skills and knowledge that the student has to acquire. Here are required to use creative forms to stimulate curiosity and develop imagination of artistic expression. Cooperation in practical teacher-student work is essential. Selection of the adapted topics (from the programme content) according to the moment is very important and motivates students for higher engagement. For the selection of these topics, students' creative possibilities and tools required for realization shall be taken into account in the first place. To the students, at this level we have to offer them feeling for colors, shapes, sizes and their logical perception.

Through creative imagination and emotional experience we stimulate the feeling for beauty and the forms created in the work.

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

Figurative education in the fourth class may be connected with all subjects such as: Albanian language, maths, music, handicrafts, etc. It is directly related to figurative meanings from the nature and surrounding objects. Through visual images, students recognize and learn more easily concepts of literacy from the mother tongue, math, natural sciences, music, handicrafts. Figurative images stimulate curiosity and develop greatest creativity in all subjects by seeing the shapes, colors and sizes of outlines, illustrations and letters in in those appearances.

Inter-curricular issues

In the educational system, inter-curricular issues are important topics through which students acquire, develop and acquire specific skills and knowledge. In this way, they prepare for the life and work in the future, facing and overcoming life's challenges more easily.

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

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

In the planning phase, teacher is required to analyze results of the field, topics and the teaching units and foresee with which inter-curricular issues they are related. In this way, best treatment of these issues is ensured, taking into account an integrated teaching.

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

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

Media education

Media education is a necessity of the time for the students, which provides them with information to expand their knowledge historical development of arts, authors, work of arts, theories and artistic problems, developing and cultivating skills and research culture to deal with certain problems. Media, may also be used for artistic creation and presentation of various artistic projects.

Education for peace

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

Education for democratic citizenship

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

Globalization and interdependence

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

Human rights and freedoms

Through arts, students deal with topics related to the human rights and freedoms, cultivating a culture of respect for human rights and freedoms regardless of gender, race, nationality, etc. For example, the concept of colors without gender difference may be addressed at this stage as soon as the students are familiar with colors, etc.

Sustainable development

Sustainable development is a process that prepares students with sustainable skills which guarantee opportunities for a better life. Students shall be able to discover challenges of sustainable development in the different perspectives, related to impacts of human activity on society, in the cultural-artistic, social, economic and environmental aspect. By talking about recycling materials, but also by encouraging children to protect the environment, paper, colors by

using them economically, we educate them about a healthy environment. Topic of an environment may also be the subject of creative treatment in their work.

Guidelines on assessment

Assessment is a process of systematic, qualitative and quantitative collection of information on student achievement during the learning process. Evaluation includes an active activity of the teacher and requires increased attention to follow the gradual development in the achievement of learning result of students at the class, and school level and mastery of the competencies, according to the PM. During an assessment, teacher shall take into account the programme content in achieving learning outcome and competencies defined for this level, also, teaching and learning methodology is closely related to the student assessment process because it is an element present in each educational activity . The evaluation process extends from the self-evaluation of the students' works realized with various artistic techniques, portfolio with artistic work, verbal and written presentation, testing, participation in a curricular project, etc.

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

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

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

Individual assessment is carried out in the function of measuring certain artistic competences, which the student manages to develop during the learning process, alone or in a group, through practical activity, i.e., through creation, observation, and analysis of work of arts, etc.

Portfolio with work, writings, presentations and testing are an objective possibility of student assessment, as it also responds to the evaluation according to the competencies of the visual art subject.

Objectives of an assessment:

- To identify students' progress and provide them with sufficient data;
- To motivate students for the work;
- To provide information on the level of competency achievement;
- To diagnose weak and strong points in students;
- To improve learning and teaching;
- To give tasks according to individual abilities in accordance with the level of the students;
- To select appropriate teaching methods based on level of the class;

- To provide information on the development of students for their future orientation.

Different form of assessment and instruments

During the process of assessment is suggested for the teachers to use different assessment forms and instruments, offering students various types of assessment, to concretely understand achievements they aim for. Assessment instruments shall always be appropriate, depending on the purpose of an assessment. The form and type of evaluation, and especially the way in which results are reported, shall always reflect the purpose of an assessment.. The method of constructing the assessment shall always be transparent and fair. Evaluation shall always be conducted with the highest ethical standards. Student assessment shall be motivating and objective.

Assessment methods

- **Verbal assessment** - use of short questions, conversations on teaching material or a concrete task, discussing with individual students, groups or with the entire class, listening to discussions that students have with each other about a concept, on 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 a group of topics, for an essay, as well testing for a certain annual time.
- **Assessment of completed tasks** - step-by-step observation of tasks or art from idea to organization and realization, such as: demonstration of achievements in the practical work (completion of two- and three-dimensional work, interest in pursuing artistic life within community, passion for art, appreciation and dedication to this subject, etc.).
- **Assessment of various projects** - cooperation of students in a joint project at school or elsewhere.
- **Assessment of artistic work** - participation in the various artistic activities organized by school, etc. Participation in the national activities such are: competitions, exhibitions at the national level or beyond.
- **Assessment through portfolio** - student's portfolio, as an opportunity for assessment and self-assessment, is a collection of his work throughout the academic year. It may contain thematic tasks, descriptions, various creations completed during the academic year, which may be work in painting, sculpture (plasticine), design, computer completion, graphics, photography, etc.

Instruments of the process of assessment

- Structured verbal or written test;
- Work file;
- Execution of projects - exhibitions;

Learning materials and resources

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

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

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

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

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

Some of the most useful didactic tools are:

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

- **Visual - figurative tools:** writing board, pictures, paintings, models, models, vases, printed works of art and posters, diagrams, graphic tools, etc.
- **Audiovisual - figurative-auditory means:** television, film, video projector, video cassette, computer, Internet, teletext, CDs, DVDs, e-mail;
- **Learning environment:** (classroom, studio, cabinet, nature, gallery, museum, etc.)

Online resources:

www.artattack.com

www.twitchetts.com

www.pinterest.com

www.papelisimo.es

Subject curricula/ syllabus
Music education

Class 4

Content

Introduction

Goal

Topics and learning outcome

Methodological guidelines

Guidelines on the implementation of inter-curricular
issues

Guidelines on assessment

Guidelines on learning materials and resources

Introduction

Child gets his first contacts with music at the early age, first in the family circle and then through music education in the preschool institutions. They constantly sing, listen to music in the area where they live, listen to voices in the nature, various rhythmic and melodic onomatopoeia, etc. These early experiences can be used for music education in the primary school by concretizing these experiences from everyday life with games, songs, rhythmic lectures, movements, etc. Through 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 affects the development of dispositions of any of the musical abilities for which there may be a pre-disposition.

Objectives of the course

The subject "Musical education" for the fourth class aims to encourage students to love music as an activity and through their active participation in musical activities in the classroom to further develop musical tendencies (singing, playing instruments or responding to music and creating music).

Learning at school becomes more attractive and enjoyable through various musical and artistic activities in which students actively participate. The main goal in this class is for students to learn, experience and perform correctly and creatively; musical works of arts (songs, instrumental pieces, etc.) suitable for their age and develop an ability to actively listen to the music. In addition, students receive information about creators, works, performers, events and get to know some of the 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 outcome

Conceptual-Thematic entities	Topics	Subject Learning Outcome per topic (SLO)
		SLO 1. Student participates in various artistic activities according to an individual interest and affinity

Creativity and performance artistic	1. Songs	<ul style="list-style-type: none"> • Sings and performs on instruments (individually and in groups) according to imitation and symbolic (graphic) notation and according to music notation (mainly in C major). Songs and melodies and instrumental accompaniments handle with different topics appropriate for their age (nature, school, family, wishes, toys, seasons, holidays, etc.). • Accompanies singing with voice, hands and rhythmic musical instruments for children, according to the teacher's instructions and in a creative way.
	2. Musical games	<ul style="list-style-type: none"> • Plays simple music games accompanied by songs that have expressive language appropriate to the vocabulary of their age, accompanied by body movements and children's musical instruments and which deal with different topics, but also didactic elements of musical artistic language (rhythm, melody, musical sound properties, etc.). • Plays different games where words, music, mimicry, movement, visual aspects, etc. are syncretized (theme of the games is adapted to the themes from other learning areas for this class).
	3. Creating Music	<ul style="list-style-type: none"> • Improvises in the different rhythms with voice and rhythmic instruments • Creatively rhymes verses, poems, riddles, etc. • Performs music additions (completion of a melody, musical questions and answers, etc.). • Sings or plays on children's instruments any short authentic creation (rhythmic, melodic) with the encouragement and help of the teacher.
		SLO2. Through artistic perception and experience, students recognize (observe) the main elements of the respective artistic language
Language and artistic communication	Basic elements of artistic language	<ul style="list-style-type: none"> • Distinguishes basic musical elements (rhythm, melody and harmony (major-minor) in the songs, games and music work that they sing in the class and in other music work they listen to.

	Music elements Reading writing Music forms	<ul style="list-style-type: none"> • Knows and uses basic music notation for (lengths and pitches (7 musical sounds) for performance and creation of musical expression. • Identifies rhythmic and melodic musical phenomena, in the sang songs and in the heard works. • Experiences and distinguishes two and three parts in sang songs • Creates simple melodies (with voice and musical instruments) in the 2nd and 3rd part form of the song.
		SLO3. Student recognizes different relations between arts and society <ul style="list-style-type: none"> • observes and identifies different types and genres of musical art (eg vocal music, instrumental music, orchestral music, music for film, animated film, theatre, dance music, ballet, etc.). • identifies types of musical artistic institutions (opera, concert hall, philharmonic, choir, ensemble, etc.). • names some (at least 5 creators, well-known performers of various genders and genres of national and global musical artistic creativity.
Arts and Society	Types of music	<ul style="list-style-type: none"> • Distinguishes different types of music in the society, through listening to music (e.g. music for dance, music for film, theatre, music for children, music for different occasions, festive music, etc.). • Selects appropriate music for various events and situations, performances in the classroom, school, community, etc. • Selects appropriate music for various poems and stories.
	Musical instruments	<ul style="list-style-type: none"> • Distinguishes the timbre of musical instruments (popular and classical), through listening to music work suitable for their age. • Identifies and distinguishes musical instruments, also visually, according to shape, size, color, etc. • Creates rhythmic musical instruments with recycled and organic materials (maracas with rice, corn, small tambourines, etc.). • Distinguishes instruments according to the construction material, the sound source (wooden, brass, wind instruments with bows, etc.), the way of interpretation, ensembles they

		belong to, etc.
	Creators and performers	<ul style="list-style-type: none"> • Knows several (10) creators and performers from the music work heard.
		SLO 4. Students learn to appreciate and value art
Appreciation and aesthetic-artistic evaluation	Artistic works Artistic events	<ul style="list-style-type: none"> • Express personal and emotional reaction towards the experience of artistic work with a few simple sentences during the conversation and observation; with movement, mimic, other means of artistic expression, etc. • Appreciates and evaluates own and other artistic performance/creations with adequate vocabulary and terms • Creates the habit of continuous listening to music work and for music • Describes and comments (with different forms of expression: verbally, in writing, with figurative expressions, etc.), any artistic musical event, experienced in the family, at school, concert, from TV, etc

Methodical/methodological instructions

Selection of teaching methods is made by teachers in accordance with the curriculum. It is important for teachers to create a learning environment that will encourage and help children to discover and develop their artistic abilities and tendencies. Children in the fourth class, as in the pre-classes, songs and musical games are essential in learning music.

Songs are learned by ear (by imitation) and graphic notation can be gradually introduced to identify sonorous pitches. Theme of the songs and games shall be in accordance with their age and performing abilities (ambitus), the difficulty of the text, the rhythm and especially the textual content with an educational and didactic character. Songs shall be short, simple and mainly of the genre of children's music, but also popular and artistic, simple and suitable that may be used in this class.

Thematic content may correspond to the topics covered by other learning areas, but also to various inter-curricular issues. It is necessary that during the singing they apply the right posture, singing with, 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 friends, different instruments, etc.), using the voice, sticks, claps or instruments, to follow the rhythm changes, etc.

For the education of children's sense of rhythm, we shall demonstrate the phenomenon of rhythm in the concrete form, how it is experienced and then apply it in practice, how to take it, the phenomena from nature and the environment, for example: ticking clock, imitating a train, ringing a bell, beating a hammer, beating a hand pulse, beating a bell, beating a drum in a march, etc. Rhythmic speeches are accompanied by rhythmic movements or different words divided into syllables, accompanied by clapping, sticks, etc. It is advisable that rhythmic exercises are done alongside children's songs and games.

Working with musical instruments increases interest in the musical activities, as well directly helps in the education of rhythmic or melodic feeling. In this way we created simple rhythmic patterns; beating with the palm, with tools, percussion, etc. We can create instruments from recycled materials, with which we then accompany the songs, lectures, but also play rhythms and melodies. This part also includes learning about some of the basic musical concepts (rhythm, different sound lengths, rhythm-meter ratios, etc.) accompanied by graphic symbols and musical writing.

Listening is the main way through which the child comes into contact with the music. Through listening, they express emotions brought by songs, instrumental works, etc. Teacher shall cultivate the feeling of hearing his voice whilst child sings the song, accompanying the music with appropriate movements (dancing ballet, waltz, march, etc.). Listening simultaneously develops an ability to comment on the instrumental parts they hear, with a simple and appropriate vocabulary. Teacher may use the comparison method, comparing a dance with a march, a lullaby with a dance music, comparing the color of the voices of friends, animals, instruments, etc. Parts that I have to listen to at this age shall be carefully selected, be simple in musical content and last 2-4 minutes. In terms of connection and integration, music may be part of any theme executed in the third class from various fields; e.g. in math, the comparison of fractions with the division of the unit for counting (fourth, half, eighth note), different musical phenomena in the natural sciences (how sound is produced, how sound is conducted, etc.) and exercises during physical education classes (walking, running, different activities) may be accompanied by rhythmic music. Therefore, in every topic or unit, music may be included, through listening or singing, to make learning more attractive for children of this age. Music can also be a good tool for relaxation during short vacations. Calm music calms the students and makes them ready for the next lesson. Many routine activities can be signaled through different songs or appropriate musical examples for listening.

Guidelines on the implementation of inter-curricular issues

From the perspective of the field - arts, in the fourth class, a range of inter-curricular issues related to sustainable development, recognition and respect of children's rights, gender equality issues, cultural and intercultural issues, prevention and combat can be addressed. of negative social phenomena, etc.; e.g. treatment of equal importance and cooperation between the voices of both sexes in music, the treatment of artistic professions without distinction of gender, religion, race, cooperation, etc.

Interdependence

From the perspective of the arts, the artistic group activities themselves deal with this topic, since e.g. when a mural, mosaic, collage or group model has to be executed, all participants understand that without the cooperation of each one, the common entirety cannot be completed. Music in ensemble, choir, orchestra is executed only by respecting interaction and interdependence.

Education for sustainable development

Issues of sustainable development, issues of completing the right to live in a healthy environment and in social welfare based on international conventions may be the subject of handling the creative work of children even at this age.

Use of artistic expression to address the basic rights of the child for education, for freedom and dignified life may be very well realized through songs, creative works, etc. Use of 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, e.g. recognizing and using recycled materials to create art but at the same time developing 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.

Guidelines on assessment

Assessment of students is to develop their creativity and encourage and motivate them, but they can be rewarded with symbolic evaluations: star, heart, sun. Of course, those who stand out with creativity and artistic activity. From this age, it is good for children to be encouraged and helped to make a critical assessment of their own performance and that of their peers in the class by prompting them with questions: How did/did you sing, how did/did you dance, how did/did you draw or modeled etc. Each dimension is assessed (singing, knowledge of musical elements, knowledge of topics from musical listening, work, author, instrument, etc.) for each student with an assessment instruments available to the teacher, and then grades from all classes are summarized. Checklists for singing, playing instruments and listening to music may also be

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

Learning materials and resources

Selection and use of didactic and teaching tools is an inseparable part of the teaching process, and has special importance in the achievement and completion of competencies. These tools serve to demonstrate and concretize topics and teaching units covered in the music education course and they shall be very efficient, tangible and practical for students.

School, as an educational institution, must provide and offer adequate or alternative technical-technological conditions and opportunities in the realization and achievement of the expected competencies and learning outcome from the subject of music. In this form is created an opportunity to demonstrate and present musical material on listening selected by the teacher.

Teacher encourages students' interest in musical activities and the expansion of students' knowledge by motivating them to use resources, materials and texts appropriate for the age and the possibility of the learning level.

Some of the most useful didactic means are:

- Textual materials: textbooks, workbooks, art catalogs, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc.
- Auditory-listening means: radio, tape recorder, telephone, cassette player, etc.
- Audiovisual media – television, film, video projector, video cassette, computer, internet, teletext, CDs, DVDs and e-mail.
- Musical instruments for children (school, folk, Orff or created by students with recycled material)
Platform and various online resources

https://www.mtna.org/MTNA/Learn/Parent_and_Student_Resources/Websites_for_Kids.aspx

<https://www.mydso.com/dso-kids/>

<https://sites.google.com/site/k12musicresources/>

<https://fraumusik.com/2020/03/19/free-elementary-music-distance-learning-activities-covid-19/>

<https://www.pinterest.com/pin/34902965838806956/>

<http://www.kinderart.com/teachers/9instruments.shtml>

Subject curricula/ syllabus
Mathematics

Class 4

Content

Introduction

Goal

Topics and learning outcome

Methodological guidelines

Guidelines on the implementation of inter-curricular issues

Guidelines on assessment

Guidelines on learning materials and resources

\

Introduction

Process of learning math in the fourth class is continuation of acquisition of elementary concepts of maths, strengthening and development of these concepts to master mathematical habits and skills in the future, and prepares students for intellectual development and personality formation in order to be successful in facing challenges of life and integration in the society.

Students of the present class are equipped with elementary math information and various experiences related to the environment where they live, thus it is important that programme of math should provide variety of learning opportunities through good teaching materials, with methodology of teaching and with permanent commitment to developing his skills. In fourth class, math is developed as an integrated part of everyday activities, with a strong connection to language, arts, music, natural sciences and through activities in order for students to have fun and learn through maths. If the mathematical situations are related to the students' daily life, then they enable the student to apply what he knows and develop new knowledge about maths.

Through programme of math, the goal of learning the subject is being achieved for which it serves:

- students in the development of main competences of lifelong learning and competences in the field of maths, in order in the future he to be successful citizen,
- teachers on planning, implementation and assessment of teaching activity and achievements of students in the classroom and outside,
- to the parent for recognition of learning results and evaluation criteria in certain periods of time for his child, as well
- compilers of the textbook and auxiliary materials for teachers and students.

Likewise, results of learning the subject for learning topics, on the content, which create conditions for the student to build and apply knowledge, skills, attitudes and values, in function of the competences of the field and the main competences and through the methodological instructions of teaching, as condition of the implementation of the programme, on the achievement of competences by the students, giving everyone the opportunity to show and develop the potential that they possess within themselves, instructions for the implementation of inter-curricular issues on the contribution of maths to the society and everyday life, simultaneously guidelines to assess the achievement of fourth class students, as one of the essential components to improve student achievement and learning process, and guidelines for didactic materials and learning resources and tools, which complete the programme of math in its entirety.

Goal

Learning math in the fourth class aims at the intellectual development of each student, an exercise of basic rules, cultivation of values and the preparation for the following grades. The programme of math aims to equip students with mathematical thinking patterns, basic ideas and mathematical structures, as well to develop their calculation and problem-solving skills in everyday life.

Development of maths mainly focuses on:

- developing understanding and acquisition of addition and subtraction, multiplication and division, as well strategies to find the value of numerical expressions;
- developing an understanding of relations between numbers and place-value, including grouping into tens and ones;
- developing understanding of measurement, measuring the length;
- reasoning on attributes and composition and decomposition of geometric shapes;
- collecting information and their processing.

Purpose of subject of math in the fourth class is mathematical formation, as well strengthening and development which is being conducted through:

- integrated learning and in the context of everyday life, as well
- learning through acquisition of elementary concepts of maths.

Topics and learning outcome

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

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

- numbers, algebra and function;
- shape, space, measurements and geometry;
- note processing and of the probability;

General concepts are analyzed into topics and for each topic learning outcome are presented that support the learning outcome for each grade.

Through simple life situations and various games the student naturally learns concepts of counting, numbers up to 10000, comparison of quantities, decimal numbers, fractional numbers,

measurements, time and modeling, concepts of figures, geometric bodies, orientation, location of objects in space for the method of data collection and for the concept of occurrence of an event.

Concept	Topics	Learning outcome on the topic
<p>Number, algorithms and algebra</p>	<p>Natural numbers</p>	<ul style="list-style-type: none"> • Student: <ul style="list-style-type: none"> • Reads and writes numbers up to 10,000 (also on the numeric axis) and determines the value of each digit. • Compares four-digit numbers and finds an ancestor/descendant of these numbers and rounds whole numbers to the nearest 10, 100 and 1000; • Performs arithmetic actions with natural numbers (finds the sum and change of numbers up to 10000); • Performs arithmetic actions with natural numbers [finds product and quotient (also with remnant) of three-digit and four-digit numbers with single-digit numbers]. • Defines simple and compound numerical expressions and finds the value of expression; • Solves math problems by applying order of action; • Use parentheses in simple actions; • Elaborates the terms between addition, subtraction, multiplication and division of numbers up to 10000. • Applies commutative and associative properties for finding the sum, and product of numbers. • Applies distributive property to find the product and factor of numbers. • Divides and multiplies the sum and difference of

		<p>numbers.</p> <ul style="list-style-type: none"> • Solve problems involving arithmetic actions, using a variety of mental strategies; • Reasons the dependence of numbers on adders, subtractors, subtractors, factors, divisors and divisors and finds the immutability of the value of expression. • Finds and elaborates limits in numeric strings. • Solve mathematical problems based on the presented models • Adds, subtracts, multiplies and divides money. • Demonstrates properly the use of money in everyday life. • Develops and applies reasoning skills (e.g, classification, recognizing relations, using counter-examples) to conduct and investigate concepts and build and defend arguments; • Communicates mathematical ideas orally, visually and in writing, using everyday language, basic mathematical vocabulary. • Reads coordinates from the coordinate grid and places the specified coordinates in the grid. • Determines location of objects based on the coordinate grid. • Reads and writes Roman numerals up to 20 • Converts arabic numerals to Roman numerals and vice versa. • Use Roman numerals in certain cases.
--	--	--

	<p>Divided numbers</p>	<ul style="list-style-type: none"> • Student: • Represents graphical representations of division as divided numbers and vice versa; • Represents divisions using concrete materials, words and simple division symbols and explains the meaning of denominator and numerator; • Compares divisions with the same denominator; • Determines the part of a number; • Performs addition and subtraction operations with divisions with the same denominator; • Forms equal divisions by expanding them (uses pictures and drawings); • Defines divisions that are less than 1 and equal to 1; • Solves word tasks (from everyday life) using divisions; • Determines division to reach the whole and justifies the action; • Demonstrates and explains relation to equivalent divisions using concrete materials; • Reads and writes decimal numbers; • Performs simple actions with decimal numbers; • Compares decimal numbers (simple operations); • Performs simple actions of converting fractions to decimal numbers. • Solve problems from everyday life using decimal numbers (concrete situations);
	<p>Patterns</p>	<ul style="list-style-type: none"> • Student: • Completes numerical strings based on the given patterns; • Justifies sequence limits in the number string by discovering and applying certain rules; • Applies patterns involving addition, subtraction,

		<p>or multiplication or any given pattern rule expressed in words;</p> <ul style="list-style-type: none"> • Makes predictions regarding repetition of numerical patterns (e.g. through figures or numbers, 1,3,5,7,... which is the tenth number in a row);
	<p>Linear equations and inequalities with one unknown</p>	<p>Student:</p> <ul style="list-style-type: none"> • Identifies an unknown in the expression and determines its value; • Uses different strategies for solving problems; • Finds the solution or set of solutions to equations and inequations (addition, subtraction, multiplication and division with numbers up to 10000); • Solve problems from everyday life through equations and inequations; • Uses algorithms to solve problems;
	<p>Communities and relations</p>	<p>Student:</p> <ul style="list-style-type: none"> • Describes the community as a collection of elements and gives examples from everyday life; • Represents community through rolled brackets and Venn diagram; • Identifies elements that belong or do not belong to the community; • Compares sets according to the number of elements; • Describes cases where two communities are equal or not through practical examples; • Establishes subsets from the given set; • Perform actions with communities (union and cutting of communities); • Presents relations between two communities and elaborates the defined relations;

	Letter expressions	<ul style="list-style-type: none"> • Distinguishes letter expressions from numerical expressions; • Perform arithmetic actions with letter expressions (addition, subtraction, multiplication, division); • Converts word expressions into symbol expressions and vice versa; • Sets the value of literal expression for specified values of letters; • Solve problems from everyday life using letter expressions;
Measurements	Measurement units	<p>Student:</p> <ul style="list-style-type: none"> • Estimates, measures and records length, width and height, using standard units (sub-multiples and in some cases even multiples of the meter); • Chooses and justifies the most appropriate standard unit to measure lengths and find the perimeter of figures; • Describes and justifies relations between different units for measuring length (submultiples and multiples of the meter); • Converts different units for measuring lengths to larger units and vice versa; • Determines units for measuring time (day, hour, minute and second) and reads the digital and analog clock; • Determines units for measuring time (day, week, month, year, century); • Predicts (approximately) elapsed time, with and without using a tool (instrument) for measuring time, given the duration of events expressed in five-minute intervals, hours, days, weeks, months, or years; • Estimates, measures and marks the mass of different objects using standard units (sub-kilograms and tons); • Use the liter and sub-liters of a liter as units for measuring liquids; • Performs conversions from larger units to smaller

		<p>units and vice versa (liter to units such as deciliter, centiliter and milliliter and vice versa);</p> <ul style="list-style-type: none"> • Choose and justify the most appropriate standard unit to measure mass (subunits of the kilogram) and the most appropriate standard unit to measure the capacity of a container (subunits of the liter);
Space and form	Geometric figures	<p>Student:</p> <ul style="list-style-type: none"> • Defines line, half line and segment; • Measures and compare different segments; • Determines position of two lines/parallel lines, normal lines and the intersection of lines; • Describes and defines geometric figures such are; square, rectangle, triangle, trapezoid, circle; • Compares different geometric figures (finds commonalities and differences); • Uses different tools such as: ruler, triangle, compass for drawing (constructing) geometric figures; • Classifies triangles according to sides; • Names and identifies sides, angles and lines of symmetry in geometric figures (triangles, rectangles); • Identifies different angles and compares them; • Draws right, narrow and wide angles; • Determines the center, radius and diameter of the circle; • Calculates the perimeter of geometric figures (polygonal); • Use formulas to find the perimeter and area of a square and a rectangle; • Determines the line of symmetry of the figures and colors the symmetrical figure; • Identifies objects from everyday life that associate with geometric figures (e.g. window-rectangle, wall clock-circle, etc.); • Colors interior surfaces of the figures and finds

		the surface area of the polygonal;
	Geometric bodies	<p>Student:</p> <ul style="list-style-type: none"> • Names geometric bodies (cube, cuboid, sphere, cylinder, cone, pyramid); • Compares geometric bodies (tops, sides, ribs, etc.) • Finds the volume (of regular bodies) of the cube and cuboid using simple formulas and (of irregular bodies) with different containers; • Determines length, width and height of regular solids and finds the sides, faces and vertices of the cube and cuboid; • Counts various objects from everyday life that are associated with geometric bodies;; • Identifies similarities and differences between geometric figures and geometric bodies;
Data and probability	Data	<p>Student:</p> <ul style="list-style-type: none"> • Use surveys, interviews to collect simple data; • Organizes the data in a table and diagram; • Reads and analyzes data presented in a table or diagram; • Comment on the collected data and compare them; • Use pictograms to extract and systematize data from research;
	Probability	<p>Student:</p> <ul style="list-style-type: none"> • Predicts the possibility (with small differences); • Makes the evidence possible, impossible; • Predicts possible and impossible events; • Solves problems from everyday life using knowledge from probability.

Methodological guidelines

Methodologies of teaching maths in the fourth class are based on the teaching principles defined in the Curricular Framework, which aims at teaching that ensures competences in learning.

Topics presented in the fourth-class programme cannot be developed in isolation and separately, but they are related to other areas. The learning outcome for each topic also serve requirements and notions aimed at other topics within the field.

Math education is a complex process that requires a harmonious interweaving of learning outcome and careful teaching that places them in function of each other.

Teacher mainly focuses on the following aspects:

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

Teacher is suggested to build the work on:

- determination of the topic in order to develop;
- implementation of methods, techniques and strategies which are based on interaction;
- opportunity to access all most necessary tools that students need;
- motivation, encouragement and permanent praise of students;
- informing and keeping in constant contact with parents on the progress of their students.

Basis of teacher-student relations is interaction where the environment, student-student cooperation, the use of tools and materials always stimulate an active participation of students in learning. Learning through play and group and individual exercises are considered priorities in mathematical education, especially in problem solving and constructive thinking.

Teaching of maths in the fourth class shall be carried out with advanced methods and modern forms of work with a cognitive approach that includes conceptual development, knowledge and adoption of meaningful schemes. The content of math shall be thematically related to the learning of other subjects.

Students shall be trained for independent work, work in pairs, small and large groups, since this gives opportunities to show courage in discovering and exploring new and unknown, to respect rules, values, personal attitudes and of others, to develop communication skills and teamwork.

Guidelines on the implementation of inter-curricular issues

Math serves all fields, with concepts and skills. Connection of math with other fields enriches learning situations, in which the student develops his competences. 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 fields. Maths is an indispensable tool for the natural sciences, but at the same time it plays an important role in all other fields. Meanwhile, maths uses concepts of other sciences to clarify, facilitate, concretize mathematical concepts and to form 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 shall be emphasized that the study of languages helps the student to develop and use mathematical concepts.

Math has variety of applications in everyday 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, coexistence peaceful, budget planning, etc., student shall solve situations and problems, shall use mathematical reasoning and elements of mathematical language, in order to clarify and explain various issues related to their execution.

Through the situations presented in the inter-curricular topics, student has an opportunity to make connections between mathematical competencies with certain examples for the execution of these topics. Student learns to carry out several stages when solving a problem or situation and this ability contributes to his personal growth by helping them find their place in the society. Student may use statistical methods such are surveys, interviews to analyze people's opinion, can justify and elaborate a certain decision.

Thus, he learns to participate in the social life in the classroom and at the school, develops an open attitude towards the world by respecting diversity.

Student is encouraged to develop active relations in the environment whilst maintaining critical attitude towards goods of customer. Using understanding of numbers, reasoning of ratios, interpretation of results, student can exercise his creative and critical judgment about the consumption and use goods of customer. Statistical knowledge and probability may help the learner to interpret data in order to promote good health, traditional lifestyle habits and to exercise judgement, reasoning on the decisions made.

Student uses his math skills related to symbols, drawings, graphs to develop active relations in his environment. He may explain the phenomena in their world and interdependencies of environment and human world.

Guidelines on assessment

In accordance with principles of the competence-based learning approach, assessment is considered as element of teaching which focuses on the level of achievement of competences. Content assessment relates to mastery of knowledge and demonstration of mathematical skills through reliable indicators on student progress. During the assessment, teacher shall take into

account results of learning on the teaching topics of the class, taking into account results of the level.

Assessment of students' achievement in the fourth class in math is carried out through: evidence of continuous assessment, classroom observation, assessment through portfolios, short tests, verbal presentation and other forms, whilst reporting of students' achievement is carried out through descriptions with constructive comments.

Assessment shall focus on checking development of concepts about how the student: correctly counts objects up to 0000, performs the operation of addition and subtraction of numbers up to 10000, interprets and acquires multiplication table as complete up to ten, attempts perform the division operation as the opposite of multiplying numbers up to 10000, recognize shapes (square, triangle, circle), and angular and round bodies, classify objects according to color, shape and size, group things that are the same, arranges objects according to the rule of mass, uses words like: "bigger" and "smaller" to make comparisons, compares the mass of groups of toys or objects.

Mainly is evaluated:

- work that the student does in the class,
- doing homework, as well
- portfolio, as indicator of activity in learning and adopting of mathematical content.

Guidelines on learning materials and resources

During learning of maths, teacher provides the student with necessary information and performs skills using didactic materials and necessary resources, whilst the student generates information, forms and develops skills by accessing learning through sight, hearing, touch and other forms.

To achieve competencies of the first level of primary education for the fourth class, teacher provides access through the use of materials appropriate to the age and possibility of the level of learning. Teacher, in addition to the necessary didactic materials and tools, makes drawings and mathematical models, gives special help, adapts examples of various types, creates environment and climate for alternative activities. He, also offers technical and technological tools to develop his skills in teaching maths such are: natural visual, artificial, audiovisual, auditory, verbal, texts, etc.

Materials that can be used for topics of math: recyclable material; paper; magnetic boards; number charts; boxes of various shapes; geometric figures of different shapes and colors; matchsticks; didactic sticks; sheets with and without colors, pencils, abacus, colored pencils, tables for recording data; strings of balls; leaflets to connect the number with the quantity;

various toys; cubes; geometric bodies. It is also very important to use Internet with materials for the topics you develop.

CURRICULAR AREA: NATURAL SCIENCES
Subject curricula/ syllabus
Human and nature

Subject curricula/syllabus

Human and nature

Class 4

Content

Introduction

Goal

Topics and learning outcome

Methodological guidelines

Guidelines on the implementation of inter-curricular issues

Guidelines on assessment

Guidelines on learning materials and resources

Introduction

AREA, "Natural sciences," for the fourth class, in the second level, contains strengthening and development of natural concepts, which are explained within the framework of the integrated subjects within the field. Students, also increase their skills, create habits, and values regarding these phenomena. This course encourages students to understand the world around them and analyze the causes, consequences, interactions, as well to be familiar with the environment as a whole. Task of learning the course **Human and nature** is about developing skills of inquiry, critical thinking, creativity, fostering open-mindedness, and motivating fourth-class students to learn.

Goal

Goal of learning the subject Human and nature is:

- Developing knowledge and understanding scientific and technological concepts through investigation of biological, physical, chemical and geographical processes in the environment.
- Developing scientific approach that supports critical and creative understanding and thinking.

- Encouraging children to recognize, research, develop and apply scientific ideas and concepts through games, drawings and practical activities.
- Encouraging children to appreciate contribution of science and technology to everyday life.
- Cultivating care and respect for the diversity of the living world, physical environment and interdependence between them.
- Inspiring students to take responsibility to protect, improve and love the environment by getting involved in the identification, discussions and activities of environmental problems that promote sustainable development.
- Students' willingness to communicate among themselves ideas and findings from observations and visits to nature and analysis.

Topics and learning outcome

Human and Nature course topics, for fourth class, are based on the concepts of the field, while the subject learning outcome (SLO) fulfill them by considering age and level of the fourth class students. Also, topics, together with the learning outcome, contribute to the development of competencies that are presented in the Core Curriculum of this level.

Teacher during activities in the classroom, school, nature, etc. shall encourage students to recognize, observe, order, measure, mark, collect data, test, think independently and give their opinions.

In the subject Human and nature, for the fourth class, the following natural concepts are mainly acquired and developed:

- Material, properties and transformations;
- Living world;
- Physical processes;
- Earth, environment and universe.

Concept	SLO:	
	1.1 . Identifies and researches natural and artificial materials used in everyday life according to their properties and transformations	
	Topics	Learning outcome of the subject per topic (LOST)
Material, properties and	Materials, their origin,	<ul style="list-style-type: none"> • Distinguishes materials based on living and non-living nature (metal, mineral, organic and composite materials). • Compares various materials according to the density, thermal and electrical conductivity, according to hardness and relates

transformations	composition and properties Pure, mixed materials and solutions Air and its components	them to their use. <ul style="list-style-type: none"> • Classifies materials based on composition into: pure materials and mixed materials. • Distinguishes between mixtures and solutions • Demonstrates separation of mixtures by the method of filtration and decantation • Compares solubility of different substances in the water and dependence of solubility on temperature • Explains that an aggregate state of the material depends on the external conditions, especially temperature • Distinguishes main components of air (nitrogen, oxygen, carbon dioxide) and demonstrates by means of an experiment any of them. • Interprets importance of oxygen for breathing, as well importance of protecting the air from impurities.
The living world	SLO: 1.2 Describes and researches basic features of the structure and function of the human organism and other living beings, life cycle of living beings, reproductive processes of plants and animals, food chains and the role of microorganisms in the environment. 1.3 Explains ways of preserving food, their safe consumption and effects of substances harmful to the body (tobacco, alcohol, energy drinks).	
	Reproduction of living beings	<ul style="list-style-type: none"> • Identifies ways of reproduction of living beings, as one of the vital processes. • Explains reproduction process of living beings. • Compares special and common aspects of reproduction in organisms of various groups. • Explains concrete examples of reproduction of organisms of various groups. • Justifies importance of reproduction for living beings. • Assesses importance of reproduction in humans, as well its importance in the biodiversity of the living world.

	<p>Food preservation and poisonous substances</p>	<ul style="list-style-type: none"> • Identifies the manner of preserving food from environmental factors. • Analyzes importance of healthy nutrition. • Assesses biological role of dietary nutrition • Names poisonous substances – tobacco, alcohol, coffee, etc. • Proposes preventive measures for unhealthy nutrition. • Judges for side effects of the use of poisonous substances.
	<p>We live and grow</p> <p>Puberty and adaptation</p>	<ul style="list-style-type: none"> • Describes development and changes of the the body, during age of puberty. • Discusses body adoption during puberty, relations with others. • Describes physical, emotional and mental changes that occur in the body during puberty. • Describes actions that should be taken in order to maintain and manage his/her body at this stage.
<p>Physical processes</p>	<p>SLO:</p> <p>1.4 Measures with relevant instruments and explains change of temperature during day, night, seasons and an aggregate state of subjects</p> <p>1.5 Describes interaction of bodies, materials and living world.</p>	
	<p>Interactions and movements</p>	<p>Student:</p> <ul style="list-style-type: none"> • Defines the mass, volume and density and distinguishes between solids, liquids and gases according to their properties. • Distinguishes different types of roads and body movements. • Describes manners of creating waves and examples of their appearance in nature.

		<ul style="list-style-type: none"> • Explains reversible and irreversible transformations of the material. • Demonstrates examples of spontaneous mixing of solutions and gases in everyday life. • Demonstrates buoyancy, immersion and sinking of bodies in water based on their density and surface area. • Demonstrates the appearance of propulsive force on a body immersed in the solution. • Demonstrates examples of displaying atmospheric pressure and air weight. • Presents examples of air expansion, with increasing temperature and explains its circulation, as well weather and climate. • Distinguishes clean energy sources from sources that pollute environment. • Examines examples of evaporation, boiling and liquefaction of water depending on the temperature.
	<p>Electric and magnetic interaction</p>	<ul style="list-style-type: none"> • Builds simple electroscope and with it distinguishes bodies that are charged and not charged with electricity • Explains atmospheric electricity and protection from it. • Demonstrates with two electroscopes conductors and separators of electricity. • Builds simple electric circuit, illustrates its schematic, and describes the role of each component part. • Distinguish electrical conductors and separators with the help of electrical circuit. • Demonstrates closing the electrical circuit with an aqueous salt solution. • Identifies everyday appliances in the home that function with electricity, short circuits and electrical hazards. • Explains with demonstration the magnetic action of magnets in environments, and distinguishes substances that are magnetized from those that are not magnetized. • Constructs the simple electromagnet and demonstrates its magnetic properties.
<p>Earth, environment</p>	<p>SLO:</p> <p>1.6 Describes position of Earth in the Solar System, movements of Earth, Sun, Moon, and other bodies of this system, elements of the map, the content of the map, legend of the map, cartographic marks, an outline, the plan, the globe, features of the natural</p>	

and universe

<p>elements of the environment natural (relief, climate, waters, plant and animal world), human/nature interaction, natural hazards, natural resources and objects of natural heritage, in particular those of the Republic of Kosovo.</p>	
<p>Place and Space</p>	<ul style="list-style-type: none"> • Explains the position of Earth in the solar system, movements of the Earth, Sun, Moon, other bodies of this system and describes the main ways of orientation in nature Sun, the compass, the Polar Star, Moon, the wristwatch, the noon shadow, objects, trees, etc.). • Identifies and explains different ways of representing Earth on a map, globe and plan, showing the main differences and similarities amongst them. • Explains the importance of the Sun for geographical phenomena, such are: permanent circulation of the water, air, development of the plant and animal world, tides and ebbs.
<p>Physical Systems</p>	<ul style="list-style-type: none"> • Explains composition, construction of atmosphere and its importance for natural processes and life on Earth. • Describes structure (internal construction) of the Earth: distinguishes Earth's core, mantle and crust, and shows that Earth's crust is made up of different rocks • Describes circulation of water in the nature • (present schematically circulation of water in the nature), and shows that most of the Earth's surface is covered with water (oceans, seas, rivers), the smallest part is land (continents); • Identifies factors that affect distribution of the plant and animal world.
<p>Human/Nature Interaction</p>	<p>Distinguishes some of the types of environmental pollution and identifies some of the factors that influence land pollution or its poor management: e.g., land use - constructions on agricultural land, use of pesticides, deforestation, erosion, etc.).</p>

Methodological guidelines

In order to achieve realization of the content of the subject Human and nature as easily as possible, teacher selects the most adequate methodologies, as well within it, uses different techniques and forms, adapting to the age, needs and possibilities of students. Based on the content of the topics, teacher uses different tools, materials and tests in order to complete activities in a practical way in the form of activities and games. The subject, Human and nature, requires a management approach from the teacher using interactive, comprehensive, team and creative forms during teaching and learning.

Quality teaching and learning requires methodological approaches as follows:

- Student-centered and inclusive teaching and learning,
- Teaching and learning based on the integrated approach;
- Competency based teaching and learning,
- Differentiated teaching and learning,
- Cross-curricular issues/topics, and
- In extracurricular matters.

In all cases, implementation of the methodology requires the use of techniques, materials and didactic tools, without which the expected results for this third class cannot be achieved, by completing best teaching practices.

Guidelines on the implementation of inter-curricular issues

Inter-curricular issues are topics of particular interest to society, as they are current and continuous, which shall be treated in the special way. Inter-curricular topics that may be integrated into the natural science programme for the present class are:

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

Education for democratic citizenship - is an issue that refers to human rights including children's rights, gender, cultural and intercultural issues, preventing and fighting corruption, trafficking and issues that violate the integrity of individual and the rule of law.

Education for peace - students of this class, through "education for peace," as an inter-curricular issue, develop and acquire tolerance, harmony, ethical, religious, cultural, racial coexistence, living in harmony with the natural environment, and also contribute to the humanitarian rights, human dignity, prohibition of violence and other issues that affect education of our students.

Globalism and interdependence-is an issue that contains transformation of the national - world economy, which contribute to the possibilities of creating common things, in the combination of various projects in order to achieve success in the development of the civilized student, which also includes issues related to the environment, economy, education, health, European integration, international agreements, politics, and information systems through technology.

Media education- is matter that contains new and fair information through traditional and digital media, which includes various information on the development and raising of new knowledge for students and teachers. These sources are: television, radio, film, newspapers, magazines, internet, photography, advertising and electronic games and media ethics.

Education for sustainable development- is an issue that affects awareness of youth/students towards local and global environmental phenomena.

Guidelines on assessment

Assessment is a process of systematic, qualitative and quantitative collection of information about achievement of students during the learning process and making judgments about them. Teacher systematically assesses the work and activities of students. Assessment enables to receive feedback on the achievements of students, as well difficulties that they encounter. During the assessment, skills, values and attitudes in the subject shall be measured. In addition to the assessment of achievement of results by students that may be measured through tests, quizzes, portfolios, homework, etc., evaluations for constructive engagement in the practical work and following the progress of the research task are also important. This assessment for the subject Human and nature may be conducted in the various forms, using different standardized instruments, specified with criteria drawn up by the teacher, in harmony with educational policies. An internal assessment of students is carried out according to the IA on evaluation. Students of the level II (class 4) are assessed only with the summative assessment 1 VP1, with a numerical grade.

Guidelines on learning materials and resources

Due to the specifics of the subject Human and nature, it is necessary to use many teaching materials and resources, in order to achieve the best learning results. It is very necessary to create the conditions, provide teaching tools, as well an appropriate environment for the successful

completion of the concepts of the field. Completion of learning in the laboratory, workshop, nature, farm, etc. creates solid conditions and helps students for easier and very concrete learning.

CURRICULUM AREA: SOCIETY AND ENVIRONMENT

Subject curricula/syllabus

Society and Environment

Class 4

Content

Introduction

Goal

Topics and learning outcome

Methodological guidelines

Guidelines on the implementation of inter-curricular
issues

Guidelines on assessment

Guidelines on learning materials and resources

Introduction

Through the subject "Society and Environment," is possible for the fourth-class students to achieve learning outcome of the field and competencies defined in the curriculum of Kosovo.

Students develop and further deepen their knowledge about their places of residence, life aforesaid and nowadays and the heritage in Kosovo, as well they will cultivate national identity

Students, as part of a multicultural and democratic society, will learn to act as responsible citizens, to apply social norms and rules, acting with understanding, solidarity and respect for others. Students will be able to appreciate and accept different opinions, respect the rights of others, be responsible and able to make decisions based on arguments and in consultation with others.

Through this subject, students develop knowledge and skills on the preservation and protection of environment, the rational use of the resources of the Republic of Kosovo for the benefit of actual and future generations.

Goal

Goal of the "Society and Environment" subject programme is to develop and create knowledge, skills, attitudes and values in the spirit of a democratic society; with an ability of the student to act independently, but also in cooperation and interaction to contribute to the construction of personal well-being and society.

Educational topics provided by the programme and teaching methodology enable students to develop critical and creative thinking, and to be ready for active confrontation in different life situations; develop an ability to communicate with others and learn from different experiences; an ability to identify issues related to the place, resources, inheritance, cooperation, rights and responsibilities, understanding, solidarity, respect and decision-making.

Topics and learning outcome

Student in the fourth class shall achieve the subject learning outcome (SLO) on the topics defined in the table below, derived from the field learning outcome (FLO) Society and Environment, of the second level (L2) of the Core Curriculum of the Preparatory Class and Primary Education.

Concept	SLO, Topic and FLO	
Individual, groups and social relations	FLO: 1. Learns about himself, structure of social groups and the manner of involvement into them 1.1. Identifies and compares simple evidence (objects, tools, pictures, clothing, and other things) related to personal, family, and community events and classifies them chronologically. 1.2. Distinguishes the structure of different social groups such are; family, school, etc., and may compare how they used to be and how they are now. 1.3. Understands and respects human rights and fundamental rights of children as the best way to protect individuals and society from injustice.	
	Topic	Subject learning outcome (SLO)
	Place where I live	Student: Describes Independent Day of Kosovo and its state symbols (coat of arms, flag, anthem). Distinguishes regions of Kosovo and highlights some of their characteristics (geographical, cultural, economic). Identifies neighboring countries and their symbols with which Kosovo is surrounded, in teaching materials (map, atlas, globe, newspaper, books, encyclopedia, etc.) and different environments.
	Connections and cooperation with others	Distinguishes groups and communities in the environment he lives in and describes the differences amongst them. Provides ideas and take steps for a joint activity with other groups and/or communities in the classroom, school, neighborhood, place of residence. Appreciates positive effects of interaction with others and work voluntary (within the classroom, school, neighborhood and beyond).

	Everyone has the rights and responsibilities	<p>Explains the relationsh between rights and responsibilities and, illustrates with examples from life situations in the classroom, school, neighborhood and /or beyond.</p> <p>Distinguishes violations of human rights and identifies institutions for their protection.</p> <p>Provides ideas and participates in actions which are in function of protection of children's rights.</p>
Social and natural processes	<p>SLO:2. Is familiar with the importance of monuments, phenomena, historical processes, social, natural and environmental as well as connections and impacts amongst them</p> <p>2.1. Identifies social, cultural and historical events at the local, national level, and wider, and the causes.</p> <p>2.2. Understands importance of natural social objects, phenomena and processes and environmental at the local, country, regional and world level.</p> <p>Shows respect for cultural and natural heritage, as well expresses solidarity in the social processes in which he is involved.</p>	
	Topic	Subject learning outcome (SLO)
	Life in Kosovo then and now	<p>Compares family life in the past and nowadays, in the village and in the city, as a result of social developments (education and mass employment, especially for women, family functioning and management, development of transport, electrification, water supply, etc.)</p> <p>Describes economic branches in his dwelling-place then and now, and assesses their impact on people's lives.</p>

		<p>Identifies contributing personalities of the country where he lives before and now, and describes their role in the relevant fields (education, health, economy, etc.)</p> <p>Identifies sports and athletes, arts and artists that have influenced Kosovar society in the past and nowadays (from football, handball, music, painting, film, drama, etc.).</p>		
	<p>Our traditions and heritage</p>	<p>Distinguishes events from ancient tradition (weddings, holidays and their rites such as Saint George, etc.) and from the national and state tradition and describes the forms of recording them in the family, at school, in the community.</p> <p>Actively participates in the celebration of any traditional holiday in the school and community.</p> <p>Identifies cultural institutions such are theaters, museums, as well archaeological, historical and natural sites of the country and describes activities that take place in them.</p> <p>Distinguishes clothing of various regions of Kosovo and some of their characteristic features.</p> <p>Collects and takes care of exhibits from heritage, contributes to the enrichment of the family archive and the school museum.</p>		
<p>Norms, rights and responsibilities</p>	<p>SLO:3. Is familiar and learns to apply social norms and rules for common life in diversity.</p> <p>3.1. Distinguishes variety of ethnicities, cultures, races, beliefs, professions in the society and expresses respect for this diversity.</p> <p>3.2. Shows awareness of gender differences, freedoms and human rights and demonstrates tolerance and solidarity in communication and cooperation with others.</p> <table border="1" data-bbox="391 1717 1458 1787"> <tr> <td data-bbox="391 1717 573 1787">Topic</td> <td data-bbox="573 1717 1458 1787">Subject learning outcome (SLO)</td> </tr> </table>		Topic	Subject learning outcome (SLO)
Topic	Subject learning outcome (SLO)			

	<p>Understanding, solidarity, empathy and respect for others</p>	<p>Respects and values cultural, gender, ethnic, religious differences and people with special needs in the classroom, school, neighborhood and beyond.</p> <p>Respects different opinions of others, accepts others as they are, and treats them equally.</p> <p>Values solidarity as a human value and participates in supportive activities for each other in the school and social environment.</p> <p>Describes different life situations of empathy and support for friends, family members and others in good and in bad times.</p>
<p>Decision making and institutions</p>	<p>SLO: 4. Is involved in providing ideas, proposals and makes decisions Responsible manner.</p> <p>4.1. Identifies and explains factors that shall be taken into account in the case of making decisions in the situations different from everyday life.</p> <p>4.2. Understands different levels of decision-making in the institutions and society, then and now, and respects them in his actions.</p>	
	<p>Topic</p>	<p>Subject learning outcome (SLO)</p> <p>Shows willingness to make decisions in consultation with others while respecting their ideas and opinions.</p> <p>Explains various decision-making situations in everyday life and identifies factors that are taken and shall be considered in such cases.</p> <p>Identifies decision-making in the past and nowadays in the families, societies and institutions, and uses those experiences in his/her decision-making.</p>
	<p>SLO: 5. Contributes to the preservation and protection of environment, as well sustainable development</p> <p>5.1. Explains some of the causes and consequences of natural and social risks as</p>	

Environment, resources and sustainable development	a result of natural disasters and human actions and participates in activities to preserve the environment and and taking care of the inheritance.	
	5.2. Cooperates with others and undertakes beneficial actions that promote clean environment, takes care of fair use of vital goods for general and personal hygiene	
	Topic	Subject learning outcome (SLO)
	Resources and heritage of my country	<p>Describes some of the main natural assets of Republic of Kosovo, and explains importance of their rational use for the benefit of current and future generations.</p> <p>Identifies some of human assets and cultural heritage in the Republic of Kosovo and explains their importance for the country.</p> <p>Actively participates and determines actions to be undertaken in cooperation with others in the organization of various activities that promote preservation of the environment, economic heritage, health and social care towards others.</p>
Environment of my country	<p>Describes with a concrete example how environment is damaged by throwing family and industrial waste in inadequate places, by traffic, misuse and degradation of land, forests and waters.</p> <p>Explains importance of expanding green areas, using public and ecological transport, recycling waste, creating and using adequate landfills.</p>	

Methodological guidelines

In order to achieve results in the Society and Environment subject programme in the fourth class, teaching methods, techniques, and strategies are suggested that stimulate interest in learning, interactive learning and research work of the student.

For example, methods of observation, discussion, demonstration, interpretation, and research may be used for the completion of the topics "The place where I live and our Traditions and heritage." One of the methods is also problem-based learning, where students (in groups) do research in certain regions (terrain), visiting museums, or on the Internet about clothes, customs,

symbols, dialects, sources, etc. then comparing similarities and differences, which are then presented as Power Point projects, booklet, etc.

Also, simple interviews are a good way to collect data about events, places, personalities and ways of life, which also develops the skill of using different resources of society and environment.

Topics Connections and cooperations with others and everyone has rights and responsibilities may be completed through debates, role playing games, simulating an event that involves roles of personalities, such are writers, actors, heroes, teachers, leaders' of institutions, police officer, doctor, parent and various community members, etc. While treating topics, teaching units can be debated on issues and solutions to the problems that have been selected about a debate.

Topics "Understanding, solidarity, sensitivity (empathy) and respect for others" and "Different opinions, joint decisions" could be completed through modern methods, techniques and teaching strategies, and active learning as well based on interaction, where students will learn, give and exchange ideas, find concrete examples from everyday life, about which they will discuss, but that they can work on projects with topics from those mentioned and then present them to their peers. Films, documentaries, presentations by the teacher may be presented to them, and in this context, visits to social facilities where these values are promoted is more than necessary.

It is suggested for the students to become aware that environmental, economic and social problems should be thought globally, but to act locally, by organizing projects in order to improve the situation where they live. The topic can be developed through discussions, pictures or film images of how the situation was and is, as well to foresee how it would be better. In this context, students are encouraged to research the topic and create images for the desired state.

Students, with the help of teacher, may create a special calendar at the beginning of the year, in which they can plan different activities on the occasion of internationally recognized days and not only, related to the topics of Society and Environment field, which will be elaborated within the year, such are: Earth Day (22 April), International Day of Tolerance (16 November), International Day of Peace (21 September), International Day of Family (15 May), International Day of Childrens' Rights (20 November), Saint George (6 May), etc.

Guidelines on the implementation of inter-curricular issues

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

Inter-curricular issues that can be included in the subject/area are:

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

For example, the SLOs, on the topic "**Place where I live and our Tradition and heritage**", can best be connected with inter-curricular issue **Globalization and interdependence, which includes content related to environmental issues, economic issues, education, health, etc.**, using both comparison with domestic cultures and abroad, combination of skills and opportunities to create common things, combination of efforts with others to achieve greater success, etc., which can be carried out through research projects and different natures, e.g. of promotional projects (social values, products, natural resources, etc.)

Inter-curricular matters that would be well integrated into the topics "Relations and cooperation with others", "Everyone has rights and responsibilities", "**Understanding, solidarity, empathy and respect for others**" and the topic "**Various opinions, joint decisions**" are "**Education for democratic citizenship**" and "**Education for peace**", with their contents, such are: tolerance, harmony and ethnic, religious and cultural coexistence, etc. directly related to them. Likewise, issues **Education for democratic citizenship with its contents** related to the recognition and respect of human rights, children's rights, gender issues, cultural and intercultural issues, etc., which can also be completed through analysis of children's conventions, with preventive projects such as violence in the school, bullying, as well danger of using electronic technology.

While preparing projects on various topics, in order to provide new information about them, students together with teachers refer to the sources obtained from media, including television, magazines, Internet, film, newspapers, pictures, etc. and in this case they analyze values and messages that they convey. Thus, "**Education for media**" may be related to each topic, where information from media is used as source.

Education for sustainable development, as an inter-curricular issue, can be related to the topic "**Resources and the heritage of my country**", which is mainly about raising students' awareness about environment, health, economy, etc.

Guidelines on assessment

Assessment is process of continuous observation of documenting student work and refers to any type of activity and measurement that is used to judge work and achievement of the student.

Assessment of students is based on the assessment principles defined in the KK: transparency, reliability and impartiality.

A well-planned assessment requires from the teacher not only to use various methods and techniques, but also to adapt them to the teaching content, SLO, FLO, RNNj (rez. of the lesson) in order to achieve results of each targeted student.

Therefore, teacher shall determine suitable forms to evaluate achievement of learning outcomes by the student. Teacher shall do continuous assessment of the student during different parts of the lesson, such as assessment of homework, assessment of projects carried out individually or in groups, assessment with tests, self-assessment, assessment of the file, quizzes, etc. It is also important to observe group work and individual student initiatives which may be evaluated through various instruments such as; checklist, feedback, etc.

Guidelines on learning materials and resources

On the development of knowledge, skills, attitudes and values from the subject Society and environment, in the fourth class, various teaching materials and resources shall be used, through which students will be able to listen (teachers' explanations and discussions with peers), they has to see and practice the acquired knowledge on a daily basis. Teacher shall use appropriate materials, take examples from everyday life and adapt them to the age of students.

In order to concretize a lesson, in addition to textbooks (basic books, workbooks and activity books), maps, pictures, documentary films, collection of pictures or various items related to the topics, brochures, video recordings (information technology), various articles with content appropriate to the topics, but also in this class is suggested that students are encouraged to create postcards or posters with messages about environment, understanding, or for each topic that will be completed, to write essays on the topics in question, which can be used as further resources.

Also, other human resources, such as experts in the field, parents, can also be used for the completion of lessons, where the aim would be to make students aware of respect for others, for peoples' rights and freedom, well-being, preservation and protection of environment, health, importance of making right decisions, about risks, etc. Likewise, various visits with a cognitive character to various social, cultural and natural objects shall find a place in the plan and programme for the fourth class.

**CURRICULAR AREA: PHYSICAL EDUCATION,
SPORTS AND HEALTH**

**Subject curricula/curriculum plan
Physical education, sports and health**

Subject curricula/curriculum plan

Physical education, sports and health

Class 4

Content

Introduction

Goal

Topics and learning outcome

Methodological guidelines

Guidelines on the implementation of inter-curricular
issues

Guidelines on assessment

Guidelines on learning materials and resources

Introduction

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

Physical education, sports and health aims to develop knowledge and skills of each child based on his/her individual needs, to offer experiences, create new skills and abilities, which will further expand cultural, physical and health formation. Recognition and implementation of physical-movement and sports activity by all children affects strengthening of emotional, social and communicative relations.

Through learning experiences, children build healthy relations with others, react and manage different situations, take care of themselves and others, as well for the environment in which they act.

This process is particularly important in the completion of activities and other activities combined with artistic, social and health activities.

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 the creation of interpersonal relations, expansion of knowledge about cultures of different regions and countries that contribute to the creation of a healthy environment.

Goal

Goal of the subject, Physical Education, Sports and Health, for the fourth class, is to achieve all results of the field defined in the curriculum that shall be developed in an integrated manner through theoretical and practical learning process. Subject Physical education, sports and health for the fourth class offers to all children an opportunity to gain knowledge, skills, habits, attitudes, values and behavior, which will prepare them for a healthy psychophysical life.

Goals set to be achieved during this class are:

- To be able to manage different situations based on the age;
- To be careful and protect environment in which they act;
- To contribute on the strengthening of muscles of the whole body (neck, back, abdomen, hands, legs) as well regular growth and correct formation of the body.
- To practice basic exercises from athletics, gymnastics and other sports;
- To be familiar and apply basic rules of healthy food which contribute to growth and development.

Achieving these goals is carried out using appropriate methods and techniques, means of concretization, demonstration which are in accordance with the content being treated, but also with the age of students.

Topics and learning outcome

Students in the fourth class achieve the subject learning outcomes (SLO) for the topics set out in the table below, derived from the field learning outcomes (FLO) Physical Education Sports and Health, of the second level of the curriculum (LII) in the Core Curriculum for Primary Education:

Thematic/teaching units throughout a class/academic year:

1. Environment for all
2. Management of various situations
3. Athletics, training exercises and sports gymnastics
4. Sport games
5. Basic rules of healthy food and hygiene
6. Use of medicines
7. Physical activities and environment

Concept	SLO, Topic and FLO	
Complete physical, mental, emotional and social well-being	SLO: 1. Knowing and understanding importance of physical, mental, emotional and social well-being Student: <ol style="list-style-type: none"> 1. Manages his/her emotions and adapts them to different situations and judges that everyone is unique, different, contributes to the school and environment in which he/she lives, being equal and welcome everyone. 2. Demonstrates appropriate behavior in emergency situations and applies basic principles of first aid and where can ask for help. 	
	Topic	Subject learning outcome (SLO)
	Environment for all	Student: <ul style="list-style-type: none"> • Discusses appropriate ways to overcome different situations; • Uses various exercises and games for proper physical preparation and development. • Contributes to a suitable environment at the school and environment where he lives;

	Management of different situations	<p>Student:</p> <p>Identifies relevant institutions or persons where can ask for help and approach provision of first aid</p> <ul style="list-style-type: none"> • Acts appropriately in emergent situations;
Comprehensive and harmonious development of the body through physical and sport activities	<p>SLO: 2. Use of movement skills and abilities in physical and sports activities</p> <p>Student:</p> <ol style="list-style-type: none"> 1. Practice basic exercises from the content of athletics, gymnastics and other sports. 2. Interprets and develops different movements in elementary games, recognizes and applies some rules that are applied in elementary games. 	
	Topic	Subject learning outcome (SLO)
	Athletics, sports and rhythmic gymnastics.	<p>Student:</p> <ul style="list-style-type: none"> • Runs at the distance with changed tempo; • Plays some basic relay games with athletic elements; • Practices training exercises without props, with props and with a ball; • Performs simple elements from sport gymnastics which are also applicable in everyday life; • Performs simple elements from sport gymnastics which are also applicable in everyday life. • Acquires technical movements in the water through the play;

	Sport games	<ul style="list-style-type: none"> • Acquires elements of the basic technique of some sport games; • Distinguishes basic rules in different sport games.
Promotion of active and healthy lifestyle	SLO: 3. Creating habits for an active and healthy lifestyle	
	<ol style="list-style-type: none"> 1. Researches and discovers as consumer the origin of food and designs simple individual plans for healthy eating according to styles, daily periods, applying elementary rules of healthy eating. 2. Demonstrates skills in maintaining and cultivating personal and environmental hygiene at home, at school and within the community 	
	Topic	Subject learning outcome (SLO)
	Basic rules of healthy food and hygiene	Student: <ul style="list-style-type: none"> • Elaborates importance of applying basic rules of healthy food for the development of the body; • Practices basic rules of healthy food for the development of the body; • Properly uses props for exercise, sports, at home and at the school, applying hygienic habits.
Awareness on the impact of	SLO: 4. Understanding impact of the use of addictive substances on the life of the individual and of the society	

the use of addictive substances	Student: 1. Shows and elaborates 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 outcome (SLO)
	Use of medicines	Student: <ul style="list-style-type: none"> • Elaborates importance of presence of a parent/guardian or an adult during the use of medicines; • Describes situations when the use of medicines is necessary; • Shows importance of taking part in the recreational and sports activities and positive impact they have on health.
Education on the environment and sustainable development	SLO: 5. Use of natural environment for the development of physical activities and interest in caring and respecting environment Student: 1. Assesses importance of environmental impact in all physical activity and shows respect and care for environment through special actions.	
	Topic	Subject learning outcome (SLO)
	Physical activities and environment	Student: <ul style="list-style-type: none"> • Describes suitable places for physical activities that I can use in the environment where I live • Elaborates connection between natural environment and physical activities; • Actively participates in the organization of picnics and outdoor walks.

Methodological guidelines

Completion of the content in the subject Physical Education, Sports and Health, for the fourth class, is carried out using different teaching methods and techniques which shall be in

accordance with the age of students, but also adapt to the content in such a way as to be achieved results determined by the programme.

During planning and selection of teaching methods and techniques, you shall consider the following aspects:

- Learning outcomes through key competencies.
- Building knowledge, skills and movement habits based on those in the previous lessons.
- Creative activities such as movement games, sport activities, which connect physical education concepts with real life situations.
- Concrete didactic and technology tools and materials, such are: cd, dvd, computer, tape recorder, sketches, projector;
- Teacher-student cooperation during learning process.

When performing physical and sports activities, special emphasis shall be placed on maintaining personal hygiene and environment where they take place. We shall also take into account the safety of students in the sense of safe practices that should be made a habit among students in order for them to be acquired and followed throughout their lives.

Teaching is an interactive process that relies on the approach with the student in the center using methods, techniques that ensure comprehensive teaching for all students such are: verbal, demonstration, assistance, synthetic, analytical, concretization, illustration, imitation, discussion methods, debate, conversation, and others which teacher selects depending on the content of topics.

In all cases, implementation of teaching methods and techniques shall be accompanied by the use of relevant didactic materials and tools, always taking into account the age, potential, special needs and safety of students.

Inter-curricular issues

Subject "Physical Education, Sports and Health" is related to other curricular areas through which students gain knowledge and skills in relation to phenomena, occurrence, which enable comprehensive and sustainable learning.

Implementation of inter-curricular issues will help development and completion of the content of the field about the achievement of all competencies defined by Kosovo Curriculum Framework. Some of the inter-curricular issues that help students at this level are:

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

In general, inter-curricular issues enrich teaching and contribute to achieving results, therefore importance shall be given to their integration during planning and implementation. However, the work of teacher who shall pay attention to inter-curricular issues in the planning phase, analyze teaching units related to inter-curricular issues to ensure integrated learning is primary.

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

Guidelines on assessment

Goal of the assessment is systematic collection of information on the students' achievements during the learning process, support of student in mastering, learning outcomes, determination of the level of performance for each student. Competency-based assessment itself contains accurate, meaningful, and constructive detailed feedback to assist the student in achieving learning outcomes and mastering competencies.

Teacher, in accordance with basic principles of assessment, ensures use of all types of evaluation, which are defined as necessary to assess achievements of students, in order to support learning and teaching.

Student assessment is carried out through:

- Continuous assessment (assessment of learning)
- Assessment of student's subject portfolio
- Assessment by testing/summary assignment (learning assessment)

Continuous assessment is based on the observations and judgments of teacher, it is an assessment that collects data about student learning during learning process. This type of assessment enables teacher to identify students' strength, problems and difficulties that they have and provide immediate feedback that helps students to learn better. Also, continuous assessment helps teacher to plan the work to develop the lesson more effectively. The main focus of continuous assessment is for the student to improve his learning, as well to become more motivated to learn.

A portfolio may also be used to evaluate achievement of students in the subject of Physical Education, Sports and Health. Assessment of each portfolio task is based on the criteria that the teacher sets up, based on the type of given task. Student's portfolio is an assessment and self-assessment opportunity that summarizes student's performance during the academic year. Also, portfolio may contain practical thematic tasks, pictures and CDs demonstrating motor skills for different lines of the programme, engagement in the different school activities, etc. Assessment is entirely based on the results of the subject programme and teacher shall not evaluate student for those results that are not described in the curriculum. Objective of assessment is not only knowledge and skills, but also skills, attitudes and values.

Teacher develops a variety of assessment methods for example:

- Verbal description of movements that need to be improved;
- Standardized written test;
- Active participation during the lesson (checklist);
- Essay (individual or group research on health education topics);
- Illustrations or other creative expressions;
- Video recordings.

Whereas in Physical Education and sports and health, teachers' focus shall be on evaluating these elements:

- Tactful correction of wrong movements;
- Checklist;
- Active participation in the elementary games during teaching hours;
- By choosing the fastest students in the run;
- With composition of physical exercises and points;

- With a point system on special exercises;
- With point system on composed dance;
- With points on individual actions;
- With points on the best group during the game or competition;
- Scored on the movement patterns of different runs.

To these evaluations, may be added assessment on activation in the various sports activities. It is very necessary that all results obtained from assessment of students are recorded in the "Teacher's Diary" continuously and stored in the period of time for the duration of a degree, according to an Administrative Instruction (MEST) No. 08/2016 on the assessment of students according to the Pre-university Education Curriculum Framework of Republic of Kosovo.

Instructions for didactic material and learning resources and resources

For the successful completion of competencies in the field of physical education, sports and health, is important to use different learning resources that motivate children and stimulate their progress in order to create habits and skills necessary for life. In the times we live in, there are opportunities to use a wide range of learning resources, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopedias, educational software, projects, various studies, various analyzes and reports of relevant subject and other books.

Teachers and children may engage in the design and use of learning material, e.g: results of projects carried out by children may become valuable learning resources for the class and students. Teachers shall research and adopt materials continuously in order to enrich their teaching, make it as attractive, appropriate and in this way help students to understand and acquire learning contents provided by the programme of subject.

CURRICULAR AREA: LIFE AND WORK

Subject curricula/curriculum plan

Life skills

Subject curricula/syllabus
Life skills
Class 4

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

Introduction

Subject, Life skills, in the fourth class, is continuation and expansion of knowledge towards acquisition of skills, attitudes and values to raise awareness and self-confidence on the exercise of practical work, use of ICT, cooperation related to the family economy, with living environment and orientation for life and work. It also helps to prepare students for work and life in the XXI century, shifting the emphasis to developing competencies, skills and attitudes through active learning.

As part of the subject of Life skills, modules will be developed which aim to fulfill main concepts of the field of **Life and Work** for the level II such as: Handmade

Personal development, Life skills, Counseling and career guidance, Family economy, Education for sustainable development and Work and education for entrepreneurship. All these concepts are developed in connection with the results of the field and of the subject in order to achieve the main goal of the field **Life and Work**.

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

The subject affects children in developing critical thinking, developing problem-solving skills, fostering creativity, presentation skills, increasing self-confidence and teamwork.

Goal

Goal of the course Life skills, for the fourth class, is for the student to get to know different roles of individuals in life and work, to get to know different materials and their use, knowledge of risks, career development, economic planning family, environment and health, as well the media.

Through the subject Life skills, level of knowledge and skills for everyday life is increased, including basic concepts of the field Life and work.

Through the subject of Life skills for the fourth class, learning at school is made more engaging and enjoyable through various hands-on activities in which students are encouraged to participate. The main goal in the fourth class is for students to identify their interests in any activity or skill, such as: processing recycling materials, moderation, creating school or classroom newspaper, sewing, cutting, measuring, various organizations (humanitarian, entertainment) etc.

By using ICT, students will be able to find information from a variety of sources, select and synthesize information to meet their needs. As well, they will be able to develop their ideas using ICT tools to improve the quality, change and perfect their work.

The most important life skills that student shall achieve through the subject, Life skills, are:

- Creative and critical thinking;
- Problem solving skills;
- Decision making skills;
- Communication skills;
- Coping with emotions and stress;
- Skills of presentation;
- Teamwork;
- Entrepreneurial skills.

Topics and learning outcome

Students in the fourth class achieve the subject learning outcomes (SLO) for the topics set out in the table below, derived from the field learning outcomes (FLO) Physical Education Sports and Health, of the second level of the curriculum (LII) in the Core Curriculum for primary education.

Concept	SLO, Topic and FLO	
Development based on practical manual activities (Handmade)	SLO 1. Practicing practical work at home, school and in the community 1.1. Describes differences between activities that are carried out individually and in groups. 1.2. Undertakes practical activities based on own initiative and independent approaches in order to finalize various work products, starting from a given model, picture or drawing. 2. Raising personal qualities for life and work Demonstrates willingness and initiative to participate and organize of various group activities at school and in the community, respecting the rules of interaction and teamwork.	
	Topic	Subject learning outcome (SLO)
	1. Materials and their processing	Student: - Structures various shapes and figures from paper patterns, individually and in group. - Distinguishes types of sewing and practices in everyday life. - Designs with sewing, knitting and embroidery - Exhibits his or her work in the classroom or school.
Personal development, life	SLO 3. Use of technology for everyday life and work	

skills	<p>3.1. Uses household tools and equipment in everyday situations.</p> <p>3.2. Uses adequate tools, means and materials to make simple products based on the teachers' instructions.</p> <p>6. Promotion of safe conditions for life and work</p> <p>6.1. Describes rules for protection and safety from dangers in everyday life: at home, school and in the environment.</p>	
	2. Risk awareness	<p>Student:</p> <ul style="list-style-type: none"> - Practices correctly ironing. - Uses household tools (mixer, juicer, electric stirrer) preparing different food products. - Uses correctly household appliances and protects from hazards while using them.
Counseling and career guidance	<p>SLO</p> <p>4. Using ICT to advance learning and the quality of everyday life</p> <p>4.1. Uses personal computer to reflect initial ideas and creativity</p> <p>4.2. Uses ICT confidently to create different projects, plan activities, to create tasks, research and develop practical skills.</p> <p>7. Preparation for professional life and future career</p> <p>7.1. Demonstrates through his actions the need of taking responsibilities, sharing activities that take place at home, school and community.</p>	
	3. My career	<p>Student:</p> <ul style="list-style-type: none"> - Presents videos/pictures with the way of working of different professions. - Identifies certain skills and abilities for different professions. - Sees the work (in the institutions, workshops, factories, etc.) of several different professions. - Identifies types of activities at the school, home, community and shows their connection with different professions.
Family economy	<p>SLO</p> <p>1. Practicing practical work at home, school and in the community</p> <p>1.2. Undertakes practical activities based on own initiative and independent approach to finalize various work products starting from a given model, picture or drawing.</p> <p>5. Exercising entrepreneurship and business plan development</p> <p>5.1. Directly researches and is involved in the family economy activities and exercises elementary organizational-budgetary responsibilities, developing the spirit of an entrepreneur.</p>	
	4. Planning	Student:

		<ul style="list-style-type: none"> - Plans and works on a product from recycled materials. - Creates simple models or drawings using computer programme. - Plans household activities. - Prepares weekly work plan and lists and elaborates priority actions. - Uses various sources of information on entertainment, humanitarian and environmental protection activities.
Education for sustainable development	<p>SLO</p> <p>6. Promotion of safe conditions for life and work</p> <p>6.1. Describes rules for protection and safety from dangers in everyday life: at home, school and in the environment.</p> <p>9. Protection and preservation of nature and environment</p> <p>9.1. Processes basic recycling materials from the family economy and takes protective measures to preserve environment</p> <p>9.2. Develops knowledge and skills for society, environmental protection, family economy and use of ICT.</p>	
	5. Health and Environment	<p>Student:</p> <ul style="list-style-type: none"> - Explains meaning of the hazard symbols for certain wastes. - Elaborates the level of risk for each waste. - Explains influence of the quality of environment on the quality of human health. - Creates messages on the protection of environment and health. - Elaborates human concern on the amount of waste. - Processes various things with recyclable materials.
Work and education for entrepreneurship	<p>SLO</p> <p>2. Raising personal qualities for life and work</p> <p>2.1. Demonstrates willingness and initiative to participate and organize various group activities at school and in the community, respecting rules of interaction and teamwork.</p> <p>4. Using ICT to advance learning and the quality of everyday life</p> <p>4.1. Uses personal computer to reflect initial ideas and creativity.</p> <p>4.2. Confidently uses ICT to create different projects, plan activities, create tasks, research and develop practical skills.</p>	
	Media	<p>Student:</p> <ol style="list-style-type: none"> 1. Gets aware and informed about Internet security.

		<p>2. Presents computer safety for children on the Internet.</p> <p>3. Understands importance of saving personal data (name, surname, home address, etc.).</p> <p>4. Understand that Internet contains a very large amount of information for searching and finding required information.</p> <p>5. Elaborates the role of radio, TV, social media, etc.</p>
--	--	--

Methodological guidelines

For the completion of contents that are defined in the subject Life skills for the fourth class, various work methods can be used in order to fulfill the requirements of this subject, but as well because of the specifics that has. One of the methods for successful development of this subject is the student-centered teaching method.

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

- Discussion and collaborative learning (in small groups, bigger groups and with all students);
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through computer;
- Exercises with role playing;
- Encouraging individual work and exchange of knowledge and skills, interactive work;
- Outdoor learning and visits to industrial facilities.

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

In the framework of the subject Life Skills, one of its important goals shall be the completion of inter-curricular issues, which will help in achieving the main competencies foreseen by the KKK. The inter-curricular issues that should be considered at this level, and that may be dealt with continuously at other levels are:

- Education for democratic citizenship;
- Education for peace;

- Globalization and interdependence;
- Media education
- Education for sustainable development.

Subject, Life skills, shall be implemented in such a way as to enable students to gradually improve and apply the main competencies foreseen in the KKK. Organization of the lesson shall focus on what students should know and what they should be able to do. It is reflected through knowledge, skills, habits, but also through attitudes and behaviors that they have to reflect.

Guidelines on the implementation of inter-curricular issues

Within the subject, Life skills, one of its important goals shall be completion of inter-curricular issues, which will help to achieve the main competencies foreseen by the KKK.

Some of the inter-curricular issues that should be taken into consideration at this level, but which can be dealt with continuously at other levels, are:

- Media awareness (using media to understand the world around);
- Education for sustainable development (community services);
- Protection of environment and development of ecological stances;
- Language and communication skills;
- Personal development and life skills;
- Voluntary work.

Guidelines on assessment

Assessment is an element present in every learning activity. Measurement and assessment are an integral and quite important part of teaching in the modern school.

Students learn a lot during their academic years. However, not everything they learn can be measured by means of testing, also due to the fact that, for primary level students, use of different techniques enables the most realistic assessment, based on the various characteristics of students.

Subject, Life skills, due to its nature and specifics, requires variety of assessment methods on a regular basis, where the focus is on understanding life and work; concepts and practice of positive behaviors and attitudes. In other words, students shall be able to continuously and actively apply knowledge learned in their everyday life.

Due to the specifics of this subject, would be valuable that, in addition to the numerical assessment, descriptive assessment should be applied to a large extent, since group work, projects, psychomotor skills, speaking skills, etc., cannot be measured by of the tests. To measure and assess them, other instruments are used. Direct observation is a suitable procedure for the subject Life skills 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:

Participatory bulletin is described as an observational technique that can be used to observe, in small groups, or during discussion. Bulletin shows who provides aid, how often they cooperate, how valuable the aid is, etc.

Checklist is an instrument that contains 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 learner's progress, demonstrating how he accomplishes tasks or objectives of various kinds. In addition to the list of elements to be observed, a rating scale is also provided.

Student file is a tool that can be used to show samples of student work that demonstrate student's progress, skills, and level of work. File may contain, for example, drawings, a project, a creation, plans, etc.

File has value for these reasons:

- It is a tool that provides information to teachers, parents and students.
- It provides the student a comprehensive overview of his work.
- By preparing the file himself, student plays an active role in the learning and assessment process.

Guidelines on learning materials and resources

For the successful completion of competences in the subject Life skills, it is important to use different learning resources to motivate students and stimulate their progress in order to acquire habits and skills necessary for life and work in everyday life.

Since textbooks are valuable and important sources of learning, students' access to information shall not be limited only to textbooks, but also to other sources that serve to plan and implement the learning process in the classroom.

A wide range of learning resources shall be used for the most successful implementation of the Life skills subject, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopedias, educational software, projects, various studies, analysis and various reports of the relevant field and related work materials. Teachers, students and other education providers may also engage in the design of tailored learning resources, for example, results of student projects may become valuable learning resources for different classes.

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