



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

Fifth Grade

Pristina, 2021



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

Cabinet of the Minister

No. 348/225

Date: 20/08/2021

The Minister of Education, Science and Technology (MEST), pursuant to Articles 8.10 and 11 of Law No. 06/L-113 on Organization and Functioning of State Administration and Independent Agencies of the Republic of Kosovo (Official Gazette No. 7/01 March 2019), Article 5 of Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, and based on Article 8, paragraph 1.4, Annex 1, paragraph 7 of Regulation (GRK) No. 02/2011 on Areas of Administrative Responsibility of the Office of the Prime Minister and the Ministries, issues on 30.03.2021, the following:

DECISION

On application of the subject curriculum

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

Reasoning

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

The Decision is served on:

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

Shyqiri Butyqi
[signed]
Minister/MEST

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Introduction

The fifth-grade subject curricula/syllabuses are designed for seven curriculum areas. The fifth grade, just like the fourth grade, has the same organization of subjects within the curriculum areas.

Learning outcomes for curricular areas are achieved through subjects. In the area of Languages and Communication, learning outcomes are achieved through the following subjects: Albanian Language, English Language as a first foreign language. In the area of Arts, the area outcomes are achieved through the subjects of Figurative Education and Music Education. In the area of Mathematics, the outcomes are achieved through the subject of Mathematics. Learning outcomes in the area of Natural Sciences are achieved through the subject of Human and Nature. In the area of Society and Environment, the outcomes must be achieved through the subject of the Society and Environment course. The area outcomes for Physical Education, Sports and Health are achieved through the subject of Physical Education, Sports and Health. In the Life and Work curriculum area, the learning outcomes are achieved through the subject of Skills for Life. Although the learning in this grade is organized through subjects, teachers must make efforts to organize integrated teaching, coordinating the planning among themselves. Teachers should connect teaching with students' work and daily life, to enable them to understand their relationship with the natural environment and with the human-made environment. Also, teachers should through the teaching of each subject, including optional subjects, make efforts for the students to develop the competencies defined for the second level of the Curriculum.

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

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Lesson plan

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

**CURRICULUM AREA: LANGUAGES AND
COMMUNICATION**

Subject Curricula/Syllabuses

Albanian Language

English Language

SUBJECT CURRICULUM/SYLLABUS

Albanian Language

Grade 5

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The Albanian Language curriculum for the fifth grade aims at the cultural and linguistic advancement of the student, in accordance with their age. This advancement is related to developing skills for using grammatical categories, using the main rules, practising spelling, enriching the vocabulary, and building and analyzing the narrative, description, comment, argument and information, in addition to developing imagination and the ability to judge. In this grade, students develop language skills and abilities; recognize, comment and write different literary and non-literary texts, express themselves clearly orally and in writing differently; create a text, tell an event, argue a point of view, draft an argumentative essay, participate regularly in discussions (debates), use language in accordance with concrete communication situations and develop reading-comprehension skills. Learning the Albanian Language in this grade is closely related to building oral and written language usage habits as well as the recognition of cultural and aesthetic models necessary for their cultural formation.

Purpose

The purpose of learning the Albanian Language in the fifth grade is to develop and master the students' skills to communicate in different situations, establish individual independence and cultural formation, acquire the literary language, prepare students to know life, develop the feeling for listening and talking about different topics with an educational and learning character, encourage and motivate students to learn, namely acquiring the skills affecting the student's personality formation. In this grade, the goal of developing language skills in reading and writing continues, increasing fluency in reading-comprehension, building a writing strategy, knowing the rules wherewith a piece of writing begins and ends, enriching the vocabulary, and writing compound sentences. In this grade, the student increases the level of reading-comprehension and develops the basic skills of listening, reading, speaking and writing in accordance with language standards and age requirements.

The program is organized taking into account the communication skills in listening, 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 as well as a language system. Completing basic linguistic, cultural and communication knowledge, developing a culture of argumentation, tolerance and respect for personal identity as well as research culture for age-appropriate projects, contain some of the basic requirements of this program.

Topics and outcomes

Students in the fifth grade should achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Languages and Communication of the second level (Level 2) of the Core Curriculum for Preparatory Grade and Primary Education.

Communication skills

- Listening and speaking
- Reading
- Writing

(All topics are realized through these communication skills)

Concept	Topics	Subject learning outcomes for the topic (SLO)
Literary and non-literary texts	<p>Simple literary forms: proverbs, fables, fairy tales, legends, etc.</p> <p>Poetry: rhythm, verse, stanza, rhyme, personification, hyperbole, litote, epithet, simile, metaphor;</p> <p>Prose: literary characters, event, time and space, author-narrator, theme, reality motifs, imagination, etc.;</p> <p>Dramatic or dramatized texts: monologue, dialogue, act, scene, director, etc.</p> <p>Non-literary texts of a cognitive, didactic, documentary,</p>	<ul style="list-style-type: none"> • Identifies the nature of simple literary forms: proverbs, fables, fairy tales and legends, recognizing the way of telling, typical characters, motives, and themes; • Distinguishes the message of wisdom at the end of the text from the subject of the narrative; • Distinguishes main and secondary character, theme, event, subject, time and space; • Distinguishes the main idea from the details; • Interprets poetic and dramatic texts also in a stage-performing way; • Interprets elements of the literary work by developing the reading-comprehension strategy; • Distinguishes the main idea from the details; • Distinguishes the elements of lyrical, epic, dramatic literary genres; • Identifies the nature of the texts, according to their genre and theme; • Shows the nature of poetry, rhythm and tonality, verse, rhythm, rhyme and literary figure; • Distinguishes the language of non-literary texts from literary ones; • Analyzes poetry according to poetic figurativeness,

	<p>popularizing scientific, ecological, ethical, educational character, etc.; spoken, read, recorded and screened texts.</p> <p>Cultural, documentary and educational texts (such as profession, sport, play, work, nature, country, interesting events from the past, holidays, walks, visits, etc.).</p> <p>Non-literary texts: short texts (official and unofficial such as announcements, requests, letters, publications, congratulations, invitations, thanks, greetings, forms, commercials, notifications, biographies, autobiographies, etc.).</p>	<p>distinguishing personification, hyperbole, litote, epithet, comparison, metaphor;</p> <ul style="list-style-type: none"> • Imitates characters and plays roles; • Distinguishes the elements of poetry from prose; • Identifies the features of prose and drama, such as: theme, event, characters, narrator, monologue, dialogue, acts, radio drama, television drama, etc.; • Describes the structure of the dramatic text and the elements of the theatre; • Listens carefully and receives the necessary information and messages; • Actively listens to speakers, discusses, converses and reacts; • Applies the basic rules of communication; • Demonstrates a culture of independent expression; • Uses different information sources; • Practices certain forms of literary and non-literary writing while also developing the basic elements of the essay (introduction, body, conclusion); • Uses presentational, persuasive and argumentative speech, through a clear expression and showing ethical attitudes; • Practices non-verbal communication through features and habits of feelings and emotions (through facial expressions, gestures and gaze); • Reads aloud or silently short official and unofficial texts and distinguishes sender and addressee, title, date, introduction, body, conclusion; • Writes different types of literary and non-literary texts; • Describes different texts or parts accurately and clearly; • Writes for personal needs, through the use of models, letters, invitations, requests, congratulations, biographies, autobiographies, poems, stories, diaries, and simple articles, expresses thoughts about a film, show, exhibition and about various life situations.
<p>Figurative and non-figurative</p>	<p>Stylistic figures: personification, hyperbole, litote;</p>	<ul style="list-style-type: none"> • Distinguishes and explains the meanings of words (original and figurative meaning); • Uses words with multiple meanings, understands and

language	comparison, original and figurative meaning; Phraseological expressions. Figures of repetition	uses synonyms, antonyms and phraseology; <ul style="list-style-type: none"> • Distinguishes the figures of comparison; • Uses meaningful and varied words and expressions; • Expresses his/her feelings and emotions with a rich vocabulary using phraseological expressions, proverbs, figurative words, etc.;
Culture, criticism, Story	Narratives, short stories, popularizing texts such as from the area of sports, music, film, activities, various information, etc.	<ul style="list-style-type: none"> • They are encouraged to express their desires in a variety of opportunities and spaces; • Speaks convincingly about various topics and activities of daily life; • Plays roles according to patterns and areas (music, sports); • Talks about ancestors and family, language, culture, symbols, customs, coexistence, etc.
Linguistic system	Spoken language and its organization at the level of sounds, words, sentences, lectures and texts; pronouncement, syllable and the word; sentence, discourse and intonation. New words, terms, linguistic expressions, synonyms, antonyms, homonyms and phraseological expressions. Personal glossary with: new words, special expressions, phraseology and terms from different areas, etc. Text, paragraph, sentence, groups of words; Direct and indirect	<ul style="list-style-type: none"> • Distinguishes the way and level of organization of spoken and written language, simple (local) speech, dialect and standardized speech; • Communicates accurately and clearly on various topics; <ul style="list-style-type: none"> • Uses words, terms, expressions and phrases that help to express himself/herself better, more expressively and more eloquently; • Distinguishes and writes linguistic structures such as text, paragraph, sentence, groups of words, discourse; • Distinguishes how new words are generated; • Distinguishes synonyms from antonyms; • Distinguish homonyms from phraseological expressions; • Writes simple and compound sentences, the main parts of the sentence and its complementary groups; • Uses the declined words and undeclined words; • Uses the types of interrogative, imperative, declarative and exclamatory sentences and their forms by analyzing the main clause expressed by pronoun and verb, the predicate of the main clause, the second parts of the sentence: direct and indirect object, circumstantials etc.; • Uses correct punctuation marks when writing, mainly in direct and indirect speech;

	<p>speech, Types of sentences, simple and compound sentences, subject and predicate, main clauses and secondary clauses, Declined words and undeclined words, Words and sentences with negative and affirmative, imperatives, interrogative meanings, etc. Punctuation: period, question mark, comma, semicolon, quotation marks hyphen.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to expand the simple sentence into a compound one and the function of the declined and undeclined parts of speech in addition to the main syntactic functions (subject, predicate, object, etc.); • Identifies the subject expressed by a pronoun; • Distinguishes the second parts of the sentence: the direct and indirect object, the circumstantial of place, manner and time and the determiner; • Identifies declined words: noun (types, number, gender, declension), adjective (concordance with the noun, types, number), pronoun (types, declension), verb (number, person, manner, conjugation), numeral - types; • Speaks clearly using negative, declarative, imperative, exclamatory and interrogative sentences; • Uses punctuation correctly in dialogue, direct speech, sentence types, compound sentences.
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Methodological guidelines

The teaching methodology is important for the realization of the program content. During the implementation of the teaching process, the teacher must take into account the most effective teaching strategies, which enable effective learning. The teacher should be a model for students in terms of how to use language skills. Their attention should be focused on achieving the learning outcomes for this grade and developing key competencies. The teacher must develop the structure of the language system through language skills (listening, speaking, reading, writing) integrated into literary and non-literary texts. Cultural knowledge and elements of the language system are taught through various literary and non-literary texts. The student and the teacher must maintain a continuous cognitive and cooperative relationship.

For the implementation of the plan and program of the Albanian language, the teacher is competent in the choice of teaching and learning methods and techniques. The methods and techniques selected by the teacher must be adapted to the previous skills and knowledge of the students, their needs and requirements, the environment (school, classroom) and the teaching material. When 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, the teacher must, during planning, adapt to the way students learn, which techniques make it possible to achieve the learning content and certain objectives.

Using new teaching methods and techniques allows continuous interaction with the student, presenting him/her at the centre of learning activities, encouraging, helping and motivating each other's learning model. This type of learning will be more successful. If students are more involved in different activities while learning, the outcomes will be better. The teacher should know that some features 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

The Albanian Language is a basic means of communication for all subjects, with special emphasis on history, arts, culture, mathematics, and civic education. Topics from these subjects impact the development of communication skills, cultural formation and the creation of independent individuality. In addition to cross-curricular issues, cross-curricular issues such as topics from Sustainable Education Development, topics from Media Literacy, topics from Health, Child/Human Rights, gender equality, ecology, and environmental protection can be addressed and developed through the Albanian Language. etc. The topics can be chosen by the teacher, depending on their importance. The interdisciplinary correlation directly affects the general formation of the student's personality.

Assessment guidelines

The assessment in this grade is done in order to verify the mastery level of the learning outcomes, identifying the difficulties faced by the students. Through assessment, the teacher must identify strengths and obstacles in learning and will help students to improve weak points (not only in improvement but also in the development of other capacities). The teacher must continuously assess the level of knowledge the student has acquired. Special emphasis during the assessment should be given to oral expression, expression through oral interaction as well as written expression, such as comprehensive reading. In oral expression, the assessment is made for the events, stories, explanations, and thoughts of the other person, in addition to the correct pronunciation and writing of words and sentences.

Instructions for learning materials and resources

The teacher can use all resources, tools and materials that help achieve the outcomes and competencies of the subject for this grade. The teacher can choose and has the discretion to use different didactic materials, which help to achieve the learning outcomes. Textbooks are not the only source of information, so other materials can also be used, such as encyclopedias, the Internet, etc.

SUBJECT CURRICULUM/SYLLABUS

English Language

Grade 5

Guidelines for using the syllabus
Methodological guidelines
Cross-curricular issues
Assessment and evaluation guidelines
Guidelines for teaching materials, tools, and resources

1. INTRODUCTION

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

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

The program of the English language will emphasise 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 socialise, acquire and provide information, to express feelings and opinions. Knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience; however, communicative skills are the primary focus of language acquisition.

2. GOALS

The purpose of teaching English from an early stage is to enable the learners to achieve 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 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 analytical 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 and on a more general level;
- d) **Participate** in various language experiences that will enable to engage in situations dealing with:
- dream jobs, food and recipes, land and sea animals, themed parks, natural wonders, computers and holidays;
 - **understand** a series of simple oral statements and short texts in a controlled and structured context, and;
 - **express** their ideas through short spoken and written sentences and engaging in short conversations.

3. TOPICAL CONTENT AND LEARNING OUTCOMES

Concept	Topics	Subject learning outcomes for the topic
Literary and non-literary texts	Topic 1 – Starter <ul style="list-style-type: none"> • Household chores • Free-time activities • In the city • People I know and their jobs • Numbers 1-20 (cardinal & ordinal) 	<ul style="list-style-type: none"> • Listens to and reads dialogues focusing on household chores and answers follow-up questions individually, in pairs or in groups; • Listens to and reads short texts describing a city and paraphrases key information; • Scans for specific information while listening and reading guided by keywords or questions; • Role-plays different scenes depicting the characteristics of different jobs; • Identifies family members through a family tree, story or video and introduces their jobs using vocabulary taught in the previous grade; • Writes a paragraph about free-time activities; • Listens to short dialogues and/or songs reinforcing the vocabulary in focus; • Identifies, pronounces and spells correctly numbers 1 – 20 (both cardinal and ordinal) presented through pictures, stories, short texts or videos.
	Topic 2 – My dream job <ul style="list-style-type: none"> • Jobs • Job qualities • Sports, sports equipment & injuries • Transport 	<ul style="list-style-type: none"> • Listens to and reads short dialogues depicting jobs and job qualities and answers follow-up questions individually, in pairs or in groups; • Listens to short dialogues and/or songs reinforcing the vocabulary in focus (jobs, sports, injuries, and transport); • Identifies job qualities and matches them to the right jobs (<i>e.g., kind, likes and takes care of animals,</i>

	<ul style="list-style-type: none"> • Short informative texts 	<p><i>wants to help = vet; caring, wants to help people = doctor; patient, loves kids, good at explaining things = teacher);</i></p> <ul style="list-style-type: none"> • Scans for specific information while listening and reading, guided by keywords or questions; • Identifies sports equipment presented through pictures, animations, or other forms of representation; • Role-plays scenes related to sports & injuries; • Describes in writing his/her favourite sport (e.g., rules, how it is played, etc.); • Categorises means of transport presented through pictures, or other forms of representation; • Discusses the different means of transport focusing on their environmental impact; • Identifies the structure of short informative texts and key information presented in texts; • Paraphrases and summarises information presented in short informative texts; • Practices note-taking techniques; • Writes a short informative text about an upcoming event in his/her community.
	<p>Topic 3 – Let’s make something</p> <ul style="list-style-type: none"> • Food items • Recipes • Helping people in need • Clothes & patterns • Celebration • Numbers 21 – 50 (cardinal & ordinal) 	<ul style="list-style-type: none"> • Participates in activities and/or games reinforcing vocabulary related to food and clothes; • Identifies food items presented in a recipe; • Paraphrases recipes using ordinal numbers (<i>first, second, third, etc.</i>); • Reads texts or listens to stories addressing the topic of offering help to those in need; • Identifies speakers and specific information presented in short texts or listening passages; • Distinguishes vocabulary used to describe clothes patterns presented through illustrations, pictures, or videos; • Draws a picture illustrating clothes in different patterns and uses it to give a presentation; • Paraphrases and summarises information on different celebrations and activities presented through videos, or texts, and pictures; • Summarises key information in writing, about an important celebration in their country; • Looks at and analyses samples of invitations sent out on different celebrations; • Writes a brief invitation (e.g., for a birthday party...);

		<ul style="list-style-type: none"> • Identifies, pronounces and spells correctly numbers 21 – 50 (both cardinal and ordinal) presented in pictures, stories, short texts, or videos.
	<p>Topic 4 – Animals</p> <ul style="list-style-type: none"> • Land and sea animals • Body parts of animals • Natural features • Short stories 	<ul style="list-style-type: none"> • Listens to and reads short texts focusing on land and sea animals and uses the presented information to categorise animals depending on their characteristics; • Listens to short dialogues and/or songs reinforcing vocabulary related to animals and natural features; • Distinguishes between land and sea animals presented through pictures and/or videos; • Identifies various land and sea animals and their body parts; • Participates in a discussion reflecting on the importance of protecting animals; • Reads texts or watches videos focusing on natural features (<i>e.g., hill, beach, volcano, cave, island, valley, cliff, etc.</i>) and scans for vocabulary used to describe targeted natural features; • Reads and listens to level-appropriate short stories; • Identifies the structure of short stories; • Makes predictions and cross-checks them using information presented in short stories; • Recalls and paraphrases the main topic, characters, and events presented in short stories; • Paraphrases and summarises different short stories in writing.
	<p>Topic 5 – Places</p> <ul style="list-style-type: none"> • Places to visit • The Earth • Famous theme parks around the world • Postcards • Numbers 51 – 100 (cardinal & ordinal) 	<ul style="list-style-type: none"> • Listens to and reads short texts describing different places to visit, and identifies their key features; • Listens to short dialogues and/or songs reinforcing the vocabulary in focus; • Uses different prompts (<i>e.g., pictures, video snapshots, keywords</i>) to discuss with peers various places to visit and their features; • Listens to and reads short texts describing the Earth and identifies key information; • Paraphrases and summarises the key information presented through listening and/or reading; • Writes one-two paragraphs describing a past visit to a favourite place; • Participates in discussion reflecting on the importance of protecting the environment; • Finds/selects pictures portraying theme parks;

		<ul style="list-style-type: none"> • Summarises key information, in writing, on theme parks based on reading and listening materials; • Describes the key features of theme parks and activities one can do there; • Reads and compares postcards written for different occasions; • Identifies, pronounces, and spells correctly numbers 51 – 100 (both cardinal and ordinal) presented in pictures, stories, short texts, or videos.
	<p>Topic 6 – Natural wonders</p> <ul style="list-style-type: none"> • Mountains, lakes, rivers, seas • Camping • Advertisements 	<ul style="list-style-type: none"> • Listens to and reads short descriptive texts relating to mountains, lakes, rivers and seas and answers follow-up questions individually, in pairs or groups; • Distinguishes between mountains, lakes, rivers and seas presented through different means of visualisation; • Watches animated stories or videos with a focus on mountains, lakes, rivers and seas and identifies key information; • Reads a dialogue or short story focusing on camping and identifies general and specific information presented; • Listens to short dialogues and/or songs reinforcing the vocabulary related to camping; • Identifies equipment needed for camping; • Matches topics/headings with given paragraphs; • Recognises different channels of communication used for advertisements; • Looks at and/or reads samples of various advertisements; • Writes about a famous mountain/lake or river in his/her country; • Discusses the different ads used to advertise natural wonders.
	<p>Topic 7 – I love computers!</p> <ul style="list-style-type: none"> • Inventions • Achievements • Technology related vocabulary • Emails • Big numbers (cardinal & ordinal) 	<ul style="list-style-type: none"> • Listens to and reads short texts describing important inventions and achievements and answers follow-up questions individually, in pairs, or in groups; • Listens to short dialogues and/or songs reinforcing vocabulary related to technology; • Identifies words related to technology presented through different means of representation (<i>e.g., text, pictures, videos, animations, etc.</i>); • Reads and/or listens to short texts describing inventions and answers follow-up questions individually, in pairs, or in groups; • Reads and identifies the structure of an email;

		<ul style="list-style-type: none"> Sequences steps of accessing/using a specific computer program and/or events presented in different email samples; Participates in discussions reflecting on Internet safety and talks about future actions he/she will take to use the Internet cautiously; Writes about his/her favourite invention and/or achievement; Identifies, pronounces, and spells correctly big numbers presented in pictures, stories, short texts or videos.
	<p>Topic 8 – Holidays</p> <ul style="list-style-type: none"> Things to take on a holiday Holiday activities Months 	<ul style="list-style-type: none"> Listens to and reads short texts describing holidays and summarises key information in pairs, or in groups; Participates in various games reinforcing vocabulary related to holidays; Reads, listens and/or watches videos depicting holidays; Identifies things brought along on holidays presented through different forms of representation and describes their material; Role-plays scenes focusing on holidays; Matches holidays to different months of the year; Writes about his/her holiday plans; Talks about important events naming months accordingly.
Figurative and non-figurative language	<p>Topic 1 – Starter</p> <ul style="list-style-type: none"> Household chores Free-time activities In the city People I know and their jobs Numbers 1-20 (cardinal & ordinal) 	<ul style="list-style-type: none"> Talks about responsibilities around household chores, related to him/herself and other family members; Creates a personal weekly schedule reflecting school time, time dedicated for learning, household chores, and free-time activities and writes a short paragraph summarising his/her schedule; Talks and writes about his/her favourite free-time activity using structured activities and/or guiding ideas/questions; Draws a map (or uses a ready-made one) and works in pairs asking and giving directions; Works in groups to create and present a visual representation of the city focusing on favourite aspects of the city s/he lives in, and things s/he would like to improve; Works in pairs or groups to draw/create a poster/brochure promoting the city s/he lives in; Participates in discussions on the topic of the city

		<p><i>(e.g., buildings in the city, favourite places to visit, rules, traffic, communities, citizen’s roles and responsibilities, etc.);</i></p> <ul style="list-style-type: none"> • Identifies, pronounces, and spells correctly the vocabulary items related to this topic; • Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic.
	<p>Topic 2 – My dream job</p> <ul style="list-style-type: none"> • Jobs • Job qualities • Sports, sports equipment & injuries • Transport • Short informative texts 	<ul style="list-style-type: none"> • Presents and talks about his/her family members (or other familiar people) focusing on their jobs and the qualities of the respective jobs; • Illustrates his/her dream job, conducts brief research (by interviewing family members, or other people online) to find additional information, and writes a short paragraph depicting key qualities of his/her chosen job (supported by structured activities and/or guiding ideas/questions); • Talks and writes about his/her favourite sport(s) using structured activities and/or guiding ideas/questions; • Shares opinions on the importance of playing sports; • Illustrates different sports and sport equipment, and uses the illustration to give a short presentation; • Identifies injuries resulting from playing sports and engages in discussions reflecting on measures that help minimise or prevent possible injuries; • Creates a mind map or other forms of representations to illustrate transport used in his/her city; • Participates in discussions on the means of transportation and their impact on the environment; • Identifies, pronounces, and spells correctly the vocabulary items related to this topic; • Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic.
	<p>Topic 3 – Let’s make something</p> <ul style="list-style-type: none"> • Food items • Recipes • Helping people in need • Clothes & patterns • Celebration 	<ul style="list-style-type: none"> • Utilises a range of food-related vocabulary to talk and write about his/her food preferences, eating habits, healthy and unhealthy foods; • Participates in discussions focusing on healthy eating, reflecting on the importance and benefits of having a balanced diet; • Finds a recipe and presents it to peers describing items needed and steps for making the recipe; • Reflects on the importance of helping those in need

	<ul style="list-style-type: none"> • Numbers 21 – 50 (cardinal & ordinal) 	<ul style="list-style-type: none"> • by sharing opinions in discussions; • Works in pairs or groups to brainstorm and plan an initiative to help others supported by structured activities and/or guiding ideas/questions (<i>e.g., helping other students in the school with learning, or homework; helping someone in their neighbourhood; volunteering, preparing and selling food items to fundraise for others, etc.</i>); • Prepares a poster (in pairs or groups) to advocate on helping those in need; • Illustrates different patterned clothes and uses the illustration to present his/her work; • Works in groups to plan a celebration and prepare an invitation (<i>e.g., date, time and place, number of guests; listing food, drinks and other items needed; choosing activities and music</i>); • Identifies, pronounces, and spells correctly the vocabulary items related to this topic; • Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic.
	<p>Topic 4 – Animals</p> <ul style="list-style-type: none"> • Land and sea animals • Body parts of animals • Natural features • Short stories 	<ul style="list-style-type: none"> • Creates graphic organisers to categorise different land and sea animals and presents them; • Illustrates and writes about different animals describing them, their characteristics and their habitat; • Writes about his/her favourite land or sea animal; • Researches the internet, or collects from newspapers/magazines/brochures, pictures of natural features to create and present a collection; • Writes sentences and short paragraphs describing natural features; • Writes a short story supported by structured activities and presents it; • Gives clues and guesses animals and their body parts (<i>e.g., I am a huge animal with a long nose and tail</i>); • Identifies, pronounces, and spells correctly the vocabulary items related to this topic; • Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic.
	<p>Topic 5 – Places</p> <ul style="list-style-type: none"> • Places to visit 	<ul style="list-style-type: none"> • Creates a brochure depicting places to visit in his/her country; • Advocates on the topic of protecting the Earth by

	<ul style="list-style-type: none"> • The Earth • Famous theme parks around the world • Postcards • Numbers 51 – 100 (cardinal & ordinal) 	<p>drawing a picture, designing a poster or creating artwork through recyclable materials;</p> <ul style="list-style-type: none"> • Researches and writes a paragraph summarising key information about a famous theme park; • Writes a postcard describing an event he/she has participated in (<i>e.g., holiday, celebration, visit to a theme park/museum, etc.</i>); • Identifies, pronounces, and spells correctly the vocabulary items related to this topic; • Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic.
	<p>Topic 6 – Natural wonders</p> <ul style="list-style-type: none"> • Mountains, lakes, rivers, seas • Camping • Advertisements 	<ul style="list-style-type: none"> • Describes and discusses a past visit to a mountain, lake, river or sea; • Researches and writes a paragraph summarising key information about a mountain, lake or river in his/her country; • Creates a weekly schedule depicting activities one can do while camping; • Uses playdough or other reusable materials to create various equipment needed for camping; • Designs an advertisement for one of the natural wonders (<i>e.g., mountains, lakes, rivers, etc.</i>) in his country and presents it; • Identifies, pronounces, and spells correctly the vocabulary items related to this topic; • Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic.
	<p>Topic 7 – I love computers!</p> <ul style="list-style-type: none"> • Inventions • Achievements • Technology related vocabulary • Emails • Big numbers (cardinal & ordinal) 	<ul style="list-style-type: none"> • Illustrates an invention and summarises key information using keywords and phrases upon searching the Internet, books or other reference materials; • Writes a paragraph paraphrasing and summarising information on a famous achievement; • Compiles an interview template supported by in-class structured activities and uses it to interview a family member on a personal achievement; • Uses imagination to create an invention within a given topic (<i>e.g., kitchen appliances, transport, objects used every day, school materials, etc.</i>), illustrates and presents it; • Creates and presents an illustration depicting key rules to follow to ensure safe use of the Internet; • Writes an email describing his/her favourite

		<p>computer program/game/application;</p> <ul style="list-style-type: none"> • Identifies, pronounces, and spells correctly the vocabulary items related to this topic; • Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic.
	<p>Topic 8 – Holidays</p> <ul style="list-style-type: none"> • Things to take on a holiday • Holiday activities • Months 	<ul style="list-style-type: none"> • Creates a survey on things to take on a holiday and preferred activities to do on holiday (supported by in-class structured activities) and collects answers from peers and/or family members; • Represents the collected data from the survey in a graphic format (<i>e.g., table, chart, etc.</i>) and uses it to give a presentation; • Plans a holiday (including defining time and place, listing things needed to bring along, and activities to do) and presents it; • Writes a paragraph summarising what he/she will do during summer; • Works in pairs, or in groups asking and answering questions about summer plans and activities; • Creates a calendar depicting important events for each month and presents it; • Identifies, pronounces, and spells correctly, the vocabulary items related to this topic; • Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic.
Critique, theory, history	<ul style="list-style-type: none"> • / 	<p>/</p>
Language exponents	<p>Topic 1 – Starter</p> <ul style="list-style-type: none"> • Verbs related to free-time activities (play football, read a book...) • Identifying places in the city • Giving directions • Counting up to 20 • Present simple and present continuous • Vocabulary field: household chores, 	<ul style="list-style-type: none"> • Utilises appropriate verbs and adverbs of frequency to talk and/or write about free-time activities and household chores; • Uses independently a range of vocabulary items to talk about a city (<i>e.g., places in the city, directions, prepositions of place</i>); • Distinguishes between and makes use of conjunctions <i>and/but</i> to join similar or contrasting ideas (<i>e.g., I like computer games and reading. He loves music, but he doesn't like signing</i>); • Talks about location and gives directions using a snapshot map of a city; • Describes situations happening at the moment of speaking;

	<p>professions</p>	<ul style="list-style-type: none"> • Talks/writes independently about daily routines or habits using appropriate tense; • Uses appropriate tenses to talk/write about actions happening at the time of speaking, temporary situations and definite plans; • Recognises and uses adverbs of frequency used to refer to the present (<i>e.g., always, usually, often, sometimes, hardly ever, never, etc.</i>) and time adverbials with present continuous (<i>e.g., now, at the moment, these days, today, etc.</i>); • Uses correctly the verbs 'do' and 'make' with household chores (<i>e.g., do the dishes, make the bed, etc.</i>); • Talks/writes about personal or other people's weekly schedules.
	<p>Topic 2 – My dream job</p> <ul style="list-style-type: none"> • Want to... • Subject pronouns • Adverbs of manner • Job-related vocabulary • Adjectives to talk about job qualities • Sports-related vocabulary and vocabulary related to injuries • Reflexive pronouns 	<ul style="list-style-type: none"> • Talks and writes about his/her future (job) using 'want to'; • Uses correctly subject pronouns to talk and write about his/her family members, their jobs and qualities (<i>e.g., patient, kind, hard-working, creative, etc.</i>); • Uses independently a range of vocabulary items related to jobs, sports and injuries; • Identifies and uses a range of adverbs of manner concerning the topics in focus (<i>e.g., He is a bus driver. He drives carefully.; My mom is a doctor and she works hard. He likes swimming, but he swims badly.</i>); • Describes job qualities using a range of adjectives; • Makes use of the correct prepositions (<i>on, by</i>) and phrasal verbs (<i>get on/into; get off/out of</i>) when referring to means of transport; • Distinguishes between and uses correctly subject and reflexive pronouns when speaking and writing; • Uses reflexive pronouns to emphasise the doer of the action.
	<p>Topic 3 – Let's make something</p> <ul style="list-style-type: none"> • Quantifiers • Comparative & superlative forms of adjectives • <i>As...as</i> • <i>Too – enough</i> 	<ul style="list-style-type: none"> • Reflects and shares experiences when he/she has helped others; • Engages in various activities, exercises and tasks reinforcing language exponents in focus; • Distinguishes between quantifiers and their usage (<i>e.g., a lot of, much, many, a few, a little</i>); • Uses quantifiers when speaking and writing on the topic of food; • Uses comparative and superlative forms of

	<ul style="list-style-type: none"> • Food-related vocabulary • Describing patterns and clothes • Counting up to 50 	<p>adjectives to talk and write about topics in focus (e.g., <i>The red dress is more expensive than the blue dress.; Apples are healthier than biscuits.; etc.</i>);</p> <ul style="list-style-type: none"> • Creates sentences describing clothes and patterns; • Recognises the structure of comparison to the same degree (<i>as+ adjective +as</i>, as well as <i>too + adjective and adjective + enough</i>) and utilises such forms when speaking and writing; • Uses independently a range of vocabulary items related to foods, clothes and patterns and adjectives; • Works in groups to create an awareness-raising campaign on the importance of helping others (e.g., through posters, flyers, fundraising, etc.); • Writes short paragraphs about his/her eating habits.
	<p>Topic 4 – Animals</p> <ul style="list-style-type: none"> • Past simple of the verb ‘to be’ (all forms) • Modal verbs • Adjectives ending in <i>-ed</i> or <i>-ing</i> • Object pronouns • Relative pronouns • Vocabulary related to land and sea animals and natural features 	<ul style="list-style-type: none"> • Identifies the form and use of past simple tense of primary auxiliary (<i>to be – all forms</i>); • Uses past simple tense of primary auxiliary <i>to be</i> when speaking and writing; • Identifies the form and use of modal verbs (<i>can – could/ should, must</i>); • Draws posters illustrating rules to follow when using public spaces (e.g., beaches, valleys, parks, etc.); • Uses modal verbs to talk about topics in focus (land and sea animals, and natural features); • Distinguishes and uses adjectives ending in <i>-ed/-ing</i> correctly (e.g., <i>interesting/interested, boring/bored, etc.</i>); • Recognises and uses correctly object pronouns and relative pronouns to talk and write about topics in focus; • Uses independently a range of vocabulary items related to land and sea animals and natural features.
	<p>Topic 5 - Places</p> <ul style="list-style-type: none"> • Past simple – regular verbs (affirmative, negative, interrogative) • Vocabulary related to places one can visit and the environment • Time expressions • Linking words 	<ul style="list-style-type: none"> • Identifies the form and use of past simple tense – regular verbs (all forms); • Writes about a place he/she has visited using past simple tense – regular verbs (all forms); • Recognises and uses definite past time expressions (e.g., <i>yesterday, last week/month/year, in 2019, ago, etc.</i>); • Writes a postcard using past simple tense; • Uses independently a range of vocabulary items related to the environment and places one can visit; • Discusses in pairs or groups famous landmarks to visit in his/her country using prompts such as

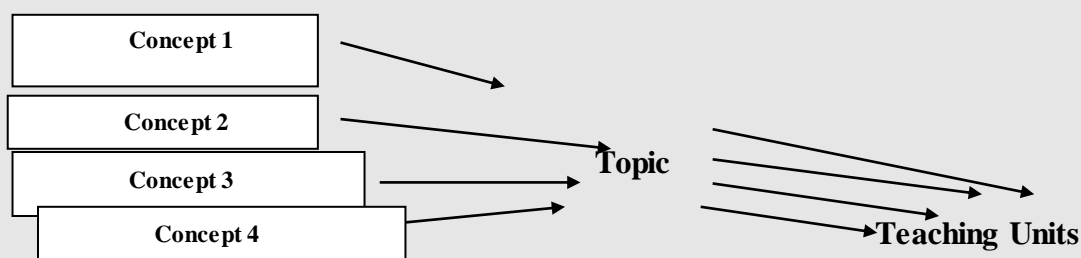
	<ul style="list-style-type: none"> Counting up to 100 	<p>illustrations, pictures and/or keywords to structure the discussion;</p> <ul style="list-style-type: none"> Uses imagination to sketch a theme park he/she would like to have in his/her city; Role-plays scenes buying and selling tickets for a theme park or other landmarks; Uses linking words to connect ideas in a paragraph.
	<p>Topic 6 - Natural wonders</p> <ul style="list-style-type: none"> Past simple – irregular verbs (all forms) Indefinite pronouns Vocabulary related to mountains, lakes, rivers and seas Time expressions 	<ul style="list-style-type: none"> Identifies the form and use of past simple tense – irregular verbs (all forms); Writes about an event, experience or activity in the past; Writes about a camping experience using past simple tense – irregular verbs (all forms); Recognises and uses definite past-time expressions (<i>e.g., yesterday, last week/month/year, in 2019, ago, etc.</i>); Asks for and gives advice related to camping in the mountain, lake, river, or sea; Talks about different objects found in nature and their composition; Recognises and uses independently indefinite pronouns (<i>e.g., another, any, anybody/anyone, anything, everything, someone, etc.</i>); Creates a poster advertising a camping venue; Uses independently a range of vocabulary items related to mountains, lakes, rivers and seas.
	<p>Topic 7 I - love computers!</p> <ul style="list-style-type: none"> Future simple (affirmative) Adjectives related to an opinion Technology related vocabulary Linking words 	<ul style="list-style-type: none"> Identifies the form and use of future simple tense (affirmative); Writes an email describing his/her plans for the weekend using future simple tense (affirmative); Gives opinions on important inventions, achievements, and/or computer programs using a range of adjectives; Recognises and uses time expressions used for the future (<i>e.g., tomorrow, next week/month, maybe, etc.</i>); Recognises and uses linking words (<i>e.g., first, second, another, also, in conclusion, etc.</i>); Talks about his/her dreams and hopes for the future; Uses independently a range of vocabulary items related to technology.

	<p>Topic 8 - Holidays</p> <ul style="list-style-type: none"> • Future simple (all forms) • Making a list of items to take on a holiday • Describing activities one can do on holiday • Question words • <i>-ing</i> form with state verbs 	<ul style="list-style-type: none"> • Identifies the form and use of future simple tense (all forms); • Uses future simple tense (all forms) to write about his/her plans for summer holidays; • Uses question words to ask and answer questions about summer plans; • Identifies and classifies the items needed to take on holiday and activities one can do according to the type and location of holidays (<i>e.g., mountains vs. sea</i>); • Describes activities one can do on holiday using prompts presented in pictures or keywords; • Recognises and uses the gerund form (<i>-ing</i>) correctly with state verbs such as like, love, enjoy, hate, can't stand, don't mind, etc. (<i>e.g., I enjoy reading books.; I love swimming in the ocean., etc.</i>) to talk about holidays and favourite activities; • Uses independently a range of vocabulary items related to holidays.
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4. GUIDELINES FOR USING THE SYLLABUS

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

In the syllabus, all the topics will be developed during one school year, with teaching contents for each topic. 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 at the end of this school year. The teacher's role is to develop all students' communicative skills: listening, speaking, reading, and writing. In the syllabus, there are learning outcomes based on these skills, which are measurable and which affect directly students' success. There are also some immeasurable outcomes that are important because, through them, students develop their values and attitudes.

5. METHODOLOGICAL GUIDELINES

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

5.1 The Communicative Approach and Task-Based Learning

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

In language learning, the attention of the learners may be focused on particular segments or 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. The 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*.

5.2 The Learning – Centred Classroom

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

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

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

5.3 The use of the mother tongue in the classroom

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

While there is clearly a place for the mother tongue in the classroom, teachers should make efforts to keep the use of the mother tongue to a minimum. Instead of translating words and/or asking learners to translate, they should demonstrate, act, use simple drawings and/or pictures, explain, give simple definitions. If teachers readily intervene with translation, as soon as learners are provided with an 'equivalent' word or expression, as soon as their curiosity is satisfied, they may lose interest in that particular item. In consequence, the English word or expression is easily forgotten and cannot be easily recalled. This method is easiest for the teacher and learner, but it may be the least memorable.

5.4 Vocabulary

Vocabulary teaching and learning is central to learning English. Words have a prominent 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, short texts, dialogues, listening excerpts;

At level 1, the learner's role is to:

- identify and name the given items;
- sing along with peers and teacher;
- answer questions, paraphrase, summarise using simple structured sentences;

Possible activities at level 1:

- showing pictures in sequence;
- singing a song in English;
- reading short texts and dialogues;

- listening to brief excerpts and dialogues.

6. CROSS CURRICULAR ISSUES

Since the English Language is not taught and learnt for its own sake but is seen as an aim and vehicle, the Grade Five 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 and other competences foreseen in the Level One Core Curriculum. During this grade, learners are provided with numerous chances to learn about cross-curricular issues while simultaneously acquiring and reinforcing words, phrases and simple sentences in the English language. Learners are exposed to these cross-curricular issues through songs, poems, drawing, crafts and other hands-on activities and are encouraged, where possible, to complete simple tasks through the facilitation of technology.

7. 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' works in one place, motivating learners to keep a record of their work, and also helping them to notice their advancement by the end of the school year. The portfolios can also be used as an anchor to engage learners in communication using simple structures by allowing them to present their work.

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

Some major reasons for testing are:

- To diagnose learners' standards on achievement;
- To measure learners' progress;
- To find out how much pupils have learned;
- To find out the quality of learning, as well as of the teaching;
- To find out how many of the class have learned what they were supposed to learn;
- To motivate pupils;
- To show the teacher what to teach next.

There are different kinds of tests, such as:

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

We see **evaluation** as wider than testing. Testing may be a successful evaluation tool, 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 the learner's ability to make a useful contribution to the class, we can simply judge

whether s/he makes a contribution or not, and sometimes we will have to justify, negotiate, and possibly modify our opinions.

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

8. GUIDELINES FOR TEACHING MATERIALS, TOOLS AND RESOURCES

In order to achieve the targeted aims and learning outcomes and cover the topical content of the grade five 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 (videotapes, 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/>

[IXL | Learn 5th grade language arts](#)

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

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

<https://learnenglishkids.britishcouncil.org>

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

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

<https://busyteacher.org/>

<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/user/SuperSimpleSongs>

<https://www.education.com/resources/fifth-grade/>

CURRICULUM AREA: ARTS

Subject Curricula/Syllabuses

Figurative Education

Music Education

Subject Curriculum/Syllabus

Figurative Education

Grade 5

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Instructions for learning materials and resources

Introduction

The subject of Figurative Education for the 5th grade is one of the favourite subjects for students of this age group because they best manage to reflect their world through figurative art. In general, visual art is a part of human consciousness from early childhood and an individual experience of perception, recognition, connection and unique communication with the world and society. Based on the fact that childhood experiences leave deep traces and influence the formation and determination of a person's personality in the future, adults often reflect on their artistic experiences, considering them as the most valued and important experiences of their early life. The subject of art provides opportunities to communicate or express ideas, thoughts and feelings about the phenomena and things that surround them, using a wide range of mediums, materials, techniques and different ways of visual communication. In this form, through art, students develop intuition, thinking, creativity and imagination, contributing to the formation of the students' personalities. Figurative art is the first form of empowering a student's engagement, because students will not only be fully engaged in creative and recreational processes, but they will also develop research, problem-solving skills, interpretation and appreciation of artworks. In this context, art, in addition to being a unique way of creating, is also a unique way of learning, where through engagement in its artistic experiences, students will have the opportunity to feel and think at the same time, thus contributing also in the student's general education. Education in figurative arts is essential for intellectual and social development, because through this subject, students expand ideas through critical thinking, and cultivate aesthetic taste, spiritual mood and good human virtues. Through art, students learn more about reality and provide a basis for appreciating the differences between people while respecting social and cultural diversity.

Figurative art has great importance in the life and development of citizens because the whole human sphere is connected with art, especially the giant design industry, in which students can direct their school energy and develop a chosen professional career.

Purpose

The purpose of the syllabus for the subject of Figurative Education for the 5th grade is to provide a contemporary and effective teaching program model for achieving the outcomes of the subject, area and core competencies.

This syllabus defines and guides the entire teaching and learning process for the subject of art in the 5th grade from the definition of learning topics, learning outcomes for the topic, methodological guidelines, guidelines for the implementation of cross-curricular issues, guidelines for assessment, and instructions for learning materials and resources.

The purpose of the syllabus for the subject of Figurative Education for the 5th grade is that through the creative, perceptive and reflective process, students will be able to:

- Build and advance artistic knowledge and skills;
- Appreciate, understand and enjoy visual images better;
- Understand the role and importance of art;
- Develop visual language to express themselves;
- Develop the main competencies of the curriculum through artistic activities;
- Use the elements and principles of art in artistic works;
- Are able to use expressive art tools;
- Apply different artistic techniques and mediums;
- Discover and develop their talent;
- Show interest in the future profession in the area of art;
- Promote important social values, such as tolerance, humanity, diversity;
- Respect the opinion and alternative views of others;
- They work and interact in groups;
- Promote critical thinking and problem-solving skills;
- Cultivate artistic and aesthetic taste.

Topics and learning outcomes

Topics and specific curriculum subject outcomes guide students, teachers, parents, and education officers to the required achievement of 5th-grade students. Achieving these results is the aim of the subject curriculum and it is a benchmark that students have successfully achieved the intended results.

Concept	Topic	Subject learning outcomes (SLO) by topic
Creativity and artistic performance	Creation of artistic works Drawing Painting Graphics sculpture (modelling) Applied arts Ceramics Textile Design Artistic photography Architecture (construction)	Student: <ul style="list-style-type: none"> • Realizes works in various art techniques; • Distinguishes different artistic directions and mediums; • Uses the pencil technique in drawing; • Uses the pencil to sketch for painting; • Realizes works in the technique of temper colours; • Combines colours among themselves creating new nuances; • Carves templates for graphic images; • Prints various graphic images on sheets; • Models various sculptures; • Realizes various reliefs; • Models small vessels from clay; • Makes artistic photographs; • Realizes graphic designs according to a theme; • Makes small garments from different textile materials; • Realizes small architectural objects with different materials;

<p>Artistic language and communication</p>	<p>Figurative elements</p> <p>Line Two-dimensional shape Colour Tone Textures Three-dimensional shape Space</p>	<p>Student:</p> <ul style="list-style-type: none"> • Uses figurative elements in different works; • Uses different types of lines in artwork; • Distinguishes two-dimensional shapes from three-dimensional ones; • Realizes works with two-dimensional shapes; • Realizes works with three-dimensional shapes; • Distinguishes different types of colours (primary, secondary); • Use different shades of colours; • Use tonality in artistic works; • Realizes textures with different materials; • Distinguishes the outer space from the inner space; • Uses perspective to create the illusion of distance.
	<p>Artistic experience</p> <p>Cultural - artistic activities and events; Exhibitions; Projects; Visits to cultural institutions such as galleries and museums)</p>	<p>Student:</p> <ul style="list-style-type: none"> • participates in school and extracurricular exhibitions; • Participates in various artistic projects inside and outside the school; • Follows various artistic activities such as exhibitions and artistic events. • Visits art galleries; • Visits art museums; • Conducts online virtual tours of art institutions.
<p>Art-society relation</p>	<p>Artwork</p> <p>Famous artists</p>	<p>Student:</p> <ul style="list-style-type: none"> • Distinguishes several different periods of art; • Identifies some works by well-known artists; • Identifies some of the international and Albanian artists; • Describes artworks and cultural heritage objects of the Albanian lands.

Aesthetic-artistic estimation and evaluation	Evaluation of artistic works	<p>Student:</p> <ul style="list-style-type: none"> • Express a personal opinion on an artwork; • Analyzes and evaluates own and others' artistic creations; • Cultivates the ability to experience artistic works; • Nurtures aesthetic taste in art; • Creates a culture of discussion and reflection on art and artwork.

Methodological guidelines

A successful syllabus requires pedagogical implementation strategies. Methodology means the use of several methods and procedures with techniques and rules of work in order to organize and manage as best as possible for the realization of the curriculum. Teaching is a challenge in itself; learning is a challenge in itself; combining both effectively is a challenge in itself too. In contemporary teaching, the teacher's role is to facilitate learning for students. Therefore, to facilitate the process of knowledge transmission, teachers should know as many teaching methodologies as possible and apply appropriate and efficient teaching methods that best suit the students' needs.

The teacher has the duty to simplify all the lessons and issues that are abstract and incomprehensible to the students and make them concrete and comprehensible through different teaching methods, practical demonstration, discussion, reflection, etc. In this context, methodologies should always be at the service of increasing the quality of teaching and achieving student success.

In the 5th grade, in addition to using the General Teaching Methodologies defined by the Core Curriculum, the following methodologies may also be considered: student-centred teaching and inclusiveness, integrated approach-based teaching, achievement of competency-based teaching based, differentiated teaching, cross-curricular issues and extracurricular issues, teachers can also use other methodologies specific to the subject of art. But this does not mean that the methodology in the subject of art is focused or reduced only to the achievement of artistic skills related to the talent of the students, but also to be in function of the achievement of the main curriculum outcomes. Methodologies which through the subject of art contribute to the achievement of the main competencies should be drafted.

Contemporary teaching methodology includes a number of innovative methods, the use of which has the potential not only to improve the quality of education but also to strengthen student engagement. Therefore, in contemporary teaching, teachers should use methods focused on the active work of students, where they are the most active element in the learning process. In the subject of art, the recommended methods for teachers are inductive and deductive methods based on constructive approaches, such as interactive teaching method (teacher-student interactive method), inclusiveness, student-centred method (with the student at the centre), differentiated teaching (based on learning styles), competency-based teaching, project-based learning, problem-based learning, contextual learning, situational learning, question mapping, Brainstorming, multimedia teaching, which is a contemporary methodology very suitable for the subject of art, because an important part of art is realized utilizing multimedia technology. In the teaching process and theoretical and practical activities of the subject of Figurative Art, different forms of work, such as individually, in pairs, in groups, with the whole class or school are applied.

In addition to using the recommended methodologies, art teachers based on the nature and multidimensionality of their subject have the discretion and autonomy to search, find and use alternative methodologies according to the specific needs of the teaching topics. For each year, teachers must identify the strengths and weaknesses of each teaching methodology and make the necessary modifications to improve and make efficient the method, because teaching is an endless process of reducing or eliminating methodological defaults and deficiencies.

The contemporary teaching methodology aims at effective, attractive, fun learning, encouraging and motivating students for learning and independent work, generating interest in students to participate in artistic activities.

Therefore, we recommend teachers use diverse methodologies in the teaching and learning process, and not use the same methodologies over and over again. If the students in your classes perceive the subject of art as an unnecessary burden and do not show willingness, motivation and interest to engage in the learning process, it is not their fault, and you should reconsider the methodologies and use new methodologies that prove that they are efficient in the educational process.

Differentiated teaching: Based on the fact that each child is unique and develops and learns at different rates and in different ways, teachers should anticipate, select and use a range of diverse learning style strategies to respect individual students' tendencies and interests, adapt and meet the students' individual needs.

In this context, improving performance and realizing the student's potential at the highest possible level is more important than competition and comparisons with others.

This is quite an effective strategy in motivating and encouraging the student to learn and be constantly active. Based on the unique nature of the students, at this stage of education, each student should be constantly evaluated with positive comments for the unique works realized in the subject of art. Learning and assessment should be structured in such a way that every child experiences success and is motivated for further work and higher results.

Critical thinking: We also need to use strategies that will help students solve complex problems, learn to reason, communicate effectively, and take responsibility for their own learning.

Cooperation and teamwork: The classroom is a community of learners and an opportunity to nurture cooperative interaction with other people as an essential life skill. In this context, cooperation and group work for a variety of real goals provide opportunities for students to learn essential social skills to appreciate diversity and live in any community without prejudice. In this form, students are encouraged to reflect on the phenomenon of prejudice and discrimination through artistic works.

Project-based learning: Project-based learning (PBL) is a teaching and learning methodology in which students are involved in a concrete process, usually lasting more than one class, involving several weeks or several months. Under PBL, students deal with a specific learning issue or problem, with the aim of researching, solving and presenting the findings or results. During the project, students work as independently as possible from the teacher, developing cooperation and independent work. PBL usually expands the walls of the classroom by extending the learning process and its activity outside the school.

Guidelines for the implementation of cross-curricular issues

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

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

Through education in the subject of art, the students' awareness raising and commitment to treating others equally, without discrimination and without prejudice, accepting the diversity or diverse multicultural and multiracial nature of society is promoted.

Education in the area of Figurative Art considers and restores the values and concerns of society, such as human rights, democratic principles, poverty alleviation, cultural identity, cultural integrity, peaceful coexistence, health, environmental protection and preservation, and well-being of all individuals.

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

processes, relations in society and increase the interrelation of education with life and its interests.

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

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

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

Assessment guidelines

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

During the assessment process, teachers must comply with the Code of Ethics for Student Assessment and make the assessment in line with the assessment principles such as the assessment should be **valid, transparent, trustworthy** and **unbiased**.

Assessment is a systematic data collection process on student learning related to:

- Achieving specific curriculum outcomes;
- Effectiveness of the teaching strategies used;
- Self-assessment of students in learning.

Assessment objectives:

- Identify student progress and provide them with sufficient data.
- Motivate students to creative work.
- Provide information on the level of competency achievement;
- Diagnose weaknesses and strengths of students;
- Improve and advance the teaching, learning and assessment process;

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

In the Kosovo pre-university education system, we have two basic types of assessment: The internal assessment carried out by the teachers themselves within the school and the external assessment carried out by the Ministry of Education.

The Curriculum Framework defines three types of internal assessment:

- Continuous assessment (formative assessment)
 - Summative task assessment
 - Periodic assessment
 - Final assessment
 - Rating assessment
- **Internal assessment** is carried out through continuous assessment and final assessment.
 - **Continuous assessment** (learning assessment) is carried out through formative assessment and summative assessment.
 - **Formative assessment** is carried out throughout the learning process, for each class, learning topic, and thematic unit through student engagement in class, homework, quizzes, debates, presentations, essays, tests, portfolios, projects, work in workshops and other instruments determined by the teacher and the student. The formative assessment outcomes are recorded in the teacher's personal diary with comments on the achievement level of the learning outcomes. The outcomes of this type of assessment should be used to organize and improve teaching in order to support students according to their needs, potentials and interests.
 - **Summative assessment** (learning assessment) takes place in three teaching periods: September-December: January-March: and April-June. For each teaching period, the summative assessment grade is formed by two summative assessments FA1 (60%) and FA2 (40%). The summative assessment outcomes are recorded in the teacher's personal diary with comments on the achievement level of the learning outcomes.
 - **The final assessment** in a subject is done at the end of the school year and the annual grade derives from the arithmetic average of three teaching periods.

Different assessment forms and instruments

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

The assessment in figurative art is based on the principle of individualization, because the achievements are more individual, where each student has different predispositions and aptitudes to the forms of artistic expression. Encouragement, imagination, original, creative expression, interest and experience, interpretation and presentation of artistic works are forms, which help to assess the creative work of students in the arts. Also, individual and group participation in various artistic activities organized in the classroom, school and community are part of the assessment process. The individual student assessment is done with a view to measuring certain artistic competencies, which the student manages to develop during the learning process, alone or in a group, through practical activity, i.e., through the creation, observation, and analysis of works of art, etc. Students are assessed as they demonstrate achievements through various product activities.

The student portfolio with the creations, writings, presentations and testing is an objective opportunity for student assessment, as it also responds to the competency-based assessment of the subject of Figurative Art. The teachers keep the evidence of the student's progress regarding the achievement results in his/her personal assessment diary. The personal diary is formatted by the teacher in the most suitable way for him/her according to his/her requirements and needs but maintaining the logic of assessment for learning.

Assessment methods

- **Oral assessment** - using brief questions, conversations about the teaching material or a concrete task, discussions of students with each other, etc.
- **Listening assessment** - discussing in pairs, in groups or with the whole class, listening to the discussions that students have with each other about a concept, knowledge of visual arts, work or artistic task, etc.
- **Assessment of completed tasks** - a step-by-step observation of art tasks, from ideas to organization and realization, such as: demonstration of achievements in concrete work (for example the realization of two- and three-dimensional works, interest in the pursuit of artistic life in the community, passion, appreciation and dedication to this subject, etc.).
- **Evaluation of different presentations and projects** - cooperation of students in a school or province-based project.
- **Assessment of artistic works** - participation in various artistic activities organized by the school, etc., participation in national activities such as competitions, exhibitions of a domestic or international character.
- **Written assessment or testing** - special tasks for groups of students, short tests for a concept, topic or group of topics, an essay as well as tests for a certain semester and annual line.
- **Assessment through the portfolio** - the student's portfolio, as an opportunity for assessment and self-assessment, is a collection of his/her work throughout the school year. It

may contain thematic tasks (essays), various two- and three-dimensional creations realized during the school year, which can be creations in painting, sculpture (plasticine), computer, etc., curricular projects, all for the benefit of various school activities, products of curricular activities, etc. the selections for the portfolio are made by the students, the teacher recommends.

Assessment process instruments

During the assessment process, it is suggested that teachers use different assessment forms and instruments, providing students not only with written criteria but also others to concretely understand the achievements they aim for. Assessment instruments should always be appropriate, depending on the purpose of the assessment. The assessment form and type, and especially the way in which the results are reported, should always reflect the purpose of the assessment. The construction assessment method must always be transparent and fair. The assessment must always be conducted with the highest ethical standards. Student assessment should be motivating and objective.

Assessment instruments that can be used in the subject of art include the test, digital testing, structured oral tests, checklists, questionnaires, interview sheets, surveys, essays, projects, files/portfolios, etc. Teachers can also use other alternative instruments according to the students' requirements and needs.

Instructions for learning materials and resources

The selection and use of didactic and teaching tools is an integral part of the teaching process, and have special importance in the achievement and realization of competencies. Such tools serve to demonstrate and concretize the topics and learning units covered in the subject of art, and they should be very efficient, tangible and practical for students. Technology is one of the widely used tools in the subject of Figurative Education, helping students to research and recognize various works of art, cultural heritage objects, design objects, etc., creating the student's research type in the subject of art.

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

Learning environment

The learning environment also has a great emotional impact on the learning process, which should be as stimulating, safe, supportive and rich in opportunities as possible in order to develop the full capacities of a 21st-century student. A stimulating learning environment that provides positive feelings about oneself, others and learning is an ideal space to bring out a

student's creative potential. A stimulating environment providing interesting and challenging spaces for the mind and body that stimulates creative thinking should be constantly promoted by the school.

As a recommendation to create a stimulating environment for students in the subject of art, such an environment must have:

- original artworks (drawings, paintings, sculptures, photos, designs)
- photographs of well-known international and Albanian artists of different times and regions;
- a space (atelier) for the realization of artistic works with adequate conditions (easel)
- a space for the exhibition and presentation of artistic works (with appropriate lighting)
- an audio-system for music or melody during work and performance of artistic works by students;
- a space for research and development of artistic projects (exhibitions, artistic currents, artists and artworks);
- an outdoor space, which is suitable for making sculptures;
- a space to watch or present video and digital images;
- a private space for student work and portfolios.

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

Some of the most useful didactic tools are:

- Textual materials: textbooks, workbooks, art catalogues, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc.;
- Materials for the realization of artistic works: easels, fabrics, colours, watercolours, pastels, brushes, spatulas, pencils, charcoal, ink, clay, etc.;
- Visual aids – figurative: writing board, photographs, paintings, models, mock-ups, vases, reproductions of works of art and posters, diagrams, graphic tools, etc.;
- Audio-listening tools: radio, tape recorder, telephone, CD player, etc.;
- Audiovisual tools – figurative-audio: television, film, video projector, video player, computer, internet, Teletext, CDs, DVDs, e-mail;
- Learning environment (classroom, studio, cabinet, nature, gallery, museum, etc.)

Learning resources:

- <http://all-art.org/contents.html>

- <http://visual-arts-cork.com/site/timeline.htm>
- http://theartstory.org/section_movements.htm
- <https://artsy.net>
- <https://britannica.com/search?query=modern+art>
- <http://arthistoryresources.net/ARTHprehistoric.html>
- <http://artcyclopedia.com/>
- <http://ionoi.it/index.php?pages=art>

Subject Curriculum/Syllabus

Music Education

Grade 5

Content

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Introduction

Children want to be part of various musical activities, from the family circle to the school ones. Children like to sing, listen to music, move and dance to different rhythms and music of different genres. Some have the desire and ability to play musical instruments, and some even create new original musical ensembles, either with voice or with musical instruments. The consolidated experience from preschool education up to the 5th grade as the final grade of the primary level of pre-university education will serve students at the next level, the lower secondary level, when with the help of a specialist and qualified teacher, students have the possibility now to understand and apply many musical phenomena that they have experienced and interpreted consciously and recognize many musical concepts at a more advanced level, as phenomena, information, facts, concepts, etc. in the area of music and primary music education. Through the musical activity, we bring joy, happiness, relaxation, and enthusiasm to children and in this way music directly affects their emotional enrichment, ennobles them and at the same time it affects the development of any of the musical skills for which they may have a predisposition.

Objectives of the subject

The subject of “Music Education for the fifth grade is the natural continuation of the units, concepts and musical phenomena from the previous grades because as the last grade of the primary level and the second curriculum level, it consolidates the knowledge, skills and attitudes and behaviours of students in the area of music. The subject continues to have the main goal of encouraging students to love music as an activity and through their active participation in musical activities in the classroom to further develop the student’s musical tendencies (singing, playing instruments or reacting and music creation).

Learning at school becomes more attractive and more satisfying when students are part of various musical activities, from which they learn many new things and various theoretical concepts in the area of music. They develop various musical skills in a consolidated way, such as accurate and beautiful performances, including a performance with (simple) notal musical text.

Performance works (with voice or musical instruments) must be age appropriate. In addition to this, students also receive information about creators, works, performers, events and learn about basic musical concepts. Musical activities in the classroom (singing, playing an instrument, listening to music, creation and creative expression) promote emotional development, intellect, imagination, attention, interest in creativity, etc.

Topics and learning outcomes

Conceptual - thematic elements	Topics	Subject learning outcomes for the topic (SLO)
		ALO 1. The student participates in various artistic activities according to individual interests and inclination
Creativity and artistic performance	1. Songs	<ul style="list-style-type: none"> • Sings and interprets on instruments (individually and in groups) according to imitation and symbolic notation (graphic) and according to musical notation (mainly in C major and A minor). Songs and melodies and instrumental accompaniments relate to different topics suitable for their age and related to topics that can be related in other subjects. Albanian folk songs with artistic value and lyrics suitable for this age can also be included. • Accompany the singing by voice, hands and rhythmic musical instruments for children according to the teacher's instructions and with symbolic notation in a creative way.
	2. Musical games	<ul style="list-style-type: none"> • Plays creative games accompanied by body movements, and with children's musical instruments that relate to different topics but also didactic elements of musical artistic language (rhythm, melody, properties of musical sound, form, dynamics, tempo, etc.).
	3. Musical creations	<ul style="list-style-type: none"> • Improvises with voice and musical instruments (rhythm and melody) • Rhythms creatively verses, poems, riddles, game counts, etc. • Completes rhythms and melodies in the form of musical questions and answers, with voice, instruments and graphic/symbolic notation • Creates new and original rhythms, melodies and songs individually and in groups.
ALO 2. Through artistic perception and experience, students recognize (observe) the key elements of the respective artistic language		

Artistic language and communication	Basic elements of artistic language Musical elements Writing Reading Musical forms	<ul style="list-style-type: none"> • Applies the basic musical elements (rhythm, melody and harmony (major-minor)) in the songs, games and musical works they sing in class and in other musical works they hear • Notices and distinguishes the way of using expressive musical elements for different effects in musical works (dramaticity, contrast, stillness, movement, etc.) • Applies basic musical notation for sound pitches and timbres (7 musical sounds)) for performance and the creation of musical expression. • Compares rhythmic and melodic musical phenomena in the songs sung and in the pieces heard • Notices and distinguishes (by listening) the simplest musical forms (songs 2 and 3, themes with variations, rondo, dance forms, etc.) • Creates simple melodies (with voice and musical instruments) in the form of 2 and 3 parts of the song.
ALO 3. The student distinguishes the different relations between the arts and society <ul style="list-style-type: none"> • Notices and identifies different types and genres of musical art (e.g. vocal music, instrumental music, orchestral music, film music, animated film, theatre, dance, ballet music, etc.). • Identifies types of musical artistic institutions (opera, concert hall, philharmonic, choir, ensemble, etc.). • Names some (at least 5 creators, and well-known performers of different types and genres of national and global artistic music creativity). 		
Arts and society	Music types	<ul style="list-style-type: none"> • Compares the common and distinctive elements of different types of music (folk music, artistic music, fun/recreational music, film, theatre, ballet, dance music, etc.). • Selects appropriate music for various events and situations in school and extracurricular activities (theatrical performances, plays, projects, revues, etc.)

	Musical instruments	<ul style="list-style-type: none"> • Distinguishes the timbre of major musical instruments (folk and classic) by listening to age-appropriate pieces of music • Identifies and distinguishes musical instruments also visually, according to shape, size, colour, etc. • Creates rhythmic musical instruments with recycled and organic materials • Distinguishes instruments in terms of construction material, sound source, method of interpretation, ensembles they belong to, etc. • Distinguishes popular instruments of different cultures. • Recognizes audio-visual tools for broadcasting, recording and storing music.
	Creators and performers	<ul style="list-style-type: none"> • Knows some (10) creators and performers from musical pieces heard.
ALO 4. Students learn to estimate and appreciate art		
Aesthetic-artistic estimation and evaluation	Artistic works Simple artistic events	<ul style="list-style-type: none"> • Expresses the personal and emotional reaction to the experience of the artistic work with a few simple sentences during the conversation and observation, with movement, mimics, other means of artistic works expression, etc. • Estimates and evaluates own and others' artistic performance/creations with adequate vocabulary and terms • Creates habits for continuous listening to musical works and music • Describes and comments (through different forms of expression: oral, in writing, figurative expressions, etc.) any artistic musical event experienced in the family, at school, at a concert, on TV, etc.

Methodological guidelines

The selection of teaching methods is done by the teachers in accordance with the curriculum. Teachers must create a learning environment that will encourage and help children to discover and develop their artistic abilities and aptitudes. Songs and music games dominate music learning for children in fifth grade, just like in preparatory grades.

Songs are learned by ear (with imitation) and with graphic and musical notation (basic, the 7 basic sounds and mainly in the C-dur tonality). The theme of the songs and games must be in accordance with the age and their skills (ambitus, text difficulty, rhythm and especially textual

content with an educational and didactic character. Songs should be short, simple and mainly of the music genre for children, but also simple and appropriate folk and artistic songs can be used in this grade.

The thematic content can correspond to topics in other teaching areas, but also to various cross-curricular issues. It is necessary to maintain a straight posture while singing, singing with emotion, the correct pronunciation of the text, and aiming to sing in the most accurate intonation. Children are encouraged to sing alone but also in a group, to create special sound effects (imitating the voices of drums, different instruments), using the voice, sticks, claps or instruments, to follow the changes in rhythm, etc.

For the education of children's sense of rhythm, we must demonstrate the phenomenon of rhythm in 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, the beating of 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 lectures 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 musical activities as well as directly helps in rhythmic or melodic feeling education. In this way, we create simple rhythmic patterns; beating with palms, tools, blows, etc. We can create instruments from recycled materials, wherewith we then accompany songs, and lectures, but also play rhythms and melodies. In this part, learning about some of the basic musical concepts (rhythm, different sound pitches, rhythm-meter ratios, etc.) is included, accompanied by the musical writing graphic symbols.

Improvises especially the **creation** of rhythms, melodies and the creative use of expressive musical elements in songs, instrumental accompaniments, musical games, etc., it is a very special and necessary form of musical education in this grade. The combination of musical activities with other activities, visual art, photography, dance, recitation, storytelling, pantomime, etc., develops intuition, and imagination and contributes to the competence - a creative thinker.

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

In terms of connection and integration, music can be part of any topic carried out in the fifth grade from different fields; e.g. in mathematics, comparing fractions with the division of the unit by number (quarter, half, eighth note); various music phenomena in the natural sciences (how

sound is produced, how sound is transmitted, etc.); exercises during physical education classes (walking, running, various activities) can be accompanied by rhythmic music. So, in every topic or unit, music can be included through listening or singing to make learning more attractive for children of this age. Music can also be a good tool for relaxation during short vacations. Relaxing music calms the students and makes them ready for the next lesson. Many routine activities can be signalled through different songs or appropriate musical examples for listening.

Guidelines for the implementation of cross-curricular issues

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

Interdependence

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

Sustainable development education

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

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

Assessment guidelines

Student assessment aims to develop their creativity and encourage and motivate them, and also encourage those distinguished for creativity and artistic activity. At this age, it is good for children to be encouraged and helped to make a critical assessment of their own performance and

that of their peers in the class by prompting them with questions: How did you/he/she sing, how did you/he/she dance, how did you/he/she draw or model,

Each dimension is assessed (singing, knowledge of musical elements, knowledge of topics from musical listening, work, author, instrument, engagement with tasks, projects, etc.) for each student through assessment instruments available to the teacher, and then the grades from all activities are summarized. Checklists for singing, playing instruments; and listening to music can be supplemented with listening music tests, simple music tests for musical elements (dictations) but also written tests, individual and group presentations, creative and joint group projects, etc.

Each student has different interests and different musical skills developed to a certain level. Assessment should provide opportunities for the accommodation of such interests and provide opportunities for improvement and progress. Participation in various musical activities in the classroom is extremely important and should be estimated and encouraged.

There are 4 different levels which can be assessed with different instruments, at different times and in different ways:

- a) Knowing and understanding facts, information, processes;
- b) Creative thinking (generation of artistic ideas, testing, revision, correction, finalization, etc.);
- c) Communication and artistic expression - with the elements of the artistic language of music in particular but also combined with other arts;
- d) Application of artistic knowledge and concepts.

Learning materials and resources

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

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

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

Some of the most useful didactic tools are:

- Textual materials: textbooks, workbooks, art catalogues, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias,
- Audio-listening tools: radio, tape recorder, telephone, CD player, etc.

- Audiovisual tools – television, film, video projector, video player, computer, internet, Teletext, CDs, DVDs and e-mail;
- Musical instruments for children (school, folk, Orff or created by students with recycled material)
- Platforms of various online resources.
- [https://www.mtna.org/MTNA/Learn/Parent and Student Resources/Websites for Kids.aspx](https://www.mtna.org/MTNA/Learn/Parent%20and%20Student%20Resources/Websites%20for%20Kids.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>

Other online resources

- <http://www.classicsforkids.com/>
- <http://colorinmypiano.com/2010/03/19/early-childhood-online-resources/>
- <https://www.preschoolprodigies.com/>
- <http://www.sphinxkids.org/>
- Classical music video for children
https://www.youtube.com/watch?v=1hMjxnwig0o&list=PL3WK_yMF5c6fF5aQNDxY_wEKERleEnGY
- http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/
- http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/teachers/lessonplans.shtml

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CURRICULUM AREA: MATHEMATICS

Subject Curriculum/Syllabus

Mathematics

Subject Curriculum/Syllabus

Mathematics

Grade 5

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The learning of Mathematics in the fifth grade is a continuation of the acquisition of elementary concepts of Mathematics that reinforces the development of these concepts for mastering mathematical habits and skills in the future and prepares students in intellectual development and personality formation to be successful in facing the challenges of life and integration in society.

The students of this grade have acquired elementary mathematical information and have different experiences related to the surroundings where they live, so the mathematics program must also provide a variety of learning opportunities through good teaching materials, with teaching methodologies and a permanent commitment to developing their skills. Fifth-grade Mathematics is delivered as an integrated part of daily activities with a strong connection to all subjects, such as language, art, music, natural sciences and games so that students are entertained and educated through mathematics. If the mathematic situations are related to the student's daily life, then they make it possible for the student to apply what he/she knows and develop new knowledge of Mathematics.

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

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

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

Purpose

Learning Mathematics in the fifth grade aims at the intellectual development of each student, the exercise of basic rules, the cultivation of values and the preparation for the following grades. The Mathematics program aims to provide students with mathematical thinking patterns, basic ideas and mathematical structures, and to develop their computational and problem-solving skills in daily life.

The development of Mathematics mainly focuses on:

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

The purpose of Mathematics in the fifth grade is *mathematic formation* as well as strengthening and development which is achieved through:

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

Topics and learning outcomes

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

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

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

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

Through simple life situations and various games, the student naturally learns the concepts of counting, numbers up to 1.000.000, comparison of quantities, decimal numbers, fractional numbers, measurements, time and modelling, concepts of figures, geometric bodies, orientation, location of objects in space, how to collect data and the concept of the occurrence of an event.

Concept	Topics	Subject learning outcomes for topic
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<p style="text-align: center;">Numbers, algebra and function</p>	<p>Natural numbers</p>	<p>Student:</p> <ul style="list-style-type: none"> ▪ Reads and writes numbers up to seven digits and determines the value of each digit; ▪ Compares seven-digit numbers and finds the predecessor/descendant of these numbers. ▪ Circles the given seven-digit numbers to the nearest ten, the nearest hundred, etc. ▪ Performs arithmetic operations with natural numbers up to seven digits (sum, difference, product and quotient). ▪ Identifies simple and compound numerical expressions and calculates the value of such expressions. ▪ Solves math problems by applying the order of operations. ▪ Uses small and medium brackets in solving math problems. ▪ Argues the relationship between addition, subtraction, multiplication and division of seven-digit numbers. ▪ Uses different patterns to identify even and odd numbers. ▪ Solves math problems using the commutative and associative properties to find the sum, and product of numbers. E.g. $5 \times 18 \times 2 = 5 \times 2 \times 18$, which gives $10 \times 18 = 180$). ▪ Solves math problems by applying the distributive property. ▪ Solves problems involving arithmetic operations, using various techniques. ▪ Reasons the dependence of the result on adders, subtractors, the subtracted, factors, the divided and the divisor. ▪ Writes the products of the same numbers as powers and vice versa.
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		<ul style="list-style-type: none"> ▪ Distinguishes numbers that can be divided by a given number (division without remainder). ▪ Finds the least common multiple of 2 or 3 numbers. ▪ Reads and writes Roman numerals up to 1000. ▪ Converts Arabic numerals to Roman numerals and vice versa. ▪ Use Roman numerals in everyday life, e.g. to mark centuries.
	<p>Fractional numbers</p>	<p>Student:</p> <ul style="list-style-type: none"> ▪ Represents fractions using concrete materials, words and simple fraction symbols and explains the meaning of denominator and numerator (uses pictures and drawings). ▪ Compares fractions with the same denominator and with different denominators (use pictures and drawings). ▪ Determines the part of a whole and the whole of a quantity (uses pictures and drawings). ▪ Performs addition and subtraction operations with fractions with the same denominators and with different denominators (uses pictures and drawings). ▪ Forms equal fractions by expanding or simplifying them (uses pictures and drawings). ▪ Defines fractions less than 1, equal to 1, and greater than 1. ▪ Solves simple problems (from daily life) using fractions; ▪ Determines the fraction to reach the whole and justify the action. ▪ Demonstrates equal fractions using concrete materials. ▪ Reads and writes several decimal numbers up to two digits after the decimal point. ▪ Performs addition and subtraction operations with decimal numbers and compares them. ▪ Solves problems from daily life using decimal numbers (e.g. shop prices).

	Patterns and strings	<p>Student:</p> <ul style="list-style-type: none"> ▪ Applies the rules for completing numeric strings based on the given patterns. ▪ Reasons the sequence limits in the number string by discovering and applying certain rules. ▪ Discovers the relationship in numerical patterns (e.g. through figures or numbers, more specifically in the given string 1,3,5,7, discovers which is the fifteenth number in a row). ▪ Solves simple math problems based on the given patterns;
	Linear equations and inequalities with one unknown	<p>Student:</p> <ul style="list-style-type: none"> ▪ Tests whether the equation/inequality is satisfied for a given value of the unknown. ▪ Determines the solution or set of solutions of equations and inequalities. ▪ Solves simple word problems using equations or inequalities. ▪ Solves problems from daily life through equations and inequalities, using different strategies.
	Sets and relations	<p>Student:</p> <ul style="list-style-type: none"> ▪ Describes the set as a group of elements and identifies the cases when an element does or does not belong to a set. ▪ Gives practical examples from daily life for sets (even the empty set). ▪ Presents sets by name, description and Venn diagram. ▪ Demonstrates through examples when two sets are equal. E.g. $A=\{1, 2, 3, 4\}$, $B=\{1, 3, 2, 4\}$ the $A=B$. ▪ Compares sets according to the number of elements; E.g. $A=\{1, 2, 3, 4\}$, $B=\{a, b, c, d\}$, $A\neq B$, but A or B have the same number of elements. ▪ Defines subsets and gives concrete examples (orally or through illustrations) of subsets in daily life. ▪ Performs operations with sets (cut, union and difference of sets).

		<ul style="list-style-type: none"> ▪ Explains the relationship between two sets and argues the defined relationship. ▪ Reads the coordinates from the coordinate grid and places the specified coordinates in the grid. ▪ Applies the coordinate grid in daily life, such as determining the seat in the classroom, cinema, etc.
	Letter expressions	<p>Student:</p> <ul style="list-style-type: none"> ▪ Distinguishes literal expressions from numeric expressions and sets the value of the literal expression. ▪ Converts word expressions to numeric and alphanumeric expressions and vice versa. ▪ Solves problems from daily life using letter expressions;
Shape, space, measurements and geometry	Measuring units	<p>Student:</p> <ul style="list-style-type: none"> ▪ Measures and compares segments. ▪ Chooses and justifies the most appropriate standard unit to measure segment lengths. ▪ Justifies the relationship between different units for measuring length (submultiples and multiples of the meter). ▪ Distinguishes between units of measurement for surface area and volume. ▪ Converts different units for measuring lengths, areas, volume and mass of bodies to larger/smaller units and vice versa. ▪ Uses the litre (subunits and multiples of the litre) as the unit for measuring liquids. ▪ Performs conversions of litres to smaller units and vice versa. ▪ Chooses and justifies the most suitable standard unit to measure the mass of an object and the most suitable standard unit to measure the capacity of a container (e.g. tablespoon - 5 ml, glass - 250 ml=2.5 dl, etc.). ▪ Sets time units (seconds, minutes, hours, days, weeks, months, years) and reads the analogue clock. ▪ Converts time units to larger/smaller units and vice versa. ▪ Recognizes and performs actions with money (with several different currencies) in daily life.

		<ul style="list-style-type: none"> ▪ Exchanges money with smaller units and vice versa.
Geometry and shape	Geometric figures	Student: <ul style="list-style-type: none"> ▪ Describes point, line, half-line, segment and plane and defines relationships between them. ▪ Estimates (using triangles) when two lines are parallel, normal or cut between each other. ▪ Finds commonalities and differences between geometric figures such as squares, rectangles, triangles, trapezoids, and circle. ▪ Classifies triangles according to sides and angles. ▪ Identifies right, obtuse, extended and wide angles in given figures and draws them. ▪ Defines the circle and determines the centre, radius and diameter of the circle. ▪ Uses the compass or computer applications to draw (construct) the circle. ▪ Calculates the perimeter of geometric figures (polygons). ▪ Discovers and uses formulas for calculating the perimeter and area of a square, rectangle and right triangle; ▪ Determines the perimeter and area of square and rectangular surfaces through concrete examples (e.g. the area of the classroom floor). ▪ Determines the line of symmetry of figures and draws the corresponding symmetrical figure.
	Geometric bodies	Student: <ul style="list-style-type: none"> ▪ Identifies geometric bodies and creates a connection of such bodies with different objects from daily life. ▪ Compares geometric bodies based on observations he/she makes. ▪ Sets the volume of the cube and cuboid through cubes of specified volume (e.g. 1 cm^3) and finds the formulas for calculating their volume. ▪ Determines the volume of irregular bodies through graduated vessels. ▪ Builds different geometric bodies (with cardboard, or with any computer application).

Data processing and probability	Data	<p>Student:</p> <ul style="list-style-type: none"> ▪ Collects data by conducting a study or experiment (e.g., collects and records temperature over a two-week period) and records observations or measurements. ▪ Use surveys, interviews to collect simple data. ▪ Describes, through the investigation, how the data was collected (e.g., by survey, measurement, observation) and explains if the method used is the most appropriate. ▪ Demonstrates an understanding of determining data that may be samples of larger populations (e.g., determines the most frequent number of students' shoes in the classroom, the most frequently repeated height of students in the classroom, grades of higher frequency etc.). ▪ Systematizes data from research into tables and diagrams. ▪ Reads, interprets and draws conclusions from collected data.
	Probability	<p>Student:</p> <ul style="list-style-type: none"> ▪ Draws conclusions, such as possible, impossible, less likely, more likely, surely. ▪ Solves different problems (presenting the obtained results as fractions) using different experiments, such as coin toss, dice toss, etc.

Methodological guidelines

Fifth-grade Mathematics teaching methodologies in the third grade are based on the teaching principles defined in the Core Curriculum which aims at teaching that ensures the learning competencies. The topics presented in the fifth-grade program cannot be developed uniquely and separately, but they are related to other areas. The learning outcomes for each topic serve the requirements and notions aiming at other topics within the area.

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

The teacher mainly focuses on the following aspects:

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

The teacher is suggested to build the work on:

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

Establishing teacher-student relations is the interaction where the environment, student-to-student cooperation, and the use of materials and tools always stimulate the active participation of students in learning. Using a computer or different applications in learning mathematics has a special role. Learning through games and group and individual exercises are considered a priority in mathematical formation, especially in solving problems and constructive thinking.

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

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

Guidelines for the implementation of cross-curricular issues

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

Mathematics has a variety of applications in daily life and is closely related to many components of education, which simultaneously contributes to the realization of these topics: global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful coexistence, budget planning, etc., the student must solve situations and problems, must use mathematical reasoning and elements of mathematical language, in order to clarify and explain various issues related to their realization. Through the situations presented in the cross-curricular topics, the student has the opportunity to make the connections between the mathematical competencies with certain examples for the realization of these topics. The student learns to carry out several stages when solving a problem or situation and this ability contributes to his/her personal growth by helping them find their place in society. The student can use statistical methods such as surveys, interviews to analyze people's opinions, he/she may reason and argue a certain decision. Thus, he/she learns to participate in social life in the classroom and at school, develops an open attitude toward the world while respecting diversity.

The student is encouraged to develop active relationships in the environment while maintaining a critical attitude toward consumer goods. Using an understanding of numbers, the reasoning of ratios, and the interpretation of results, the student can exercise his/her creative and critical judgment about the consumption and use of consumer goods. Statistical knowledge and probability can help the student to interpret data for the promotion of good health, tradition and lifestyle habits and to exercise judgment, argumentation for decisions made thereof.

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

Assessment guidelines

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

The assessment of student achievement in second-grade Mathematics is carried out through the evidence of continuous assessment, classroom observation, assessment through the portfolio, short tests, oral presentations and other forms, while the reporting of the achievements is done through descriptions by constructive comments as well as the reasoning of different mathematical situations by connecting them to daily life.

The assessment should focus on checking the development of the concepts of how the student counts correctly seven-digit numbers, performs the operation of addition and subtraction of seven-digit numbers, interprets and acquires the multiplication table as a whole up to ten and the division of numbers, knows the format (*square, triangle, circle*), and geometric bodies, classifies objects according to colour, shape and size, groups things that are alike, arranges objects according to the rule of mass, uses words such as: “bigger” and “smaller” to compare, use mathematical symbols to compare numbers, compares the size of groups of objects, etc.

It is mainly assessed:

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

Instructions for learning materials and resources

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

For the achievement of the first-level competencies of primary education for the fifth grade, the educator provides access through the use of age-appropriate materials and the possibility of the learning level. The teacher, in addition to the necessary didactic materials and tools, makes drawings and mathematical patterns, offers special aid, adapts examples of different types, creates an environment and climate for alternative activities. He/she also offers them technical and technological tools to develop their skills in learning Mathematics such as natural visual, artificial, audiovisual, listening, verbal, texts, computer applications, etc.

Materials that can be used for topics in Mathematics: recyclable materials; sheets; magnetic boards; number charts; boxes of different shapes; geometric figures of different shapes and colours; matchsticks; didactic sticks; colour our colourless sheets; pencils; abacus with blanks;

colour pencils, tables for recording data; strings with blanks; leaflets to connect the number with the quantity; various toys; cubes; geometric bodies. It is also very important to use the Internet with materials for the topics elaborated.

CURRICULUM AREA: NATURAL SCIENCES

Subject Curriculum/Syllabus

Human and Nature

Grade 5

Content

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Purpose

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Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The area of Natural Sciences for the fifth grade in the second level contains the reinforcement and development of natural concepts which are explained in the course of the integrated subjects within the area. Students also develop their skills, create their habits and values in relation to these phenomena. The subject Human and Nature encourages students to understand the world around them and to analyze causes, consequences, interactions and know the environment as a whole.

The task of teaching the subject of Human and nature is to develop research habits, critical thinking, and creativity, encouraging open views and motivating fifth-grade students to learn.

Purpose

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

- Developing knowledge and understanding of scientific and technological concepts through the investigation of biological, physical, chemical and geographical processes in the environment.
- Developing a scientific approach that supports critical and creative understanding and thinking.
- Encouraging students to recognize, explore, develop and apply scientific ideas and concepts through games, drawings and hands-on activities.
- Encouraging students to appreciate the contribution of science and technology in daily life.
- Cultivating care and respect for the diversity of the living world, the physical environment and the 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.

Topics and learning outcomes

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

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

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

In the subject Human and Nature for the fifth grade, the topics derived from these natural concepts are acquired and developed:

- Matter, properties and transformations;
- Living World;
- Physical processes;
- Earth, environment and universe.

Concept	ALO: 1.1 Identifies and researches natural and artificial materials used in daily life according to their properties and transformations.	
	Topics	Subject learning outcomes for topic (SLO)
Matter, properties and transformations	Matter and their properties	<ul style="list-style-type: none"> • Shows that matter is made up of very small particles. • Explains the aggregate states of matter at the particle level. • Distinguishes physical changes from chemical changes and demonstrates simple examples of such changes that we encounter in daily life. • Identifies a chemical change by the colour of the mixture, the release of gases or smell.
	Natural resources and their importance	<ul style="list-style-type: none"> • Identifies the physical properties of metals and relates them to their uses. • Identifies the main mines in our country and the minerals extracted from such mines. • Shows the importance and properties of the most useful metals (iron and aluminium). • Describes the importance of some minerals (limestone, marble, sand, clay, etc.) in our lives. • Differentiates fossil fuels according to their aggregate state. • Explains the formation of fossil materials and their role as a source of energy and as a raw material in the industry. • Explains the pollution of the environment from the

		burning of fossil materials and gives ideas on how this pollution can be reduced.
Living World	<p>ALO:</p> <p>1.2 Describes and researches the basic features of the structure and function of the human organism and other living beings, the life cycle of living beings, the reproductive processes of plants and animals, food chains and the role of microorganisms in the environment.</p> <p>1.3 Explains ways of preserving food, their safe consumption and the effects of harmful substances on the body (tobacco, alcohol and energy drinks).</p>	
	Cell	<ul style="list-style-type: none"> • Explains how, when and by whom the cell was originally discovered. • Explains the concept of the cell as a term used for the first time by students and the hierarchy of the construction of living beings (cell-tissue-organ-organ system-organism). • Identifies the main structural parts of the cell (membrane, cell wall, nucleus and cytoplasm). • Explains the concept, of unicellular and multicellular organisms. • Describes cell shapes and sizes. • Compares the construction of plant and animal cells. • Describes the ability of cells to multiply. • Demonstrates work with magnifying tools (magnifying glass, microscope).
	Puberty and adaptation	<ul style="list-style-type: none"> • Explains that values and beliefs from the family and community are guiding the meaning of gender and sexuality. • Describes the changes that occur during puberty. • Distinguishes the differences between society, socialization, relationships and dating. • Identifies sexual abuse situations, ways to avoid them and knows where to ask for help.

	Living environments	<ul style="list-style-type: none"> Explains the environmental factors affecting human health throughout the stages of individual development (food, social relationships, psycho-active substances).
Physical processes	ALO: 1.4 Measures with relevant instruments and explains the temperature change during the day, night, seasons of the year and the aggregate state of the matters. 1.5 Describes the interaction of bodies, materials and living beings.	
	Measurement of fundamental quantities in physics (Measures with relevant equipment: length, mass, volume, time and temperature)	<ul style="list-style-type: none"> Defines length, presents its unit of measurement, the relationship between submultiples and multiples, and examples of measurement from daily life. Demonstrates the determination of body mass with two-arm scales, the unit of measurement and the relationship between its smallest units. Demonstrates the determination of the measuring unit of liquids with the help of the volume of the cube with sides of 1dm. Demonstrates irregular body volume determination. Introduces the measuring unit of time, larger units and different types of devices for measuring it. Describes the principle of creating the Celsius scale and distinguishes thermometers for measuring human temperature, for agriculture and meteorology.

	<p>Work, energy and the propagation of light (Explains with examples and demonstrations, work, energy and propagation of light).</p>	<ul style="list-style-type: none"> • Differentiates different types of physical work from mental work with examples. • Presents examples from daily life for different types of mechanical energy. • Points out equipment for the use of solar energy. • Explains the use of water, wind, biomass and thermal water energy. • Presents examples of ways of carrying energy in nature. • Demonstrates with examples the transfer of heat from a hot substance to a cold substance and the achievement of thermal equilibrium. • Explains some of the activities that are carried out at the meteorological station. • Explains the four basic types of clouds and describes how precipitation is created on the ground and in the atmosphere. • Note types of sources of electricity. • Demonstrates the composite electrical circuit with two or three consumers connected in two possible ways. • Demonstrates the reflection of light in plane mirrors and explains the characteristics of images in them. • Demonstrates the refraction of light when passing through two media of different densities. • Demonstrates the refraction of light through a prism, the creation of colours by incident white light, and the creation of mirages.
<p>Earth, environment and universe</p>	<p>ALO: 1.6. Describes the position of the Earth in the Solar System, the movements of the Earth, the Sun, the Moon, and other bodies of this system, the map elements, the map content, the map legend, the cartographic marks, the outline, the plan, the globe, the features of the natural elements of the natural environment (landscape, climate, water, flora and fauna), human/nature interaction, natural hazards, natural resources and natural heritage objects, especially those of the Republic of Kosovo.</p>	

Earth, environment and universe	Place and space	<ul style="list-style-type: none"> • Describes the universe and the solar system, stars, planets, asteroids, comets, satellites, and the moon as a celestial body and natural satellite of Earth. • Describes the Sun as the source of life, the inclination of the Sun's rays and the creation of natural zones (climatic zones). • Describes the shape of the Earth with evidence, comparing it to the globe. • Explains the rotations of the Earth around the Sun and around its axis, as well as the consequences of such movements. • Identifies and demonstrates the different ways of representing the Earth on a map, globe and plan, showing the main differences and similarities between them.
	Physical systems	<ul style="list-style-type: none"> • distinguishes the inner spheres of the Earth and describes the crust of the Earth - the lithosphere, which consists of rocks and different types of soils, with different forms of landscape-relief-surroundings, with its features: mountains, plains, valleys, gorges, canyons, waterfalls. • Distinguishes and explains the basic properties of the atmosphere and meteorological elements such as air temperature, air pressure, air movement-wind, air humidity-precipitation, types of clouds. • Describes the presence and importance of water on Earth, the movements of sea water, the formation of underground-mineral and surface waters and the circulation of water in nature.
	Human- nature interaction	<ul style="list-style-type: none"> • Distinguishes some of the types of environmental pollution and identifies some of the factors impacting on soil pollution or its mismanagement: e.g., land use-construction on agricultural land, use of pesticides, deforestation, erosion, etc.

II. Development of scientific research skills for the construction of the matter, processes and natural phenomena.

1. Formulates questions about objects, living things and events in the environment around him/her and the relationship between them.
2. Gives suggestions (hypotheses) based on observation about the possible research outcomes.
3. Performs systematic observations and keeps notes during measurements with standard units through equipment (tools) provided by the teacher.
4. Uses the research outcomes to reach conclusions.
5. Presents data (findings) and conclusions using oral and written explanations, diagrams and graphs or ICT.
6. Identifies similarities and differences related to scientific ideas and processes.

Methodological guidelines

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

Quality teaching and learning require the following methodological approach:

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

In all cases, the implementation of the methodology requires the use of techniques, materials and didactic tools without which the expected outcomes for this level - the fifth grade - cannot be achieved, utilizing the best teaching practices.

Guidelines for the implementation of cross-curricular issues

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

- Media literacy;
- Sustainable development education

Media literacy

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

Sustainable development education

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

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

Assessment guidelines

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

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

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

The internal assessment of students is done according to the AI on assessment. Level II students (grade 5) are assessed only through a summative assessment 1 (SA1), with a numerical grade.

Instructions for learning materials and resources

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

**CURRICULUM AREA: SOCIETY AND
ENVIRONMENT**

Subject Curriculum/Syllabus
Society and Environment

Subject Curriculum/Syllabus
Society and Environment

Grade 5

Content

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Introduction

The subject of Society and Environment for the fifth grade helps the student learn about social groups and involvement in them, the past of our ancestors, the way of life, changes in settlements, houses, clothing, food and material and spiritual heritage in general. This subject also helps the student learn about the geographical, social, demographic, economic and resource aspects of our country and beyond. The student becomes familiar with the structures, models, types of settlements, villages, cities, various objects, work tools, professions, and crafts. The student also learns about ethnic and cultural diversity in our country, social and gender relations throughout different historical periods and how the state guarantees everyone's rights.

The knowledge, skills, values and attitudes developed through this subject in this grade create a good basis for the student to deepen his/her knowledge of history, geography and citizenship, in the following grades, as well as to be active and useful in his/her community and society.

Purpose

The subject of Society and Environment for the fifth grade aims at having students understand the value of national and state identity, as well as responsibility towards the country, society and environment where they live. Also, through this subject, it is intended to nurture among the students the feeling and behaviour of a decent citizen, with knowledge and skills to make decisions and establish correct relationships with other people and with the environment and nature in general. The open and communicative citizen, who shows understanding and tolerance for cultural and ethnic diversity, who has critical and creative thinking about social and environmental developments, who shows love, care and who engages in the promotion of cultural and natural heritage.

Topics and learning outcomes

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

Subject Curriculum: Civic Education, Grade 5		
Concept	ALO, Topic and SLO	
The individual, groups and social relations	ALO: 1. Learns about himself/herself, the structure of social groups and the ways of inclusion in them.	
	1.1. Identifies and compares simple evidence (objects, tools, photographs, clothing, and other items) related to personal, family, and community events and classifies them chronologically. 1.2. Distinguishes the structure of different social groups such as family, school, etc., and can compare how they were once and how they are now. 1.3. Understands and respects human rights and the basic rights of children is the best way to protect individuals and society from injustice.	
	Topic	Subject learning outcomes (SLO)
How did our ancestors live?	Student:	

		<ul style="list-style-type: none"> • Identifies the archaeological sites and monuments of our country throughout the historical periods from antiquity to the present day, starting from the locality/region where he/she lives and compares the differences between them. • Explains how the settlements (villages, cities) of our ancestors have changed over time in terms of infrastructure in Kosovo, throughout the historical periods from antiquity to the present day. • Describes and compares the architecture of residential buildings (village and city houses, towers, castles, etc.), and various objects (cult, crafts, agricultural-livestock, etc.) that have served in daily life throughout different historical periods in Kosovo. • Describes and compares the changes in clothing, food, work tools, professions in our country throughout the historical periods from antiquity to the present day. • Explains the organization of life in the family and society, as well as gender roles, throughout different historical periods.
	<p>Different but equal</p>	<ul style="list-style-type: none"> • Explains how people and nations differ from each other in terms of culture, language, traditions, beliefs and values and expresses an understanding of the right to apply them in their daily life. • Estimates ethnic and cultural diversity as a value of Kosovo society. • Explains gender differences and how they are reflected in interpersonal relationships, including cooperation and

		<p>understanding between the sexes.</p> <ul style="list-style-type: none"> • Participates and contributes to various activities promoting peace, understanding, interpersonal, inter-gender, family, social, religious, ethnic tolerance, etc. (such as the International Day of Tolerance, International Day of Peace, Women’s Day, etc.)
	<p>The right of each individual guarantees the right of all individuals</p>	<ul style="list-style-type: none"> • Compares current compliance with Human Rights and Child Rights with the past. • Explains how the state of Kosovo guarantees the rights of every citizen, including Child Rights, regardless of ethnic background. • Argues that compliance with human rights is a condition for peace, freedom and legal equality for all.
<p>Social and natural processes</p>	<p>ALO: 2. Recognizes the importance of monuments, phenomena, historical, social, natural and environmental processes as well as the interrelations and impacts between them</p> <p>2.1. Identifies social, cultural and historical events at the local, regional, national and wider levels and the causes that brought them about.</p> <p>2.2. Understands the importance of objects, phenomena and social, natural and environmental processes at the local, national, regional and global level.</p> <p>2.32.3. Shows respect for cultural and natural heritage as well as expresses solidarity in the social processes in which he/she is involved.</p>	
	<p>Topic</p>	<p>Subject learning outcomes (SLO)</p>

	<p>Kosovo population - then and now</p>	<p>Student:</p> <ul style="list-style-type: none"> • Identifies the ancient inhabitants of Kosovo (Illyrians/Dardani-Albanians) and the time of arrival and settlement of other populations (Serbs, Turks, Roma, Bosnians, Montenegrins, Goranis, Jews, Circassians, etc.). • Identifies some of the most important events throughout different historical periods that have influenced the lives of Albanians and other peoples of Kosovo (such as the Battle of Kosovo, the League of Prizren, the Independence of Kosovo, etc.). • Describes the demographic changes of the Kosovo population in time and space (increase, distribution and composition). • Distinguishes localities with a significant ethnic concentration in Kosovo and their characteristics (linguistic, cultural, religious, etc).
	<p>Different peoples and countries – different cultures and traditions</p>	<ul style="list-style-type: none"> • Analyzes the relation the Albanian people with other ethnic communities living in Kosovo and with the peoples of neighbouring countries (ethnicity, language, culture, etc.). • Explains the mutual influence of the Kosovo diaspora on the cultural connection (communication-language, culinary-food, lifestyle, etc.) of the Albanian people and other peoples of Kosovo with the peoples of other countries of the world.
<p>Norms, rights and responsibilities</p>	<p>ALO:3. Knows and learns to apply social norms and rules for common life in diversity.</p> <p>3.1. Distinguishes the variety of ethnicities, cultures, races, beliefs, and</p>	

ities	occupations in society and expresses respect for this diversity. 3.2. Shows awareness of gender differences, freedoms and human rights and demonstrates tolerance and solidarity in communication and cooperation with others.	
	Topic	Subject learning outcomes (SLO)
	Social norms and rights then and now	Student: <ul style="list-style-type: none"> • Describes the variety of customary and religious norms and rights of Albanians and other peoples living in Kosovo (such as matchmaking marriages, baptism of children, godparents, nuns, etc.), then and now. • Compares the roles, rights and freedoms of each person (regardless of gender, age, social status), guaranteed by the laws and the Constitution of the Republic of Kosovo, with the roles, rights and freedoms defined according to customary law, for men, women, sons and daughters, especially those related to property and inheritance. • Respects gender differences and the rights of everyone in the family, school and society.
Decision-making and institutions	ALO: 4. Is involved in giving ideas, proposals and responsible decision-making	
	4.1. Identifies and explains the factors that should be taken into account in the case of making decisions in situations different from daily life. 4.2. Understands the different levels of decision-making in institutions and society, then and now, and complies with them in his/her actions.	
	Topic	Subject learning outcomes (SLO)

	Decision-making in the family, school and society	Student: <ul style="list-style-type: none"> • Explains how decisions are made in the family and describes his/her contribution. • Identifies the forms and decision-making bodies in the classroom and school and describes their activities and his/her contribution. • Identifies decision-making bodies in various local and central level institutions, taking some examples from daily life.
Environment, resources and sustainable development	ALO: 5. Contributes to the preservation and protection of the environment as well as in sustainable development <p>5.1. Explains some of the causes and consequences of natural and social risks as a result of natural disasters and human actions and participates in activities to preserve the environment and care for heritage.</p> <p>5.2. Cooperates with others and undertakes beneficial actions promoting a clean environment, cares for the fair use of vital goods for general and personal hygiene.</p>	
	Topic	Subject learning outcomes (SLO)
	Natural and cultural heritage in the country and the world	Student: <ul style="list-style-type: none"> • Distinguishes several cultural manifestations held in different parts of the country, the region and the world, as well as describes the way they are implemented (sports competitions, popular games such as pehlivans, horse races - igdyles, panegyrics, carnivals, but also music and film festivals, theatre etc.

		<ul style="list-style-type: none"> • Identifies some natural monuments (waterfalls, caves, canyons, water sources, old trees, landscapes and other natural monuments) representing the unique values of our country that can be part of the world heritage. • Compares and explains the well-known crafts and cuisine then and now in our country, and the possibilities for them to be protected, advanced and affirmed even beyond Kosovo. • Presents activities that are carried out by him/her or in cooperation with others that highlight the promotion of cultural, natural, artisan, and culinary values of the locality where he/she lives and of Kosovo in general. • Distinguishes institutions and some local and international organizations involved in the protection of cultural and natural heritage. • Explains the importance and commits to maintaining cleanliness inside and outside the home, food, clothing, and public environments (institutions, parks, rivers, lakes, swimming pools, public transport, etc.) as well as how to report cases of non-maintenance of cleanliness to the responsible persons. • Describes how epidemic diseases have been treated and are treated in Kosovo (measles, smallpox, etc.), the COVID-19 pandemic, and the importance of information and continuous awareness raising of the population for prevention and dealing with them.
	<p>Protection and fair use of</p>	<ul style="list-style-type: none"> • Explains the importance and possibility of multiple use and reuse of materials and natural resources in the country and/or the world.

	sustainable development assets	<ul style="list-style-type: none"> • Explains the importance of conserving resources, such as water and electricity, forests, fertile soils and biodiversity. • Estimates and engages in the organization of voluntary actions for the promotion of conservation and protection of resources and the natural environment. • Participates and presents activities related to recycling, for various life needs, in the family, school and beyond.
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Methodological guidelines

To implement this program, teachers can use different interactive teaching methods, techniques and strategies (teacher-student interaction and vice versa, student-student and student-environment interaction). It is important to pay attention to the personal experiences of students, the development of skills for independent and research work and the expression of free, critical and creative thought.

For example, to achieve learning outcomes for the topics:

How our ancestors lived; Different but equal; The right of each individual guarantees the right of all individuals; The population of Kosovo - then and now; Different peoples and countries – different cultures and traditions, teachers can motivate students to conduct interviews, research, prepare brochures and projects and make their presentation in classroom, school or institutions and organizations that deal with such issues.

Regarding the topics: **Social norms and rights then and now; Decision-making in the family, school and society,** teachers can use debate as one of the forms and strategies of work that would encourage students to be enlivening, take positions, present facts, arguments, different opinions with diverse points of view.

Regarding the topics: **Natural and cultural heritage in the country and the world; Protection and fair use of sustainable development assets**, teachers can use students's personal experiences by encouraging them to compare them with the experiences of others in their locality, country and beyond. Also, through teamwork, they can plan study visits, develop projects, etc. which aim to promote the cultural and environmental values of their localities in particular and of Kosovo in general.

Guidelines for the implementation of cross-curricular issues

As issues of special interest, which help students to understand the interrelationships of social and natural processes, during the planning teachers should also take into account the treatment of the following cross-curricular issues:

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

Topics: **How our ancestors lived; Different but equal; The right of each individual guarantees the right of all individuals; The population of Kosovo then and now; Different peoples and countries – different cultures and traditions**, can be related to Education for democratic citizenship and Peace literacy when dealing with issues related to understanding, tolerance, harmony, coexistence and empathy with others. Likewise, when dealing with human rights, child rights, gender issues, cultural and intercultural issues, etc., they can be related to Education for democratic citizenship.

To provide information, students and teachers may refer to sources obtained from the media, including television, magazines, the Internet, film, newspapers, photographs, etc. and critically analyze the accuracy, values and messages they convey. Thus, Media literacy can be linked to any topic, where information from the media is used as a source.

Sustainable development education, as a cross-curricular issue, can be related to the topic of **Protection and fair use of sustainable development assets** which is mainly about raising students' awareness about the environment, health, economy, etc.

Assessment guidelines

Assessment is planned and carried out by teachers, who provide information on student achievement and progress based on curriculum requirements and the effectiveness, and efficiency of the methods, techniques, strategies, materials and teaching content they use.

The peculiarity of the student assessment for the subject of Society and Environment, for the fifth grade, is that attention should be paid to how students debate, how they present arguments for different issues (such as customary, legal rights, the protection of heritage and resources, etc.), how they do research, different projects (e.g. promoting heritage or other issues), how they use different resources, the media, how they respect the opinions of others, how cooperative they are with the others, etc. All of these can be used during formative and summative assessments.

To reach these assessment forms, teachers can use different methodologies and instruments such as essays, checklists, group activities, research, projects, tests, creative activities, students' files (portfolios), self-assessments (students review their learning), etc.

In addition to the main role of monitoring and evaluating students' achievements (knowledge, skills, attitudes and values), teachers must help, support and motivate them to learn, nurture in students a positive attitude towards learning, and based on their opportunity for advancement and plan for improvement.

Instructions for learning materials and resources

Adequate use of learning materials and resources (in accordance with the learning topic and students' potentials) affects the achievement of outcomes of the area and the subject of Society and Environment, and consequently also the achievement of

the targeted competencies by the end of the second level. They facilitate the achievement of educational results, influence the stimulation of students' progress towards the development of knowledge, skills, attitudes and values necessary for life.

Materials and resources even in the fifth grade should be diverse, appropriate to the psycho-physical abilities of the students, their age, experience, culture and learning styles. They should influence the increase of students' interest and curiosity to learn, and they are therefore of great importance.

Textbooks should not be the only source. Information technology is also widely used nowadays. Information can be obtained from any source that helps achieve the competencies, such as various texts and publications, magazine articles, albums, atlases, activity and exercise books, workbooks, brochures, dictionaries, exercises, encyclopedias, photographs, maps, drawings, documentaries, videos, projects, etc. Whenever possible (depending on the desired results) materials from nature or taken from nature, surrounding man, all related to the topics and desired results, can also be used. Also, it is important to plan various visits of a cognitive character to archaeological sites, monuments, social, cultural and natural objects, etc. In addition to field visits, different persons and personalities can be invited to address different issues.

Teachers should be engaged in the design (production) of appropriate learning materials independently and in cooperation with students, who should be encouraged and stimulated to create materials that concretize learning, using information technology, various materials including recycling ones. These can be used not only by students of appropriate grades but also by students of other grades.

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

Subject Curriculum/Syllabus
Physical Education, Sports and Health

Subject Curriculum/Syllabus

Physical Education, Sports and Health

Grade 5

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Introduction

Physical Education, Sports and Health in the fifth grade has an important role in the psycho-physical, social-emotional and health development of students. The subject of Physical Education, Sports and Health will reinforce the knowledge of each student and will provide him/her with new experiences, skills and knowledge, which will further expand the cultural, physical and health formation. The organization and realization of this subject will help students to appreciate its positive effects in many directions, not only in terms of health and physicality but also in the cultivation of social and communicative relations.

Purpose

The purpose of the subject of Physical Education, Sports and Health for the fifth grade is for students to achieve the results defined in the subject curriculum and the results of the second-level competencies. By achieving the above-mentioned results, students develop their skills for life.

In order to gain knowledge, skills, habits, attitudes, values and behaviour, which will prepare him/her for a healthy psycho-physical life and the transition to the third level, the fifth-grade student should be able to:

- Take an active part in physical activities of a competitive, social and fun character.
- Manage own emotions and take responsibility for personal behaviour in relation to peers.
- Maintain personal hygiene and a healthy lifestyle
- Care for the protection of the internal and external environment in the place where he/she lives and works.

Topics and learning outcomes

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

Thematic/teaching units throughout a grade/school year

- Managing emotions and responding to emergencies
- Developing physical and motor skills
- Elementary and sports games
- Food and its origin
- Maintaining the culture of hygiene
- Medicaments and positive effects
- Caring for the environment where he/she plays and lives.

Concept	ALO, Topic and SLO	
Complete physical, mental, emotional and social well-being	ALO: 1. Recognition and understanding of the importance of physical, mental, emotional and social well-being Student: <ol style="list-style-type: none"> 1. Manages his/her emotions and adapts them to different situations and judges that each individual is unique, and different, contributes to the school and the environment where he/she lives being equal and welcoming to everyone. 2. Demonstrates appropriate behaviour in emergencies and applies basic first aid principles and where to seek help. 	
	Topic	Subject learning outcomes (SLO)
	Managing emotions and responding to emergencies	Student: Describes emotions before, during and after sports activities Practices techniques for managing emotions before, during and after activities Identifies response steps in emergencies at school Describes the first aid procedure.
Comprehensive and harmonious development of the body through physical and sports activities	ALO: 2. Use of motor skills and abilities in physical and sports activities Student: <ol style="list-style-type: none"> 1. Practices basic exercises from the content of athletics, gymnastics and other sports. 2. Interprets and develops different movements in basic games, recognizes and applies some rules that are applied in basic games. 	
	Topic	Subject learning outcomes (SLO)

	<p>Developing physical and motor skills</p>	<ul style="list-style-type: none"> • Runs at a distance of 20-40m with changed direction and speed. • Actively participates in carrying out plays that develop psycho-physical skills, such as elementary games from athletics and sports gymnastics • Performs consecutive sports gymnastic exercises correctly and aesthetically. • Composes exercises in rhythmic gymnastics with and props. • Performs folk and modern dances.
	<p>Elementary and sports games</p>	<ul style="list-style-type: none"> • Describes the elementary rules of collective sports such as basketball, football, handball, volleyball • Argues the importance of active participation in elementary games • Demonstrates basic skills in sports games such as: basketball, football, handball and volleyball.
<p>Promotion of an active and healthy lifestyle</p>	<p>ALO: 3. Creating habits for an active and healthy lifestyle</p> <ol style="list-style-type: none"> 1. Researches and discovers as a consumer the origin of food and designs simple individual plans for healthy eating according to styles, daily periods, applying the elementary rules of healthy eating. 2. Demonstrates skills in maintaining and cultivating personal and environmental hygiene at home, at school, and in the community. 	
	<p>Topic</p>	<p>Subject learning outcomes (SLO)</p>
	<p>Food and its origin</p>	<ul style="list-style-type: none"> • Describes the origin of the food consumed by the family • Creates an individual weekly plan for the food he/she consumes
	<p>Maintaining the culture of hygiene</p>	<ul style="list-style-type: none"> • Describes at least five rules for personal hygiene at home, school, and community • Demonstrates personal and collective hygiene maintenance skills.

Awareness raising on the impact of the use of addictive substances	ALO: 4. Understanding the impact of the use of addictive substances on the life of the individual and society Student: 1. Shows and argues the safe way to use medicines and understands that some medicines have a positive effect on his/her health and well-being.	
	Topic	Subject learning outcomes (SLO)
	Medicaments and positive effects	Student: <ul style="list-style-type: none"> • Describes ways to use medicaments • Shows the positive effects of drugs on human health • Identifies medicinal plants in the environment where he/she lives
Education on the environment and sustainable development	ALO: 5. Utilization of the natural environment for the development of physical activities and interest in caring for and respecting the environment Student: 1. Assesses the importance of the environmental impact in all physical activities and shows respect and care for the environment through special actions.	
	Topic	Subject learning outcomes (SLO)
	Caring for the environment where he/she lives	Student: <ul style="list-style-type: none"> • Takes part in organized outdoor activities showing care for the environment • Prepares a simple project for physical activities that can be carried out in the environment where he/she lives.

1. Methodological guidelines

The realization of the content in the subject of Physical Education, Sports and Health for the fifth grade is done through the use of different teaching methods and techniques which must be in

accordance with the age of the students but also adapt to the content to achieve the outcomes set by the program.

When planning and selecting teaching methods and techniques, you should consider the following aspects:

- Learning outcomes through key competencies.
- Building knowledge, skills and movement habits based on prior knowledge.
- Elementary and sports games which connect the concepts of physical education with daily life situations and the environment.
- Establishing a culture for a healthy life by cultivating personal hygiene maintenance habits in the family, school and environment.
- Concrete didactic tools and materials, including technology such as: CD, computer, tape recorder, sketches, projector.
- Teacher-student cooperation during the learning process.

During physical and sports activities, special emphasis should be placed on maintaining personal hygiene and the environment where they take place. We must also take into account the safety of students in terms of safe practices which should be made a habit among students so that they are acquired and followed throughout life.

Teaching is an interactive process relying on the student-centred approach through the use of techniques that ensure comprehensive teaching for students such as verbal, demonstration, assistance, synthetic, analytical, concretization, illustration, imitation, discussion methods, debate, conversation, and others which the teacher selects depending on the content of the topics. In all cases, the implementation of teaching methods and techniques must be accompanied by the use of relevant didactic materials and tools, always taking into account the age, potential, special needs and safety of the students.

Cross-curricular issues

The subject of Physical Education, Sports and Health is related to other curricular areas through which students acquire knowledge and skills in relation to phenomena, and occurrences, which enable comprehensive and sustainable learning.

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

- Globalization and interdependence refer to interaction, the combination of skills and opportunities to create common things, combining efforts with others to achieve greater success;

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

In general, cross-curricular issues enrich teaching and contribute to the achievement of results, so importance should be given to their integration during planning and implementation. However, the work of the teacher who must pay attention to cross-curricular issues in the planning phase, analyzes the teaching units related to cross-curricular issues to ensure integrated learning is primary.

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

Assessment guidelines

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

The teacher, in accordance with the basic assessment principles, ensures the use of types of assessment, which are determined as necessary to assess the student achievements in order to support learning and teaching.

The student assessment of the student is done by:

- Continuous/formative assessment (learning assessment);
- Summative assessment (learning assessment).

Continuous assessment is based on the teacher's observations and judgments; it is an assessment that collects data about student learning during the learning process. This type of assessment enables the student's strengths, problems and difficulties to be identified and provides immediate feedback that helps the student learn better. Also, continuous assessment helps the teacher to plan the work to deliver the lesson more effectively. The main focus of continuous assessment is for the student to improve his/her learning, as well as to become more motivated to learn.

A portfolio can also be used to document the student's achievements. The assessment of each task is based on the criteria that the teacher sets, based on the type of task given. The student portfolio summarizes the student's performance during the school year.

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

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

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

In physical activities and sports, the following elements should be given importance:

- Tactful correction of wrong movements;
- Active participation in basic games during the classes;
- Movement skills in individual and team sports.

Evaluations for participation in various sports activities outside the school can be added to such assessments. All the outcomes from the student assessment must be recorded in the "Teacher Diary" continuously and stored within the time limit that lasts for a degree, according to the applicable legislation on student assessment according to the Framework of the Pre-University Education Curriculum of the Republic of Kosovo.

Instructions for didactic materials and learning resources and tools

For the successful achievement of competencies in the area of Physical Education, Sports and Health, it is important to use different learning resources that motivate children/students 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, encyclopedias, educational software, platforms, projects, various studies, analyzes and reports. different which enable the addressing of subject outcomes.

Teachers and children may be engaged in designing and using the learning materials, e.g. the outcomes and carried out by children can become valuable learning resources for the class and students. The teacher must research and adopt the materials continuously in order to enrich their teaching, make it as attractive, appropriate and in this way help the students to understand and acquire the learning contents provided by the subject curriculum.

CURRICULUM AREA: LIFE AND WORK

Subject Curriculum/Syllabus Skills for Life

Subject Curriculum/Syllabus

Skills for Life

Grade 5

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The subject of Skills for Life in the fifth grade is a continuation and expansion of knowledge towards the acquisition of new knowledge, skills, attitudes and values to raise awareness and self-confidence in exercising practical work, using ICT, cooperating in relation to the household, with the living environment and orientation for life and work. The subject of Skills for Life helps students to prepare for work and life in the 21st century, adapt as best as possible to the changes of time, passing the emphasis on the development of competencies, skills and attitudes through active learning. Within the subject of Skills for Life, modules will be developed which aim to fulfil the key concepts of the area of Life and Work for level 2 such as Handicraft, technology including ICT, personal development, sustainable development education, household, career counselling and guidance, and work and entrepreneurship education. All these concepts are developed in relation to the area and subject outcomes to achieve the main goal of the area of Life and Work. This subject includes systematic efforts to impact the development process of students who, through the learning process, use different materials, and working tools that directly contribute to the development of skills and abilities for life and work.

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

Students of this age come to school with the knowledge, judgments, opinions and questions drawn from endless digital sources of information, which the teacher must consider as part of the curriculum in its entirety.

Purpose

The purpose of the subject of Skills for Life for the fifth grade is for the student to become familiar with the different roles of individuals in life and work, become familiar with construction materials and their use, work on projects through ICT - craft creation, be part of household planning and acquire new knowledge about the environment and health, career development, media.

Through the subject of Skills for Life, the level of knowledge and skills for everyday life increases, including the basic concepts of the area of Life and Work.

Through the subject of Skills for Life for the fifth grade, school learning becomes more attractive and enjoyable through various practical activities in which students are encouraged to participate. The main goal in the fifth grade is for students to identify their interests in an activity or skill, such as developing skills using simple technical equipment, using computer programs to create models such as origami, handcrafting, researching ecological diversity in the environment etc.

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

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

- Creative and critical thinking;
- Skills using simple technical equipment;
- Skills for using computer programs;
- Problem-solving skills;
- Decision-making skills;
- Communication skills;
- Dealing with emotions and stress;
- Presentation skills;
- Teamwork;
- Entrepreneurial skills.

Topics, outcomes and learning

Students in the fifth grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Life and Work of the second level (Level 2) of the Core Curriculum for Primary Education:

Concept	ALO, Topic and SLO	
Development based on practical manual activities (Handicraft)	ALO: 1. Practicing practical work at home, school and in the community 1.1. Describes the differences between activities conducted individually and in groups. 1.2. Undertakes practical activities based on his/her own initiative and independent approaches to finalize various work products, starting from a given model, picture or drawing. 2. Enhancing personal qualities for life and work Demonstrates willingness and initiative to participate in and organize various group activities at school and in the community, complying with the rules of interaction and teamwork.	
	Topic	Subject learning outcomes (SLO)

	1. Skills for Life - handicraft	Student: <ul style="list-style-type: none"> • Distinguishes building materials (clay, gypsum, cement, styrofoam, marble, granite, kaolin). • Researches the application of building materials (individual project). • Compares the properties of materials (clay, gypsum, cement, styrofoam, marble, granite, kaolin). • Develops skills using simple technical equipment for working on projects from different construction materials (clay, gypsum, styrofoam). 		
Technology including ICT	<p>ALO:</p> <p>1. Practicing practical work at home, school and in the community Student: 1.1. Describes the differences between activities conducted individually and in groups. 1.2. Undertakes practical activities based on his/her own initiative and independent approaches to finalize various work products, starting from a given model, picture or drawing.</p> <p>2. Enhancing personal qualities for life and work Student: 2.1. Undertakes practical activities based on his/her own initiative and independent approaches to finalize various work products, starting from a given model, picture or drawing.</p> <p>3. Using technology for daily life and work Student: 3.1. Uses household tools and equipment in everyday situations 3.2. Uses adequate tools, tools and materials to make simple products based on the teacher's instructions.</p> <p>4. Using ICT to advance learning and the quality of daily life 4.1. Uses the personal computer to reflect initial ideas and creativity. 4.2. Uses ICT safely to create different projects, plan activities, create tasks, research and develop practical skills.</p> <p>9. Education for sustainable development - protection and preservation of nature and the environment 9.1. Processes basic recycling materials from the household and takes protective measures to preserve the environment. 9.2. Develops knowledge and skills for society, environmental protection, household and ICT use.</p> <table border="1" data-bbox="453 1667 1443 1850"> <tr> <td data-bbox="453 1667 737 1850">Topic</td> <td data-bbox="737 1667 1443 1850">Subject learning outcomes (SLO)</td> </tr> </table>		Topic	Subject learning outcomes (SLO)
Topic	Subject learning outcomes (SLO)			
	2. Working with	Student:		

	<p>projects through ICT - craft creation</p> <ul style="list-style-type: none"> • Shows the progress of creating an ICT project with crafts. • Describes the stages of creating and presenting a project through ICT. • Uses computer programs to create models such as origami, and crafts for handicrafts. • Models different shapes with crafts through sketches and models found on the Internet. • Creates school projects with computer programs with a focus on handicraft (crafts, origami). 				
<p>Personal development skills for life) (</p> <p>Sustainable education development</p>	<p>ALO:</p> <p>8. Communication in/for life and work</p> <p>8.1. Is aware of the existence of individual diversity in the classroom, at school and in life to improve understanding, wishes and aspirations of others, managing situations and resolving conflicts constructively and peacefully.</p> <p>9. Protection and preservation of nature and environment.</p> <p>9.2. Develops knowledge and skills for society, environmental protection, household and ICT use.</p> <table border="1"> <tr> <td>Topic</td> <td>Subject learning outcomes (SLO)</td> </tr> <tr> <td>3. Environment and health</td> <td> <p>Student:</p> <ul style="list-style-type: none"> • Recognizes individual diversity in the classroom, school, and community using good conflict resolution practices. • Explores ecological diversity in the online environment. • Lists international days for environmental protection. • Creates a project for the activities according to the environmental calendar through the computer. • Explains the negative impact of non-biodegradable waste on the environment and human health. </td> </tr> </table>	Topic	Subject learning outcomes (SLO)	3. Environment and health	<p>Student:</p> <ul style="list-style-type: none"> • Recognizes individual diversity in the classroom, school, and community using good conflict resolution practices. • Explores ecological diversity in the online environment. • Lists international days for environmental protection. • Creates a project for the activities according to the environmental calendar through the computer. • Explains the negative impact of non-biodegradable waste on the environment and human health.
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Household	<p>ALO:</p> <p>1. Practicing practical work at home, school and in the community</p> <p>1.1. Practicing practical work at home, school and in the community</p> <p>1.2. Undertakes practical activities based on his/her own initiative and independent approaches to finalize various work products, starting from a given model, picture or drawing.</p> <p>2. Enhancing personal qualities for life and work</p> <p>2.1. Demonstrates willingness and initiative to participate in and organize various group activities at school and in the community, complying with the rules of interaction and teamwork.</p> <p>4. Using ICT to advance learning and the quality of daily life</p> <p>4.1. Uses the personal computer to reflect initial ideas and creativity.</p>				

	<p>4.2. Uses ICT safely to create different projects, plan activities, create tasks, research and develop practical skills.</p> <p>5. Entrepreneurship and business plan development exercise</p> <p>5.1. Researches directly and is involved in household activities and exercises elementary organizational-budgetary responsibilities, developing the entrepreneurial spirit.</p> <p>9. Education for sustainable development - protection and preservation of nature and the environment</p> <p>9.1. Processes basic recycling materials from the household and takes protective measures to preserve the environment.</p> <p>9.2. Develops knowledge and skills for society, environmental protection, household and ICT use.</p>				
	<table border="1"> <tr> <td>4. Household</td> <td> <p>Student:</p> <ul style="list-style-type: none"> Shows the main household concepts through examples in daily life. Analyzes the duties, and responsibilities of the head of household. Describes how household management is accomplished through practical tasks. Researches online various forms of family management and saving the main parts of the house. Present the main household parts by analyzing and calculating the family budget in different elements. Creates a family plan for managing monthly expenses. Creates clothing, packaging, and equipment (models) different from recycled materials. </td> </tr> </table>	4. Household	<p>Student:</p> <ul style="list-style-type: none"> Shows the main household concepts through examples in daily life. Analyzes the duties, and responsibilities of the head of household. Describes how household management is accomplished through practical tasks. Researches online various forms of family management and saving the main parts of the house. Present the main household parts by analyzing and calculating the family budget in different elements. Creates a family plan for managing monthly expenses. Creates clothing, packaging, and equipment (models) different from recycled materials. 		
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Career counselling and guidance	<p>ALO:</p> <p>4. Using ICT to advance learning and the quality of daily life</p> <p>4.1. Uses the personal computer to reflect initial ideas and creativity.</p> <p>4.2. Uses ICT safely to create different projects, plan activities, create tasks, research and develop practical skills.</p> <p>7. Preparation for professional life and future career</p> <p>7.1. Demonstrates through his/her actions the need for taking responsibility, and sharing activities that take place at home, school and community.</p>				
	<table border="1"> <tr> <td>Topic</td> <td>Subject learning outcomes (SLO)</td> </tr> <tr> <td>5. Career</td> <td> <p>Student:</p> <ul style="list-style-type: none"> Presents through videos/photos, the career path </td> </tr> </table>	Topic	Subject learning outcomes (SLO)	5. Career	<p>Student:</p> <ul style="list-style-type: none"> Presents through videos/photos, the career path
Topic	Subject learning outcomes (SLO)				
5. Career	<p>Student:</p> <ul style="list-style-type: none"> Presents through videos/photos, the career path 				

		<p>of the parents or his/her family members.</p> <ul style="list-style-type: none"> • Shows the hobby and imagines its adaptation to the favourite profession. • Recognizes types of different professions. • Draws up a mini-plan for his/her skills/abilities. • Lists various career-related ideas.
Work and education for entrepreneurship	<p>ALO</p> <p>2. Enhancing personal qualities for life and work</p> <p>2.1. Demonstrates willingness and initiative to participate in and organize various group activities at school and in the community, complying with the rules of interaction and teamwork.</p> <p>4. Using ICT to advance learning and the quality of daily life</p> <p>4.1. Uses the personal computer to reflect initial ideas and creativity.</p> <p>4.2. Uses ICT safely to create different projects, plan activities, create tasks, research and develop practical skills.</p> <p>5. Entrepreneurship and business plan development exercise</p> <p>5.1. Researches directly and is involved in household activities and exercises elementary organizational-budgetary responsibilities, developing the entrepreneurial spirit.</p> <p>6. Promotion of safe conditions for life and work</p> <p>6.1. Describes the rules for protection and safety from hazards in daily life: at home, at school and in the surroundings.</p>	
	Topic	Subject learning outcomes (SLO)
	6. Media	<p>Student:</p> <ul style="list-style-type: none"> • Organizes school activities according to group ideas, recording, presenting and posting on school pages and local media. • Organizes various activities and competitions that present entrepreneurial actions (e.g., contests for photographs, drawings, various creations, etc.). • Uses various computer games with an entrepreneurial sense. • Completes the tables where the family needs and expenses are determined, using computer programs. • Takes pictures and collects warning signs of danger and protection at work and places them on school signs.

Methodological guidelines

For the realization of the contents defined in the subject of Skills for Life for the third grade, different work methods can be used in order to fulfil the requirements of this subject, but also

because of the specifics it carries. Some of the methods that facilitate successful development are student-centred teaching methods.

Lesson delivery is achieved successfully by interweaving these components: knowledge, skills, values and attitudes.

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

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

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

One of the most accurate methods of acquiring ICT knowledge would be the implementation of various projects so that students can put the acquired knowledge into practice, as well as interweave this knowledge with the knowledge of other subjects.

Within the subject of Skills for Life, one of its important goals should be the implementation of cross-curricular issues, which will help to achieve the main competencies foreseen by the NQF. The cross-curricular issues that must be taken into consideration at this level, and that can be addressed continuously at other levels, are:

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

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

Assessment guidelines

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

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

The subject of Skills for Life, due to its nature and specifics, requires a variety of assessment methods regularly, where the focus is on understanding life and work; concepts and practice of positive behaviours and attitudes. In other words, the student must be able to continuously and actively apply the knowledge learned in daily life.

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

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

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

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

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

The file is valuable for the following reasons:

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

Teaching materials and teaching and learning resources

For the successful achievement of the competencies in the subject of Skills for Life, it is important to use different learning resources to motivate students and stimulate their progress in

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

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

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

Cross-curricular issues

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

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

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

Links and various clarifications for the implementation of the subject curriculum:

Result:

Organizes various activities and competitions that present entrepreneurial actions (e.g., contests for photographs, drawings, various creations, etc.).

(entrepreneurial actions – e.g., a student takes a picture of an ice cream vendor at work observing the work process).

Different entrepreneurship games:

1. <https://www.moneyprodigy.com/best-business-simulation-games-kids/>

2. <https://online.rider.edu/online-masters-degrees/masters-business-administration/business-money-math-games-k12-students/>