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

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

# SUBJECT CURRICULA/SYLLABUSES

# Sixth grade

**Prishtina, 2018**

**Republic of Kosovo**
**Republika Kosova-Republic of Kosovo**
**Qeveria-Government**
Ministria e Arsimit, e Shkencës dhe Teknologjisë-Ministarstvo za Obrazovanje, Nauku i Tehnologiju-
Ministry of Education, Science and Technology

Kabineti i Ministrit/Kabinet Ministra/Cabinet of the Minister

No.317/01B
Date: 11/04/2018

The Ministry of Education, Science and Technology (MEST), pursuant to Articles 4, 21, and 22 of the Law No.03/L-189 on the State Administration of the Republic of Kosovo (Official Gazette, no.82, 21 October 2010), Article 5 and Law No.04/L-032 on Pre-University Education in the Republic of Kosovo, as well as on the basis of Article 8, paragraph 1, and 4 and Addendum 6 to the Regulation No.02/2011 on the Areas of Reponsibility of the Office of the Prime Minister and Ministries (22.03.2011), issues the following:

**DECISION**

1. To implement the Subject Curriculum for the sixth grade of the lower secondary school in the Pre-University Education of the Republic of Kosovo.

2. The decision must be implemented in the sixth grade in all lower secondary schools of the Pre-University Education of the Republic of Kosovo.

3. Upon the entry into force of the present decision, the decision of 3 August 2017, Ref. No. 159/01B shall be repealed.

4. The decision enters into force upon its signing.

**Reasoning**

On the basis of the abovementioned provisions and after the realization, identification of errors in the subject syllabus published for the sixth grade of the lower secondary school in the Pre-University Education of the Republic of Kosovo, and given that the repealing of those programmes containing errors and the approval of the reviewed programmes is necessary, it was decided as in the enacting clause of this decision.

**The Decision is sent to:**

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

Shyqiri Bytyqi
Minister of MEST
*Signed and stamped*

# CONTENT

# Introduction

The sixth-grade subject curricula/syllabuses are organized into seven fields of curriculum. Unlike Primary Education classes, the learning outcomes of the most fiels of curriculum at this level (Lower Secondary School) are achieved through learning subjects.

In the field of Languages and communication of the sixth grade, is addedd the second foreign language, which can be German, French, Italian, etc. and/or the languages of the area (Serbian, Bosnian, and Turkish) as per the pupils' free choice. MEST has prepared the syllabuses for German and French languages for this grade.

The learning outcomes of the field of Natural Sciences in this grade must be achieved from the subject of Biology and the subject of Physics, whereas the outcomes of the curiculum area of Society and Environment must be achieved from the subjects of Civic Education, History and Geography.

Differences also exist in the field of Life and Work, because the outcomes in the Primary Education are determined to be achieved through the subject Skills for life, whereas in the sixth grade, the learning outcomes are achieved through the subject of Technology with ICT. Other fields of curriculum achieve the subject outcomes through the same learning subjects such as Mathematics, Arts (Figurative Art and Musical Art) and Physical Education, Sports and Health.

In this grade, even though the teaching is organized through subjects, the teachers must make efforts for the teaching to be integrated, by coordinating the plannings among themselves. Teachers should relate teaching to pupils' daily work and life, in order to enable them to understand their relationship with the natural and man-made environment. Also, during the teaching of each subject, including elective subjects, teachers must make efforts to develop the competencies that have been determined for the third level of the curriculum.

**Lesson plan**

| Fields of Curriculum | Learning subjects | Level III | | | Level IV | | |
|---|---|---|---|---|---|---|---|
| | | Grade VI | Grade VII | Total | Grade VIII | Grade IX | Total |
| Languages and communication | Native Language | 5 | 5 | 10 | 5 | 4 | 9 |
| | Foreign language | 2 | 2 | 4 | 2 | 2 | 4 |
| | Second foreign language | 1 | 1 | 2 | 1 | 1 | 2 |
| Arts | Musical Art | 1 | 1 | 2 | 1 | 1 | 2 |
| | Figurative Art | 1 | 1 | 2 | 1 | 1 | 2 |
| Mathematics | Mathematics | 4 | 4 | 8 | 4 | 4 | 8 |
| Natural Sciences | Physics | 2 | 2 | 4 | 2 | 2 | 4 |
| | Chemistry | / | 2 | 2 | 2 | 2 | 4 |
| | Biology | 2 | 2 | 4 | 2 | 2 | 4 |
| Society and Environment | History | 2 | 2 | 4 | 2 | 2 | 4 |
| | Geography | 2 | 2 | 4 | 2 | 1 | 3 |
| | Civic education | 1 | 1 | 2 | 1 | 2 | 3 |
| Physical Education, Sports and Health | Physical Education, Sports and Health | 2 | 2 | 4 | 2 | 2 | 4 |
| Life and Work | Technology with ICT | 2 | 2 | 4 | 2 | 2 | 4 |
| Elective part | Elective part | 2 | 1 | 3 | 1 | 2 | 3 |
| Total– Weekly hours | | 29 | 30 | 59 | 30 | 30 | 60 |

# CURRICULUM AREA: LANGUAGES AND COMMUNICATION

## Subject curricula/syllabuses

Albanian Language

English Language

German Language

French language

# Subject curriculum/syllabus

# Albanian Language

## Content

Introduction

The Goal

Topical content and learning outcomes

Methodological guidelines

Guidelines for implementing cross-curricular issues

Assessment and evaluation guidelines

Guidelines for teaching materials and resources

## Introduction

Through this subject, pupils in the sixth grade develop communication skills, enrich vocabulary, learn the use of grammatical categories, its main rules and spelling, learn how to build and evaluate narration, description, comment, argument, information, etc., develop imagination and cultivate their judgment skills.

In this grade, pupils develop use of language skills and abilities, comprehend, analyze and write different literary and non-literary texts, express themselves directly and clearly orally and in writing in different situations, create a text, tell an event, argue a point of view, compose well-argued writings, take part regularly in debates, use language in accordance with concrete communication situations and develop reading-comprehension skills. The essence of learning the Albanian language at school consists of the formation of the habits of using the language orally and in writing, as well as the knowledge of the cultural and aesthetic models necessary for their cultural formation.

## The Goal

The goal of learning the Albanian language in the sixth grade is to reinforce and develop previously acquired knowledge. This means: the development of communication skills in different situations, the development of linguistic culture and cultural formation, emotional, creative and aesthetic development through communication skills, the development of self-confidence and critical and independent thinking, the development of the use of literary language as well as preparation of the pupils for lifelong learning.

## Topical content and learning outcomes

Pupils in sixth grade must achieve the subject learning outcomes (SLO) from the topics determined in the below table; the topics have derived from the concepts and domain learning outcomes (DLO) Languages and Communication for the third level of the Curriculum (3$^{rd}$LC), which you can see in the Core Curriculum for lower secondary education.

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

| Concepts | Topics | Subject learning outcomes per topic(SLO) |
|---|---|---|
| **Literary and non-literary texts** | Poetry<br><br>Prose<br><br>Biography and autobiography<br><br>Notifications, invitations, appreciations, congratulations, humorous pieces, reports, information, request,<br><br>impressions, concerns and wishes, impressions, preferences<br><br>essay,<br><br>description, narration,<br><br>Media (television, radio), society, internet | • Identifies features of prose and poetry;<br><br>• Differentiates betwen elements of different literary and non-literary texts such as poetry, prose, dramatic text; newspaper or magazine articles, biographical and autobiographical text;<br><br>• Reads and compares different articles concerning current affairs from the science and health field; gender equality, human rights;<br><br>• Writes greetings, information, appeals, requests, etc. according to the models of non-literary texts;<br><br>• Writes various literary and non-literary essays;<br><br>• Differentiates between description and narration of a certain text;<br><br>• Comments and writes about various media texts or shows;<br><br>• Describes life in Kosovo and in diaspora;<br><br>• Identifies causes of natural and human hazards. |
| **Figurative and non-figurative language** | Figurative and phraseological expressions (the primary and the figurative meaning<br><br>Tropes: main literary figures/ literary and non-literary text. | Differentiates the figurative meaning from the non-figurative one (the primary and the figurative meaning);<br>Differentiates and uses the main stylistic figures in speech and writing;<br>Identifies literary and non-literary features. |
| **Criticism, theory, history** | Literary genres and categories: poetry, prose, dramatic text<br><br>Subject, composition, theme, commentary on | • Differentiates between the main literary genres;<br>• Understands the features of the subject, composition and theme;<br>• Develops the strategy of reading-comprehension and commenting |

| | texts<br>Reading-understanding | on texts. |
|---|---|---|
| **Linguistic system** | **Standard language and dialect**<br><br>**Phonetics/ phonology**<br><br><br><br>**Lexicology**<br><br><br><br><br><br>**Syntax**<br><br><br><br>**Complement**<br>**Morphology**<br>**The noun, its grammatical categories**<br><br><br><br>**The adjective and its categories**<br><br><br>**Pronouns** | • Differentiates standard language forms from dialectal ones;<br><br>• Differentiates between sounds, syllables, stress, and intonation;<br>• Differentiates between vowels and consonants according to pronunciation;<br>• Determines the word stress in the sentence.<br>• Enriches the vocabulary and recognizes the meaning of the word;<br>• Differentiates and uses words with the primary meaning and the figurative meaning;<br>• Differentiates and uses words with multiple meanings;<br><br>• Differentiates between the subject, predicate of the subject, direct and indirect object;<br>• Differentiates between the location, time, causal complement, as well as determiner and apposition;<br>• Differentiates between the noun and its and categories; (gender, number, cases, declension);<br>• Differentiates between general and proper nouns;<br>• Differentiates and correctly uses prepositions as per the cases;<br>• Differentiates between the adjective and its grammar categories (gender, number, cases, declension, and degrees);<br>• Differentiates and uses pronouns correctly; personal, demonstrative, possessive, interrogative, relative and indefinite |

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| | **Numerals** | pronouns; |
| | | • Differentiates between cardinal and ordinal numerals; |
| | **The verb, its grammatical meanings** | • Differentiates between the grammatical meanings of person, number, manner, time, and voice; |
| | | • Differentiates between the verb's simple and compound tenses; |
| | **Adverbs and its types** | • Differentiates between the verb choice; |
| | | • Differentiates and comprehends the verb, its active and passive mood; |
| | | • Differentiates between verbal and non-verbal sentences; |
| | **The preposition** **Conjunctions** | • Differentiates between the types of adverbs, such as those of manner, quantity, time, and place, and uses them correctly in speaking and writing; |
| | | • Uses correctly the prepositions: with, for, in, from to, until, from, towards, by, away and distinguishes them from adverbs; |
| | **Word formation** | • Differentiates between coordinating and subordinating conjunctions; |
| | | • Differentiates between simple and compound sentences; |
| | | • Differentiates between the main types of sentences (demonstrative, interrogative, imperative, optative, exclamatory) and their forms (affirmative, negative); |
| | **Spelling** | • Differentiates between independent, main, and dependent sentences; |
| | | • Differentiates between the components of the word: root, subject, prefixes, suffixes, endings; |
| | | • Differentiates between derived, compound, and affixed words; |
| | | • In writing, uses punctuation marks, period, comma and exclamation mark correctly ; |

| | | <ul><li>Uses capital and small letters in a correct manner;</li><li>Writes the apostrophe correctly.</li></ul> |
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## Methodological guidelines

The teaching methodology takes a leading role in the realization of the programme content. During the implementation of the teaching process, the teacher must take into account the most effective teaching strategies, which enable the achievement of subject outcomes and effective learning. The teacher must orient the pupils on the use of language skills for creative and critical thinking as well as for the research of sources in order to collect, systematize and use information correctly.

The teacher should encourage curiosity so that pupils' attention is focused on the principle of communication and communication (communication skills). The units of the language system (phonetics, morphology, syntax, lexicon, and spelling) are taught integrated through literary and cultural topics.

The pupil should be at the center of the learning process. The teacher should endeavour to get to know the character of the pupil, his strengths and weaknesses. He must plan and organize the class well in order to achieve certain subejct outcomes and develop the main competencies.

## Guildelines for implementing cross-curricular issues

The Albanian language is a means of communication for all subjects, but direct connections are established with historiography, in particular with the history of culture, with civic education, with the arts, etc. Some topics from these subjects would affect the development of communication skills, cultural formation and the creation of independent individuality. Through various topics of cross-curricular issues in the language, results are also achieved for education with sustainable development, media education and for the diaspora, topics for health, human rights, gender issues, etc. The topics must be realized according to the importance they have for certain situations in society (floods, earthquakes, global warming, as well as for various social phenomena).

## Assessment and evaluation guidelines

The evaluation is performed with the purpose of verifying the progress of the pupils' achievements based on the subject learning outcomes in order to identify the progress and the difficulties faced by the pupils, so that they can be helped to improve their achievements. Special emphasis during the evaluation should be given to continuous oral expression through interaction as well as written expression; this implies oral expression of events, stories and explanations, questions and answers, initiatives, independent thoughts, activities within the work in the group, word order in sentences and vocabulary.

## Guidelines for teaching materials and resources

The teacher can use all the resources, tools and materials that help achieve subject outcomes and the competences of the third level (Lev.3).

Teachers can create learning materials independently so that they can achieve subject outcomes more easily.

# Subject curriculum/syllabus
## English Language

**Content**

Introduction

The Goal

Topical content and learning outcomes

Methodological guidelines

Guidelines for implementing cross-curricular issues

Assessment and evaluation guidelines

Guidelines for teaching materials and resources

# Introduction

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule/governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. Language is essential for forming interpersonal relationship, understanding social situations, extending experiences, and reflecting on thought and action. Language is the primary basis of all communication and the primary instrument of thought.

English learning begins from the first stage and progresses through the final grade of upper secondary education. The third stage should aim towards increasing learners' interest in this language in an engaging and attractive way, simultaneously enabling learners to acquire English words, sentences, and structures. Teachers should continuously provide ample opportunities for learners to engross with English language focusing on active engagement with different grade appropriate texts.

The program for English language will emphasize the importance of experiencing language in context. Learners' background knowledge, skills and attitudes will be used as a means of developing communicating abilities: interpreting, expressing and negotiating meaning through oral and written texts. As the learners develop communication skills, they also increase their linguistic accuracy and develop language learning strategies.
Throughout their education, In English language program learners will acquire various kinds of knowledge, skills and attitudes about:

- interpreting, expressing and negotiating meaning (communication).
- patterns of ideas, behaviours, manifestations, cultural artefacts and symbols (culture).
- sounds, written symbols, vocabulary, grammar and discourse (language).
- cognitive, socio-affective and meta-cognitive process (general language education).

Learners will learn to communicate in English through the process of 'comprehension', 'production' and 'negotiation'. **Comprehension** involves deriving meaning or significance from an oral or written text. **Production** is expressing meaning by creating oral and written

texts to suit different participants, topics, purposes and reasons for communication. **Negotiation** is the *interaction process:* participants in the communication process must adjust to the needs and intentions of others. Integral to all three processes are the communicative intents or functions of communication, reporting or describing and so on, which are developed in the experience / communication component. Learners will also learn about the language and how to use it: the sound – symbol system, vocabulary, grammar and discourse elements that are needed to convey ideas and enhance communication in an oral or written context.

## Goals

The long – term goals in the study of English language are cultural understanding and effective communication. The development of cultural understanding and linguistic proficiency is a complex process involving a variety of language experiences and exposure to the culture of the people whose language is being studied.

- Learners should reinforce, develop and deepen their language and language learning skills, gained at previous level, and should broaden them gradually, aiming at increasing language awareness and broadening their communicative ability.
- They should deepen the level of understanding of their own culture and other cultures, where English is spoken as a first, second, or an international language.

## Topical content and learning outcomes

| Concept | Topics | Subject learning outcomes per topic |
|---------|--------|-------------------------------------|
| Literary and non-literary texts | **Topic 1 - Identities** <br> - People and introductions <br> - Describing people | - Reads fiction and non-fiction texts aloud with near-grade level fluency and accuracy of intonation and expression; <br> - Comprehends and analyses texts and relates them with their personal experience; <br> - Produces short texts of description of a person's |

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| | - A famous movie star<br>- Hobbies and interests | physical appearance and character using appropriate vocabulary and structures;<br>• Demonstrates awareness of connections, similarities and differences between people and reacts in positive ways;<br>• Explores identity through dramatic play;<br>• Reads the behaviours of others and responds appropriately;<br>• Speaks and writes about him / herself focusing on crucial information as well as some additional detail (like personal interests, feelings…);<br>• Listens to others' ideas and respects different ways of being and doing;<br>• Gives a short, formal presentation about himself and the others;<br>• Composes a three-paragraph essay giving personal information (introduction, physical appearance and character, hobbies and interests);<br>• Listens/reads about other people and discusses information regarding age, nationality, appearance and character, occupation;<br>• Analyses the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behaviour);<br>• Reads silently and aloud a text and gives an oral summary after each paragraph. |
| | **Topic 2-**<br>**Daily life**<br>- The best school in the country<br>- A Family Party<br>- Family gatherings<br>- In and out of school | • Comprehends and analyses texts and relates them with their personal experience;<br>• Identifies the main idea(s) in the text and specific details (activities, time, place);<br>• Reads about the behaviours of others and responds appropriately respecting different ways of being and doing;<br>• Uses a range of texts for instructions for activities during the day;<br>• Gives a short, formal presentation expressing habits and routines;<br>• Express ideas and feelings and understands and respects the perspectives of others;<br>• Reads and identifies the structural features of the text, including identifying and summarizing topic sentence, main idea and supporting details;<br>• Responds to diversity with respect;<br>• Identifies topic, audience, and purpose for specific |

| | | oral presentations (e.g., to give personal information, inform classmates, to persuade an audience of adults); |
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| | | • Observes a peer presentation and offers more thoughtful positive and constructive feedback; |
| | | • Analyses the characters used in print, non-print, and digital materials (habits and routines; meal); |
| | | • Writes short, simple informal notes, messages or an email about themselves or others describing their daily life. |
| | **Topic 3 – Relationship**<br>- Living together<br>- My best friend<br>- My neighbourhood<br>- Living abroad | • Explores, selects, and reads texts containing descriptions of people in different sources (books, kids' online newspapers, magazines) and shares them with peers;<br>• Reads the behaviours of others and responds appropriately;<br>• Examines different levels of identity and their implications for managing relationships with others;<br>• Analyses the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behaviour and friendship);<br>• Compares and contrasts shared and different social, cultural and legal norms of people;<br>• Writes short simple descriptions of people and places;<br>• Comprehends and analyses texts and relates them with their personal experience;<br>• Actively uses, engages with and share the enjoyment of language and texts in a range of ways. |
| | **Topic 4 – Then and now**<br>- Changing the world<br>- How I met my best friend<br>- An exciting holiday<br>- A famous inventor | • Listens/reads about other people and discusses information regarding personal life and activities they did;<br>• Comprehends and analyses texts and relates them with their personal experience;<br>• Recognises and engages with written and oral culturally constructed texts;<br>• Composes short narrative paragraphs to describe daily activities or past events using chronological order;<br>• Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts;<br>• Gives the correct sequence of three events and identifies cause and/or effect; |

| | | • Discusses, illustrates, dramatizes specific events shown in the text;<br>• Notes important details about the text read such as time, place and things;<br>• Retells some parts of the story and notes important details pertaining to character, settings, events;<br>• Reads a text and voices an opinion or conclusion based on reading beyond the literal meaning of the text. |
|---|---|---|
| | **Topic 5 –**<br>**Free time and**<br>**entertainment**<br>- Sports and fun activities<br>- Dangerous sports<br>- My favourite season<br>- Weekends and weekdays | • Uses a range of texts for instructions for leisure activities such as sport and craft;<br>• Comprehends and analyses texts and relates them with their personal experience;<br>• Reads and identifies the structural features of the text, including identifying and summarizing topic sentence, main idea and supporting details;<br>• Identifies powerful passages from texts and describe why they are personally meaningful;<br>• Makes inferences and predictions based on information in the text;<br>• Independently asks and answers questions that compare, contrast, classify and describe information and concepts contained the text and reference materials;<br>• Uses a range of texts for instructions for leisure activities such as sport and craft;<br>• Writes short, simple informal notes or messages about themselves, friends, families, habits, routines, preferences, feelings and activities. |
| | **Topic 6 –**<br>**Food**<br>- At the supermarket<br>- Food around the World<br>- Being healthy<br>-Shops and shopping | • Identifies the types of foods found in grocery stores;<br>• Identifies and classifies foods in each group;<br>• Listens/reads about food and discusses information regarding health, diet, recipe and countries;<br>• Compares information and action required in authentic/authentic-like receipts and bills;<br>• Identifies purpose and relevant details (including required action) in authentic/authentic-like formal and informal messages and letters of up to one page in a variety of relevant contexts;<br>• Compares and contrasts different elements of using food and target culture found in various print and digital sources (traditional, celebrations, healthy and junk…) and uses them in their creative work |

| | | (short texts, dialogues, commentaries); |
| | | • Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts. |
| | | • Retells some parts of the story; |
| | | • Writes short, simple informal notes or messages about themselves, stores, eating, shopping, preferences, likes and dislikes. |
| | **Topic 7 –** **The world around us** - An ancient city - Travelling around the World - An exciting journey -A wonderful world | • Comprehends and analyses texts and relates them with their personal experience; |
| | | • Reads the behaviours of others and responds appropriately; |
| | | • Demonstrates awareness of connections, similarities and differences between people and places, and reacts. in positive ways; |
| | | • Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads about people and places; |
| | | • Makes inferences and predictions based on information in the text; |
| | | • Identifies author's purpose and tone; |
| | | • Differentiates between fact and opinion and relevant/ irrelevant information in authentic/authentic-like articles and brochures of up to one page in a variety of relevant contexts; |
| | | • Draws conclusions based on information found in short authentic/authentic-like tables and charts or instructor-adapted bar/line graphs in personally relevant contexts. |
| | **Topic 8 –** **Holidays and vacations** - An exciting journey - School excursions - Recollections | • Retells some parts of the story; |
| | | • Writes short, simple informal notes or messages about their experiences. (places, eating, shopping, people); |
| | | • Discusses with peers and teacher regarding travel and transport; |
| | | • Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts; |
| | | • Compares and contrasts cultural elements and artefacts of his own and target culture found in various print and digital sources (customs, celebrations, history…) and uses them in their creative work (short texts, dialogues, commentaries); |
| | | • Composes a three paragraph essay giving personal |

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| | | information (journey, holiday, excursions);<br>• Relates story events to one's experience. |
| Figurative and non-figurative language | **Topic 1 - Identities**<br>- Personal information<br>- Describing people<br>- Getting an information<br>- Feelings | • Reads, listens to a view a variety of narrative genres, including personal narrative, biography, anecdote and short story, and identifies similarities and differences;<br>• Expresses ideas and feelings and understands and respects the perspectives of others;<br>• Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allow others their turn to speak and respect what others say;<br>• Describes people based on photographs of people (known/unknown) speculating about person's personal information (sharing photo album);<br>• Leaves-taking and expressions of politeness;<br>• Completes most forms related to personal information;<br>• Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;<br>• Asks questions to clarify when information is not making sense;<br>• Presents created ID cards to class and participates in peer-evaluating them;<br>• Understands and compares formal and informal forms of greeting, presenting, leave-takings and expressions of politeness;<br>• Identifies topic, audience, and purpose for specific oral presentations. (e.g., to give personal information, inform classmates, to persuade an audience of adults);<br>• Responds to diversity with respect;<br>• Participates in play opportunities that promote social interaction with peers;<br>• Asks for and provides personal information;<br>• Respond to simple conversation in familiar contexts with familiar vocabulary;<br>• Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic;<br>• Uses verbal and non-verbal language to communicate thinking;<br>• Demonstrates awareness of the needs and rights of others; |

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| | | • Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities;<br>• Engages in and contribute to play and leisure experiences;<br>• Expresses a wide range of emotions, thoughts and views constructively;<br>• Controls strong emotions and impulses;<br>• Understands short simple descriptions of people and places;<br>• Makes a more complex oral presentation of narrative, expository, descriptive and persuasive type, with media, to a variety of audiences and receive feedback;<br>• Observes a peer presentation and offers more thoughtful positive and constructive feedback. |
| | **Topic 2 –**<br>**Daily life**<br>- At home<br>- At school<br>- My daily duties and obligations<br>- Schooling<br>- Family gatherings | • Expresses likes and dislikes on a variety of everyday topics. (e.g. holidays, food, films, music, activities, etc);<br>• Completes most forms related to personal information on daily routines;<br>• Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;<br>• Uses a particular kind of sentence for a specific purpose and audience -expressing opinions/ emotions;<br>• Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;<br>• Engages in and contribute to play and leisure experiences at home/school;<br>• Uses verbal and non-verbal language to communicate thinking;<br>• Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allow others their turn to introduce daily habits and routines and respect others;<br>• Distinguishes text-types according to purpose and language features -Comparison and contrast. |
| | **Topic 3 -**<br>**Relationship**<br>- People around me | • Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;<br>• Responds appropriately to verbal and nonverbal |

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| | - Neighbourhood<br>- Keeping in touch<br>- Working together<br>- Expressing feelings | cues;<br>• Makes connections to personal and shared ideas and experiences by talking in pairs or small groups;<br>• Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads;<br>• Demonstrates awareness of the needs and rights of others;<br>• Uses verbal and non-verbal language to communicate with others (email, phone, social chats, etc.);<br>• Demonstrates awareness of the needs and rights of others;<br>• Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic;<br>• Participates in play opportunities that promote social interaction with peers;<br>• Understands short simple descriptions of people and places and the relationship with them. |
| | **Topic 4 –**<br>**Then and now**<br>- A famous inventor<br>- A wonderful holiday<br>- An important person I met<br>- Inventions and discoveries | • Uses verbal and non-verbal language to communicate on past events;<br>• Responds to simple conversation in familiar contexts with familiar vocabulary;<br>• Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allow others their turn to express things happened in the past and respect those events. (social, religious, history, etc.);<br>• Understands short simple descriptions of people and places, responding appropriately to verbal and nonverbal cues;<br>• Completes most forms related to information in the past;<br>• Understands short simple descriptions of known people including how they met, place and time. |
| | **Topic 5 –**<br>**Free time and entertainment**<br>- Leisure activities<br>- Sports and fun activities<br>- My favourite season | • Engages in and contribute to play and leisure experiences;<br>• Participate in play opportunities that promote social interaction with peers;<br>• Responds to simple conversation in familiar contexts with familiar vocabulary;<br>• Demonstrates awareness of the needs and rights of others; |

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| | - Weekends and weekdays<br>- Sports and equipment<br>- Social expressions (Buying a ticket) | • Understands short simple descriptions of people and places, responding appropriately to verbal and nonverbal cues. |
| | **Topic 6 –**<br>**Food**<br>- Shopping<br>- Ordering food<br>- Food recipes<br>- Prices<br>- Shops and shopping<br>- Polite requests | • Expresses a wide range of emotions, thoughts and views constructively;<br>• Gets information about things and buy something in a shop;<br>• Compares information and action required in authentic/authentic-like receipts and bills;<br>• Follows an authentic/authentic-like sequence or non-sequential set of instructions related to unfamiliar tasks or procedures in relevant contexts;<br>• Understands short simple descriptions of people and places on using and growing food;<br>• Distinguishes text-types according to purpose and language features -Comparison and contrast;<br>• Responds to simple conversation in familiar contexts with familiar vocabulary;<br>• Shows an increasing awareness of healthy lifestyles and good nutrition;<br>• Develops strong foundations in both the culture and food of their family and of the broadercommunity without compromising their culture and tradition. |
| | **Topic 7 –**<br>**The world around us**<br>- The place where I live<br>- Where I would like to go<br>- Travelling<br>- Important days<br>- Let's clean our entertainment<br>- Directions | ☐ Completes most forms related to people's personal information;<br>• Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;<br>• Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads about people, animals, plants and places around the world;<br>• Demonstrates awareness of the needs and rights of others;<br>• Gets information about things around them;<br>• Makes suggestions about places to go;<br>• Understands short simple descriptions of people and places and reflect on them;<br>• Demonstrates awareness of the needs of transportation. |

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| | **Topic 8 – Holidays and vacations**<br>- Public and private transport<br>- People and places<br>- Social expressions (At the travel agent's)<br>- At the airport | • Uses a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions/ Preferences;<br>• Understands short simple descriptions of people and places and reflect on them;<br>• Demonstrates awareness of the needs and manners of transportation;<br>• Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;<br>• Responds to simple conversation in familiar contexts with familiar vocabulary;<br>• Respond to diversity with respect;<br>• Participates in play opportunities that promote social interaction with peers;<br>• Understands short simple descriptions of people and places and discusses with peers . |
| Criticism, theory and history | **Topic 1 - Identities**<br>- Personal information<br>- Describing people | • Asks and/or answers questions to focus the topic, paraphrase ideas, clarify understanding, or identifies the need for further information,select a focus, an organizational structure, and a viewpoint, matching the purpose, message, and occasion;<br>• Explores cultural similarities and differences between his own culture and the target culture;<br>• Demonstrates awareness of the opinions of others about their efforts;<br>• Feels recognised and respected for who they are and explores different identities and points of view in dramatic play;<br>• Shares aspects of their culture with the other pupils and elders;<br>• Develops their social and cultural heritage through engagement with Elders and community members;<br>• Empathises with and expresses concern for others;<br>• Displays awareness of and respect for others' perspectives;<br>• Prepares and give a 2 or 3-minute presentation about their hobby, sport, favourite film, family, holiday etc.;<br>• Recognises and engages with written and oral culturally constructed texts;<br>• Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads;<br>• Uses opportunities to develop understandings about the diversity of culture, heritage, background and |
| | **Topic 2 – Daily life**<br>- Duties and obligations<br>- Schooling | |
| | **Topic 3 – Relationship**<br>- A wonderful family<br>- Neighbourhood | |
| | **Topic 4 – Then and now**<br>- Helping people<br>- Things that changed the world | |
| | **Topic 5 – Free time and entertainment**<br>- Dangerous sports<br>- Relaxing activities | |
| | **Topic 6 –** | |

| | **Food**<br>- Living in a farm<br>- Food around the world | tradition;<br>• Demonstrates awareness of connections, similarities and differences between people and react in positive ways;<br>• Express ideas and feelings and understand and respect the perspectives of others.<br>• Listens to others' ideas and respect different ways of being and doing; |
| --- | --- | --- |
| | **Topic 7 –**<br>**The world**<br>**around us**<br>- Keep clean your entertainment<br>- Dreams | • Appreciates social, cultural, linguistic and religious diversity;<br>• Makes predictions and generalisations about their daily activities; |
| | **Topic 8 –**<br>**Holidays and**<br>**vacations**<br>- Recollections<br>-People and places | • Articulates in complete sentences a synopsis of the daily activities that they perform, indicating the time of day (morning, afternoon, evening, or exact time) and day of the week the activity is performed;<br>Use short, everyday expressions and phrases to satisfy simple, routine tasks (personal details, daily routines, wants and needs;<br>• Explores their responsibilities and rights and those of others in familiar contexts such as the family, the classroom, the school playground and local recreation areas;<br>• Makes predictions and generalisations about their daily activities, aspects of the natural world and environments;<br>• Explores ideas and theories using imagination and creativity;<br>• Use opportunities to develop understandings about the diversity of culture, heritage, background and tradition;<br>• Describe personal experiences and give basic information on everyday matters fluently and idiomatically;<br>• Leaves a message for someone in your family to get something from the shops;<br>• Shows an increasing awareness of healthy lifestyles and good nutrition;<br>• Demonstrate an awareness of the impact of human activity on environments and the interdependence of living things. |
| Language system | **Topic 1 –**<br>**Identities**<br>- Asking for and giving personal | • Understands simple yes/no and wh-questions and responds to simple yes/no and wh-questions with a simple response;<br>• Recognises that they have a right to belong to many communities and discuss with peers using positive |

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| | information<br>- Describing words<br>- How often….?<br>- Question words<br>  Word stress<br>- Idioms related to nationalities<br>- Vocabulary field- countries, appearance and character | adjectives;<br>• Asks questions to clarify when information is not making sense;<br>• Composes clear and coherent sentences using appropriate grammatical structures: -aspects of verbs;<br>• Asks questions to clarify or provide further understanding on the topic;<br>• Explores structures and vocabulary used in describing people (present simple tense, adjectives) and practices their use in context;<br>• Identifies adjectives and use correctly in their writing;<br>• Discusses family members using a variety of adjectives to describe personality;<br>• Produces appropriate answers to questions about personal information, such as name, age, email address, occupation, etc.;<br>• Uses simple sentences to compare and contrast ideas/objects;<br>• Uses present simple to introduce himself / herself and others correctly;<br>• Writes three-part structured paragraphs that contain an introduction, body and conclusion using appropriate structure (adjectives and their order, present simple);<br>• Produces short texts of description of a person's physical appearance and character using appropriate vocabulary and structures;<br>• Writes sentences (affirmative, negative, and interrogative) with correct capitalization, punctuation, word order and correct subject-verb agreement. |
| | **Topic 2 –**<br>**Daily life**<br>-Habits and routines<br>-Expressing obligation ( have to)<br>-What are you doing?<br>-In, on, at<br>-Intonation: falling and rising | • Articulates in complete sentences a synopsis of the daily activities that they perform, indicating the time of day (morning, afternoon, evening, or exact time) and day of the week the activity is performed;<br>• Recognizes basic prepositions in contextualized speech;<br>• Composes clear and coherent sentences using appropriate grammatical structures: -Prepositions;<br>• Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions;<br>• Expresses obligations and responsibilities using |

| | | |
|---|---|---|
| | -Idioms related to jobs and time<br>-Vocabulary field – occupations and obligations | Have to;<br>• Express likes and dislikes on a variety of everyday topics using present simple correctly;<br>• Asks and answers about obligations and responsibilities at home and school;<br>• Expresses present activities and notes the difference between present simple and continuous;<br>• Uses descriptive adjectives correctly;<br>• Asks and answers about the frequency of actions using adverbs of frequency effectively;<br>• Uses chronological order when writing about daily activities or narrative paragraphs;<br>• Analyses a sentence, and identify the parts of speech of its parts., (noun, verb, adjective, adverb, pronoun, preposition);<br>• Demonstrates the skill of describing routines by selecting grammatically appropriate questions and statements;<br>• Demonstrates the ability to select the correct verb tense (simple present and present progressive) needed to complete a passage. |
| | **Topic 3 - Relationship**<br>- Expressing possession ('s)<br>- Opposites ( big/mall)<br>- Describing people and their relations<br>- Describing feelings and things (-ed and -ing adjectives)<br>- Idioms related to character, attitudes<br>- Vocabulary field – friends and relatives | • Explores differences in words that represent people, places and things (nouns including pronouns), happenings and states ( verbs ) qualities ( adjectives ) and details such as when, where and how (adverbs);<br>• Explores structures and vocabulary used in describing people (present simple tense, adjectives and possessive nouns) and practices their use in context;<br>• Participates in face-to-face conversations to tell about him/herself or describe places or people. (feelings and situations);<br>• Matches positive and negative adjectives, and uses them politely;<br>• Describes people, things and situations in writing or speaking using adjectives ending *ing–ed-* inaccurately;<br>• Discusses family members or friends using a variety of adjectives to describe personality, feelings and emotions;<br>• Distinguishes between possessive nouns and descriptive nouns;<br>• Shows ownership, origin, authorship and measurement using 's. |

| | Topic 4 – **Then and now**<br>- Past actions<br>- Past with ago<br>- Expressing time and events<br>- Past time expressions<br>- Talking about you<br>- Spelling and silent letters<br>- Idioms related to time<br>- Vocabulary field – inventions and discoveries | • Comprehends and analyses texts and relates them with their personal experience in the past;<br>• Uses words that signal differences between present and past in simple statements related to common activities;<br>• Identifies the correct form of a verb to convey the meaning of a completed past event;<br>• Applies the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities;<br>• Differentiates the correct form of a verb to use as determined by a time clue or time expression used to indicate either a simple completed past event or a simple repeated action/routine in the present tense;<br>• Forms questions and answers in the past simple using regular/irregular verbs and demonstrate knowledge of meaning, use, form and pronunciation;<br>• Differentiates the correct use of prepositions with regard to time or location. |
| | Topic 5 – **Free time and entertainment**<br>- How do you live?<br>- Positives and negatives<br>-Sail-sailing/ cook- cooking<br>- Describing activities<br>- Idioms related to entertainment<br>- Vocabulary field sports and leisure activities | • Asks and answers about the way they live including clothes, activities, free time and people;<br>• Listens to others' ideas and respect different ways of being and doing and react in positive ways;<br>• Describes activities using adjectives;<br>• Discusses personal lifestyle comparing it to their peers' lifestyle in English speaking countries;<br>• Responds to simple conversation in familiar contexts with familiar vocabulary. |
| | Topic 6 – **Food**<br>- Countable and uncountable<br>- a/an, the | • Identifies and uses count and non-count nouns and common quantifiers;<br>• Asks grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences; |

| | | |
|---|---|---|
| | - Some/any<br>- Expressions of quantity<br>- Offering food and drink<br>- Polite requests and offers<br>- Idioms related to food and drinks<br>- Vocabulary field – food and cooking | • Identifies definite and non-definite articles and uses them appropriately;<br>• Asks about the quantity of things and responds accurately giving the exact amount;<br>• Uses quantifying expressions (*much/many, a lot of, too, not enough)* to talk about quantity;<br>• Shows awareness of a range of vocabulary related to the topic of 'health and lifestyle';<br>• Gives and receives information about quantities, numbers, prices, etc.;<br>• Expresses likes and dislikes on a variety of everyday topics. (e.g. holidays, food, films, music, activities, etc). |
| | **Topic 7** –<br>**The world around us**<br>- Location<br>- Future plans<br>- Making suggestions<br>- Expressing voluntary actions ( will )<br>- Giving a purpose<br>- Idioms related to entertainment<br>- Vocabulary field – countries and nationalities | • Asks and answer questions in the present, past, and future tenses;<br>• Recognizes and corrects mistakes in capitalization, punctuation, sentence structure, verb forms, and other grammatical points covered at this level;<br>• Gives the purpose of the action using infinitives;<br>• Differentiates the correct use of prepositions with regard to time or location;<br>• Uses *going to/present continuous* to express future plans and fixed future arrangements;<br>• Takes part in discussions to express inevitable events in the future;<br>• Gives purposes about activities. |
| | **Topic 8 –**<br>**Holidays and vacations**<br>-Future predictions<br>-Expressing complaints, promises and requests<br>-Future arrangements<br>-Idioms related to holidays<br>Vocabulary field - holidays and travelling | • Identifies and discuss aspects of everyday life such as transport, clothing and food;<br>• Understands short simple descriptions of people and places and reflect on them;<br>• Demonstrates awareness of the needs and manners of transportation;<br>• Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;<br>• Responds to simple conversation in familiar contexts with familiar vocabulary;<br>• Participates in play opportunities that promote social interaction with peers;<br>• Understands short simple descriptions of people and places and discusses with peers;<br>• Makes predictions and arrangements about places, people and the weather; |

| | | <ul><li>Makes short dialogues arranging to meet or booking a hotel;</li><li>Writes a short request to a teacher, friends or manager of the school;</li><li>Uses vocabulary related to holiday and vocation.</li></ul> |
|---|---|---|

## Cross-curricular issues

Since English Language is not taught and learnt for its own sake, but is seen as aim and vehicle, the Grade Six English Language Syllabus integrates topics that directly relate to other subjects, such as: arts, culture, history, geography, media literacy, civic education, and similar. All these are in the function of equipping learners with first of all the communicative competence, as well as other competences foreseen in the Level Three Core Curriculum.

## Methodological guidelines

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

**The Communicative Approach and Task-Based Learning**

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

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

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

**The Learning – Centred Classroom**

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

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

- To provide learners with efficient learning strategies;

- To assist learners identify their own preferred ways of learning;

- To develop skills to negotiate the curriculum;

- To encourage learners to adopt realistic goals and a timetable to achieve these goals;

- To develop learners' skills in self-evaluation.

**The use of the mother tongue in the classroom**

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

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

**Vocabulary**

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

**At level 2** learners are beginning to read independently selecting simple texts and using a bilingual dictionary or glossary to look up new words. When reading on their own they are beginning to use context to work out what unfamiliar words mean etc.

| L 3 | Teacher's role | Learner's role | Possible activities |
|---|---|---|---|
| | ▪ to guide the | ▪ to collaborate with | ▪ matching parts of |

| | | |
|---|---|---|
| learners, monitor and assist their work to introduce new words. | teachers and peers, use bilingual dictionaries, to write word lists, produce diagrams etc. | words to other words ,e.g. .beginnings and endings;<br>▪ memory games;<br>▪ filling in crosswords, grids ,and diagrams. |

**The Role of Grammar**

If we see language as a building, the words as building blocks or bricks, and grammar as the architect's plan, than we must admit that without a plan, even a million bricks do not make a building. Similarly, one may know a million English words, but if s/he does not know how to put them together, s/he cannot speak English (Sesnan, 1997).

In the light of this statement, the question is not whether to teach grammar or not, but *how* to teach it. We should consider which approach to adopt in teaching grammar, whether to teach form before meaning, or meaning before form, and what strategies and techniques to use in order to enable learners to put their knowledge of grammar into use and communicate effectively. It is the teacher's responsibility to estimate which approach would yield best effects at a particular stage of learning, or with a particular class.

| L 3 | Teacher's role | Learner's role | Possible activities |
|---|---|---|---|
| | ▪ To set problems, tasks and activities;<br>▪ To monitor the development of activities<br>▪ To make notes of possible problems related to meaning and form;<br>▪ To ask questions that focus on meaning, form and context. | ▪ To solve problems, fulfil tasks, and do activities;<br>▪ To answer questions related to meaning, form;<br>▪ To make attempts at noticing the regularities in language. | ▪ Problems and puzzles;<br>▪ Drilling;<br>▪ Open dialogues;<br>▪ Substitution tables;<br>▪ Guided writing. |

At this level, learners should be able to recognize different word categories and put words into phrases. They may also be able to combine phrases in order to form sentences. They should be able to deal with both Yes/No questions and WH-questions. At this level, learners may be able not only to grasp the meaning of language items, but also to understand particular aspects of the language system. Developing their cognitive and meta-cognitive skills, learners should be able to understand and use the rules of grammar. Regardless of this, teachers should be careful, when discussing explicitly and explaining the grammar, not to overdo, that is not to lecture on

grammar. Instead, they should demonstrate grammar through substitution tables, or drills incorporated within communicative activities.

Teachers should always bear in mind that grammar is not an aim on its own, but is closely connected with communication. It should not be used as a driving force, but should arise out of other classroom activities.

## 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.

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 outcomes of learners' performance. Teaching and testing always go hand-in-hand. Questions are often asked to check if the learners have understood what has been said. Equally, they may be asked to find out whether a particular point needs to be taught. We instinctively know why we ask a question: whether it is to teach or to test something.

Some major reasons for testing are:

- To diagnose learners' standard on arrival;

- To measure learners' progress;

- To find out how much pupils have learned;

- To find out the quality of learning;

- To find out how many of the class have learned what they were supposed to learn;

- To motivate pupils;

- To show the teacher what to teach next.

There are different kinds of tests, such as:
- Proficiency tests

- Achievement tests

- Placement tests

- Diagnostic tests

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

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

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

## Guidelines for teaching materials, tools and resources

In order to achieve the targeted aims and learning outcomes, and cover the topical content of the grade six syllabus teachers should select teaching materials from course book(s) of **elementary level**. These materials and aids should primarily be age-appropriate, which means that they should be dedicated to children.
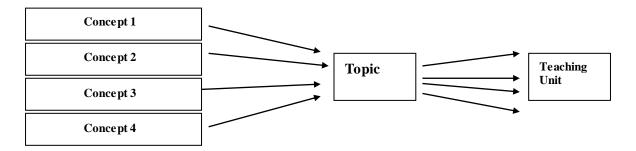
Apart from this, teachers are encouraged to use supplementary materials to suit the learners' needs, that is, their background knowledge their interests, and motivation. Supplementary materials (video tapes, documentary films, drama activities, projects, contests and quizzes, and similar), may be used either within regular English classes, or within additional activities planned by the school curriculum (choice subjects, extra-curricular activities, and similar).

## 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 pupil's knowledge, skills, values and attitudes. In the syllabus there are all the topics that will be developed during one school year, with

teaching contents for each topic. Teachers should develop the topic which is based on four concepts, laying out teaching units in logical order.

The learning outcomes in the syllabus are expectations of each pupil's knowledge, skills, values and attitudes in the end of this school year. Teacher's role is to develop all pupils' 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 pupil's success. There are also some immeasurable outcomes which are important because through them pupils develop their values and attitudes.

**Suggested online resources (For teachers)**
https://www.edutopia.org/blog/middle-school-resources-elena-aguilar
https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g
https://americanenglish.state.gov/resources-0
https://www.ereadingworksheets.com/browse-worksheets-by-grade-level/
https://www.teachingenglish.org.uk/teaching-teens
https://americanenglish.state.gov/search/solr?f%5B0%5D=bundle%3Aresource
https://busyteacher.org/atoz/
 http://www.englishforeveryone.org/  http://www.eslcafe.com/quiz/
http://www.dmoz.org/Kids_and_Teens/School_Time/English/English_as_a_Second_Language/
http://www.manythings.org/vocabulary/games/l/words.php?f=body-1
http://www.englishclub.com/esl-quizzes/
http://www.cdlponline.org/index.cfm?fuseaction=stories&topicID=1  http://iteslj.org/ESL.html
http://www.manythings.org/  http://a4esl.org/ http://www.english-at-home.com/
http://www.learningchocolate.com/
http://www.britishcouncil.org/learnenglish http://www.esl-lab.com

**Media**
www.cnn.com www.bbc.co.uk/ BBC English Radio. BBC World Service.
http://www.mirror.co.uk
http://www.thebigproject.co.uk//news/

# Subject curriculum/syllabus
## German Language

## Content

Introduction
The Goal
Topical content and learning outcomes
Methodological guidelines
Guidelines for implementing cross-curricular issues
Assessment and evaluation guidelines
Guidelines for teaching materials and resources

## Introduction

Knowledge of foreign languages creates greater space and freedom of movement, as well as self-confidence and is one of the main conditions of qualification for the world labour market; at the same time it is also a prerequisite for becoming familiar with other cultures.

The newly created situation in Kosovo also created opportunities for more frequent contact with Europe, and thereby, opportunities for easier learning of foreign languages were created, too.

Due to numerous migrations to German-speaking countries, connections with the German language and culture have been created in a way. But, in recent times, also the arrivals of German speakers in Kosovo are frequent; they either come to work in our country, or as tourists. This has also created the need for different qualifications of vocational school pupils. Further, for this type of education, even the newest materials and literature are mainly in the German language, since Germany is the leader in Europe for the development of technology, science, medicine, etc.

Also, the possibility of vocational training of our young people in German-speaking countries is significantly greater than in other countries. The reasons are already known.

All these are reasons that teaching of modern foreign language should provide young people with the necessary skills and knowledge for a multilingual world, which enables them to live and work even outside the borders of their mother tongue country.

The German language in the 6th grade is taught 1 class a week. With this number of classes, the first part of the A1/1 level book recommended according to the "Programme Framework for German as a Foreign Language" of the Conference of the German Ministry of Culture, which is again based on the Recommended European Framework of Foreign Languages, should be achieved.

## Goals

- The main goals of teaching German in the 6th grade are:
- To develop the four language skills;
- To enable pupils to be able to understand simple language situations, inside and outside of school, with people who belong to the German culture and language;
- To enable pupils to compare German culture with their own culture and tradition, as well as to use these views in the educational profiles chosen by them; To enable pupils to use the structures and rules of the German language for more conscious use of the mother tongue;
- To be able to independently develop the German language knowledge gained in order to apply it in their future professions;
- Training through new teaching and learning methods;
- Preparing the pupil for a lifelong learning;

- Learning the German language in Kosovo also helps prepare pupils to take the internationally recognized German language exams, which are mainly organized by the Goethe Institute. These exams serve pupils and future pupils to study, work in German-speaking countries and elsewhere, where the German language is spoken.

**Communication skills**

**Receptive skills**
Listening and reading

**Productive skills**
Speaking and writing

## Topical content and learning outcomes

| Concepts | Topics | Subject learning outcomes per topic(SLO) |
|---|---|---|
| Literary and non-literary texts<br><br>Stage parts, theater, dramatization, etc. | **Personal information**<br><br>**Activities and preferences**<br><br><br>**Family and school** | **Listening:**<br><br>- Understands basic greetings and common expressions of the form of politeness (such as hello, goodbye, sorry, etc.);<br>- Understands simple conversations about family, school, concrete things, if the conversation develops a lot slower, fluently, when spoken very slowly and with attention, the sentences are repeated several times, when there is a pause while speaking and the interlocutor is ready to help complete the thought;<br>- Identifies international words that are similar in mother langueage such as (Hobby, Pause, Sports, etc.);<br>- Using expressions learned by heart tells about the educational plan, expresses desire, responds positively or negatively to simple questions posed by learning topics;<br>- Asks about prices, names something, describes, shows what he likes and what he doesn't like using a negation, etc.; |

| Language system | | - Understands simple questions that are addressed to him/her about himself/herself and family, i.e. name, address, place of birth, etc.;<br>- Understands simple expressions related to classroom instructions and when they are accompanied by gestures such as "Please come here!", "Open the window, please!" etc.;<br>- Uses regular present tense verbs learned from the textbook in a correct manner. |
|---|---|---|
| | | **Reading:**<br>- Reads and understands general information in an invitation, advertisement, brochure, etc., such as (date, time, price, etc.);<br>- Reads and understands simple sentences and expressions in a text. |
| | | **Speaking:**<br><br>- Uses simple expressions or sentences to introduce himself/herself or to introduce someone;<br>- Uses basic greetings as well as common expressions of politeness (such as hello, goodbye, sorry, etc.);<br>- Uses very short and well-known sentences, by making a lot of pauses in order to find the right expression;<br>- Gives simple personal information about himself/herself and others;<br>- Describes the place where he/she lives;<br>- Answers to simple questions on certain simple topics;<br>- Tells about favorite foods;<br>- Tells the prices and the time (hour).<br><br>**Writing:**<br>- Describes words and short texts;<br>- Completes words and parts of sentences in texts with blank parts;<br>- Writes familiar words and short sentences from the textbook;<br>- Writes the basic data about a person taken from a list and transfers them to a form;<br>- Writes short notes such as (name, time, date, etc.);<br>- Completes a personal data form. |

## Methodological guidelines

**Communicative form of teaching**

In a contemporary teaching, special attention is paid to communication, this means: What language tools do you need for pupils to express themselves and behave appropriately in certain language situations?

Communication is the most acceptable way to achieve the set objectives. The starting point for such teaching will not be a grammatical rule, but different linguistic situations. This means that rules are derived from linguistic situations and not the other way around.

**Teaching methods**

- Conversation helps pupils to achieve communication skills**.**

**Communication is encouraged by:**

- Work in groups, in pairs
- Debates, podium debate
- Role playing games
- Interviews

**Methods that encourage independent work**

- The material prepared with assignments laid out in different ways is left in certain places, so that the pupils in an own chosen way collect and process them without the help of the teacher)
- Learning games (like Memory, Bingo)
- Partner check
- Independent processing of topics (collecting information in the library, computer, etc.; independent processing of information about a lecture, report, work diary, collages etc; forwarding information to the group)
- Learning during teaching (the pupil takes the role of the teacher)
- Collection of materials and resources
- Exchange of letters with Germany (school partnerships, exchange of letters between pupils,etc)

**Methods that encourage production**

- Making wall newspapers, paintings, posters, collages, texts (e.g. for exhibitions, school or internal competitions, etc.)
- Creative writing (of poems, essays, stories, theater scripts) encouraged through the activation of prior knowledge (with associograms, clustering, brainstorming, etc.)

**Use of media**

*Photographs, video projector*
They help in the production (writing) of creative descriptive and commentary texts.
• Pupils describe familiar and unusual things they see in the
  photographs and show how what they see in the picture affects them;
• They tell an event, the beginning or end of which is described by the photograph
• Presentation of materials (photographs, drawings, illustrated stories, etc.) and texts
    through foils and the projector, increase pupils' interest in learning
• Presentation of special photographs or a series of photographs
• Covering and partial disclosure of the photograph
• An event presented with photographs is given with photographs arranged in a wrong order
• Presentation of a fragmented and irregularly arranged text and its arrangement

*Auditory material*
This material enables facing of individual and regional language variants of German language and promotes comprehension through listening.
• Pupils find the beginning or the end of a short text heard before
• They characterize the persons of a piece of theater they have heard and discuss
  their behaviour.

*Video material*
The presentation of the film material with sound and pictures, where the comparison is made between the previous assumption and the sequence that is seen and heard.

**Cross-programme and interdisciplinary approaches**
Also the German language is a means of communication for all subjects, but it shall be related to three main areas: Natural Sciences, Social Sciences, and Arts.

Social Sciences shall be mainly related to: Civic Education, History, etc. Some of the topics of these subjects will affect the development of the four language skills.

The connection to the natural sciences shall be as:

        1. Gography
        2. Biology
        3. Mathematics
        4. Tecnologhy

It is worth stating that ICT is one of the fields, which mostly takes part in the development and implementation of the class. Here it is worth mentioning the use of the Internet, various research programs as well as concrete tools in the classroom (CD-player, TV, Video projector, etc.).

- Since the class will be developed mainly through communication, play, song and other creative ways, then the connection with arts and sports will be made mainly during the development of the class and the adddressing of the topics.
- During the development of the German language curriculum, a lot of thought was also given to gender equality. The program is so well structured that it talks about the female and male gender, the plural and the singular; before it it is stated "she/he" or "they" etc.

## Assessment and evaluation guidelines

The use of video material gives pupils many opportunities for creating written and oral texts:
- Presentation of a film made on the basis of a story or a fairy tale, which encourages comparison with the story or fairy tale read or heard before.
- Work with video sequences can be performed in three stages:
    - the presentation of silent film material, where pupils identify known places and people, describe people, places, actions or things, etc.
    - the presentation of film material without photographs where pupils discuss various objects and activities, write down information from what they hear (numbers, names of places, people, time data), name the topics, and draw a picture.

There are three skills that are checked (assessed):
1. Reproduction - means reproduction by the pupil of what was previously learned.
2. Reorganization - means transferring of what was learned in similar situations (e.g. if the pupil is taught the place of the verb in the dependent sentence, he should be able to apply the verb in the dependent sentence).
3. Transfer- means the transfer of what is learned to completely new situations.

The evaluation is performed in order to verify to what extent the pupils have mastered the subject learning outcomes. Through the evaluation, the advantages, difficulties, and obstacles faced by the pupils are identified. The evaluation should make possible the improvement of the weak points of the pupils' learning. The teacher must continously evaluate the knowledge that the pupil has acquired and the level of their mastery.

Special emphasis during the assessment should be given to the oral expression of events, stories, explanations, presentation of independent thoughts, pronunciation of sounds, vowels, consonants, words, and sentences.Oral expression through interaction as well as written expression.

## Guidelines for teaching materials and resources

The teacher can use all the resources, tools and materials which help achieve the subject outcomes for this grade, as well as achieve the competency-based outcomes for the fourth level of the curriculum (Lev. IV).

# Subject curriculum/syllabus
## French Language

## Content

Introduction

The Goal

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Methodological guidelines

Guidelines for implementing cross-curricular issues

Assessment and evaluation guidelines

Guidelines for teaching materials and resources

# Introduction

The French language, as the official language of the UN, of diplomacy, of culture, of art, of fashion, of courtesy, etc., is one of the most important world languages and represents interest to be further learned everywhere in the world, therefore also in Kosovo. Following the great changes in our country (political-social, educational, etc.), it remains a language of interest for our present and future generations, not only as an opportunity to communicate in this language in the world, but also as an opportunity to build a career, find employment, pursue studies, etc.

According to the Core Curriculum (CC) for the Lower Secondary School (LSS), the French language, as a second foreign language with the possibility of choice, will be taught with only 1 class per week in the 6th grade. Through the teaching of the French language, the pupils of this grade will acquire an initial vocabulary of this foreign language, necessary for communication; they will further advance the main language skills (listening, speaking, reading and writing) and we will further develop their intellectual capacities in this field. The pupils' initial vocabulary of this foreign language will be gradually enriched by an interdisciplinary approach to teaching this subject with other education subjects. This aim is based on creating a positive and competitive atmosphere during the class and identifying learning methods and strategies.

# Goals

Learning the French language in the 6th grade requires the achievement of language knowledge according to the Common European Framework of Reference for Languages (1/4 of level A1), determined on the basis of the number of classes per week, which are measured by relevant institutions in this field, and which include the acquisition of an initial vocabulary of the French language by pupils and its elementary use for personal needs; recognizing and distinguishing the forms of the language system (phonetics, morphology, syntax); further strengthening of receptive language skills (listening and reading) and productive skills (speaking and writing); increasing their intellectual capacities; consolidation and integration of knowledge; formation of critical and creative thinking; the discovery of a new culture for them and the creation of the correct judgment about the world; the formation of a tolerant, respectful, cooperative and humane personality and the formation of a useful and responsible citizen for society.

## Topical content and learning outcomes

| Concepts | Topics | Subject learning outcomes per topic(SLO) |
|---|---|---|
| Literary and non-literary texts | Personal information | - LISTENING<br>• Understands basic greetings as well as a number of words that are phonetically close to those of his mother language;<br>• Understands conversations about family, school, concrete things if people speak slowly and fluently;<br>• Understands simple sentences and isolated expressions about himself/herself and the environment that surrounds him/her. |
| Stage parts, theater, dramatization, etc | Activities and preferences | - SPEAKING<br>• Uses simple expressions or sentences to introduce himself/herself or to introduce someone;<br>• Describes the place or people he/she knows;<br>• Talks about tastes;<br>• Answers to simple questions, when they are asked slowly and clearly. |
| Language system | Family and school | - READING<br>• Understands simple words and expressions in a text;<br>• Understands the basic information in an invitation, advertisement or timetable;<br>• Reads words or expressions with the help of teachers or illustrations.<br><br>- WRITING<br>• Describes a short text without difficulties;<br>• Writes basic information about himself and his family;<br>• Knows how to fill in a personal data form (in a hotel or in competitive activities). |

## Methodological guidelines

The teaching process for the field of Languages and Communication should be based upon the needs and interests of pupils, in order to develop their individuality and creativity. Pupils of this grade who learn French language must achieve their competences through integrated learning and approach. Their success is achieved through the domain outcome of the curriculum. Methods, forms, tools, teaching content, as well as teaching and learning strategies and techniques, are the main key to achieving these competencies. In order to

achieve outcomes for certain cross-curricular topics such as: civic education, education for peace, interdependence, media education, education for sustainable development, the teacher must select the appropriate method, form and strategy.

**Didactic-methodical principles**
Learning French as a foreign language means acquiring certain knowledge and being able to use it in real life situations. For this purpose, two main principles must be followed: 1) focus on communication and not, as up to the present, on language; 2) focus on the pupil and his/her learning. The acquisition of language skills takes a primary place in the learning of foreign languages.

**Communicative teaching form**
The best teaching of this living foreign language is done in communicative form; therefore special attention is paid to communication. This teaching form enables pupils to acquire the language tools they need to express themselves in the classroom, and later also in certain situations of everyday life. Communication is the most acceptable way to achieve the set objectives. The starting point of such teaching will not be a grammatical rule, but different linguistic situations. This means that rules are derived from linguistic situations and not the other way around.

**Teaching methods**
For learning the French language, the teacher must use contemporary methods because only they encourage direct communication in this language and not the traditional method (even though it can remain as an auxiliary method in the initial phase of its learning). Of course, they stimulate the use of the French language during the class, in as much as the pupils' prior knowledge enables their understanding. Work in groups or pairs, short dialogues, role-play games, short texts, visual materials and forms of work that encourage independent work, creativity and competitive spirit of pupils in the classroom are also very important. Work methodologies that encourage pupils' productive activities have to be used.

**Order of actions**
For an effective learning of French as a second foreign language, it is necessary to respect this order of language skills: listening and understanding, speaking, reading, writing. Active and concrete work: teachers must take into consideration the working conditions and circumstances (as a non-francophone environment) which are very different from those of France or another francophone country. Exercises must have a merited place, depending on their types. They can be based on listening, watching and writing.

**Correction of pupils' mistakes**
Ways of correcting pupils' mistakes are often and controversially discussed in the circle of teachers. Some see mistakes as an obstacle in the teaching process, while others see them as helpful in acquiring foreign language knowledge. While some of them think that they should

be corrected immediately so that they do not happen again, others think that they should not be corrected at all. In any case, pupils should not be punished, reprimanded or criticized for mistakes made.

**Differentiated teaching / learning**
No classroom has a homogeneous composition of pupils as regards their prior knowledge of the French language and their psychophysical and intellectual abilities, therefore teachers must organize the class on this basis. This means that pupils who have the ability to learn faster should be treated differently from others so that French language learning complies with the individual possibilities and abilities of each pupil.

**Work techniques**
One of the tasks of teaching a foreign language is to enable pupils to prepare and assume responsibility for individual learning. Pupils, who have the opportunity to think about the processes of learning the French language and organize the process of learning it in a group, usually achieve better success. Thereby, they can, among other things, be prepared to react independently in extracurricular situations and continue the language learning processes.

**Use of media**
The computer and the Internet represent a very useful and permanent tool that should be used by both the teacher and the pupils. School shows dedicated to the French language or culture in our country, film and drama programs, and various foreign television programs in the French language are powerful tools that will help and accelerate the acquisition of language knowledge by our pupils.

Film, theater, and music also constitute important motivational tools for achieving the best outcomes in the acquisition of the French language knowledge. Photographs help in the preparation of creative and descriptive texts. They show an event, the beginning or the end of which is described by the photograph. The video projector increases the interest of the pupils in learning it. This is achieved by: presenting photographs, drawings, illustrated stories and texts through speakers and projectors. The auditory material enables exposure to standard French and promotes pupils' comprehension through listening. The video material gives pupils many opportunities for creating written and oral texts. Showing a film made on the basis of a story or fairy tale encourages comparison with the story or fairy tale read or heard before.

## Guidelines for implementing cross-curricular issues

Learning a foreign language provides many opportunities for interdisciplinary and cross-curricular connections, at all levels. These connections will include especially those of languages (mother tongue and first foreign language and second foreign language); of social sciences (civic education, history, geography, etc.); of arts of various kinds; but also of

natural sciences. Thereby, on the one hand, through knowledge of other subjects, pupils will be helped to acquire French language knowledge more successfully; whereas on the other hand, through knowledge of the French language, they will expand and reinforce their prior knowledge from the other subjects. The contents of cross-curricular issues arise from topics related to peace, human rights, media development, gender equality, life skills, environmental care, health and well-being, etc. Cross-curricular issues can be realized through projects of different natures, debates on certain topics, discussions, research related to the violation of children's rights, visits to health institutions, etc. This will be achieved through an integrated approach to teaching French with different issues, aspects and areas of different subjects. This approach makes it easier and faster to acquire knowledge about this language and, at the same time, allows them to integrate with each other and become much more stable. Therefore, during the preparation of the annual plan, the learning topics that are in function of all learning subjects are determined. To help this it is required that the annual plans have the same format in which is noted the correlation which will help the functioning of the connection between fields and subjects.

## Assessment and evaluation guidelines

For the field of Languages and Communication, the evaluation is done with the purpose of collecting, systematizing, recording and reporting data on pupils' achievements throughout the learning process. The evaluation of the outcomes achieved by the pupils in the learning of the French language provides the pupils with information about the level of acquisition and achievement of competences. The assessment should focus on knowledge of the vocabulary of the French language, its understanding in a given context and its use in everyday communication, by applying their knowledge of phonetics, grammar and their previous experience in communicating in the English language. During oral and written expression, the acquisition of pronunciation and spelling skills is evaluated. Of course, for the evaluation of pupils' knowledge and linguistic skills, we must rely on the goal of the evaluation, on qualitative evaluation information, on balanced evaluation, on the exact degree of pupils' achievement and on the use of adequate instruments for evaluation (observation, questionnaire, oral expression, written expression, the test based on criteria and objectives and the achievement test as per the requirements).

*Types of assessment*: there are different types of assessment of pupils' knowledge such as: diagnostic assessment (identification of pupils' abilities and difficulties in learning); external assessment (assessment of whether the acquired knowledge is sufficient for the pupil to move to the next grade); formative assessment (assessment of learning); predictive assessment (prediction of pupils' potential failures and successes); final evaluation (pupils' progress and the outcomes achieved in learning); selective assessment (self-assessment by pupils of their achievements and problems in learning); summative assessment (enables the assessment of the knowledge and competences acquired by the pupil at the end of a school year, the classification of pupils and the determination of whether the pupil has achieved the competences to move to the next grade); formative assessment (consists of interactive

assessments that show pupils' achievements and progress or deficiencies during learning process).

*What has to be assessed*? To check the knowledge acquired; pupils' progress; the level of learning development; degree of mastery of the French language; degree of integration of acquired knowledge; extracurricular activities.

*Methods of assessment*: continuous control; direct assessment (with table); indirect assessment (by test); objective assessment (with table); subjective evaluation (without table); evaluation by pupils (evaluation of each other); evaluation in groups of pupils within the class (with table); pupils' self-evaluation (each pupil evaluates himself/herself).

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

## Guidelines for teaching materials and resources

In order for the 6th grade pupils to achieve French language outcomes, it is important primarily to use the didactic-methodical literature of this foreign language (both in Albanian and French language) and rich didactic materials from various sources (links) through the Internet for teaching and learning purposes. For the realization of the domain outcomes and for the successful achievement of the subject outcomes, all teaching tools and materials must comply with the requirements of these outcomes. The French method for the contemporary teaching of the French language, "Merci" (the first part of its 4 equal parts), allowed by the Ministry of Education, Science and Technology for use in LSS of the Republic of Kosovo, along with its integral parts, constitutes the main work tool and the main source of teaching and learning information, but not the only tool and resource that the teacher of this foreign language and his pupils can and should use. They have at their disposal many opportunities for acquiring rich learning tools from different sources for obtaining information, provided that they are carefully selected, depending on the learning unit, its purpose, the age of the pupils, their prior knowledge, and the appropriate use by pupils.

# CURRICULUM AREA: ARTS

## Subject curricula/syllabuses
Figurative Art
Musical Art

# Subject curriculum/syllabus
## Figurative Art

**Content**

## Introduction

The programme of the subject of figurative art for the sixth grade is one of the important subjects within the CURRICULUM AREA of Arts, which together with other subjects of this field has an important impact and role in the education of pupils and cultivates the artistic, intellectual, spiritual and emotional culture in them.

Through art, social values and the formation of personality and personal and cultural identity are developed, by contributing to the achievement of the learning competencies of the Core Curriculum.

The subject of figurative art in the sixth grade focuses on further expanding and consolidation of art knowledge and skills and using them in artistic work by developing creativity, imagination, critical thinking and aesthetic taste.

Figurative art provides expressive and communicative opportunities for pupils to reflect their ideas and attitudes through artistic works.

The subject of art aims to point out the role and importance of art for human society in general and the development of creative skills and artistic talent of artistically inclined pupils as an opportunity for further studies in the creation of their artistic and professional individuality.


## The Goal

The subject of figurative art for the sixth grade, through the contents defined according to the thematic repertoire, has as its purpose:

- Further expansion of knowledge and concepts in figurative art;
- Development and aesthetic, artistic, personal, intellectual, social and cultural formation of pupils;
- Recognition of the role and importance of art for the individual and society;
- Development of creative and artistic skills to communicate feelings, ideas and thoughts through artistic works;
- The skill of using the elements and principles of art in artistic works;
- Recognition and selection of different artistic materials, techniques and tools and their use in the works of art;
- Cultivation of taste and aesthetic experience of the works of art;
- Development of critical thinking and skills to evaluate and analyze works of art;
- Development of the ability to identify artwork through time periods, contents, themes, styles, methods, techniques and materials.

## Topical content and learning outcomes

| Concept | Topics | Subject learning outcomes per topic(SLO) |
|---------|--------|------------------------------------------|
| **Artistic work and performance** | **Creation of artworks** *(Drawing, Painting, Graphics, Graphic Design, Modeling, Construction)* | • Creates two and three-dimensional works using different art techniques and mediums;<br><br>• Creates artistic works using different types and techniques of drawing;<br><br>• Selects and uses different painting techniques to create artistic works;<br><br>• Creates artwork using the knowledge of color theory (color, value, intensity, etc.);<br><br>• Creates works in graphics techniques, by learning its distinguishing features;<br><br>• Models sculptural works in relief and three-dimensional sculptures using different forms;<br><br>• Selects and uses different materials and techniques to create various sculptures;<br><br>• Creates artistic photographs using manual or digital tools and techniques;<br><br>• Manipulates photographic images using various computer programs;<br><br>• Creates works of applied art, by differentiating them from figurative art; |

| | | |
|---|---|---|
| | | • Creates applied paintings in the mosaic and collage technique; |
| | | • Creates various works in the design of different products; |
| | | • Uses different materials to create different architectural constructions in miniature. |
| **Language and artistic communication** | **Figurative elements**  **Principles of art** | • Knows, describes and uses the elements and principles of figurative language; |
| | | • Differentiates and uses different types of lines to create artwork; |
| | | • Differentiates between different shape types and creates artwork using the shape element; |
| | | • Differentiates between types of colors and applies them in artistic works; |
| | | •  Identifies and uses different types of tones in artwork; |
| | | • Explains the importance of light and shadow and applies it in artworks; |
| | | • Differentiates and applies volume in two and three dimensional works; |
| | | • Uses different types of textures to create a textured artwork; |
| | | • Differentiates and describes different types of space by using the principle of perspective to achieve the illusion of space in artworks; |
| | | • Differentiates between the rules of composition and uses |

| | | them to create artwork; |
|---|---|---|
| | | • Identifies and applies different types of composition in his/her artworks; |
| | | • Identifies different types of balance and uses them in artistic works; |
| | | • Identifies different types of harmonies by creating artwork using the principle of harmony; |
| | | • Explains and describes the role and importance of proportions for the exact realization of the relationship between different forms; |
| | | • Differentiates between various types of surfaces and applies them in artistic works; |
| | | • Analyzes the rhythm in different works of well-known artists and applies different types of rhythm in his/her works; |
| | | • Identifies the importance and characteristics of contrast to differentiate between different figurative elements in artwork; |
| | | • Uses different types of contrast in artistic works. |
| **Relationship between art and society** | **Exhibitions and cultural activities**<br><br>**Visits and artistic events**<br><br>**Historical periods:** | • Takes part in exhibitions and artistic projects in the classroom, school, gallery and community;<br>• Visits others and artists' studios, and shares experiences with professional artists;<br>• Visits various art institutions such as museums, galleries, cultural centers, virtual visits to various Internet sites, etc.;<br>• Artworks from different countries, cultures and periods and cultural heritage objects; |

| | | |
|---|---|---|
| | Prehistoric period art<br><br>The art of Mesopotamia<br><br>Egyptian art<br><br>Ancient Greek art<br><br>Roman art<br><br>Islamic art | • Gets informed about the basic developments of art history by differentiating between some of these periods;<br><br>• Knows the main representatives of different periods and artistic directions;<br><br>• Identifies and recognizes some of the most famous works of art. |
| **Aesthetic-artistic appreciation and assessment** | Assessment of art periods and directions<br><br>Assessment of artistic works | • Presents and describes his works in front of the class;<br><br>• Analyzes and assesses own and others artistic creations by analyzing the elements, principles and techniques of artistic language;<br><br>• Observes, experiences, analyzes, appreciates, assesses and judges the artistic work in an analytical-critical manner through individual and group works inside and outside the classroom, organized school exhibitions;<br><br>• Analyzes the works, takes part in debates addressing art issues and problems. |

## Methodological guidelines

For the best possible organization of the teaching process, for successful teaching and learning and for the realization of the curriculum in the subject of figurative art, different teaching methodologies should be used. These methodologies are at the service of increasing the quality of learning successes and achievements by pupils, by providing them with the opportunity to show and develop the creative/artistic potential they possess within themselves.

The methodologies must be entirely at the service of the faster and more accurate acquisition and use of knowledge, concepts, skills and in harmony with the subject learning outcomes of

Figurative Art (SLO), the domain of arts (DLO) and the main competencies of the Core Curriculum (LLO).

The selection of methodologies is a competence of the teacher of subject, and they are selected in accordance with the pupils' needs and requirements, with the nature of the content of the teaching topic, with the didactic basis, and with the level of pupils' education.

Based on the nature of the subject of figurative art, which is rather a practical activity, where pupils create different artistic works, also the methodologies are selected in such a way as to motivate the pupils for active participation in these activities as an opportunity where through the use of diverse artistic tools they reflect their ideas, points of view and thoughts.

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

Teaching in the figurative art aims at inclusiveness, motivation, and equality in all aspects of *teaching and learning, based on competences, in pupil- centered teaching and integrated teaching and learning*.

Planning and selection of teaching strategies and methods in the teaching of figurative art takes into consideration:

- Development and strengthening of knowledge and basic skills of figurative art based on those from the past;
- The main learning competencies in figurative art;
- Encouraging critical, creative, and problem-solving thinking;
- Motivating pupils for artistic creativity and independent work;
- The importance of practical activities in figurative art, inside and outside the classroom;
- The importance of using concrete didactic and technology tools;
- Features of individual and group activities;
- The individual's need for lifelong learning;
- The importance of a positive attitude towards the subject of figurative art and the appreciation of its versatile use;
- Encouraging teacher-pupil interaction in the learning process;
- Experiences during visits to art institutions (galleries, museums)

Each methodology should serve the interests and needs of pupils and encourage them to believe in achieving success in the field of art.

In order to successfully conduct the learning process, teachers must create a suitable environment in the classroom, stimulate and encourage pupils to participate in various activities by planning a variety of activities, materials, techniques and information where pupils have the opportunity to explore as much as possible about figurative art.

Also, project presentations, discussions, and debates during their ealization present a very good opportunity for the realization of figurative and artistic skills.

**Forms of work in the subject of Figurative Art**

In the educational process of the subject of Figurative art are applied different forms of work for implementing the programme contents:

- individual
- in pairs
- in groups
- with the entire class

## Guidelines for implementing cross-curricular issues

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

Cross-curricular topics are topics that human society has constantly faced and that aim to create and cultivate some social, humane, and human values that contribute to the formation of the identity and individual and independent personality of pupils.

In cross-curricular topics, are integrated and contribute in different forms all fields of curriculum, including the field of arts with its subjects, which helps pupils to better know, understand and interpret the world, events, processes, relationships in society and to improve the relationship of education with life and its interests.

Cross-curricular topics that are treated in the field of arts are:

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

These topics can be interrelated and addressed during the elaboration of the topics envisaged in the art programme.

**Education for democratic citizenship**

In the topic Education for democratic citizenship through art, pupils can address topics about civilizations and democracy and thus form their civic and cultural identity as an active citizen for their own well-being and the well-being of the community.

**Education for peace**

In the subject of art pupils can address and realize topics that relate to peace, respect for human rights and freedoms, human dignity, cultural diversity, tolerance, humanity, harmony and coexistence.

**Globalization and interdependence**

Pupils handle topics related to the era of globalization in various social spheres such as art, culture, economy, education, etc. And the interdependence and relationship of the developments of different social cultures, by creating a positive and receptive perspective towards these experiences and cultures.

**Media education**

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

**Education for sustainable development**

Sustainable development is a process that prepares pupils with sustainable skills that guarantee opportunities for a better life. Pupils should be able to discover the challenges of sustainable development from different perspectives concerning the impacts of human activity on society in the cultural-artistic, social, economic, and environmental aspects.

## Assessment and evaluation guidelines

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

This process of evaluation extends from the assessment and self-assessment of pupils' works created using various artistic techniques, artistic work portfolio, oral and written presentation, testing, participation in a curricular project, etc.

Assessment in figurative art is based upon the principle of individualization, since achievements are rather individual and each pupil has different predispositions and tendencies for forms of artistic expression.

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

Also, individual and group participation in various artistic activities organized within the

classroom, school, and community are a part of the evaluation process.

The individual evaluation is performed in the function of measuring certain artistic competences, which the pupil manages to develop during the learning process, alone or in a group, through practical activity, i.e., through the creation, observation, and analysis of artworks, etc. Pupils are evaluated as they demonstrate achievements through various product activities.

The portfolio with creations, writings, presentations, and testing are an objective possibility for pupil's assessment, as they also correspond to the assessment according to the competencies of the subject of figurative art.

**Goals of evaluation:**

- *To identify pupils' progress and provide them with sufficient data;*
- *To motivate pupils for work;*
- *To provide information on the level of achievement of competencies;*
- *To determine pupil's weak and strong points;.*
- *To improve the learning and teaching process;*
- *To give assignments according to individual abilities and in accordance with the pupils' level;*
- *To select appropriate teaching methods based on the class level;*
- *To provide information on pupils' development for the purpose of their future orientation.*

**Different forms and instruments of evaluation**

During the evaluation process, it is suggested that teachers use different assessment forms and instruments by providing pupils with not only the written criteria but also other types of assessment in order to concretely understand the achievements they aim for. Evaluation instruments should always be appropriate, depending on the purpose of the evaluation. The form and type of evaluation, and in particular the way in which the outcomes are reported, should always reflect the purpose of the evaluation. The method of building the assessment must always be transparent and fair. Evaluation must always be conducted with the highest ethical standards. Pupils' evaluation should be motivating and objective.

**Evaluation methods**

- **Verbal assessment -** the use of short questions, conversations about the learning material or a concrete task, by discussing with individual pupils, groups, or the entire class, listening to the discussions pupils have with each other about a concept, knowledge of the figurative arts, an artistic work or task, etc.

- **Written assessment or testing -** special tasks for groups of pupils, short tests on a

concept, topic or a group of topics, for an essay as well as tests for a specific, semester and annual line.

- **Evaluation of completed tasks -** step-by-step observation of art tasks, starting from the formation of an idea to its organization and completion, such as: demonstration of achievements in concrete work (for example the realization of two and threedimensional works, interest in the pursuit of artistic life in the community, passion, appreciation and dedication to this subject, etc).
- **Evaluation of different projects** - cooperation of pupils in a project based on the school, country, or beyond.
- **Evaluation of artistic works -** participation in various artistic activities organized by the school, etc., participation in national activities such as: competitions, exhibitions in schools, the country or beyond.
- **Evaluation through the portfolio -** the pupil's portfolio, as an opportunity for evaluation and self-evaluation, is a collection of his/her works throughout the school year. It can contain thematic tasks (essays), various two and three-dimensional creations realized during the school year, which can be paintings, sculptures (plasticine), computer creations, etc., curricular projects, all for the benefit of various school activities, products of curricular activities, etc. The selection of works for the portfolio is made by the pupils upon the teacher's recommendation.

**Assessment process instruments**
- Test (with multiple solutions, correct-false, matching, filling in blank parts, short answer and open questions);
- Structured oral test;
- Checklist;
- Questionnaire;
- Interview sheet;
- Survey;
- Essay;
- Project;
- Folder/Portfolio.


## Guidelines for teaching materials and resources

The selection and use of didactic and teaching tools is an inherent part of the teaching process, and has a special importance in the achievement and realization of competencies. These tools serve to demonstrate and concretize the topics and learning units addressed in the subject of art, and they should be very efficient, tangible and practical for pupils.

Technology is one of the widely used tools in the subject of figurative art, helping pupils to research and recognize various artworks, cultural heritage objects, design objects, etc., thus creating the type of an eager pupil in the subject of art.

The school, as an educational institution, must ensure and provide adequate or alternative technical-technological conditions and opportunities for the realization and achievement of the competencies of the curriculum of certain subjects, in this case also of the subject of art.

In this form, it creates opportunity for pupils to demonstrate or present different tasks and projects through technological media.

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

The teacher promotes the expansion of knowledge about art among pupils by motivating them to use appropriate resources, materials, and texts (books) suitable for their age and their learning abilities at the given level.

**Some of the most useful didactic tools are:**
- Textual materials: *textbooks, workbooks, art catalogs, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc.*;
- Visual - figurative tools: *writing board, photographs, paintings, models, scale models, vases, reproductions of artworks and posters, diagrams, graphic tools, etc.*;
- Auditory-listening means: *radio, tape recorder, telephone, cassette player, etc.*;
- Audiovisual means - *figurative-auditory means: television, film, video projector, video cassettes, computer, Internet, teletext, CDs, DVDs, e-mail*;
- Learning environment (*classroom, atelier, cabinet, nature, gallery, museum, etc.*).

# Subject curriculum/syllabus
## Musical Art

## Content

Introduction
The Goal
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Methodological guidelines
Guidelines for implementing cross-curricular issues
Assessment and evaluation guidelines
Guidelines for teaching materials and resources

# Introduction

Music contributes to the physical, emotional, intellectual, social and aesthetic development of the child, namely to his/her overall formation and in particular to the cultural formation of children, by enriching their spiritual world, identity and personality.

With its universal language, which is understood by all people regardless of race, gender, or age, music helps pupils understand musical phenomena and processes and use them for communication and artistic expression in different contexts.

As a social activity from its very beginning, music is a medium that enables joint group activities where cooperation is required in the performance of songs, musical pieces with instruments, etc., enabling pupils to develop different musical skills in addition to developing other general competences.

# The Goal

The subject of Musical Education in the 6<sup>th</sup> grade aims to:

- develop musical skills (singing, playing musical instruments and creative skills) of pupils according to the individual interests and dispositions;
- develop pupils' musical ear (rhythmic, melodic and harmonic sense) through musical activities;
- develop pupils' knowledge about rhythm, melody, harmony, musical forms, instruments, institutions, creators and performers;
- develop artistic communication with the elements of the musical language, by enriching also the  musical 'vocabulary' and literacy;
- enable pupils to become familiar with active listening to music and assess and appreciate musical creativity (national and worldwide) of different musical styles and genres;
- encourage pupils to test their creative musical abilities;
- identify creators and performers, institutions and important musical events in the country and in the world.

## Topical content and learning outcomes

Domain learning outcomes (DLO) are broken down and specified by subject learning outcomes organized into 4 main thematic areas.

| Concept | Topics | Subject learning outcomes per topic(SLO) |
|---|---|---|
| | DLO.1.<br>**Demonstrates a disposition to develop one or more artistic skills in music, drama, visual arts and dance**<br>• Sings and/or performs on musical instruments, simple songs and melodies according to imitation and notational text;<br>**Using various means of artistic expression creates work to express individual experience, personal feelings and ideas**<br>• Ceatively improvises previously known melodies and rhythms;<br>• Creates melodies, rhythms, songs and instrumental accompaniments of songs. | |
| Artistic creativity and performance | Songs | • Pupils sing simple melodies with correct rhythm and intonation according to imitation and notational text (at least 8-10 songs during the school year) by respecting the correct and beautiful singing technique. |
| | Playing musical instruments | • Pupils play instruments, individually and in groups (at least 3-5 instrumental pieces), with or without notational text, as well as accompany the singing with the musical instruments they use. |

| | Musical creativity | • Pupils improvise rhythms and melodies in the measures of 2\4, 3\4, 4/4 and \5\8, and 6\8;<br>• Pupils express themselves with expressive means of the arts on the music they hear;<br>• Pupils try to create new melodies for selected rhythms and short poetic texts. |
|---|---|---|
| | **DLO.2.**<br>• They use the elements of artistic language with creativity and originality to communicate their ideas;<br>• Discover and present the content of artworks through the analysis of the used elements of the artistic language and the techniques used;<br>• Experiment and select the expressive possibilities of various artistic techniques, in the realization of their artistic works;<br>• Communicate with relevant artistic means of expression (music, drama, dancing and visual arts) in an appropriate manner for different audiences (colleagues, parents, other children, wider public, etc.). | |
| Artistic language and communication | **Musical elements**<br>Rhythm<br>Harmony<br>Melody<br>Form | Pupils:<br>• distinguish musical elements (rhythm, measures, melody, harmony, musical scales, etc.) in the works they listen to;<br>• use musical elements effectively and creatively when singing and playing musical instruments;<br>• pupils identify the main forms with which musical pieces are constructed (two-part and three-part, minuet, waltz, etc.). |
| | **Musical literacy**<br>• Solmization | • Identify the musical symbols for the pitches and lengths of the musical sounds (syllables, note values) of the songs they sing; |

| | | |
|---|---|---|
| | syllables<br>• Symbols for the lengths of the musical sound<br>• Musical scales<br>• Musical phenomena | • Read the rhytmic exercises in certain measures where different rhythmic values are combined in a correct manner;<br><br>• Identify the principle of structure of musical scales (C-Dur-a-mol, G-Dur-e-mol and F-Dur-d-mol) through songs, musical examples for listening and visual representations of musical scales;<br><br>• Correctly identify and interpret rhythmic phenomena (syncope, paratact, triple, etc.). |
| | **DLO.3.**<br>• Identify and name artistic works and creators, prominent authors of artistic folk, national and international pieces of different periods;<br>• Identify and distinguish stylistic developments in different forms of artistic works (i.e., portraits in different styles, operas in different styles and periods, etc.);<br><br>• Have knowledge about important events, institutions, and artistic developments of different historical periods in different social contexts (local, regional, national, global, etc.). | |
| Music and society | **Musical genres** | • Pupils distinguish musical genres (artistic, folk, pop, jazz, rock, festive music, etc.) through listening to music and singing songs. |
| | **Types (styles) of music** | • By listening to musical examples from the world and national musical creations, pupils differentiate between vocal, instrumental, vocal-instrumental and stage music. |
| | **Musical instruments and formations**<br><br>**Creators and performers** | • Through listening to music, pupils distinguish representative instruments from groups of bowed, wind and percussion instruments;<br><br>• Pupils distinguish different musical ensembles according to function and type; |

| | | |
|---|---|---|
| | | • By listening to or a concert performance, pupils distinguish stage music, choirs and orchestras;<br><br>• Pupils recognize artistic works and famous creative artists from folk and national and international artistic works pertaining to different periods. (*at least 10*) |
| | **DLO. 4.**<br>• Comment and express themselves about the artistic works experienced through conversation, essay, poster, power point presentation and other forms of expression;<br>• Comment on their own and others' creations/performances using adequate artistic terminology and concepts;<br>• Appreciate the works of cultural - folk heritage in the environment where they live. | |
| Aesthetic-artistic appreciation and assessment | **Musical works**<br>**Musical events** | • Pupils express themselves about the musical work they have heard using drawings, essays, poems or other forms of artistic expression as well as contemporary technology (power point presentations, video presentations, visualization, etc.);<br>• Pupils distinguish the characteristics of the musical work (form, type, genre, and content) and express and assess them with the adequate musical language elements;<br>• Pupils name some of the musical works heard during the year (at least 10) through listening to music;<br>• Pupils comment on different events from national and world artistic life;<br>• Pupils participate in various activities within and outside the school and assess them. |

# Methodical and methodological guidelines

Artistic experience, curiosity, imagination, and freedom of expression are the main principles of teaching methodology in the field of the arts. Having assumed that a lot of work has been done with the artistic experience at the first level, at this level pupils are gradually introduced to different concepts, phenomena, and musical phenomena through intuitive teaching and a constructive approach to learning. Pupils recognize and understand creative musical processes and techniques, by learning how to put them into practice while singing and playing musical instruments. The arts interact with each other, hence different forms of artistic expression can be related to the learning process, for example, song with movement and dance, music with figurative expression, music with literary expression, figurative expression with literary expression, artistic syncretic performance, etc. Particularly at this level, the integrated approach of combining artistic expressions for different topics can be applied.

Relating the language (mother and foreign) with music can be very successful. Any special thematic and learning content that is processed at this level becomes clearer and more comprehensive when accompanied with artistic expressions (illustrations, graphics, maps, songs, music, dances, music videos, etc.).

The specific methodical guidelines for teaching music in this grade elaborated for each thematic group help the teacher to carefully plan the classes during a month, so that they are combined and enable the achievement of the goals of the subject.

It is important that the 4 dimensions (thematic-conceptual groups) must be combined continuously within a teaching month with 4 teaching units:

September:
1. **Performance/Creation – Song X**
2. **Elements of Musical Artistic Language -** the rhythmic or melodic phenomenon derived from the song/melody
3. **Music and Society (through listening to music) -** musical works x, instrument or music genre/form
4. **Appreciation and assessment (of performances and works heard)**

**Singing and playing instruments**

The songs are learned by ear (imitation) and it gradually begins with the presentation of the notal system: pentagram, treble clef, musical notes in lines and pitches, below and above the pentagram, which also enable singing with notational text as per the pupils' capacities and inclinations.

Singing, playing the recorder (flute) and other musical instruments are developed through continuous techniques and exercises. Through singing, the ways of shaping the voice and singing accurately in intonation and in a certain rhythm are further developed. The contents of the songs are simple and continue to maintain themes such as: love for family, school,

homeland, patriotic songs and various holidays, ideas and personal wishes and feelings, as well as topics from cross-curricular issues (peace, tolerance, environment, etc.) etc. Youth and folk songs carefully selected according to the song selection criteria should also be included. Songs should be simple in terms of vocal range (voice), melody and in different rhythms and measures.

While playing the recorder(flute) and other musical instruments (folk and classical that children possess) is done by ear (with imitation) and gradually with musical notation, and mainly to accompany the songs, the pupils are also encouraged to perform, individually and in groups, short pieces of music according to musical notation, imitation, or graphic notation learned in previous grades.

**Musical creations-** include improvisations in given rhythms, known melodies, melo-rhythmic additions and the creation of new musical ensembles with voice, instruments, musical technology, etc. The teacher encourages all the pupils, but of course only some who distinguish themselves with creative musical inclinations will be more active in the process. The teacher records the creations, asking the pupils to select the best and most interesting ones through a democratic process, and thereafter they are interpreted by voice, instruments, or contemporary music technology.

### Musical and artistic language and communication

Melody and rhythm are an inseparable part of the necessary knowledge that pupils should know about the meaning of music.

The main musical measures (2/4, ¾, 4/4, 3/8 and 6/8) and other symbols such as the relation of value and expression, the sign of repetition, which are only learned concretely through songs and musical examples, are addressed. The length of note values and rests, syncopation, paratact, etc., tonality, musical scale, etc. will further expand the pupil's musical knowledge for the concept, creation, interpretation and correct judgment of the music he/she listens to or performs.

The teacher always evaluates the pupils' prior knowledge of the elements of musical expression and decides to continue where it is considered necessary. Different methods are used (with text, in groups, brainstorming, research, practical exercises, etc.) for this component.

### Music listening, appreciation and assessment

Listening to music, experiencing and expressing musical emotions is a very important process. Music creates different emotions and pupils should be encouraged to express those experienced emotions. Active music listening requires the careful selection of musical works for listening so that they are suitable for the experiential abilities of the pupils. Orchestral music is more attractive for pupils of this age because it is more diverse in sound colors, while vocal-instrumental music is more concrete due to the linguistic text that concretizes the musical content. Programme music, e.g Swan Lake, Water Music, Wild Rider, Fountains of Rome, Skenderbeg Symphonic Poem, etc.) also enables pupils to be closer to the musical

content and message of these works.

The use of various technologies helps and is in the function of searching data and presentation of musical works for listening purposes (musical examples and videos of interpretations of various musical works on youtube, CDs, videos, etc.)

Pupils are constantly encouraged to appreciate and assesss the works heard using appropriate terms for musical elements and artistic expression.

Pupils are asked to assess their own and their peers' performances in singing, creating, playing instruments, etc.

Expressing the experience is done using different media (oral or written commentary, essay, figurative expression, movement and dance, poetry, visual presentations, ppt, etc.).

## Guidelines for implementing cross-curricular issues

A range of cross-curricular issues can be dealt with in the subject of music in the sixth grade (grade VI).

**Education for Democracy and Peace** concerns the promotion of responsibility, human rights, issues of gender equality, cultural and intercultural issues, the prevention and combating of negative social phenomena, the promotion of dialogue, tolerance, etc. These topics can be the subject of songs that pupils sing in the class and in extracurricular activities. Thematic projects can be organized on these topics, on which occasion songs and musical works that are related to these topics are selected for listening purposes. The process of selecting works and performers in different competitions, is done through a democratic process (open/closed voting, evaluation of the performance, instantaneously, etc.) and helps pupils deal with similar topics in subjects that deal with these cross-curricular issues.

### Globalization and Interdependence

From the perspective of the arts, the group artistic activities themselves address this topic because, i.e., when a mural, mosaic, collage, or group model has to be created; all participants understand that without the cooperation of everyone, the joint dimension cannot be realized. Playing music in ensembles—choirs, orchestras—can be done only by respecting interaction and interdependence.

### Media Education

From the perspective of the arts, this includes issues of the proper use of technology and media for the creation and distribution of artistic works but also the education of aesthetic taste for the art represented in the media (images, good and bad music, distribution of music through media (copyright, etc.), as well as the application of media for artistic creation (photograph, collage, etc.).

### Education for sustainable development

Issues of sustainable development, issues of the realization of the right to live in a healthy

environment and have social well-being based on international conventions can be the subject of treatment of artistic activities (music, drama, dance, visual arts and various techniques (posters , graphics, paintings, etc.).

The use of musical artistic expressions to address the child's right to education, to freedom and a dignified life, for various phenomena (i.e. against smoking, stopping violence against children, stopping a war, etc.) is possible through thematic projects in which music takes part.

The use of artistic expression and artistic subjects to address the topics of sustainable development (environmental protection, spaces, order, lobbying for a healthy life, etc.) is also a very good opportunity to address cross-curricular issues and interdisciplinary integration. A healthy sound environment is very important for society, therefore, the treatment of pupils' musical tastes and attention to the level of the voices, noises, etc. addresses this issue.

## Assessment and evaluation guidelines

The evaluation is generally done according to 5 levels.

Level 1- Demonstrates an insufficient degree of achievement of the learning outcomes and corresponds to the evaluation scale Non-satisfactory.

Level 2 - Demonstrates a minimal and sufficient mastery of the learning outcomes, but which represent the basis for the activity of the next level and correspond to the evaluation scale Satisfactory.

Level 3- Represents some partial learning achievements and competences to overcome learning challenges and corresponds to the evaluation scale Good.

Level 4- Represents high and solid achievement in meeting the learning outcomes and corresponds to the evaluation scale Very Good.

Level 5- Represents the highest and most consistent achievement in meeting the learning outcomes and corresponds to the evalution scale Excellent.

The evaluation must be continuous, but also a summary evaluation can be applied for the two-month period to evaluate the achievement of the implementation of the two-month plan. The continuous evaluation is enabled by the teacher through the keeping of records of the pupils' progress and is performed with different evaluation instruments, which include:

- Checklist for songs, instrumental parts, and evaluation of performance level according to the determined criteria;
- different music tests (listening, oral and written);

- various research assignments;
- Assessment of the pupil's file (portfolio);

The pupil's file may contain practical work/assignments that are implemented in the classroom; practical projects/work such as homework, CD collages, DVDs with musical examples, individual researches on composers, instruments, musical works, etc.

## Guidelines for teaching materials and resources

Didactic tools and various musical sources can be used during music lessons. The voice and other musical instruments are the main resources for the successful implementation of music education. Equipping the music cabinet with different musical instruments (rhythmic and melodic) enables dynamic musical activity in the classroom and at school. The equipment with modern technology tools TV, CD, projector, and Internet access enable teachers to present musical examples in the classroom in an audio and visual way, but they also enable pupils to present their research assignments and projects.

Textbooks, music encyclopedias and online resources enable pupils to obtain required information about authors, instruments, musical styles and genres, performers, institutions.

Textbooks (mandatory), teacher's book, workbooks, catalogs (of songs and musical examples for listening), various albums with pictures of instruments, composers, etc. can be used at school to support pupils' work and demonstrate different music works. These resources should be discussed and evaluated by staff as part of their music plan. This plan should be important to select secondary resources that support pupils in their creative and performance work.

Some online resources:
http://music-teacher-resources.com/
http://www.zzounds.com/edu--
musicteacherhandouts
http://interactivesites.weebly.com/music.ht
ml http://www.classicsforkids.com/
https://www.youtube.com/results?search_query=muzike+instrumentale+klasike
https://www.youtube.com/results?search_query=muzike+popullore+shqiptare
https://www.youtube.com/watch?v=fABL5xSG4cA

# CURRICULUM AREA: MATHEMATICS

## Subject curriculum/syllabus
Mathematics

# Subject curriculum/syllabus
# Mathematics

**Content**

## Introduction

Mathematics as a field and subject in the sixth grade provides the basis for the development of knowledge, habits, skills, attitudes, and values. It enables pupils to successfully fulfill their needs and interests, develop their personality and potential in intellectual development and personality formation, in order to be successful when facing the challenges of life and integrating into society.

The pupils of this grade come from primary school environments and with different experiences related to the development of all subjects by a teacher. This is why it is important that the programme of Mathematics and teacher's approach provide a variety of learning opportunities. This is achieved through good teaching materials, with diverse teaching methodologies, with permanent commitment to the development of pupils' skills. All this aims for pupils to acquire the necessary knowledge and understand the quantitative, spatial relationships and patterns in various phenomena in nature, society and everyday life as well as the development of logical, critical, analytical and abstract thinking.
The programme of Mathematics contains in itself:

- The goals of the subject of Mathematics for the sixth grade serve:
  - the pupils for the development of the main competences of lifelong learning and competences in the field of Mathematics, so that in the future he/she will be a successful citizen,
  - the teachers for the planning, realization and evaluation of the teaching activity and the achievements of the pupils in the classroom and outside it,
  - the parents for the recognition of the child's learning outcomes and evaluation criteria in certain periods of time,
  - the authors of textbooks and auxiliary materials for teachers and pupils.
- Subject learning outcomes per learning topics, for contents that create conditions for the pupils to build and apply knowledge, skills, attitudes and values, in function of domain competencies and main competencies;
- Methodological teaching guidelines as a condition for the implementation of the programme, for the achievement of competences by the pupils, by providing everyone with the opportunity to show and develop the potential they possess in themselves, guidelines for the implementation of cross-curricular issues for the contribution of Mathematics to society and daily life;
- Guidelines for assessing the achievement of sixth grade pupils;
- Guidelines for didactic materials, resources and teaching tools.

## The Goal

Learning Mathematics in the sixth grade aims for pupils to acquire basic mathematical knowledge necessary to understand the phenomena and laws of nature and society, the

pupils' intellectual development, the exercise of basic rules, the cultivation of values as well as the preparation for the next grades. The programme of Mathematics also aims to equip pupils with mathematical thinking models, with basic ideas and mathematical structures, as well as to develop their calculation and problem-solving skills in everyday life. Simultaneously, the sixth grade programme of Mathematics during implementation: selects and implements problem-solving strategies; carries out observations, inquiries, which help in understanding knowledge and mastering mathematical skills; communicates his/her mathematical thinking using mathematical symbols; creates representations of Mathematics concepts by linking them together and applies them in solving problems.

The goal of the subject of Mathematics in the sixth grade is to promote the further development of mathematical concepts and their reinforcement, which is done through:

- integrated learning and in the context of everyday life;
- learning through the acquisition of knowledge on elementary concepts and constructed Mathematical concepts.

The main goal of the programme of Mathematics for the sixth grade is to create the conditions for the development of the domain- subject competencies as well as the main competences related to them.

## Topical content and learning outcomes

The acquisition of programme content by the pupil is demonstrated as relevant knowledge presented to him in relation to his age. The skills that the pupil demonstrates include the skills, abilities, techniques and methods for applying knowledge in achieving the learning outcomes planned for the relevant topics for this grade.

In the subject of Mathematics for the sixth grade, are developed and acquired mainly the following general mathematical concepts:

- Numbers, algebra and function
- Shape, space, measurements and geometry
- Processing of data and probability

General concepts are broken down into topics, and for each topic, learning outcomes that are supported by domain learning outcomes per level are presented.

Mathematics in its content includes concepts that are covered by relevant topics in relation to the Domain Learning Outcomes (DLO) determined in the Core Curriculum for the sixth grade of Upper Secondary Education, and harmonised with the Subject Learning Outcomes (SLO).

See the below topics and learning outcomes per topic:

| Concept | Topics | Subject learning outcomes per topic(SLO) |
|---------|--------|------------------------------------------|
| **Number** | | 1. Expands the set of natural numbers to the set of whole numbers and rational numbers.<br>2. Uses the concepts: positive number, negative number, opposite number, reciprocal number.<br>3. Expands the concept of number and operations with numbers through more in-depth treatment of fractions, decimals and percentages, demonstrates the concept of ratios and proportions, and uses technology.<br>4. Acquires the concept of percentage, the way of calculating it and applies it in practice in solving problems.<br>5. Uses symbols, facts and procedures for problem solutions related to fractional, decimal numbers and demonstrates relationships between numbers, selects and applies appropriate problem solving strategies.<br>6. Classifies natural numbers, fractional numbers, decimals and creates models that contain basic mathematical concepts.<br>7. Uses mathematical terminology (eg, decimal number, fraction, percentage, etc.) to describe different situations from Mathematics and from everyday life.<br>8. Gains knowledge of Mathematics as part of human culture (integrates Mathematics in the situations or phenomena from other contexts: everyday life, other subjects, sports, global warming, tourism, economy, environment, migration, etc.).<br>9. Discovers the rules for operations with numbers, uses symbols and methods to model relationships in practical situations and applies appropriate problem-solving strategies. |

| | | The Pupil: |
| --- | --- | --- |
| | Natural numbers | • Identifies the 10 digits-symbols for the presentation of natural numbers, based on them, he/she distinguishes the decimal numerical system (decade - based on 10), (10 ones make the tenth, 10 tens make the hundredth, ...); |
| | | • Writes and reads natural numbers up to the class of billions, by dividing them into classes and determines the place-value of each digit; |
| | | • Places natural numbers on the numerical axis and compares them; |
| | | • Performs arithmetic operations with natural numbers (sum, change, product and quotient); |
| | | • Implements the order of performing basic arithmetic operations with natural numbers; |
| | | • Defines the set of natural numbers as a set closed to addition and multiplication; |
| | | • Distinguishes between even and odd numbers, simple and composite numbers in the set of natural numbers and forms their subsets; |
| | | • Defines complete divisibility and applies criteria of complete divisibility of natural numbers by 2, 3, 4, 5, 6, 9 and 10; |
| | | • Models the sequence of numbers by discovering the rule; |
| | | • Decomposes natural numbers as a product of prime numbers; |
| | | • Calculates GCD (by implementing Euclid's algorithm) and LCM of two or more numbers; |
| | | • Models equations using operations with natural numbers; |
| | | • Solves problems using operations with natural numbers. |

| | | The Pupil: |
|---|---|---|
| | Fractional (Rational) numbers | • Identifies the fraction as a quotient of two natural numbers, the numerator and the denominator; |
| | | • Presents fractions as parts of the whole; |
| | | • Distinguishes between the types of fractions, proper, improper and mixed numbers; |
| | | • Identifies equal fractions, expands and simplifies fractions; |
| | | • Converts improper fractions into mixed numbers and vice versa; |
| | | • Assigns the given part to the whole and assigns the whole when the part is given; |
| | | • Presents the fraction as a measure (the presentation of fractions as a measure refers to the position of a number on the numerical axis); |
| | | • Compares fractions using the number line, turning them into fractions with the same denominator and according to the diagonal multiplication method; |
| | | • Performs operations with fractions (addition, subtraction, multiplication, division); |
| | | • Solves word problems (in practical situations) using fraction operations; |
| | | • Defeines and distinguishes decimal fractions (with denominators 10, 100, 1 000.); |
| | | • Converts decimal fractions to decimal numbers and vice versa; |
| | | • Writes, reads, assigns place-values of digits, rounds up and compares decimal numbers; |
| | | • Uses facilities for multiplication and division by 10, 100, 1000, etc.; |

| | | |
|---|---|---|
| | | <ul><li>Applies the rules for performing operation of addition, subtraction, multiplication, division of decimal numbers;</li><li>Performs operations with decimal numbers using the calculator;</li><li>Identifies finite and infinite periodic decimals;</li><li>Converts decimal and fractional numbers into percentages;</li><li>Calculates the percentage of numbers;</li><li>Solves everyday life problems using fractions;</li><li>Models and solves equations and inequalities using decimals and fractions.</li><li>Determines life situations where decimal numbers, fractional numbers and percentages are used.</li></ul> |
| | Whole numbers | The Pupil:<ul><li>Identifies the opposite numbers of natural numbers on the number line;</li><li>Defines the set of whole numbers as the union of the set of natural numbers, inverses of natural numbers and zero;</li><li>Places in order the elements of the set of whole numbers;</li><li>Identifies the distance of opposite numbers from the origin (zero) on the number line;</li><li>Compares whole numbers(integers) on the number line;</li><li>Perform addition and subtraction operations using the number line.</li><li>Solves problems from everyday life by using whole numbers;</li></ul> |

| | | |
|---|---|---|
| **Algebra and function** | 1. Recognizes relationships in a certain environment: compares, classifies and regroups objects based on one or several characteristics, places them in order them according to different qualities.<br>2. Understands models, creates new models, and uses models in an environment.<br>3. Discovers rules, uses the meaning for the missing number and uses symbols to model relationships in practical situations.<br>4. Uses equations as a function of operations with numbers, by limiting himself/herself to addition and subtraction with small numbers.<br>5. Acquires the function of distinguishing a rule, through concrete models, mainly of an amusing character, with verses.<br>6. Expands knowledge with coordinates on the coordinate grid. | |
| | Function | The Pupil:<br>▪ Identifies the coordinates of the point (ordered pair) in the plane<br>▪ Places the points in the coordinate grid;<br>▪ Distinguishes and continues a numeric string (with limits, natural numbers, decimals or fractions)<br>▪ Presents the function as a connection of two sets, with a diagram, table and as pairs arranged in a coordinate grid. |
| | Letter expressions | The Pupil:<br>▪ Defines letter expressions and distinguishes them from numerical expressions;<br>▪ Sets the value of the letter expression for certain letter values;<br>▪ Models problems with letter expressions;<br>▪ Convert symbol expressions into expressions with words and vice versa. |

| | | The Pupil:<br>▪ Defines linear equations and inequalities with one unknown, as well as their corresponding solutions;<br>▪ Solves linear equations and inequalities with one unknown (using additive and multiplicative properties);<br>▪ Presents the solution of linear inequalities with one unknown on the number line and forms the set of solutions;<br>▪ Solves problems from life by using equations and inequalities. |
|---|---|---|
| | Linear equations and alities | |
| **Measurements** | | 1. Implements measurement processes by selecting appropriate techniques and formulas to perform measurements.<br>2. Expands knowledge of indirect measurements using formulas.<br>3. Approximates measurements and predicts results related to the usefulness of measurements in problematic daily life situations. |
| | Measuring units | • Measures, compares segments, constructs segment bisector;<br>• Determines the measuring units of length, surface, volume;<br>• Converts measuring units from one unit to another;<br>• Converts the currencies used in our country and in other countries.<br>• Solves everyday life problems using measurements. |

| | Length, mass and time | The Pupil : <br>• Uses the appropriate units and tool to perform a measurement in a specific case; <br>• Converts units of measurement (kg, g; km, m, cm, mm) with decimal numbers up to two digits after the point; <br>• Applies units of time measurement (seconds, minutes, hours, day, week, month, year, decade, century) and converts them; <br>• Perform measurements of length, mass and time; <br>• Reads and uses the 24 hour system; <br>• Calculates time using measurement units (seconds, minutes, hours, days, weeks, months, years, decades, centuries, millennia) <br>• Calculates the time in the timetables using the 24-hour system; <br>• Uses the calendar to solve practical life situations; |
|---|---|---|
| **Geometry (Shape and Space)** | | 1. Uses reasoning and confirmation to discover and prove geometric relationships between 2D (2 dimensional) figures and 3D (3 dimensional) objects. <br>2. Presents empirical data for 2D figures and constructs geometric figures with some given elements <br>3. Presents, classifies geometric concepts (triangles and quadrilaterals) and applies them for solving problems in real situations. <br>4. Expands knowledge about regular polygons by making simple deductions. <br>5. Handles axial symmetry in the coordinate system. |

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| | Basic concepts of geometry | The Pupil:<br>• Describes point, line and plane, as basic geometric concepts;<br>• Defines half-line, segment and half-plane as derived concepts;<br>• Defines relationships between basic concepts: point, line, plane and derived concepts;<br>• Constructs the segment bisector;<br>• Draws parallel and normal lines<br>• Presents the point as an ordered pair in the Oxy plane and identifies the coordinates of the point; |
| | Geometric figures | The Pupil:<br>• Defines the angle and distinguishes it according to measures (acute, right, obtuse, straight, reflex, complete);<br>• Draws accute angles and obtuse angles;<br>• Distinguishes units for measuring angles (0,', '') and converts them from one unit to another;<br>• Determines the measure of angles using the protractor<br>• Constructs the angle bisector;<br>• Determines the sum and difference of angles algebraically and constructively;<br>• Distinguishes between the types of angles according to the position of the arms of the angle and their measures (supplementary, complementary);<br>• Defines triangle, triangular surface, elements and types;<br>• Classifies triangles according to sides and angles;<br>• Determines the sum of the angles of a triangle;<br>• Defines polygon, polygonal surface, regular polygon<br>• Defines parallelograms and identifies their types and properties;<br>• Constructs: equilateral triangle, square, rectangle, rhombus, rhomboid, regular hexagon;<br>• Calculates the perimeter of geometric figures |

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| | | (broken lines); <br> • Defines the circle, its elements (center, radius, diameter, tangent, secant) and circular surface; <br> • Constructs the circle when radius, diameter is given; <br> • Defines axial symmetry; <br> • Determines the number of the lines of the figures symmetry. |
| | Geometric objects | The Pupil: <br> • Describes geometric objects according to their properties; <br> • Defines geometric objects (cube and cuboid); <br> • Determines the elements of geometric objects (faces, edges, vertices). <br> • Determines the number of vertices, faces, edges) (Euler's Formula); <br> • Presents the opening of the cube and cuboid in the plane and builds them. |
| | Perimeter, area and volume | The Pupil: <br> • Calculates the perimiter and the area of the square; <br> • Calculates the perimeter and the area of the rectangle; <br> • Assesses using squares the area of an irregular figure; <br> • Uses measurements and adopts formulas for determining the perimeter, area of geometric figures and volume of geometric objects, and solves problems from real situation; <br> • Converts volume measuring units (liter, deciliter, etc.) <br> • Calculates the area and volume of geometric objects (cube and cuboid); <br> • Implements the rules for calculating the area of the square, rectangle, cube, cuboid in different examples. |

| Data and probability | 1. Reads, understands and interprets statistical data (with different figures) to make decisions in everyday life.<br>2. Demonstrates the knowledge gained about data collection and presentation.<br>3. Interpretes data and uses mathematical terminology (i.e., mode, media, arithmetic mean/average etc.) to describe various statistical situations and situations in everday life;<br>4. Acquires basic concepts of probability;<br>5. Uses technology for solving problems pertaining to statistics and probability as well as from everyday life. | |
|---|---|---|
| | Statistics | The Pupil:<br>• Collects, classifies, reads, interprets and presents data (data, including: questionnaires, experiments, electronic media, etc.) to draw conclusions;<br>• Calculates arithmetic mean(average), mode, median using the data;<br>• Solves problems from everyday life using statistics. |
| | Probability | The Pupil:<br>• Defines the concept of the event, presents it in numerical form through examples (i.e.throwing dice, tossing of metal coins, etc.);<br>• Determines possible, certain and impossible events using expressions: certain, likely, equal possibility, less likely, unlikely;<br>• Defines the probability of an event and determines its probability;<br>• Solves problems from everyday life using probability. |

## Methodological guidelines

Sixth grade Mathematics teaching methodologies are based upon the teaching principles set out in the Core Curriculum II, which provides teaching that develops learning competencies. The topics presented in the sixth grade programme are not developed as separate subjects, but must be integrated among themselves and related to other fields. The learning outcomes for each topic also serve the requirements and notions aimed at other topics within and outside the curiculum area .

The teacher should focus mainly on:

- Linking learning outcomes of key competencies with learning outcomes for domain competencies and learning outcomes for topics,
- Pupil-centered teaching;
- Integrated teaching and learning;
- Development of cross-curricular topics;
- Development of sustainable education activities.

The teacher must base his work on:
- Determination of the topic to be developed;
- Listing of methods, techniques and strategies which are based on interaction;
- Enabling access to all necessary tools that pupils need, motivation, encouragement and permanent praise of pupils;
- Informing and keeping in constant contact with parents about their children's progress.

The teaching of mathematics should be done with advanced methods and modern forms of work with a cognitive approach that includes conceptual development, knowledge and the adoption of meaningful schemes. The use of efficient methodologies in the learning process is a condition for increasing the quality of pupils' achievements, as it gives each pupil the opportunity to show and develop the potential they possess within themselves.

Pupils should be trained for independent work, work in pairs, small and large groups, since this gives opportunities to show courage in discovering and exploring the new and unknown things, to respect rules, values, personal attitudes and of others, to develop communication skills and teamwork. Through the approach of competency-based learning, the teacher enables and facilitates the research and identification of pupils' experiences, their knowledge and views, which enable their development, taking into account the differences between pupils in the class.

## Guidelines for implementing cross-curricular issues

Mathematics has a variety of applications in everyday life and is closely related to many components of education, while it simultaneously contributes to the realization of the following topics: global warming, permanent and inexhaustible resources, knowledge about cultures, sustainable development, peaceful coexistence, budget planning, etc. The pupil 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 pupil has the opportunity to make connections between mathematical competences and the tasks assigned for the realization of these topics.

The pupil learns to carry out several stages when solving a problem or situation and this ability contributes to his personal development. The pupil can use statistical methods such as surveys, interviews to analyze people's opinion, can reason and argue a certain decision. Thus, he/she learns to participate in social life in the classroom and at school, develop an open attitude towards the world while respecting diversity.

Using the understanding of numbers, reasoning of ratios, interpretation of percentages, the pupil can exercise his creative and critical judgment about the consumption and use of consumer goods. Statistical knowledge and probability can help the pupil interpret the data for the promotion of good health, tradition and lifestyle habits and to exercise judgement, argumentation for decisions made. The realization of cross-curricular topics through the subject of Mathematics is an important component of the programme for the contribution of Mathematics to society and everyday life.

## Assessment and evaluation guidelines

In accordance with the principles of the competency-based learning approach, assessment is considered as an element of teaching that focuses on the level of achievement of competences. Assessment of the content relates to the mastery of knowledge and demonstration of mathematical skills through reliable indicators of pupils' progress. During the assessment, the teacher must take into consideration the learning outcomes for the classroom's learning topics, by focusing on the learning outcomes for the level. The evaluation of the achievement of sixth grade pupils in mathematics is performed through records of continuous evaluations, classroom observation, and evaluation through periodic summative tests. Reporting of the pupils' achievements is done through descriptions with constructive comments and numerical grades (1–5).

During the evaluation, the teacher must focus and rely on a number of data such as: evaluation of oral answers, group work, activity during class debates, homework, tests for a group of certain topics, tests at the end of a certain period, etc.

## Guidelines for teaching materials and resources

During the teaching of Mathematics, the teacher provides information and performs skills using didactic materials and necessary resources, whereas the pupil generates information, forms habits, and develops skills by approaching the learning through seeing, listening, touching, using technology, and other forms.

For the realization of the competences of the second level of lower secondary education in the sixth grade, the teacher provides access through the use of materials corresponding to the age and capacities of the level of learning.

The teacher, in addition to the necessary didactic materials and tools, creates mathematical models, gives special assistance, adapts examples of different types, and creates an environment and climate for alternative activities. He/she also provides technical and technological tools to develop his skills in teaching Mathematics. The teacher creates opportunities for pupils to demonstrate or present various tasks and projects.

# CURRICULUM AREA:  NATURAL SCIENCES

## Subject curricula/syllabuses

Physics
Biology

# Subject curriculum/syllabus
## Physics

## Content

# Introduction

The subject of physics, which will be taught in the 6th grade, includes the most contextual learning units, always taking into consideration the psycho-physical abilities of the pupils. Through the subject of physics, pupils are introduced to the role of man in changing, exploiting, and mastering the phenomena of nature.

The curiculum area "Natural Sciences" in the 3rd curricular level represents the continuation of what has been achieved in the field of natural sciences, as integrated in the teaching subject "Man and Nature."

In the 3rd curricular level, the integration is again preserved even though the teaching is organized in subjects (Biology, Chemistry and Physics). The teaching subject, Physics 6, mostly contributes to the concept of the curiculum area "physical processes" but also to other concepts. Reference points for the subject Physics 6, present the competency-based learning outcomes and the domain learning outcomes.

Through the teaching of physics, we contribute to the pupil's achievement of the targeted competencies as per the Core Curriculum of this level. Subject outcomes, have for reference points the topics: Research methods, application of science and technology in physical processes of movements, interactions, mechanical and thermal energies, structure of matter, electromagnetic and optical phenomena.

# The Goal

The goals of learning the subject of physics are:

- Development of knowledge and understanding of scientific and technological concepts through the exploration of human, natural and physical processes in the environment.
- Development of a scientific approach to solving problems which helps understanding and critical and creative thinking.
- Encouraging pupils to explore, develop and apply scientific ideas and concepts through design and practical activities.
- Encouraging pupils to appreciate the contribution of science and technology to medicine, economy, culture and other dimensions in society.
- Cultivating care and respect for the diversity of living and non-living beings, dependence and interaction between them.
- Encouraging pupils to behave responsibly to protect, improve and love the environment by getting involved in the identification, discussions and activities on environmental problems that promote sustainable development.
- Pupils' readiness to communicate ideas, present work and report research findings through various media.

- Mastering information and communication technology for the collection, processing and presentation of data during scientific researches.

## Topical content and learning outcomes

Pupils in the sixth grade achieve the subject learning outcomes (SLO) for the subjects set out in the table below, derived from the domain learning outcomes (DLO) Natural Sciences, of the third level of the curriculum (Level 3) in the Core Curriculum for lower secondary education:

**Domain: I.** Movement; **II.** Subject structure; **III.** Interaction; **IV.** Energy;

| Concept | Topics | Subject learning outcomes per topic(SLO) |
|---|---|---|
| **Physical Processes** | **The subject of studying physics, fundamental quantities, bodies and systems.** | **II.The Pupil:**<br>- defines physics as the science of nature and presents examples of its study.<br>- shows phenomena which pertain to the field of study of natural sciences (chemistry, biology and astronomy).<br>- describes the basic characteristic properties of distinguishing bodies and objects in nature.<br>- identifies length, time and mass of a body as fundamental quantities in physics.<br>- defines the system as a set of parts that work together and in harmony.<br>- describes the solar system as a system consisting of the Sun, planets, and minor bodies.<br>- shows the basic structure systems of plants, animals and humans.<br>- experimentally demonstrates the operation of the electric circuit as a system, and describes other systems built by man.<br>- solves numerical tasks for determining the mass, volume and density of a body. |
| | **Natural processes and basic measurements** | **II** - explains the changes that are caused by nature (physics, chemistry, biology and astronomy) as well as by man.<br>- distinguishes between physical changes, chemical changes and biological changes of bodies in nature.<br>-presents examples of reversible and irreversible processes in nature (physics, chemistry, biology and astronomy). |

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| | | - shows examples of cyclical processes of matter and bodies in nature (physics, chemistry, biology and geography) and human recycling. <br> -describes the measurement as a comparison to a predetermined standard. <br> - experimentally demonstrates the measuring of the length, area, volume, mass, and duration of an event with the help of the respective tools. <br> - experimentally demonstrates the determination of the density of an irregularly shaped body. <br> - experimentally demonstrates the measurement of the same fundamental quantity several times until he/she manages to determine its average value. |
| | **I and III** | |
| | **Movement and interactions** | - explains the motion of the body as a change in its position related to a reference system in space and time. <br> - experimentally demonstrates the meaning of speed and presents uniform rectilinear motion in tabular and graphical form. <br> -deals with examples of mass as resistance to changing the state of motion. <br> -identifies force as a physical quantity of interaction, change of speed and direction of movement. <br> -describes examples for remote interactions and face-to-face interactions. <br> - experimentally demonstrates the free fall, the force of gravity, the force of friction, and the elastic force. <br><br> - experimentally demonstrates the weight of the body as the force of its action on the base, or at the point of suspension. <br><br> - experimentally demonstrates the pushing, pulling, lifting and deformations of bodies as types of interactions. |

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| | | - experimentally demonstrates the measurement of mass and the measurement of weight using respective instruments and tools.<br><br> - experimentally demonstrates the interactions of parallel forces, with opposite directions and when closing a right angle between themselves.<br><br> -solves numerical tasks for determining the path, speed, time of the movement of a body and actions with force. |
| | **Pressure and flow** | **I dhe III**<br><br> - defines pressure as the quotient between the force and the action surface.<br> - describes the basic properties of the layers of the atmosphere and air movements by temperature.<br> - experimentally demonstrates the evidence to present atmospheric pressure.<br> - experimentally demonstrates the propagation of pressure in liquids.<br> - addresses fluid movement as a result caused by pressure changes.<br> - solves numerical tasks for determining pressure, force or action surface. |
| | | **IV**<br> - distinguishes different forms of energy (mechanical, electrical, magnetic, chemical, biological, etc.) |

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| | **Energy, work, power and simple machines** | - describes mechanical energies and presents their expressions.<br><br>- identifies electricity as a carrier of energy.<br><br>- shows the use of energy, chemical and biological energy in daily life.<br><br>- explains energy as a constant quantity of the body or system and its transformations.<br><br>-identifies work as a mechanism for the transfer of mechanical energy.<br><br>- defines the force as the ratio between the transferred energy and the transfer time.<br><br>- distinguishes solar energy as the main source of energy on Earth.<br><br>- defines energy as a property of the body or system, which can cause changes.<br><br>- evaluates the advantages of clean energy sources over combustion energy sources, such as fossil fuels, and the connection between their use and environmental pollution.<br><br>- illustrates the working principle of simple machines.<br><br>- experimentally demonstrates the work with lever, inclined plane and wheel.<br> - solves numerical tasks for mechanical energy, work and<br><br>force. |
| | **Thermal phenomena.** | **II and IV.**<br>- describes the particulate structure of matter and defines the internal energy of the body/system<br><br>- experimentally demonstrates the ways of changing the internal energy of the body/system.<br><br>-interprets the temperature as an estimate of the internal energy of the body/ system. |

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| | | - defines temperature as the degree of energy of the movement of constituent particles of the body/system.<br><br> - interprets heat as a mechanism for the transfer of internal energy.<br><br> - Demonstrates experimentally the measuring of the temperature of man and the atmosphere using a thermometer and describes thermometer mercury and alcohol work<br><br> - experimentally demonstrates Richman's rule of two or more different systems in the state of thermal equilibrium.<br><br> - describes the changes in the physical properties of the bodies caused by the heat.<br><br> - identifies the ways of heat exchange.<br><br> - shows the work of simple thermal machines and assesses their yield. |
| | **Loads, currents and** | **II and III.**<br><br>- explains the appearance of opposite electricity by basing upon the construction structure of the matter<br><br> - shows the possible ways of loading the bodies with electricity.<br><br> - experimentally demonstrates the electrical properties of bodies and their division into conductors and separators.<br><br> - experimentally demonstrates the appearance of electric current as the movement of charges in the conductor.<br><br> - experimentally demonstrates the electric circuit with two or three sources and with one, two or three spenders and provides conclusions for connecting sources and resistors.<br><br>- describes various actions of electric current.<br><br> - identifies different forms of permanent magnets and distinguishes permanent magnets from electromagnets.<br><br>- experimentally demonstrates and lists the bodies that feel the influence of permanent magnets |

| | Rectilinear propagation of light | **IV.**<br>- identifies different sources of light and distinguishes luminous surfaces (shininess) from surfaces that reflect light (illumination).<br><br>- confirms with examples, the rectilinear propagation of light, with the creation of shadow and penumbra and with Solar and Lunar eclipses.<br><br>- demonstrates experimentally the law of reflection and the law of refraction of light rays.<br><br>- determines by drawing the position of the image in flat mirrors and explains its basic characteristics.<br><br>- describes simple optical instruments (mirrors, lenses) and interprets images formed by them.<br><br>- demonstrates experimentally the basic color components of white light after its propagation through the optical prism (dispersion). |
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## Methodological guidelines

For the practical implementation of teaching planning for natural sciences - physics, be it inside the class, but also outside of it in the realization of curricular activities as well as extracurricular activities, the selection of methodologies is needed, by harmonizing with the expected teaching and learning process outcomes and in the context of philosophy and principles of the CC.

The selection of methods is a competence of the subject teacher. It is done in accordance with the needs and requirements of the pupils, with the nature of the content of the teaching topic, with the didactic basis, with the level of pupils' formation, etc.

The natural sciences are experimental sciences, therefore it is preferable that the rules, where possible, be explained by using a test, demonstration or experiment in collaboration with the pupils, where the teacher should have a leading role.

The success of pupils in natural science subjects depends on the work and commitment of the teacher and pupils. This is achieved using through interactive and comprehensive approaches.

In order to meet the requirements of quality learning, the below-stated methodological approaches are suggested:

- Direct teaching (explanation, clarification, practical exercises and examples);
- Indirect teaching (review, discovery, problem solving);
- Teaching through questions (technique of asking questions to pupils);
- Discussion and cooperative learning (in small groups, larger groups and with all pupils);
- Teaching that encourages critical, creative thinking and problem solving;
- Learning through projects, research work in the field;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages independent research;
- Outdoor learning and visits to industrial facilities.

Scientific research constitutes the basis of competence in the subject of physics.
The methods that can be used in the subject of physics are:

- observation,
- experimental and empirical methods,
- forming an idea (hypothesis)
- the use of ICT.
- These methods cannot be used without being combined with each other.

**Observation method.**The observation method is a method that helps pupils in the formation of scientific concepts. Through this method, pupils make the connection between abstract concepts and objects, organisms or phenomena of the real world. When observing objects, organisms or phenomena, pupils use scientific knowledge. Observations help them create stable representations of the world around us. Observations in nature encourage pupils to work scientifically, raise hypotheses, and test them. Observation is the first step of an inquiry, experiment, or study.

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

Projects. Projects are learning activities through which pupils discover objects, processes or

phenomena.

- ICT - Information technology supports the researching process, increases the quality of pupils' learning and ensures cooperation between them. Pupils can explore through the use of digital tools.

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

## Guidelines for implementing cross-curricular issues

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

- Media education
- Education for sustainable development

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

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

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

For more details, see the Core Curriculum for lower secondary education.

## Assessment and evaluation guidelines

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

The evaluation is in function of:

- Providing the necessary information on the pupils' progress and their motivation to learn;
- Assessment of practical and demonstration work;
- Identification of difficulties during the learning process;
- Drawing conclusions about pupils' achievements during the learning process;
- Pupils self-assessment;
- Improving teaching and learning.

The pupil is assessed for oral and written responses, homework, his/her skills during independent and group work, tests, project work, practical work, field work, research work, various types of tests etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques, and instruments. Assessment should be transparent to pupils, parents, and the community.It is an important instrument for assessment, self-assessment, and obtaining information on learning progress or stagnation.

Teachers of natural sciences - physics, due to the specifics of the teaching subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional staff, teachers' staff) in harmony with the school's evaluation plan, which is derived from the evaluation plan at the MED level and approved by MEST with an AI.

Given that the evaluation is a very complex issue, the teacher must constantly seek opportunities for professional development, research of the situation, review the criteria for the assessment instrument used, and, above all, have the willingness to be held accountable before any group of interest.

The teacher draws up an annual plan for pupils' assessment, which plan must be approved by all interest groups (professional staff, school management, pupils and parents) and be transparent and distributed in hard copy to all interested parties.

In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfill the philosophy of the curriculum and in particular to achieve results from the natural sciences, it is necessary to know the evaluation system that is determined by the AI based on the requirements of the CC.

## Guidelines for teaching materials and resources

For the successful realization of the main competencies and concepts in the natural sciences, it is necessary to create conditions, provide teaching tools and a suitable learning environment.

As a source of information in addition to the textbook, it is necessary to use other sources

such as CDs (films, documentaries, video experiments, etc.), the Internet (textual materials, photographs, interactive programs, videos, etc.), encyclopedias, atlases, etc.

In order to increase the interest and curiosity of pupils, it is necessary to use different tools such as: writing board, interactive board, photographs, paintings, models, scale models, diagrams, graphic tools, television, video projector, computer, phone, tablet, etc.

In order to achieve results in the natural sciences, it is necessary to provide a suitable learning environment. Inasmuch as it is possible, in addition to the classroom, learning should also take place in other environments (laboratory, workshop, nature, farms, etc.).

# Subject curriculum/syllabus
# Biology

## Content

# Introduction

The curiculum area  "Natural Sciences" sub-level II of the 3rd level of curriculum in pre-university education represents the continuation of what was achieved in the level I within the field of natural sciences as integrated through the teaching subject "Man and Nature."

In the 3rd curricular level, the philosophy of the CC is preserved so that the learning in natural sciences is carried out in the subjects (biology, chemistry, and physics) while maintaining the interdisciplinary integrative approach.

The integration of teaching subjects is carried out through Concepts - of the field of sciences. Concepts represent the reference for the definition of teaching topics. From this, we understand that a certain concept of the field of natural sciences is not defined only for one teaching subject.

The subject, Biology 6, has for its reference basis the concept of the curiculum area  - "Living World."

The programme of the subject - Biology 6, in addition to the requirement for the achievement of the domain learning outcomes (DLOs), also enables the contribution to the achievement of the results of the competences, as determined by the core curriculum (CC) of the level III of curriculum.

The programme of the subject, Biology 6, has been drawn up according to the CC concept, with the programme extent in a vertical direction (grades 1 - 12) and with a horizontal extent/interrelation with other fields of curriculum, in harmony with the pupil's development.

The programme, Biology6 - contains subject learning outcomes for subjects (SLO), according to the topics:

- Biodiversity;
- Living beings and living environment;
- Human health, behaviors and emotions.

The task of teaching biology is: the development of observation skills and critical thinking, which in reality is a sophisticated form of thinking, namely it is a cognitive, active and interactive process, as well as the use of technological tools during scientific research.

The basis of the teaching subject Biology 6 lies in the explanation of the biodiversity of the living world, the relationships in it between living beings, adaptability to environmental conditions, the preservation of the pupil's personal health, the management of behaviours and emotions, and the correct understanding of sexual development.

The development of the syllabus of the subject of Biology is built on the basis of genuine scientific progress, such as form, methodological approach, organization and structure of the content of the subject, presentation of competency-based learning outcomes, natural sciences domain learning outcomes, as well as the selection of sustainable methods and assessment instruments.

## The Goal

Biology 6 aims to develop the pupil's competencies by combining theoretical learning with research methods (direct observation of experiments in the laboratory or in the field, various learning resources, information processing, presentation of findings, etc.).This enables the pupil to actively develop his/her competencies and, thanks to research, to generate information, understand, explain, and influence the relationship between life and nature.

Through numerous information, the pupil inquires the essence of the problem, develops critical thinking skills, and applies practical skills in processing, analyzing, arguing, and presenting the results of a certain problem.

The syllabus of the subject of Biology for the 6th grade enables and helps the pupil in the synthesis of the components of competences, as in:

- Recognition and understanding of scientific terms and principles;
- Skills to explain, compare and assess biodiversity;
- Skills to apply the principles of biosystematics;
- Skills for explanation, analysis and positive impact on the lives of living beings;
- Responsible attitude during experimental work in the laboratory and nature;
- Skills to consult adequate literature, to collect scientific information independently during the classification of scientific resource material, and during the promotion of values for a healthy life;
- Motivation for the use of technological devices and instruments, for lifelong learning.

All these abilities, skills, attitudes, values and motivation are achieved by working towards achieving the competency-based outcomes for the 3rd level of curriculum.

## Topical content and learning outcomes

The content of the subject is organized according to concepts, topics, and subject learning outcomes (SLO) in accordance with the general goals of the subject.

The structure of the content of the subject of Biology for the 6th grade, with the basic concept "Living World" is broken down into learning topics, through which the foundation of the science field is covered. So it is drawn up on the basis of what is determined by the certain concept having balanced it with the domain learning outcomes (DLOs) through topics (content summary - teaching units). The topics are broken down into learning outcomes that are generalized, which in fact represent the subject learning outcomes (SLO).

The philosophical concept of the KCF that the school and the teacher, respectively, have autonomy and flexibility in the development and design of syllabuses, on the basis of the framework provided by the Core Curriculum (CC), as well as the syllabus designed and approved by MEST, is made possible by the commitment and cooperation of teachers within the school. The teacher selects different learning resources, selects learning units, and designs learning outcomes per unit learning outcomes (ULO), which enable the achievement of the subject outcomes.

| Concept | **DLO: D**escribes and explains the growth and survival of living beings depending on environmental conditions, the stability of ecosystems, the structure and function of the main systems of human organs, and the structures and processes involved in the growth and reproduction of plants, animals, and humans.<br><br>Describes the impact of nutrition, exercise, medicines and drugs in human behavior, health, and life processes. | |
|---|---|---|
| | **Topics** | **Subject learning outcomes (SLO)** |
| **Livign world** | **Biodiversity** | • Explains the concept, Biology – natural science.<br><br>• Describes the progressive organization of biological-ecological systems in nature at different levels: cell, tissue, organ, organ system, organism (individual), population, life community, ecosystem and biosphere.<br><br>• Identifies the basic rules of naming, classification and taxonomic categories of living beings. |

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| | | • Classifies living beings into the main taxonomic groups. |
| | | • Identifies and describes the distinguishing characteristics of different groups of plants and animals (i.e. invertebrates have no vertebral column; insects have three basic body parts; flowering plants produce flowers and fruits) and uses these characteristics for further classification of different types of plants and animals (i.e. invertebrates - arthropods - insects; vertebrates - mammals - primates; seed plants - flowering plants - herbaceous plants). |
| | | • Demonstrates the understanding of biodiversity as the variety of life on Earth, including the variety within each species, between plant and animal species in living communities, and between living communities and the physical landscape that supports them. |
| | | • Explains the importance of biodiversity for the stability of natural ecosystems and human benefits from biodiversity (provision of vital resources such as food, medicines, and raw materials for various products, etc.). |
| | | • Discusses the reasons for the decline and extinction of some plants or animals (i.e. due to overhunting, diseases, invasive species, habitat changes and destruction). |
| | | • Identifies products of daily life that originate from the diversity of organisms (i.e. silk from silkworms, nutritional supplements, shampoos, toothpastes and deodorants containing pollen collected by bees, etc.). |

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| | | • Shows awareness that bacteria can have both beneficial and harmful effects on the body (bacteria in the digestive tract can aid digestion or cause diseases.)<br>• Identifies endangered plants and animals that live in Kosovo.<br>• Identifies ways to protect endangered plant and animal species in Kosovo.<br>• Assesses the role and man's impact in the preservation and development of biodiversity - global level.<br>• Uses simple dichotomous keys to identify and classify living organisms.<br>• Analyzes a local issue related to the biodiversity (i.e. the effects of human activities on urban biodiversity).<br>• Assesses the benefits that human society has from biodiversity as well as the problems caused by the decline of biodiversity.<br>• Follows safety rules during outdoor activities and field work.<br>• Researches organisms found in a specific habitat (school yard, city park, swamp, river, forest, meadow, etc.) and classifies the organisms according to the classification system.<br>• Compares the characteristics of organisms within the plant or animal kingdoms (i.e. compares the characteristics of a fish and a mammal, a conifer and a deciduous tree, ferns and flowering plants).<br>• Uses appropriate scientific and technological vocabulary during oral or written communication including: classification, biodiversity, natural living community (biocenosis), mutual relationships, vertebrates, invertebrates-paravertebrates, stability, characteristics, organism, etc. |

| | | |
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| | | • Uses graphic organizers to show comparisons between organisms in different biocenoses.<br><br>• Describes the structure and functioning of the ecosystem.<br><br>• Defines basic ecological notions/terms. |
| | **Living beings and living environments** | • Identifies the factors that influence the existence of an organism - the physical characteristics of the environment (temperature, light, water), the availability of food - the types of other organisms present (producers, consumers, decomposers).<br><br>• Discusses the effect on organisms when the environment becomes unfavorable (the organism adapts and survives, moves to another location, or dies).<br><br>• Describes how adaptations serve to enable survival and how they can be structural and behavioral - providing food, shelter, escape from predators, and reproduction by finding or attracting a mate or dispersal of seeds/fruits.<br><br>• Traces the path of energy from the Sun through living beings and identifies the roles of different organisms (producers, consumers, predators, prey) in the food chain and food web.<br><br>• Describes the conversion of light energy into chemical energy during the creation of nutrients in the example of photosynthesis without using chemical symbols in the representation of the photosynthesis equation. |

|  |  | • Describes the conversion of energy during the breakdown of nutrients in the example of a food chain, by explaining the concepts of producer and consumer. |
|  |  | • Distinguishes between the terms organism, population and living community. - An organism is a living being. - A population is defined as a group of plants or animals of the same type that live and reproduce in a certain place and time. The living community consists of many populations which live in a particular place. |
|  |  | • Demonstrates understanding that different habitats support different life communities (garden, meadow, tree, marsh, stream, etc.). |
|  |  | • Researches the mutual competition of organisms to meet basic life needs (plants for light, space, water and minerals from the earth, whereas animals for space, food and partner for reproduction). |
|  |  | • Describes the mutual relationships within the species (i.e. wolves travel in packs to defend their territory, raise their young (cubs) and hunt large prey). |
|  |  | • Describe the mutual relationships between different species without using scientific designations for these relationships, by only taking into account the benefit or harm from their coexistence and explains how these relationships support the sustainability of biodiversity. |

| | | • Compares and differentiates between natural and artificial ecosystems. |
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| | | • Provides examples of human impact on the environment (positive and negative). Positive impact: e.g. preservation-conservation of biodiversity, afforestation; Negative impact: e.g. depletion of natural resources, deforestation, pollution (soil/water/air), global warming. |
| | | • Researches and explains the causes and consequences of air, water and soil pollution in his/her immediate environment. |
| | **Human health, behavior and emotions** | • Explains the process of growth and development, human reproductive processes and the problems of sexual abuse.<br><br>• Explains the biological changes of puberty.<br><br>• Analyzes and discusses sexual development during different life cycles.<br><br>• Identifies the institutions where he/she can seek adequate help.<br><br>• Appreciates the importance of personal hygiene for their health. |

## Methodological guidelines

For the practical implementation of the syllabus according to the lesson planning for natural sciences - Biology 6, for the realization of the class inside and outside the classroom as well as during the realization of curricular and extracurricular activities, it is necessary to select different methodologies harmonized with the expected outcomes and in the context of goals and principles of the CC.

The selection of methods is the competence of the subject teacher. It is done in accordance with the needs and requirements of the pupil, with the nature of the content of the teaching unit, namely with the requirements of the expected learning outcomes for class or learning activity, in harmony with the didactic basis, with the level of education of the pupil, as well as with target competencies.

Natural sciences are developed through research and experiments; therefore, it is preferable that the principle/laws be explained, where possible, using evidence, demonstration, or experiment in collaboration with the pupil, while the teacher has a leading role.

The success of the pupil in the subjects of natural science depends not only on the work and commitment of the teacher but also on the motivation, involvement, raising of hypotheses, and commitment of the pupil himself/herself. This is achieved using interactive and comprehensive approaches.

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

- Direct teaching (explanation, clarification, practical exercises and examples);

- Indirect teaching (examination, discovery, problem solving);

- Teaching through questions (technique of asking questions to pupils);

- Discussion and collaborative learning (in small groups, larger groups and with all pupils);

- Teaching that encourages critical, creative thinking and problem solving;

- Learning through projects, research work in the field;

- Teaching through observation, demonstration and experiment;

- Teaching and learning through multimedia tools;

- Teaching that encourages independent research;

- Outdoor teaching learning and visits to industrial facilities.

**Forms of work**
- individual
- in pairs
- in small groups
- with all pupils

The teacher guides the pupil so that he/she with his/her activities in: class, school, laboratory, nature and everyday life, is able to: recognize, understand, observe, compare, classify, measure, take notes, collect data, experiment, supervise procedures, think independently, defend and argue his/her own opinions.

The pupil conducts himself/herself according to didactic principles: from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general.

## Guidelines for implementing cross-curricular issues

Cross-curricular topics represent important curricular contents, which do not belong exclusively to only one subject. They are realized through different curricular (teaching) subjects and are in function of the development of competences, respectively the achievement of learning outcomes for curricular level. Their contents derive from peace education, human rights, intercultural education, communication skills, gender issues and civic education including environmental awareness and care, career and life skills education.

**How cross-curricular issues are realized?**

Cross-curricular issues can be integrated into the Curriculum through topics and learning units, through practical activities in the classroom, but also through joint projects that link fields of curriculum.

The cross-curricular topics that can be integrated into the natural sciences school curriculum for this level of curriculum, namely for the 6th grade, are:
- **Media education**
- **Education for sustainable development**

**Media education**

It refers to the use of the media for the acquisition of new, accurate information and the creation and use of information for new research and scientific discoveries. The topic of media education includes content relating to scientific publications and awards for achievements in science, be they at the national or international level. It should also include the advantages, shortcomings, and dangers of media messages (information), by having a critical attitude towards cases of media manipulation and always using the media in the service of the public good.

It refers to topics of general importance that affect the awareness of young people and pupils for an active attitude towards environmental issues, increasing their awareness by increasing their sense of responsibility for the natural and man-made environment and the preservation of natural assets at the local and global level.

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

## Assessment and evaluation guidelines

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

The evaluation is in function of:
- Providing the necessary information on the pupils' progress and their motivation to learn;
- Assessment of practical and demonstration work;
- Identification of difficulties during the learning process;
- Drawing conclusions about pupils' achievements during the learning process;
- Pupils self-assessment;
- Improving teaching and learning.

The pupil is assessed for oral and written responses, homework, his/her skills during independent and group work, tests, project work, practical work, field work, research work, various types of tests etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques, and instruments. Assessment should be transparent to pupils, parents, and the community. It is an important instrument for assessment, self-assessment, and obtaining information on learning progress or stagnation.

Teachers of natural sciences - physics, due to the specifics of the teaching subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional staff, teachers' staff) in harmony with the school's evaluation plan, which is derived from the evaluation plan at the MED level and approved by MEST with an AI.

Given that the evaluation is a very complex issue, the teacher must constantly seek opportunities for professional development, research of the situation, review the criteria for the assessment instrument used, and, above all, have the willingness to be held accountable before any interest group.

The teacher draws up an annual plan for pupils' assessment, which plan must be approved by all interest groups (professional staff, school management, pupils and parents) and be transparent and distributed in physical form to all interested parties.

In order to achieve the goal of the new Kosovo Curriculum, which originates from the competency-based approach, to fulfill the philosophy of the curriculum and in particular to achieve outcomes from the natural sciences, it is necessary to know the evaluation system that is determined by the AI based on the requirements of the CC.

## Guidelines for teaching materials and resources

For the successful realization of the Biology 6 programme, it is necessary to use different teaching materials and tools, in a suitable learning environment.

- Textual materials: textbook, workbook, teacher's book, professional guide, dictionaries, newspapers, magazines, psychopedagogical materials, encyclopedias,

etc.;

- Visual tools: writing board, photographs, paintings, models, scale models, diagrams, graphic tools, etc.;
- Auditory-listening means: radio, tape recorder, telephone, cassette player, etc.;
- Audiovisual means: television, film, video projector, video cassette, computer, Internet, teletext, CDs, e-mail;
- Learning environment (classroom, laboratory, workshop, nature, farm, etc.).

# CURRICULUM AREA: SOCIETY AND ENVIRONMENT


**Subject curricula/syllabuses**

History

Geography

Civic education

# Subject curriculum/syllabus

# History

**Content**

Introduction
The Goal
Topical content and learning outcomes
Methodological guidelines
Guidelines for implementing cross-curricular issues
Assessment and evaluation guidelines
Guidelines for teaching materials and resources

## Introduction

The subject of History for the sixth grade, as part of the field of Society and Environment, plays an important role in the development of the pupil's knowledge, skills, values, and attitudes. Through this subject, the pupil will be introduced to the developments of human society in the prehistoric and ancient-antique historical periods. This subject deals with the ways of living and organization in the social, economic, political, and cultural plan as well as the material and spiritual worlds of civilizations throughout these two historical periods. By addressing the processes, phenomena, and relationships between individuals, groups, societies, states, countries, and civilizations in these historical periods, the pupil will understand the importance of interaction in the ongoing changes and transformations of human society from its origins to antiquity. Also, through this subject, and in this grade, the pupil will also gain knowledge about the historical sources that have enabled man to know his past (history).

## The Goal

The goal of this subject for this grade is for the pupil to gain general knowledge about the two historical periods, Prehistory and Ancient History - Antiquity. Also, this subject aims to develop historical, creative and critical thinking in the pupil during the learning process about events, personalities and processes in all important human activities, which will affect the development of abilities, skills, values and his attitudes as a stable personality and responsible citizen, who will accept and respect different identities and affiliations, such as: gender, ethnic, racial, social, cultural, religious, sexual orientation, etc.

## Topical content and learning outcomes

The pupil in the sixth grade achieves the subject learning outcomes (SLO) for the topics defined in the table below, which are derived from the domain learning outcomes (DLO) Society and Environment, of the third level (Lev.3) in the Core Curriculum for Lower Secondary Education.

| Concept | DLO |
|---|---|
| **The individual, groups and social relations** | **DLO: 1. Knows the role of the individual, the structure of social groups, the ways of participation and involvement in them**<br><br>1.1 Knows social groups and institutions, their structure and organization, as well as the relationship with the temporal and spatial context.<br><br>1.2 Defines the profile of prominent personalities and their contribution to the general development of society or its particular fields.<br><br>1.3 Explains the space of residence and action, distribution, and natural movement of population, migrations, structure, organization, the development and transformation of settlements and the economy in local, regional and global level. |

| Topic | Subject learning outcomes (SLO) |
|---|---|
| **Prehistory – The beginnings of humanity, the first human communities** | • Describes the main specifics of the science of history, distinguishes the main historical periods, and defines the ways of calculating time.<br><br>• Explains the types of historical sources and appreciates the importance of scientific research for illuminating the human past.<br><br>• Distinguishes the initial evolutionary stages of the human race (hominids), the main features of Homo erectus, Neanderthal and homosapiens and explains some of the characteristics of the habitat where they lived and the reasons for their movements and emigration.<br><br>• Tells about the circumstances of the creation of the first human groups/communities and the need for coexistence in communities/groups.<br><br>• Distinguishes the main features of the Stone Age and the Metal Age.<br><br>• Counts the first activities of people (division of work; professional orientations), and reasons why these professions were practiced.<br><br>• Identifies prehistoric settlements in Kosovo and similar ones around it. |

| | **Prominent personalities in Antiquity** | • Identifies historical personalities (scholars, artists, political and military leaders, etc.) of the Ancient East, Rome, Greece and Ancient Macedonia and compares their contribution in the given historical context.<br><br>• Identifies prominent Illyrian personalities, their activity in the circumstances of the time and evaluates their contribution to Illyrian society. |
|---|---|---|
| **Social and natural processes** | **DLO: 2. Researches social, historical, natural and environmental phenomena and processes, by pointing out the interrelations, interdependencies and mutual interactions**<br><br>2.1. When presenting differences in people's lifestyles over the time and space uses a variety of sources, by taking into account movements and general historical, social and natural developments.<br><br>2.2. Explains the orientation in space, the position of the Earth in the Solar System,composition of geospheres, natural and socio- geographic features of the natural and human environment. | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | **Civilizations of the Ancient East** | • Explains the importance of large rivers in the creation of the first civilizations (Egypt, Mesopotamia, China, India, Persia, etc.)<br><br>• Distinguishes the main characteristics of the first states near the great rivers and analyzes the social-economic life in the slaveholding society.<br><br>• Identifies the commonalities and particularities of the countries and peoples of the Ancient East, distinguishes their cultural features and compares the main achievements of these civilizations (of these peoples) such as types of writing, architecture, construction, art, science, technology, etc. |
| | **Mediterranean Civilizations in Antiquity** | • Identifies the ancient people of Southeast Europe, their geographic distribution and their main features.<br><br>• Distinguishes the main features of the culture of Crete and Mycenae and the specifics of their social organization.<br><br>• Describes the characteristics of daily life in |

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| | | Ancient Greece, the differences of life in Sparta and Athens and the specifics of the organization of the Greek city-states. |
| | | • Describes the causes of Greek settlements/colonies in the Mediterranean and Illyria. |
| | | • Identifies the causes of the Greco-Persian wars and the Peloponnesian War. |
| | | • Distinguishes the main features of the organization in Ancient Macedonia, during the time of Philip II and Alexander the Great, the expansion of Macedonia in their time and the impact of their conquest, in the political, economic and cultural aspect. |
| | | • Describes the circumstances of the establishment of the Roman state and the stages of its social, economic, cultural development and defines the stages of its state political organization (Kingdom, Republic, and Empire). |
| | | • Describes the peculiarities of Greek and Roman culture and art and finds commonalities and peculiarities of Mediterranean cultures in antiquity. |
| | | • Explains the stages of the influx of people in Late Antiquity and their consequences in Europe. |
| | **Illyrian civilization** | • Tells about the origin of the Illyrian tribes and their extent, settlements and locates the extent of the Illyrian kingdoms. |
| | | • Identifies the Illyrian settlements in Kosovo and describes their main characteristics. |
| | | • Explains the daily life and social and economic organization of the Illyrians as well as their activities in social and economic aspect. |

| | | • Describes the position of the Illyrians in the Roman Empire. |
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| | | • Distinguishes the specifics of Illyrian culture and beliefs and compares them with other cultures and beliefs. |
| **Norms, rights and responsibilities** | **DLO: 3. Examines and applies in critical manner the social norms and rules for common life in diversity** | |
| | 3.1. Understands and analyzes the causes and circumstances of changing norms, laws and customs for the regulation of social life in different times and places. | |
| | 3.2 Understands and appreciates the diversity of different cultures, traditions, communities and shows tolerance and respect for them. | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | **Social relations in Antiquity** | • Explains some of the contents of the Code of Hammurabi.<br><br>• Describes the governance of Rome during the time of Republic and tells the importance of the "Roman law."<br><br>• Defines the different strata of Roman society such as patricians, plebeians, slaves.<br><br>• Explains the position of captives/slaves in Ancient Rome and identifies the causes and consequences of their uprisings. |
| | **Beliefs and religions** | • Describes the forms of belief in the first human societies (animism, totemism, polytheism, etc.)<br><br>• Defines the historical circumstances of the birth and spread of the main religions (Judaism, Buddhism, Christianity, Hinduism) and distinguishes their main features and similarities.<br><br>• Describes the circumstances of the birth of Christianity and explains the historical factors that influenced its spread, legalization and formalization in the Roman Empire.<br><br>• Defines the time of the spread of Christianity among the Illyrians and identifies the first |

| | | ecclesiastical centers among them. |
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| **Decision-making and institutions** | **DLO: 4. Gives ideas and proposals as well as takes decisions in a conscious and responsible manner**<br><br>4.1. Assesses the impact of individual, group and institutional decision-making in different times and places, creates personal views about them and uses them in his daily life.<br><br>4.2. Shows care, respect and responsibility for a fair decision-making in the activities in which he/she is involved (in the school, community and beyond). | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | **Decision-making institution in Atiquity** | • Distinguishes the main features of decision-making in society during the period of antiquity. |
| | **Democracy in Antiquity** | • Distinguishes social strata in Ancient Athens, and explains how Athenian democracy functioned.<br><br>• Describes the functioning of the Roman senate and the representation of the plebeians. |
| **Environment, resources and sustainable development** | **DLO: 5. Contributes to the preservation and protection of the environment as well as sustainable development**<br><br>5.1. Initiates concrete group activities with the aim of raising the awareness of the community for the preservation and development of the living environment.<br><br>5.2. Appreciates and acts according to the basic principles of sustainable development. | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | **City – organization of the living space** | • Identifies the first living spaces and analyzes the environmental conditions and the organization of settlements in favor of society and sustainable development.<br><br>• Identifies the main features of the major ancient cities and compares their organization.<br><br>• Identifies outstanding architectural works, the time and circumstances of their construction, their function and regards them as cultural heritage. |

## Methodological guidelines

Realization of the subject programme requires prior preparation. Careful planning and the selection of adequate methodologies are the keys to successful teaching. It is recommended that the teacher carefully read the level learning outcomes (competencies) LLO, the domain learning outcomes (DLOs)—Society and Environment—as well as the subject learning outcomes (SLO) of the subject of History. The outcomes are not only reference points for the selection of contents (teaching units), but also for the selection of strategies, methods, and teaching techniques that will be applied during the classes.

For the practical implementation of teaching planning for the subject of History, adequate use of teaching and learning methodologies is needed by harmonizing them with each other in the context of the philosophy and principles of the Curriculum Framework.

The success of pupils in the subject of History is interrelated and depends on the work and commitment of the teacher and the pupils themselves. The teacher must respect and respond to the interests and values of all groups of pupils, regardless of nationality, race, gender, social, or religious status. This is achieved by using interactive and inclusive approach, diverse forms of work, and respect for different personalities and learning styles. The teacher must also take care of the differentiated teaching approach. For this purpose, a whole set of procedures is applied, such as: new information, exercises, individual and group work, research, assignments, demonstrations, work on projects, and others.

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

The teacher also has an important role in guiding pupils for the rational use of ICT and media, which help them, complete the absorption of information and prepare for successful engagement. Also, the organization of educational visits and excursions has an important role in the overall development of pupils. They enable pupils to develop the skills of observation, research, interpretation and discussion of various social and environmental phenomena.

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

## Guidelines for implementing cross-curricular issues

The teacher should also take care for addressing cross-curricular issues/topics. Integrating these topics with the topics/contents of the subject of History helps pupils understand better the events, processes, relationships in society and the environment, their interdependence, and thus face life's challenges more easily.

In the programme of the subject of History for this age of pupils, can be integrated all cross-curricular issues/topics:

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

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These topics can be interrelated and addressed during the elaboration of the topics envisaged by the programme. For example, when dealing with topics about civilizations, the decision-making institution, or democracy, they can be related to education for democratic citizenship, where freedoms and human rights, participation in decision-making, and how they have evolved can be explained in different contexts and periods, etc. The same approach applies to the addressing of other topics such as education for peace, which can be related to the contents when addressing diversity in society, tolerance, harmony, and coexistence, as well as human dignity. Also, the topic of globalization and interdependence can be quite well related to the addressing of economic and educational issues in the periods covered in this grade. The topic of media education can serve in the context of pupils' research on different content by providing material, such as pictures, maps, etc. While the issue of education for sustainable development can be related to the relationships and interdependence of man with the living environment from the beginning of human society throughout other historical phases that are dealt with in this grade.

## Assessment and evaluation guidelines

Assessment is closely related to teaching methodology and requires compliance and consistency throughout the process. The teacher must harmonize the assessment with what he has planned, aimed for, and expected the pupil to achieve. Therefore, we must evaluate what we have set as the objective of evaluation, the knowledge, skills, behaviors, and attitudes of the pupils. Different forms and instruments can be used for the evaluation of pupils at this age, in addition to different types of testing, such as verbal and non-verbal, and the

evaluation of pupils in group work, project work, etc., observations can and should also be done in relation to the acquisition of knowledge, behaviors, and attitudes, as well as the level of increase in skills and abilities needed to implement the outcomes envisaged in the Core Curriculum for this level.

For all types of pupils' evaluations that should be performed, the reference points are the subject, the domain outcomes at the class level, as well as those concerning the level of competencies. The teacher, depending on their specifics, researches to find the most suitable forms for evaluating their achievements.

The approach of the new curriculum with competencies aims at evaluating what the pupil is able to do, namely, the evaluation of the practical application of the knowledge gained during schooling. Thus, the application of evaluation through the continuous observation of pupil's achievements and the keeping of evidence for the purposes of documentation and planning further work with pupils is necessary. Observation of group work and individual initiatives can be assessed using techniques and instruments known as participation bulletin or that which is called a checklist

Even at this age it is important to cultivate the habit of self-assessment which can be realized by keeping pupils' files, where they save their representative works, such as: interviews with family members, individual or group work for environmental protection and other commitments related to the expected outcomes for this age of pupils.

The evaluation should always have a motivational character so that the pupil is educated to accept the realistic evaluation and aim for the highest possible achievements.


## Guidelines for teaching materials and resources

In addition to basic textbooks, it is suggested that during the learning process, pupils and teachers also use other sources of knowledge, such as workbooks, other alternative materials, brochures, atlases, maps, encyclopedias, educational softwares, web sites with historical content, and different cognitive visits, such as, for example, visits to cultural-historical and natural heritage monuments.

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

# Subject curriculum/syllabus

# Geography

## Content

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The Goal
Topical content and learning outcomes
Methodological guidelines
Guidelines for implementing cross-curricular issues
Assessment and evaluation guidelines
Guidelines for teaching materials and resources

## Introduction

The programme of the subject of Geography for the sixth grade is built, based on the first level of the pre-university education, where geographical aspects are integrated within the field of Society and Environment.

The programme of the subject of Geography for the sixth grade derives from: the Pre-University Curriculum Framework and the Lower Secondary Education Core Curriculum, Competency Learning Outcomes (CLO) and Domain Learning Outcomes (DLO) Society and Environment and the curriculum of lower secondary education.

The subject of Geography in this grade focuses on knowledge about the position of the Earth in the solar system, its size and structure, its presentation on a plane and other known models, the use of maps, and other mechanisms necessary for geographic interpretation. The next focus is the geographical environment, with all the physical-geographical parameters necessary for the level of knowledge of pupils at this level of pre-university education. The final and equally important focus is the human component of the geographic environment with all activities and natural and human factors influencing the overall development of the society.

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

With this curriculum, the pupil acquires new knowledge and geographical terminology, and at the same time, discovers the role he/she must fulfill as an individual for sustainable development. He/she learns to respond to human problems by successfully applying geographical knowledge.

Regular knowledge from theoretical lessons, observations and fieldwork, map work develop basic geographic skills at this level of education by enabling analytical interpretation of the spatial distribution of natural and human features on earth and the interdependencies between them.

The subject of Geography for the sixth grade deals with subject contents in accordance with the age of the pupils. The development of the curriculum of geography for this grade is built on the basis of the scientific procedure, both in terms of the form, the methodological approach, the organization and structure of the content of the subject, and the presentation of the competency learning outcomes, learning outcomes of this domain, as well as assessment instruments. It aims to encourage pupils to explore and develop knowledge, skills, habits, attitudes, and values.

## The Goal

The goal of the subject of Geography within the field of Society and Environment is to develop geographic knowledge and skills related to the Earth and the solar system, physical (natural) systems, human (social) systems and geographic regions.

The knowledge gained from the subject of Geography affects the development of the pupil's abilities, skills, values, and attitudes as a stable personality and responsible citizen.

## Topical content and learning outcomes

The subject learning outcomes (SLO) in this syllabus are based on the subject topics, in accordance with the DLO, and the concepts of the field, in harmony with the CLO. These results enable the teacher to draft teaching units to achieve the outcomes defined in this document.

SLOs enable the teacher to deliver learning units while respecting his and the school's autonomy. This gives freedom to teachers to be able, in accordance with concrete conditions, to choose relevant methodologies, but based on SLO and DLO.

The Geography curriculum for the sixth grade is built on these topics:

| Concept | DLO, TOPIC and SLO | |
|---|---|---|
| **Social and natural processes** | **DLO: 2. Researches objects/monuments, phenomena, historical, social and environmental processes as well as the connection and influences between them.**<br><br>2.2. Explains the orientation in space, the position of the Earth in the Solar System, the composition of the geospheres, the features of the natural and socio-geographical elements of the natural and human environment. | |
| | **Topic** | **Subject learning outcomes (SLO)** |

| | Place and space | • Using examples describes the meaning of the concepts used by geographers to organize their research: location/place, environment, region, interaction and development.<br>• Describes the shape of the earth, its dimensions and their importance.<br>• Identifies the main features of the earth and the solar system, planets, asteroids, comets, satellites and the moon as a celestial body and a natural satellite of the Earth.<br>• Appreciates the importance of the sun for geographical phenomena.<br>• Identifies the evidence and consequences of the movement of the earth around its axis<br>Explains the consequences of the earth's movement around the sun. |
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|---|---|---|
| | | • Determines the local and zonal time in different places based on their geographic longitude. |
| | | • Describes ways of orientation in nature (using the sun, clock, mosses, polar star, compass, religious objects, etc.). |
| | | • Compares the map and the globe by telling the similarities and differences between them (mathematical and geographical elements of the map). |
| | | • Measures air-distances and road distances on different scale maps. |
| | | • Explains the structure of the geographic coordinate system (the grid of parallels and meridians, latitude and longitude). |
| | | • Describes the content of the map - the geographical elements of the map, the methods of representing the relief on the map and the absolute and relative height. |
| | | • Determines the absolute location of a place in the map through geographic coordinates. |
| **Social and natural processes** | **Physical systems** <br> **- Geospheres** | • Differentiates between the inner layers of the Earth through the typical features of each of them. <br> • Explains the role and types of internal (endogenous) and external (exogenous) forces and their creation. <br> • Describes relief forms, types and causes of creation (forms created by internal forces and external forces). |

| | | |
|---|---|---|
| | | • Describes the causes and effects of volcanoes, earthquakes and the main areas of their occurrence. |
| | | • Describes the causes of alienation (alteration), the conditions under which the karst process takes place and the surface and underground forms created by karst activity. |
| | | • Describes erosive and accumulative forms of glacial, eolian and abrasive fluvial (river) relief. |
| | | • Provided arguments about the global consequences of the melting of glaciers. |
| | | • Explains the role of relief in human activities and lithosphere hazards. |
| | | • Shows the composition and layers of the atmosphere, and their main features. |
| | | • Describes the importance of solar radiation, temperatures and changes in the horizontal and vertical planes. |
| | | • Finds the average daily, monthly and annual air temperature and the daily and annual air temperature amplitudes. |
| | | • Explains the atmospheric pressure, its change, its role in winds and in human life itself. |
| | | • Describes the concept of air humidity and the conditions for the formation of atmospheric precipitation. |
| | | • Works and interprets the graphs of the spatial and temporal distribution of precipitation. |
| | | • Formulates the concepts of weather and climate, and differentiates between them. |

| | | <ul><li>Identifies the factors that influence climate formation and climate zones from the equator to the poles.</li><li>Describes the relation of the hydrosphere with the lithosphere, the atmosphere, the biosphere, the circulation of water in nature and the physical and chemical properties of the water of the world sea.</li><li>Distinguishes the features of the forms of movements of the waters of the World Sea (waves, sea currents and ebb and flow).</li><li>Identifies the main forms of horizontal coastal development by highlighting their main features.</li><li>Identifies the types of underground waters, the way of their formation and the main characteristics of the constituent parts of the river.</li><li>Distinguieshes lakes according to the origin of their formation.</li><li>Describes the basic features of the biosphere and its relationship with other physical systems (lithosphere, atmosphere, and hydrosphere).</li><li>Identifies the factors that influence the unequal distribution of flora and fauna according to heat belts</li></ul> |
| **The individual, groups and social relations** | **DLO: 1. Knows the role of the individual, the structure of social groups, the ways of participation and involvement in it**<br> 1.1.  Knows social groups and institutions, their structure and organization, as well as the relationship with the temporal and spatial context.<br> 1.2.  Explains the space of residence and action, distribution, and natural movement of population, migrations, structure, organization, the development and transformation of settlements and the economy at the local, regional and global level. | |

| Topic | Subject learning outcomes (SLO) |
|---|---|
| **Humane systems** | • Describes the impact of physical, environmental, economic and political factors on the distribution of population in the world (numerical movement, density, natural movement and the theory of demographic transition).<br><br>• Distinguishes the basic structures of the population in the world.<br><br>• Explains the types, causes and consequences of migration.<br><br>• Explains the factors that have influenced and influence the creation of settlements, their functions and main criteria.<br><br>• Identifies the elements of the state, the various economic, political, military groups as well as the importance of international organizations.<br><br>• Describes the basic economic-geographic features in the world as the main factors influencing economic development.<br><br>• Distinguishes economic activities according to the relevant sectors (primary, secondary and tertiary).<br><br>• Explains the types and importance of each economic activity (agriculture, mining, industry, tourism, transport, trade, etc.) |

| | |
|---|---|
| | • Identifies the main branches of agriculture and the factors that influence its development.<br><br>• Describes the industrialization process.<br><br>• Identifies the main branches of the industry, and the factors that influence its development.<br><br>• Explains the features of transport (automotive, railway, water, air) and its role in the development of economic activities and the economy itself.<br><br>• Describes the importance of trade for economic development.<br><br>• Explains the role of tourism and other activities (mentioned above) for the economic development.<br><br>• Assesses the role of tourism in modern society. |

| Environment, resources and sustainable development | **DLO: 5. Contributes to the preservation and protection of the environment as well as to sustainable development**<br>5.1. Initiates concrete group activities with the aim of raising the awareness of the community for the preservation and development of the living environment.<br>5.2. Assesses and acts according to the basic principles of sustainable development. |
|---|---|
| | **Topic** — **Subject learning outcomes(SLO)** |
| | **Human/nature interaction** — • Describes the impact of human activity on the geographic environment and vice versa. Explains the relationship between man and the environment such as: the consequences of climate change on the environment and on health, natural and man-made hazards and ways of sustainable management of natural resources.<br>• Offers potential alternatives and strategies for the protection and use of natural resources.<br>• Researches cases of mismanagement of natural resources, by foreseeing ways and possibilities of their prevention or handling. |

## Methodological guidelines

Teaching methods, techniques, strategies, in the subject of Geography, are one of the key points for a successful teaching programme that promotes pupils' interest, inclusiveness, interaction and research work.

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

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

The methodology should be entirely at the service of the acquisition and use of faster and more accurate knowledge, habits, skills and geographical values, which contribute to solving problems in everyday life. Didactic methods must be combined with each other throughout the class, in compliance with the character of knowledge, subject ourcomes as well as in function of new technologies that can be used by teachers and pupils.

Teaching and learning, based on competences, requires from the teachers of this subject that, in the selection and use of teaching strategies, techniques, and methods:

> ➢ take into consideration thepupil's prior knowledge, skills and attitudes.
> ➢ to encourage direct observation, curiosity, reasoning and judgment through demonstrations and observations in nature whenever it is possible.
> ➢ encourage critical, creative, and problem-solving thinking.
> ➢ to motivate the pupil, considering him as his partner and understanding that in the learning process the teacher and the pupil complement each other.
> ➢ support independent learning and collaborative work with others, through project work, group work, individual work, etc.
> ➢ take into consideration the integration and relations between the subjects of the Society and Environment field, their applications in everyday life, as well as the interdisciplinary relation.
> ➢ use various sources of information and appreciate the text as an important source, but not as being the only one, for the fulfillment of competencies.
> ➢ use ICT as a support and facilitator of teaching and learning.

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

- Direct teaching (explanation, conversation, clarification, practical exercises and examples);
- Indirect teaching (review, discovery, problem solving);
- Teaching through questions (technique of asking questions to pupils);

- Discussion and cooperative learning (in small groups, larger groups and with all pupils);
- Teaching that encourages critical, creative thinking and problem solving;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages research;
- Outdoor learning and visits to economic facilities (industrial, mining, agricultural fields, tourist areas, traffic areas, etc. (whenever possible).

For the realization of the programme, the teacher must also take into consideration the basic principles in the teaching of geography. During the implementation of the programme of geography, he guides the pupils so that they, with their activities in the classroom, school, laboratory, nature, etc., can: recognize, observe, put in the right order, measure, mark, collect data, experiment, supervise, think independently, defend, and argue their opinions, but always starting from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general.

## Guidelines for implementing cross-curricular issues

The integration of cross-curricular topics in the field of Society and Environment helps pupils know and understand the world and face life's challenges more easily.

Cross-curricular topics that can be integrated in the field of Society and Environment for this age of pupils are:
- Education for democratic citizenship
- Education for peace
- Globalization and interdependence
- Media education, and
- Education for sustainable development

As an example, the interrelation with Media education refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information for research and new scientific discoveries.

While Education for sustainable development refers to topics of general importance that influence the taking of responsibilities by young people/pupils for consistent attitude and action towards issues regarding the awareness and preservation of natural assets, at the local and global level. This includes issues such as: social, economic, and environmental development aspects. The issues of sustainable development include the aspects of having a healthy environment that relates to awareness, civic action and the importance of using environmental resources such as heritage and culture of the next generation, the addressing of poverty, well-being, etc.

Such examples of interrelations of the topics of the subject of Geography with cross-curricular issues can be identified and implemented by the teachers themselves. For more details, see the core curriculum.

## Assessment and evaluation guidelines

Assessment is an integral part of the teaching and learning process. The evaluation assesses the level of achievement of pupils' knowledge, skills and attitudes. It involves gathering information through various assessment techniques about the achievement of expected learning outcomes at the class level and grade level. With this information, the teacher makes decisions about the pupil's final assessment, based on his judgment about the pupils's level of mastery of the third-level competencies. Assessment serves teachers to improve teaching methods, pupils to improve learning, and parents to monitor their children's progress at school.

Different forms of evaluation should create opportunities for all pupils to be evaluated in a way that is most suitable for them.

For the assessment of pupils, teachers must rely on some basic principles:

- The evaluation must be reliable and impartial. The pupil should be given the opportunity to demonstrate the level of knowledge, skills and attitudes.
- Evaluation should help pupils. It should give them positive and encouraging information to be actively involved in the learning process.
- Evaluation is guided by learning outcomes and uses a variety of assessment strategies and techniques.

**The evaluation is in function of:**

- Providing the necessary information on the pupils' progress and their motivation to learn;
- Assessment of practical and demonstration work;
- Identification of difficulties during the learning process;
- Drawing conclusions about pupils' achievements during the learning process;
- Pupils self-assessment;
- Improving teaching and learning.

## Guidelines for teaching materials and resources

The use of teaching tools in the teaching and learning process in the subject of Geography helps to concretize ideas and phenomena through the application of teaching methods and strategies, as well as make learning more interesting and fun for the pupil. The successful use of the aforementioned methods and techniques cannot be done without the necessary didactic tools, which can be of various types, such as: general, thematic maps, atlases, albums,

photographs, sketches, models, scale models, diagrams, graphic tools, educational films, computer, projector, CD, DVD, etc. Textual materials: textbook, workbook, teacher's book, professional guide, dictionaries, newspapers, magazines, psychopedagogical materials, encyclopedias, etc.

While the teacher is responsible for creating a stimulating environment. He must ensure that the pupil has access to various learning resources. The list of valuable resources for the development of competencies in geography is diverse: museums, maps, plans, paintings, historical documents, audio-visual documents, participation in cultural and sports events, etc. These resources include also information and communication technologies that pupils use as research tools and for the preparation of various projects and tasks.

**Suggestions for using ICT**

- Use of e-mail for information exchange.

- Using the Internet for the purposes of geography websites.

- Using PCs to collect information on the topics he/she studies.

- Organization and presentation of data, using different types of software.

- Use of graphics softwares.

- Graphic presentation of data.

# Subject curriculum/syllabus

# Civic Education

**Content**

Introduction
The Goal
Topical content and learning outcomes
Methodological guidelines
Guidelines for implementing cross-curricular issues
Assessment and evaluation guidelines
Guidelines for teaching materials and resources

## Introduction

The subject of Civic Education for the sixth grade teaches pupils to think critically and creatively and to express themselves effectively. This subject enables the pupil to be successful, a healthy individual, a productive contributor, and above all, a responsible citizen. The subject of civic education deals with issues such as: social relations, interrelations and interactions of the individual with the group and with institutions, rights and responsibilities, decision-making, the environment and sustainable development.

To be a worthy citizen of the country, one needs knowledge not only about the world and society but also about oneself. For this purpose, the programme of this subject elaborates on topics related to concrete and practical actions, be they individual, group or institutional.


The content of this subject includes a wide spectrum of topics on citizenship so that the pupil understands the importance of belonging to a group, the structure and functioning of the group, as well as the interrelation and interdependence of the group with other groups. This subject teaches you how to overcome the challenges that arise in relation to group inclusion and interaction, taking into account its psychological, social, and cultural aspects, such as emotions, skills, will, cohesion, integration, socialization, solidarity, prejudice, discrimination, identity, diversity, etc.

 The pupil of this age must understand the relationship with the social circle and reflect on the environment where he/she lives. Therefore, civic education helps the pupil develop his intellectual, moral, and social potential and think and act as a responsible citizen. This helps one care for oneself and others, the environment and biodiversity, respect the law and the institution, cultivate civic and democratic values, and preserve identity and belonging. Civic education in the sixth grade cultivates the pupil's love for people, country, culture, life, and the world in general.

## The Goal

For the pupils of the sixth grade, it is very interesting to learn the subject of Civic education, because the age of 11-12 years represents a very delicate stage for the development of the personality, both in terms of being equipped with knowledge and skills for life, as well as risk for behavior deviance or delinquency. This is the time when puberty begins and the risk for children's wrong behaviors, influences, and orientations is realistic. Therefore, the subject of Civic education guides the child on right and useful behavior and actions both for himself as well as for the family, the neighborhood and society.

The interest of the family, school, and society is for the child to achieve the life competencies set forth in the Core Curriculum for Lower Secondary Education. So that the child would become: an effective communicator, a creative thinker, a successful pupil, a healthy

individual, a productive contributor, and a responsible citizen. The purpose of this subject is to help pupils develop these competencies and become responsible citizens of their country.

## Topical content and learning outcomes

Pupils in the sixth grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, derived from the domain learning outcomes (DLO) Society and Environment, of the third level of the curriculum (Lev.3), in the Core Curriculum for Lower Secondary Education:

| Concept | DLO, TOPIC and SLO | |
|---|---|---|
| **The individual, groups and social relations** | **DLO: 1. Researches the structure of social groups and ways of participation and involvement in them** | |
| | *1.1. Knows social groups and institutions, their structure and organization, as well as the relationship with the temporal and spatial context.* | |
| | *1.2. Defines the profile of prominent personalities and their contribution to the general development of society or its special fields.* | |
| | *1.3. Explains the space of residence and action, distribution and natural movement of population, migrations, structure, organization, development and transformation of settlements and economy at the local, regional and global level.* | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | The group and its characteristics | The Pupil: <br> ▪ Identifies the different types of social groups based on form, content, structure, function, dynamics and social relations, by taking examples such as: family, school, club, association, organization, etc. <br><br> ▪ Describes the types of social relations of the individual with the group and of the group with the other group, as well as the influence of those relations in the creation of personal and group identity. <br><br> ▪ Distinguishes the role of the individual within social groups, by taking into account the temporal and spatial context. <br><br> ▪ Describes the personal and social profile of the leader; behavior, ability, commitment, responsibilities, vision and his role for the development of the group, then, the criteria and procedures for the selection of the leader as well as those for his replacement. |
| | Personal and | The Pupil: |

| | group identity | ▪ Diffferentiates between the features of personal and group identity as well as the connections and mutual influences between these two forms of identity. |
|---|---|---|
| | | ▪ Defines the distinguishing features of the individual with special emphasis on opinions, attitudes, values, behaviors, actions and the way of communication. |
| | | ▪ Values the importance of open and transparent communication, cooperation, understanding, tolerance and constructive spirit for the consolidation and promotion of the group and its members. |
| | | ▪ Shows his/her opinion, attitude, wishes, interests and protects his/her personal rights, without infringing on the wishes, interests, and rights of others. |
| | | ▪ Values the importance of dialogue, understanding and cooperation in the peaceful resolution of conflicts within the family, school and in everyday life. |
| **Social and natural processes** | DLO: **2. Inquires social, historical, natural and environmental phenomena and processes, emphasizing interrelationships, interdependencies and mutual interactions.**<br><br>*2.1. Uses a variety of sources when presenting differences in the way people live in time and space, by taking into account general historical, social and natural movements and developments.*<br><br>*2.2. Explains the orientation in space, the position of the Earth in the Solar System, the composition of the geospheres, the features of the natural and socio-geographical elements of the natural and human environment.* | |

| | **Topic** | **Subject learning outcomes (SLO)** |
|---|---|---|
| | Ways of life then and now | The Pupil:<br>• Compares the way of life in the past and today, based on archaeological, historical, ethnological (cultural), written and electronic data.<br>• Distinguishes the main factors that have influenced the change in people's way of life and assesses the geographical, cultural, historical, political context of these changes. |

| | Nature, culture and society | The Pupil:<br><br>▪ Describes the relationship between nature, of its physical, geographical, climatic, ecological aspects, with human culture and society.<br>▪ Compares early knowledge and beliefs about nature with modern knowledge as a result of the development of science and technology.<br>▪ Explains the relationship between man and nature by emphasizing mutual dependence and influence, then the ways of technological research, economic exploitation, as well as the artistic representation of nature. |
|---|---|---|
| **Norms, rights and responsibilities** | continued below | |

| **Norms, rights and responsibilities** | DLO: **3. Examines in critical manner and applies social norms and rules for common life in diversity**<br><br>*3.1. Understands and analyzes the causes and circumstances of changing norms, laws and customs for the regulation of social life in different times and places.*<br><br>*3.2. Understands and appreciates the diversity of different cultures, traditions, communities and shows tolerance and respect for them.* |
|---|---|

| **Topic** | **Subject learning outcomes (SLO)** |
|---|---|
| Moral and legal norms | The Pupil:<br>▪ Compares legal norms with moral, religious and customary norms.<br>▪ Assesses the importance of the law for the regulation of social life.<br>▪ Explains the procedures for issuing laws and the need for supplementing and amending them. |
| Cultural and civic values | The Pupil:<br>▪ Distinguishes the diversity of cultural values and explains the importance of cultural diversity for modern society.<br>▪ Appreciates the cultural and natural heritage of the country and takes care of its protection.<br>▪ Appreciates the importance of peace, tolerance, transparency, accountability, inclusiveness, freedom, equality and democracy for the functioning of society. |
| Rights and Responsibilities | The Pupil:<br>▪ Values and respects human rights, women's rights and children's rights.<br>▪ Identifies the types of human rights and the international documents in that respect.<br>▪ Analyzes the citizen's responsibility for respecting the law and institutions, as well as basic human rights and freedoms. |

| Decision-making and institutions | DLO*: 4. **Gives ideas and proposals as well as makes decisions in a conscious and responsible manner** |
|---|---|
| | 4.1. *Assesses the impact of individual, group and institutional decision-making in different times and places, creates personal views about them and uses them in his daily life.* |
| | 4.2. *Shows care, respect and responsibility for the right decision-making in the activities in which he is involved (at school, in the community and beyond).* |

| | **Topic** | **Subject learning outcomes (SLO)** |
|---|---|---|
| | Individual/ personal decision-making | The Pupil: <br> • Gives and examines different ideas, proposals and options to make appropriate and responsible decisions in life. <br> • Analyzes the advantages, but also foresees the possible consequences of a personal decision, in a concrete situation. |
| | Group/inter-institutional decision-making | The Pupil: <br> ▪ Assesses the need for joint discussion to harmonize different positions and interests in order to take right decisions. |

| Environment and sustainable development | DLO: **5. Contributes to the preservation and protection of the environment as well as to sustainable development.** |
|---|---|
| | 5.1. *Initiates concrete group activities with the aim of raising the awareness of the community for the preservation and development of the living environment.* |
| | 5.2. *Values and acts according to the basic principles of sustainable development.* |

| | **Topic** | **Subject learning outcomes (SLO)** |
|---|---|---|
| | Environmental culture | The Pupil: <br> • Identifies the constituent elements of the environment and appreciates the role of a clean environment for a healthy life. <br> • Describes the main causes and forms of environmental pollution and explains the multiple consequences of pollution, both for humans and other living beings. <br> • Enumerates some of the individual, group and institutional actions and responsibilities for environmental protection. <br> • Identifies the protective measures that the state must take to protect the environment, nature, ecosystem and biodiversity. <br> • Provides ideas and actively participates in environmental protection campaigns. <br> • Describes and justifies personal environmental friendly habits, such as: saving water and energy, preserving greenery, loving nature, protecting animal rights and taking care of them. |

## Methodological guidelines

A variety of teaching methods and techniques are used to achieve the expected results in the programme of the subject of Civic education in the sixth grade. Their use should be in function of the development of humane and civic values, the protection of human freedoms and rights, knowledge and care for nature and the environment, the development of knowledge about social groups and relationships, respect for cultural and natural diversity, and respect for the law and institutions. Therefore, teaching should be related to topics and life situations so that their development is more easier and natural.

Strategies, methods, and techniques that serve to achieve pupils' outcomes are based on good organization of work at school and sometimes outside of it. They are: individual work, in pairs, in groups, in writing, orally, which are realized through essays, files (portfolios), projects, role work, debates, voluntary work, case studies, exhibitions, filming, reading, watching and analyzing photographs, films, documentaries, listening to songs, testimonies, following the media and the Internet, visits to institutions, visits in nature, field observations, conversations, and other similar activities. The development of the lesson is done through identifications, analyses, comparisons, and independent judgments by the pupils, relying on the arguments they find in different resources provided by the teacher or self-identified.

The entire organization is done by taking into account the psychophysical, intellectual, cultural capacities, and learning styles of the pupil, as well as the integrated approach, cross-curricular and extra-curricular issues, and learning outcomes of the competences envisaged for the third level of curriculum in the Core Curriculum for Lower Secondary Education. For the proper implementation of the Civic education programme, cooperation with family, school, the community, the media, state institutions, and civil society is important.

## Guidelines for implementing cross-curricular issues

The cross-curricular issues that are presented in the Core Curriculum in the Lower Secondary Education are issues that are necessarily related to the domain outcomes, so attention must be paid to their adequate addressing also through the subject of civic education for the sixth grade. In the planning phase, the teacher is required to analyze the domain outcomes, the subject outcomes, the topics and the teaching units and foresee with which cross-curricular issues they are related. Thus, the best handling of these issues is ensured, by taking into account integrated teaching. The cross-curricular issues that can be included in the subject of Civic education are:

- **Media education** – which means the ability to use the media not only as a means of information about political events, but also for those of daily life, for cultural, artistic and scientific events. Pupils are instructed to use the media for knowledge about geography, history, sports, tourism, technological achievements, etc. They are trained

to use the media in a correct way, without harming others, remember (!) electronic social networks. It is also important for the pupils to be able to judge, analyse, and draw constructive conclusions about the information received from the media on the topics in question.

- **Education for peace** –which means the awareness that peace is necessary and indispensable for the normal development of a society, for the well-being of citizens, and for cooperation between people and cultures. Not only governments but also citizens should contribute to maintaining peace. Education for peace helps to better understand the history, wars, and conflicts that have taken place in the past and that are currently ongoing in different countries of the world, as well as the need for reconciliation and cooperation between people, especially between those who are neighbors.

- **Education for democratic citizenship -** this means awareness of the need for active citizenship; for the personal and group contribution that citizens can make through their organization in groups and associations; then this also means the performance of the civic duties and responsibilities of each one, regardless of the social position he/she exercises. **Then human rights and freedoms** are closely related to Civic education, but some things can be understood more easily from historical events, from social movements, from laws, the constitution, from organizations that deal with human rights, but also from concrete lives or experiences of concrete individuals or certain social groups

- **Globalization and interdependence**- the fact that the world has become interrelated and interdependent on a global scale is easy to understand. We are informed through the media about the events happening in different parts of the globe every day. Even each pupil can understand globalism based on the things they own themselves or in their family, which may have come or were produced in different continents. The circulation of people, goods and ideas is something that can be quite easily observed and proven.

- **Sustainable development** – this field relates knowledge on citizenship with those on society, economy and the environment or ecology. In addition to general changes, this also implies our daily behaviors and personal habits, especially those related to: saving water, saving electricity, caring for a clean environment and greenery, planting seedlings, flowers; then for healthy food, comfortable clothing, public transport, protection from excessive spending, the fight against poverty, gender issues, etc.

## Assessment and evaluation guidelines

Assessment is performed with the goal of pupil's progress, reflecting on teaching, and tracking learning progress. The assessment is closely related to the methodology and the necessary didactic tools and requires consistency throughout the process. The basis on which the evaluation of the pupils relies are the subject learning outcomes of the subject of civic education in the sixth grade and the competencies of the third level of the curriculum as

determined by the Core Curriculum for Lower Secondary Education. It is performed using different methods and instruments, such as engagement in the classroom, discipline and perseverance in carrying out tasks, projects, files, and other smilar forms, and is done using a checklist, through observations, tests, questionnaires, surveys, and other instruments. For evaluation procedures, the latest administrative evaluation guidelines of the Ministry of Education, Science, and Technology are to be consulted each time.

## Teaching materials and resources

Civic education can be implemented not only through various textbooks, but also with many other resources such as: various exercise books, workbooks, brochures, newspapers, use of the Internet, maps, encyclopedias, daily and periodical newspapers, radio and television, films and documentaries, various empirical projects, field observations, software programs, interviews, educational visits, magazines, bringing an expert to the classroom, etc.

Of course, all these resources must be provided by the teacher in cooperation with the school staff, parents, etc., by planning/inluding them promptly in personal and school planning. Also, the teacher should engage the pupils to research independently, individually or as a group, on certain topics within the subject. To achieve this, pupils should develop research skills, including idea development, planning, data collection, verifying the reliability of sources, processing and presenting them.

# CURRICULUM AREA: PHYSICAL EDUCATION, SPORTS AND HEALTH

## Subject curriculum/syllabus

Physical Education, Sports and Health

# Subject curriculum/syllabus

# Physical Education, Sports and Health

## Content

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## Introduction

The subject of Physical Education, Sports and Health aims to strengthen the knowledge of pupils and will provide them with new experiences, skills and knowledge, which will further expand the cultural, physical and health education. Recognizing, realizing and evaluating physical, sports activity by all pupils is a form of group action, and affects the strengthening of social and communicative relations.

Physical Education, Sport, and Health requires that, through the study of other subjects in the social, scientific, and arts fields (these are integral parts of the core curriculum), the creation and general completion of the culture and formation of pupils, which is implemented through some main lines of the teaching process, be achieved.. The process of physical and health education plays a fundamental role in preparing pupils for the realization of school cultural-sporting and artistic activities.

This process takes special importance especially in the realization of competitions, matches or other activities combined with artistic, social and health activities. The organization and implementation of this subject will help pupils appreciate its positive effects in many directions, not only in terms of health and physical abilities but also in terms of relationships between each other, in terms of expanding knowledge about the cultures of the provinces of different countries, and in terms of creating a more social environment.

## The Goal

The goal of the subject of Physical Education, Sports and Health is to achieve all the outcomes defined in the curriculum.
The subject of Physical Education, Sports, and Health for this grade provides all pupils with the opportunity to gain knowledge, skills, habits, attitudes, values, and behavior that will prepare them for a healthy life in the physical, psychological, emotional, and public aspects.

## Topical content and learning outcomes

Pupils in the sixth grade achieve the subject learning outcomes (SLO) for the subjects set out in the table below, derived from the domain learning outcomes (DLO) Physical Education Sports and Health, of the third level of the curriculum (Lev. 3) in the Core Curriculum for lower secondary education:

| Concept | DLO, TOPIC and SLO |
|---|---|
| Full | *DLO: 1.1. Explains and analyzes concrete actions for maintaining* |

| physical, mental, emotional, and social well-being | *his/her physical, mental, emotional and social well-being and that of others ( family, colleagues and community members) in different situations.* | |
| --- | --- | --- |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | **Physical activity and health** | The Pupil:<br>• Describes the importance of physical and emotional health.<br>• Describes various dangerous situations and shows confidence in managing them.<br>• Shows tolerance in relations with others and resolves conflicts with peers. |
| **Overall and harmonious development of the body through physical and sports activities** | *DLO: 2.1. Demonstrates dexterity during the exercise of techniques in sports disciplines (athletics, gymnastics, combat sports, etc.) by strengthening individual and collective psychophysical skills with movement combinations and inclusion of different forms of movement.*<br>*2.2. Lists, describes the elementary rules of different team sports and demonstrates skill when practicing technical elements in collective sports.* | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | **Individual sports** | The Pupil:<br>• Understands the importance of physical activities for human health.<br>• Demonstrates technical elements from athletic disciplines<br>• Demonstrates and composes basic partner exercises pertaining to sports and rhythmic gymnastics.<br>• Appreciates the connection between the correctly performed exercise and the aesthetic value of the exercises.<br>• Demonstrates the basic elements of techniques in the combat sports of wrestling, karate, etc.<br>• Demonstrates the technical elements in table tennis, tennis, badminton, etc.<br>• Describes and demonstrates technical elements in water.<br>• Describes and demonstrates technical elements in snow. |

| | Anthropom-etry and motor abilities | The Pupil:<br>• Lists anthropometric measurements by technique.<br>• Demonstrates motor abilities and understands how to measure them.<br>• Describes and conveys the achieved results of motor abilities. |
|---|---|---|
| | Elementary rules and technical elements of collective sports | The Pupil:<br>• Describes elementary rules and demonstrates technical elements in basketball.<br>• Describes elementary rules and demonstrates technical elements in football.<br>• Describes elementary rules and demonstrates technical elements in volleyball.<br>• Describes elementary rules and demonstrates technical elements in handball.<br>• Uses basic basketball, athletics and gymnastics rules in games and competitions. |
| Promoting active and healthy lifestyle | *DLO: 3.1. Explores the labeled food classification system and understands that people have different needs for food and that their needs for how they should be fed vary at different stages of life* | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | Food and eating habits | The Pupil:<br>• Lists foods based on their origin and describes labels in packaged foods.<br>• Describes foods that are consumed depending on time and age.<br>• Describes ways of maintaining food safety and using food.<br>• Distinguishes the importance of food and its impact on puberty during growth. |
| | Nutritional and pubertal disorders | The Pupil:<br>• Describes the factors that affect the overweight and obesity.<br>• Describes diets and healthy eating.<br>• Describes the importance of physical activities. and their impact on body weight and puberty. |
| Awareness about the impact of | *DLO: 4.1. Recognizes and distinguishes dangerous situations and negative phenomena and habits (negative substances- cigarettes, alcohol and drugs) and understands the way how to prevent them* | |
| | **Topic** | **Subject learning outcomes (SLO)** |

| the use of substances that create addiction | Substances and medicaments | The Pupil: <br>• Describes the consequences of smoking to the human body and describes the pressure of peers for smoking cigarettes. <br>• Describes the consequences of consumption of alcohol and drugs to the human body and in family and social relations. |
|---|---|---|
| Environmenta-l education and Education for sustainable development | *DLO: 5.1 Recognizes natural resources, rules of behaviour, in nature, in camps and uses them for developing physical abilities* | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | **Natural and artificial environment** | The Pupil: <br>• Describes the benefits of using the natural environment for various physical and sports activities <br>• Distinguishes the advantages and disadvantages of using artificial environments <br>Shows the impact of the environment and allergies on human health |

## Methodological guidelines

For the realization of the contents set out in the subject of Physical Education, Sports, and Health, different work methods can be used in order to achieve the competency-based outcomes, which methods are in common to all fields, including also the field of Physical Education, Sports, and Health. In this context, the teacher's focus should be placed on the application of methodologies that provide comprehensive teaching for all pupils, such as:

- Pupil-centered teaching and learning and inclusiveness;
- Teaching and learning based on integrated approach;
- Teaching and learning based on the achievement of competencies;
- Differentiated teaching and learning;

In order to achieve the competency outcomes, apart from the common methods, also each teaching subject has its own particularities for the organization of teaching work.

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 consideration the safety of the pupil.

A good organization of the learning process within this subject means that the pupils are placed in concrete, practical situations where they develop and apply the movement and sports elements. Movement activity (games and sports) is a serious work that dominates most of their school life and outside of it by taking most of their time and energy, creating skills and dexterity, and forming social behavior, as a fundamental contribution to the demand for rapid and healthy growth.

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In the Physical Education, Sports and Health classes, special emphasis should be placed on maintaining hygiene. Participation in physical activities teaches pupils to maintain cleanliness and take care of their body hygiene during and after any physical activity. During these classes, safe practices are taught, which, if followed by pupils throughout their lives, will prevent them from developing various diseases.

Physical Education and Sports and Health function well as components of artistic education because they are interrelated with each-other as they move the entire human body. Synchronization and rhythm as coordination skills are integral parts of physical and artistic education, which together help in a more complete development and formation of the pupil.

## Guidelines for implementing cross-curricular issues

Handling cross-curricular issues within the subject is another very important aspect, as it enables the integration of the fields of curriculum in order to support pupils in understanding and correctly interpreting the social and natural processes that occur in society. The implementation of cross-curricular issues will help with the development and completion of the content of the field for the achievement of all competencies defined by the Kosovo Curriculum Framework. Some of the cross-curricular issues that help pupils at this level are:

- **Globalization and interdependence** (refers to interaction, combining skills and opportunities to create common things, combining efforts with others to achieve greater successes)
- **Media education** (refers to the use of the media for providing new and correct information, the creation and use of information, communication through traditional and digital media, criticing the media, the language of the media and its impact on society, the expectations of citizens from the media and the correct and safe use)
- **Personal development and life skills** (consumption and savings education; respect for oneself and others, tolerance, self-restraint, the ability to negotiate; self-initiative and preparations for the future).
- **Education for sustainable development-** (refers to topics of general importance that influence the awareness of young people/pupils for an active attitude towards environmental issues and phenomena, at the local and global level)

In general, the domain outcomes affect cross-curricular issues; therefore care will be taken to adequately address them in the teaching units. However, the primary duty of the teacher who, during his or her work, pays attention to cross-curricular issues from the planning stage on is to analyze teaching units with which cross-curricular issues are related in order to ensure integrated learning. Integrated learning aims to include all important social aspects that are to be addressed by different subjects and from different perspectives, which also enable the achievement of the competences determined by the CC.

## Assessment and evaluation guidelines

The subject of Physical Education, Sports and Health, due to its nature and specifics, requires a variety of assessment methods on a regular basis. Pupils should be able to constantly and actively apply the knowledge learned in their daily life.

One aspect that should be taken into consideration is health education, which has specifics, and for the evaluation of this component, it would be valuable to apply, in addition to the numerical evaluation, the descriptive evaluation to a large extent, since we are mostly dealing with values and attitudes, which are difficult to be measured with tests. Appropriate instruments are used to measure and evaluate them. Direct observation is an appropriate procedure for the field of physical and health education that can be used in various teaching situations and at all levels of education.

The aim of the assessment is not only knowledge and skills, but also pupils' attitudes, such as ethical-social attitudes in general and those concerning cooperation with others, in particular. The teacher develops himself and helps pupils develop a variety of assessment methods, such as:

- Verbal description of the movements that need to be improved.
- Encouraging words and expressions are used during learning and various activities
- Standardized written tests
- Active participation during the class
- Essay (individual or group research on health education topics)
- Video recordings
- Tactful correction of wrong moves.
- The number of repetitions of the moving action based on individual skills.
- Distance achieved in meters by the movement action based on individual skills.
- Complex evaluation of point-based exercises.
- Complex evaluation of specific point-based exercises.
- Point-based evaluation of compositional elements in sports and rhythmic gymnastics
- Point-based evaluation of technical elements.
- Evaluation using knowledge tests on health education.
- Evaluation based on the checklist

To these evaluations, evaluations on participation in various sports activities can be added. Evaluation can be done individually or in groups, in or out of class. The pupil is evaluated while demonstrating his achievements through partaking in other activities and products, such as participating in various sports or sports-artistic activities organized by the school, etc. In the engagement of pupils with small groups or teams, the teacher presents the weight of the grade assessment of the group as a whole and of each pupil in particular.

## Guidelines for teaching materials and resources

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

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

Teachers and pupils can engage in the drafting and use of learning materials. For example, the results of projects carried out by pupils can become valuable learning resources for different classes.

# CURRICULUM AREA:  LIFE AND WORK

## Subject curriculum/syllabus

Technology with ICT

# Subject curriculum/syllabus

# Technology with ICT

## Content

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# Introduction

Through the curiculum area  "Life and Work", pupils will get to know the different roles of individuals in life and work, such as family members, citizens, producers, consumers, employers, and employees. Pupils will develop awareness and self-confidence for the existence of professional guidance opportunities (selection of a profession), the use of ICT, the exercise of entrepreneurial principles and the implementation of activities to achieve sustainable development competencies.

Learning in the field of the Curriculum "Life and Work" enables pupils for:

- Understanding and exercising practical work at home, at school and in the community.
- Increasing personal qualities for life and work.
- Understanding and using technology in daily life and work.
- Using ICT to advance learning and the quality of daily life.
- Entrepreneurship and business development exercise (simulation)!
- Promoting safe conditions for life and work.
- Preparing for professional life and future career (views).
- Ease of communication in/for life and work.
- Readiness for the protection and preservation of nature and the environment.

In this field, in the sixth grade (Grade VI), the leading subject is Technology with ICT, where a large percentage of the main concept of this field is included.

Along with the subject Technology with ICT, modules which aim to fulfill the main concepts of the field "Life and Work" for the 3rd level will be developed, such as: "Career Counseling and Guidance", "Work and Entrepreneurship Education" as well as "Education for sustainable development".

## The Goal

The goal of this subject is to develop pupils' practical skills, starting with the use of ICT, paper, wood, and work tools, and to develop critical thinking while creating models in practice. It also promotes cooperation, working in groups, and different projects by developing the principles of entrepreneurship and sustainable development, as well as the competencies to guide them towards their professional career goals.

## Topical content and learning outcomes

Pupils in the sixth grade achieve the subject learning outcomes (SLO) for the topics set out in

the table below, derived from the domain learning outcomes (DLO) "Life and Work", of the third level of the curriculum (Lev. 3) in the Core Curriculum for lower secondary education:

| Concept | DLO, TOPIC and SLO | |
|---|---|---|
| **Technology including ICT** | **DLO: 1. Exercising practical work at home, at school, and in the community.** | |
| | *1.1. Implements individual and group activities in the school environment and in the community.* | |
| | *1.2. Performs concrete practical activities according to the presented plan.* | |
| | *1.3 Conducts practical activities through work projects at school, at home and in other out-of-school environments.* | |
| | **2. Increasing personal qualities for life and work.** | |
| | *2.1 Understands correctly and applies written instructions and visual displays for various practical activities.* | |
| | **3. Use of technology in daily life and work.** | |
| | *3.1. Describes and analyzes manuals for household appliances and machines.* | |
| | *3.2. Uses adequate tools, equipment and materials for creating products, simple models, based on sketches and instructions.* | |
| | **4. Using ICT to advance learning and quality of daily life.** | |
| | *4.1 Uses information from electronic sources to get clarifications about his/her knowledge in certain contexts.* | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | 1. Materials and their processing | ▪ Identifies the basic properties of materials used in industry and technology. |
| | | ▪ Performs and presents forms of paper and wood processing (scale models, models of houses, bridges, etc.) using elementary tools through practical examples. |
| | | ▪ Describes the processing and production of wood. |
| | | ▪ Explains what is raw material, semi-products and final products. |
| | | ▪ Uses work tools and elementary machines for various activities in the classroom. |
| | | ▪ Describes the progress path from idea to production. |
| | | ▪ Uses relevant vocabulary for reading and naming technical documentation. |
| | | ▪ Describes the methods of processing and forming materials (wood, paper), work phases |

| | 2. Man and society in technology | ▪ Shows the use of technology in the environment based on the research carried out using Internet and studying various books.<br>▪ Discusses the importance of forests for human health.<br>▪ Participates in various events organized for the preservation of the environment.<br>▪ Creates different works with recycled materials.<br>▪ Identifies recyclable and ecological plastic materials as well as non-recyclable ones<br>▪ Differentiates different technology pollutions in the school environment.<br>▪ Shows the impact of technology on the environment where we live.<br>▪ Tells about the dangers of and protection from the Internet<br>▪ Draws up a plan for the prevention of pollution from technology and protection from technological devices harmful to health.<br>▪ Carries out practical activities to understand technology pollution. |
|---|---|---|
| | 3.Design skills | ▪ Prepares simple manufacturing sketches according to material properties, function, aesthetics, price, etc. |

| | | |
|---|---|---|
| | | ▪ Draws objects in different proportions based on the size of the object by presenting their function. <br> ▪ Describes the importance of creating a project for the realization of certain works. <br> ▪ Draws the situation plan and its details for different objects according to the instructions. |
| | 5. Agricultural and construction techniques/ machinery | ▪ Describes traditional and contemporary construction methods. <br> ▪ Describes the structure of objects consisting of different construction elements in different forms. <br> ▪ Explains the basic principles of working operations of agricultural and construction machines. <br> ▪ Explains the composition of construction elements. <br> ▪ Explains with concrete examples the use of machines. <br> ▪ Creates a car model based on the sketch using wood material in the cabinet. |
| | 6. Structures, mechanisms, forces and energy | ▪ Describes the electrical circuit with a voltage source, with key and with spender by identifying the necessary conditions for current to flow in the electrical circuit; <br> ▪ Describes elementary electrical symbols as well as their use in the electrical circuit. <br> ▪ Describes various sources of electrical energy, battery, dynamo, accumulator, generator, solar cell etc. <br> • Practically presents, using a computer and step by step, an example of operation of an electric home appliance <br> • Draws schemes of different connections. |
| | 7. Information and Communicat -ion Technology | ▪ Uses Movie Maker to create short filmx from different fields. <br> ▪ Creates the plan for the different forms of communication/computer systems. <br> ▪ Communicates with technological devices for the exchange of information. <br> ▪ Performs the procedure for drawing, calculation, and registration using computer, IPAD. <br> ▪ Performs computer maintenance and protection through application programs by identifying the main problems in the operating system. <br> ▪ Creates files and folders for archiving and creating new documents. |

| | | ▪ Creates documents using Paint, Calculator, Movie Maker applications.<br>▪ Perform various actions using IPAD, PC, Windows, Phone devices to understand the importance of their application in our lives.<br>▪ Performs actions using IPAD, PC, Mobile devices to operate and save various data on them.<br>▪ Practices learning through games at Mavis Beacon.<br>▪ Graphically presents LAN and WLAN connectivity showing their application and importance.<br>▪ Creates digital stories using computer applications (i.e., Movie Maker). |
|---|---|---|
| **Career Counseling and Guidance** | **1. Understanding and exercising practical work at home, at school and in community.**<br>*1.2 Performs concrete practical activities according to the presented plan.*<br>**2. Increasing personal qualities for life and work.**<br>*2.1 Understands and applies correctly written instructions and visual demonstrations in various practical activities.*<br>**4. *Using ICT to advance learning and the quality of daily life*.**<br> *4.1 Uses information from electronic sources to get clarifications about his/her knowledge in certain contexts.*<br>**7. *Preparing for professional life and future career*.**<br>*7.1 Shows decision-making attitudes in different situations by providing reasoning on the decisions he/she makes.*<br>**8. Communication in/for life and work.**<br>*8.1 Identifies different sources of information and guidance for education, professional training and employment purposes (in the media, on the internet, etc.)*<br>**9. Social, economic and environmental development**<br>*9.1 Addresses present and future challenges in a constructive and creative manner to create a more sustainable society.* | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | 8. Career counseling and guidance | ▪ Plans career steps.<br>▪ Expands knowledge, creates research habits by using different sources for the purpose of discovery<br>▪ of desires and skills for a targeted career.<br>▪ Researches planning methods and presents a model-plan for his future.<br>▪ Uses electronic communication for various issues concerning career guidance.<br>▪ Performs practical work in a team by showing different forms of research for his/her profession. |
| | **Topic** | **Subject learning outcomes (SLO)** |

| Work and entreprene-urship education | DLO: 1. Understanding and exercising practical work at home, at school, and in the community. | |
|---|---|---|
| | 1.1 *Implements individual and group activities in the school environment and in the community.* | |
| | **2. Increasing personal qualities for life and work.** | |
| | 2.1 *Understands and applies correctly written instructions and visual demonstrations in various practical activities.* | |
| | **3. Understanding and using technology in life and in daily work** | |
| | 3.2 *Uses adequate tools, equipment and materials, to create products, simple models, based on sketches and instructions.* | |
| | **4. Using ICT to advance learning and the quality of daily life** | |
| | 4.1 *Uses information from electronic sources to get clarifications about his/her knowledge in certain contexts* | |
| | **8. Communication in/for life and work** | |
| | 8.1 *Identifies different sources of information and guidance for education, professional training and employment purposes (in the media, on the internet, etc.)* | |
| | **9. Social, economic and environmental development** | |
| | 9.1 *Addresses present and future challenges in a constructive and creative manner to create a more sustainable society.* | |
| | **Topic** | **Subject learning outcomes (SLO)** |
| | 9.Creating values | <ul><li>Presents creative ideas.</li><li>Creates value – using waste from recycled materials.</li><li>Exposes created works – values.</li><li>Work in groups: Activity inside the school by selling products that the pupils have created to generate income.</li></ul> |
| Education for sustainable developme-nt | **DLO: 1. Understanding and exercising practical work at home, at school, and in the community.** | |
| | 1.1 *Implements individual and group activities in the school environment and in the community.* | |
| | 1.2 *Performs concrete practical activities according to the presented plan.* | |
| | 1.3 *Conducts practical activities through work projects at school, at home and in other out-of- school environments.* | |
| | **2. Increasing personal qualities for life and work.** | |
| | 2.1 *Understands and applies correctly written instructions and visual demonstrations in various practical activities.* | |
| | **3. Understanding and using technology in life and in daily work.** | |
| | 3.1 *Describes and analyzes manuals for household appliances and machines.* | |
| | 3.2 *Uses adequate tools, equipment and materials, to create products, simple models, based on sketches and instructions.* | |

| | 4. Using ICT to advance learning and the quality of daily life. |
|---|---|
| | 4.1 Uses information from electronic sources to get clarifications about his/her knowledge in certain contexts. |
| | 5. Entrepreneurship and business development exercise |
| | 5.1 Understands the household's ethical and economic aspects and in particular the family savings actions. |
| | 7. Preparing for professional life and future career |
| | 7.1. Shows decision-making attitudes in different situations by providing reasoning on the decisions he/she makes. |
| | 8. Communication in/for life and work |
| | 8.1 Identifies different sources of information and guidance for education, professional training and employment purposes (in the media, on the internet, etc.) |

| Topic | Subject learning outcomes (SLO) |
|---|---|
| 4. Working skills | ▪ Describes paper and wood processing through practical activities.<br>▪ Works independently on objects other than wood and paper using basic tools.<br>▪ Sketches different models using work tools for their practical realization (coat hanger, bridge model).<br>▪ Carries out in an independent manner practical activities with elementary tools using paper and wood (scale models, house models, bridges, etc.). |

## Methodological guidelines

Teaching and learning methodology is defined as a system of strategies, methods, ways and principles, tools and techniques, which serve us as a basis for building the concept of learning or for organizing teaching at school.

Pupil-centred teaching and learning should be based upon the comprehensive principle, which takes into account and addresses different learning styles, the way and speed at which pupils learn, and other aspects of pupils diversity, including gender, age, culture, social and economic background, as well as the special needs of pupils, either for the aspects of complementary learning or for those of additional learning for the development of competencies.

Teaching and learning based on cross-curricular issues.

*The integration of cross-curricular issues can be implemented through:*

- finding correlations between learning subjects/topics or units in order to achieve any of the competencies, for example, if the teaching topic is about environmental protection, it is also related to linguistic, literary, technological issues, but also to

mathematics, civic education, etc., (see the CC).

Almost all the activity in the field of Life and Work is based on practical work. The methods used in this field should enable the concretization of theory into practice.

Cooperative learning enables pupils to learn actively and express their practical skills.

## Guidelines for implementing cross-curricular issues

One of the important goals within the curiculum area "Life and Work" is the realization of cross-curricular issues, namely:

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

## Assessment and evaluation guidelines

Based on the two types of learning outcomes at the level of the curriculum (remember LLO-competence and DLO) and on the annual, bimonthly, and then weekly planning of the class, also monitoring and evaluating the performance of pupils in relation to these plans must be in compliance with the types of assessment, as defined in the KCF, respectively, the CC (Chapter VII). This means that throughout the school year, the continuous assessment of each pupil's performance will be done and the focus should be placed on achieving the outcomes that are planned in the bimonthly and weekly class plans.

If we wish to measure progress in achieving competencies, it is preferable to follow this procedure:

- First, for the specific curriculum area , we determine which competency outcomes planned in the teaching plans we will measure;
- Then we determine the level of achievement of competence for the age of the pupils, because these outcomes must be reached by the end of the lever and are not broken down. (Remember the breakdown of level learning outcomes: competency!) See the section of Guide II.3.1, Level Learning Outcomes—Competency (LLO) and their attainment, the example outcome breakdown III.3, IV.1 (level III), and IV.1 (level II);
- Then the topic or learning unit through which we measure the competency outcomes is determined;
- At the end, the assessment criteria and adequate techniques and instruments through which the competency outcomes (LLO) are measured, are determined.

How can the evaluation of the achievement of learning outcomes through the learning unit be done?

Once you have selected the learning unit, design an assessment plan for this unit. Define learning outcomes based on LLO and DLO (SLO), choose an assessment technique, and set success criteria (remember class planning).

One of the assessment strategies is the column that can be used by the pupils themselves to measure their level of achievement. This assessment strategy is mainly based on the class learning outcomes (class plan). The achievement of outcomes is demonstrated based on the level of fulfillment of activities. Each level of achievement is determined according to colours.

File (portfolio)

It is a purposeful collection of pupil's work that shows his/her efforts, progress, and achievements in a particular subject field. This includes pupil's participation in the selection of portfolio content, selection guidelines, and assessment criteria to demonstrate merits and evidence of pupil's self-reflection.

This type of assessment is an assessment of learning (formative assessment), since information about the pupil's development are collected continuously for a long time.

## Teaching materials and resources

Teaching plans with new approach enable teachers to be autonomous in the selection of content, teaching methodology as well as teaching materials.

The teachers, on the basis of the teaching content, teaching methods and techniques, select the teaching materials that are in function of the development of competencies.

Teachers should also provide other learning materials to help pupils develop competencies. Many learning activities can be carried out using materials created by the teachers, but also by the pupils themselves, *remember to learn by doing!*

For the realization of the planned activities, the teacher can use different resources, be they electronic or written, such as: workbooks, brochures, atlases, encyclopedias, educational softwares, projects, various studies, analysis, etc.

Also, it is very important that pupils and teachers cooperate in the production of different didactic materials through the use of information technology resources.