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

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SUBJECT CURRICULA/SYLLABUSES

Seventh Grade

Prishtina, 2018

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

Cabinet of the Minister

No. *423/01B*
Date: *13/08/2021*

The Minister of Education, Science and Technology (MEST), pursuant to Articles 4, 21, 22 of Law No. 06/L-113 on Organization and Functioning of State Administration and Independent Agencies of the Republic of Kosovo (Official Gazette No. 82, 21 October 2010), Article 5 of Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, and based on Article 8, paragraph 1.4, Annex 6 of Regulation (GRK) No. 02/2011 on Areas of Administrative Responsibility of the Office of the Prime Minister and the Ministries (22.03.2011), based on the request 8/1-15-02 dated 03.07.2018 issues on 30.03.2021, the following:

DECISION
On application of the subject curriculum

1. All secondary lower education institutions are obliged to apply the curriculum of the seventh grade in primary education in the Republic of Kosovo.

4. This Decision shall enter into force upon its signing.

Reasoning

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

The Decision is served on:

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

Shyqiri Butyqi
[signed]
Minister/MEST

CONTENT

Introduction

The seventh-grade subject curricula/syllabuses are organized into seven curriculum areas. The seventh grade, like the sixth grade, has the same organization of subjects within the curriculum areas, except for the area of Natural Sciences, wherein the subject of Chemistry is added for this grade.

The learning outcomes, in most curricular areas, are achieved by several subjects. In the area of Languages and Communication, the results are achieved through the subjects of Mother Tongue, English Language and the Second Foreign Language, and the second foreign languages area chosen by the students they must be learnt continuously, until the end of lower secondary education). In the area of Arts, the area outcomes are achieved through the subjects of Figurative Art and Musical Art.

The learning outcomes for the area of Natural Sciences must be achieved through the subject of Biology, Physics and Chemistry, the outcomes in the area of Society and Environment must be achieved through the following subjects: Civic Education, History and Geography, while the outcomes in the area of Life and Work must be achieved through the subject of Technology with ICT, and the outcomes in the area of Mathematics area achieved through the subject of Mathematics. The outcomes in the area of Physical Education, Sports and Health must be achieved through the subject of Physical Education, Sports and Health.

Although the learning in this grade is delivered through subjects, teachers must make efforts to organize integrated teaching, coordinating the planning among themselves. Teachers should connect teaching with students' work and daily life, to enable them to properly understand their relationship with the natural and man-made environment. Also, through the teaching of each subject, including the optional subjects, teachers should make efforts for students to develop the competencies defined for the second curricular level.

Lesson plan

Curriculum areas	Subjects	Level II			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 76	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
Optional Subject	Optional Subject	2	1	3	1	2	3
Total – Classes per week		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
Purpose
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Assessment guidelines
Instructions for learning materials and resources

Introduction

The seventh-grade Albanian Language curriculum enables students to enrich their vocabulary, use the language correctly, create stories, descriptions, explanations, arguments, develop imagination and creativity, and cultivate their ability to judge and assess. Also, students will be able to express their thoughts, attitudes, demands and experiences.

The seventh-grade curriculum is part of the lower secondary school curriculum. The basic language requirement at this level is to train students in developing general culture and communication skills in addition to the correct use of the language in relevant situations. Further cultural and linguistic formation, knowledge acquisition and personality formation are also aimed at, including the behaviour and communication culture. Special attention has been paid to increasing the skills of using the mother tongue as well as the general level of the student's cultural formation. In this grade, students continue to develop the listening, speaking, reading and writing culture, they will make analyzes and generalizations of different literary and non-literary texts as well as develop language knowledge.

Purpose

The seventh-grade Albanian Language enables students to:

- Acquire and expand the culture and the way of using communication skills;
- Enable them to make analyzes and generalizations for literary and non-literary texts;
- Deepen and expand the language system knowledge;
- Expand the cultural horizon.

Topics and learning outcomes

Students in seventh grade should achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Languages and Communication of the fourth level (Level 4) of the Core Curriculum for Primary Education.

Communication skills

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

Concepts	Topics	Subject learning outcomes (SLO) by topic
Literary and non-literary texts	Brief history of the Albanian Language: The first documents of Albanian writing. The novel. Theme, topic (fable), character/hero, composition, language. Space and time in the literary text Non-literary text: journalistic text, information, educational text, health, reportage, interview. Main idea and detail. Argumentation, presentation, description, narration. Speaking techniques (rhetorical elements). Voice modulations, rhythm, expression, eye contact and gestures. Communication forms: dialogue and monologue.	Explains the importance of the history of the language: the first documents of Albanian writing; Enumerates the constituent elements of the novel. Distinguishes theme, composition, subject and character in a narrative and dramatic text. Distinguishes the language of literary and non-literary texts. Analyzes various literary and non-literary texts according to the purpose of the writing. Compares space and time in the literary text. Identifies the main ideas and details in the text. Distinguishes subject and main idea. Writes various poetic, narrative and dramatic texts according to the models. Uses the most important public speaking and public relations techniques. Distinguishes monologue from dialogue. Distinguishes the elements that make up the essay. Writes essays according to the model.

	Creative and analytical essay for literary and non-literary texts (argumentative, descriptive, persuasive) Practical texts: introductions, greetings, congratulations, thanks, invitations, letters, requests, announcements. Figurative and non-figurative text. Text and context. Short story. Types of lyric poetry (hymn, dithyramb, ode, elegy). Dramatic, narrative, descriptive, presentational and argumentative text. Traditional culture. (tales, myths, mythological figures, Christmas songs, short forms). Description and analysis of images.	Distinguishes types of non-literary texts according to the purpose of writing. Distinguishes some characteristics of some practical and traditional prose texts (fantastic elements, introducing and closing formulas, unrealistic characters, magic formulas, happy ending, etc.). Distinguishes figurative text from non-figurative text. Distinguishes the constituent elements of the short story. Identifies the type of lyric poetry. Distinguishes the features of epic poetry from lyric poetry. Identifies the type of text according to the purpose of writing Distinguishes texts of traditional culture from practical texts (fairy tales, myths, songs of the Kreshniks... invitations, congratulations, thanks...)
Figurative and non-figurative language	Stylistic figures: metaphor, symbol, metonymy.	Distinguishes metaphor, symbol and metonymy and shows the effect they create.
Culture, criticism, history	Elements of literary and non-literary texts Title, content, tables.	Distinguishes traditional culture from urban culture. Distinguishes the use of literary and non-literary effects in different texts. Understands and analyzes headlines, captions/descriptions/labels and tables.

	Short historical narratives, popularizing texts in the area of sports, music, film, activities and various information.	Distinguishes different cultural and historical eras.
Linguistic system	Standard (literary) language and the literature language New glossary	Distinguishes standard language from the literature language. Use vocabulary correctly. Enriches the vocabulary with new words and expressions;
	Declined and undeclined words of speech;	Distinguishes word classes. Distinguishes variable words from invariable words.
	Conjugation of the noun, adjective, personal, demonstrative and relative pronouns.	Distinguishes and uses nouns, adjectives, pronouns. Distinguishes and declines nouns, adjectives, pronouns. Distinguishes short and united forms of personal pronouns.
	Numeral Adverb	Distinguishes and uses numerals correctly. Distinguishes and uses adverbs and their types correctly.
	Indicative and conjunctive mood of the verb and their tenses, conjugation, voice.	Conjugates the verb in the indicative mood in its tenses, the active and passive voice. Conjugates the verb in the subjunctive mood, in its active or passive voice.
	Adverbial of manner, quantity, purpose.	Identifies and uses adverbs of manner, quantity and purpose correctly in sentences. Argues why a part of speech is an adverbial of manner, quantity, purpose. Distinguishes and uses conjunctions and their types.

		Distinguishes conjunctions according to their syntactic function.
	Conjunctions and their types. Subordinate compound clauses - adding, distinguishing, contradicting, concluding. Insubordinate compound clauses - place, manner, reason, quantity	Distinguishes between subordinate compound clauses and insubordinate compound clauses. Distinguishes compound clauses - adding, distinguishing, contradicting, and concluding. Distinguishes subordinate clauses of place, manner, purpose and quantity. Distinguishes different types of intonation in sentences. Identifies word and sentence accent and rhythm.
	Rightful placing of articles intonation, accent, rhythm. Sentence construction and its grammatical analysis. Punctuation marks inside and at the end of sentences Adaptation of old and dialect texts into the standard language Word derivation The word and its components, composites. Words with multiple meanings - homonyms	Constructs sentences by analyzing their morphologic-syntactic derivation. Applies punctuation correctly. Distinguishes and compares old texts, the dialect language with the standard language. Identifies the word derivation ways of words in the Albanian Language. Identifies, uses and creates derived, compound and affixed words; Identifies and uses words with multiple meanings in sentences.

Guidelines for the implementation of cross-curricular issues

The Albanian Language is a means of communication for all subjects, but direct connections are made with arts, music, history, culture, mathematics and civic education. Topics from these subjects impact the development of communication skills, cultural formation and the creation of independent individuality. In addition to cross-curricular issues, several cross-curricular issues can be developed through the Albanian Language, such as topics from Sustainable Development Education, topics from Media Literacy, topics health, human rights, gender equality, diaspora, etc. The topics can be chosen by the teacher, depending on their importance.

Methodological guidelines

The methodology and organization of teaching and learning for the realization of the curricular content and the achievement of the subject outcomes is the teacher's own mastery. During the implementation of the teaching process, the teacher must take into account the most effective teaching strategies, which enable effective learning. The teacher must orient the learning process towards acquiring language skills. Their attention should be focused on achieving the learning outcomes for this grade and developing competencies. The teacher must develop the structure of the language system through language skills (listening, speaking, reading, writing) in each class. The units of the language system (phonetics, grammar, syntax, etc.) are taught integrated through various literary and non-literary texts. The student must be at the centre of the learning process. The teacher should make an effort to get to know the student's character, his/her strengths and weaknesses.

Assessment guidelines

The assessment is done in order to identify and verify the mastery level of the learning outcomes, identifying the difficulties faced by the students. The assessment of student performance should serve to identify strengths and weaknesses in order to help students improve their weaknesses. The teacher must continuously assess the student's mastery of the subject competency.

In this grade, through the assessment, the teacher also verifies the achievement of other competencies provided for under the Curriculum Framework. The teacher should give a special emphasis during the assessment on oral expression, expression through oral interaction as well as written expression. Communication enabling students to develop personalities and learn how to participate actively in society deserves special attention. They must understand the instructions given to them and express themselves clearly through communication with others.

Instructions for learning materials and resources

The teacher can use all resources, tools and materials that help achieve the outcomes and competencies of the subject for this grade. The teacher can independently develop materials that help him/her to deliver the learning topics and achieve the course results.

Subject curriculum/syllabus
English Language

Content

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

Introduction

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and ruled/governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. Language is essential for forming interpersonal relationships, understanding social situations, extending experiences, and reflecting on 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 for topic (SLOT)
Literary and non-literary texts	**Topic 1 –** **Meeting people** - People the great communicators -.Living abroad - Lifestyles - Homes around the world	• Listens/reads about other people and their ideas and discusses information regarding lifestyles in the city and country and respecting different ways of living and doing; • Speaks and writes about him / herself focusing on crucial information as well as some additional detail (like place and the way of living…); • Writes descriptions of people and places regarding the way of living and acting; • Analysis people's way of living used in print, non-print, and digital materials (language, place, the way of living); • Notes important details about the text read such as people, time, place and things; • Explores, selects, and reads texts containing descriptions of people and their lifestyles in different sources (books, kids' online newspapers, magazines) and shares them with peers; • Explores lifestyles through role play; • Researches different facts about different countries including information about the environment, culture, and general way of life in particular countries; • Engages in discussion with peers and teacher regarding home types; • Explains and analysis the relationship between communication and behaviour; • Recognizes the ability to understand him/herself and communicates with others.

	Topic 2 - **Cities and countries** - Two Cities - Living in a country - Today is different - Having a party	• Reads/listens/ views materials regarding the cities and countries, comparing the live in different parts of the world; • Speaks and writes about him / herself focusing on crucial information as well as some additional detail (like town and country, and entertainment); • Writes simple informal notes, messages or emails about themselves or others describing places and events; • Compares and contrasts living in different places regarding people, life, entertainment; • Identifies the main idea(s) in the text and specific details (activities, time, place); • Gives formal presentation expressing advantages and disadvantages of living in city and in the country; • Makes comparisons between the present and the past regarding the way of living, places, technology and entertainment; • Reads a text and voices an opinion or conclusion based on reading beyond the literal meaning of the text.
	Topic 3 – **Services** - Electronic goods - Hospital - Internet – the world's biggest market	• Listens/reads/views materials from diverse sources and makes use of the information gathered in their own work; • Prepares media to illustrate a presentation, including media from an electronic source (e.g. clipart or internet downloads) about people, food and markets; • Gathers information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources (e.g., use a timeline to organize research tasks; interview people with knowledge of the topic); • Identifies author's purpose and tone; • Writes a description of the way of staying healthy comparing jobs, responsibilities and activities; • Engages in pre-reading oral activities that expand vocabulary and build familiarity with the language of the text; • Summarizes texts read in the source language (English or mother tongue) and translates them into the target language (mother tongue or English); • Makes more regular use of a dictionary to find the meaning of new words.

	Topic 4 – **Parties** - Having a party - At the picnic - Camping	• Listens in order to understand and respond appropriately in a variety of situations for a variety of purposes; • Interprets texts with an awareness of and curiosity for other viewpoints; • Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; • Composes short narrative paragraphs to describe activities in parties, camping or picnics; • Reads silently and aloud a text and gives an oral summary after each paragraph.
	Topic 5 - **Fact and fiction** - A wonderful journey - Memories - A story - Books, Movies and Music	• Listens/reads passages relating to specific topics and expands his vocabulary; • Retells some parts of the story focusing on main characters and events; • Draws evidence from literary or informational texts to support analysis, reflection, and research; • Comprehends and analysis texts and relates them with their personal experience; • Notes important details about the text read such as time, place and objects; • Reads silently and aloud a text and gives an oral summary after each paragraph; • Reads a text and voices an opinion or conclusion based on reading beyond the literal meaning of the text; • Generates ideas for writing based on model texts from shared reading activities.
	Topic 6 – **Fame** - Famous people - Jobs - Places	• Listens/reads about other people and discusses information regarding personal life, jobs and places; • Responds to diversity with respect; • Writes short, simple informal notes, messages or emails about themselves or others describing their place of living, jobs and lifestyles; • Composes a three paragraph essay giving personal information (introduction, the place where he/she was born and lives, jobs of family members/relatives, activities...); • Demonstrates awareness of connections, similarities and differences between people and places, and reacts positively; • Gives formal presentation about himself and the others using grade appropriate vocabulary and structures; • Values paid jobs and community work by demonstrating initiative in planning such activities.

	Topic 7 - Health - A food pyramid - Illness - Behaviours - Greetings	• Listens/reads about other people and discusses information regarding personal life, health, and activities; • Writes short, simple informal notes or messages about their experiences (people, places, eating, shopping,); • Uses critical thinking skills to identify the main conclusions in clearly signalled argumentative texts; • Examines different levels of identity and their implications for managing relationships with others; • Compares and contrasts shared and different social, cultural and legal norms of people; • Compares information and action required in authentic/authentic-like receipts and bills; • Draws evidence from literary or informational texts to support analysis, reflection, and research; • Identifies the types of foods found in grocery stores and classifies them into each group; • Reads about the way of living of others and responds appropriately respecting different ways of being and acting.
	Topic 8 – Hopes and ambitions - One day - The road to ruin - Travelling - Fairy tale	• Listens /reads short recorded/print text and extracts essential information and shares it with peers and teachers; • Engages in discussion with peers and teacher regarding travel and transport; • Composes a three paragraph essay giving personal information (journey, holiday, excursions); • Analysis the characters used in print, non-print, and digital materials (the way of living; meal; parties….); • Identifies powerful passages from texts and describes why they are personally meaningful; • Gives the correct sequence of three events and identifies cause and/or effect.

Figurative and non-figurative language	Topic 1- **Meeting people** - Lifestyles - Homes around the world - Looking good - Social expressions	• Describes people based on photographs of people (known/unknown) speculating about person's lifestyle (sharing photo album); • Uses appropriate leave-taking and politeness expressions; • Participates in role-play opportunities that promote social interaction with peers; • Responds to diversity with respect; • Demonstrates awareness of connections, similarities and differences between people and reactspositively; • Understands and compares formal and informal forms of greeting, presenting, leave-takings and expressions of politeness; • Demonstrates awareness of the needs and rights of others; • Creates an artistic representation to highlight their understanding of homes from around the world.
	Topic 2 – **Cities and countries** - Living in capital cities - Living in the country - Relationships between parents and children - Tourists in your country - Having a party - Making invitations	• Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allows others their turn to express things happened in the past and shows respect for those events (social, religious, history, etc.); • Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities; • Distinguishes text-types according to purpose and language features -Comparison and contrast; • Demonstrates understanding of simple descriptions of people and places and discusses with peers; • Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
	Topic 3 – **Services** - Post (telephone, e-mail) - Petrol station - Buying on-line - Asking for help	• Asks for help and gives advice to others; • Evaluates accuracy and usefulness of information, and the credibility of the sources used; • *Discusses in groups the way of purchasing* goods or services through the Internet; • Makes reservation or appointment communicating on the phone or writing email; • Discusses the advantages and disadvantages of public services using appropriate terminology such as petrol station. public transportation...);

		• Uses verbal and non-verbal language to communicate with others (email, phone, social chats, etc); • Asks questions to clarify when information is not making sense.
	Topic 4 – **Parties** - Making invitations - On the phone - Birthday presents	• Uses informal and formal English depending on the situation in whole-class, group and pair work and for a variety of functions outside the classroom; • Writes a short texts (brief informal invitations/ text messages/ formal invitations/ thank you letters); • Discusses in groups regarding the celebrations in family and school; • Makes invitation cards giving useful information such as place, time, people and activities; • Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allows others their turn to speak showing respect for what others say.
	Topic 5- **Fact and fiction** - Telling jokes / a story - An interview - A favourite movie - Special occasions	• Makes connections to personal and shared ideas and experiences by talking in pairs or small groups; • Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities and tradition; • Asks and answers questions and engages in paired and group discussions about movies and stars; • Interviews his/her classmate and other people in community regarding personal information and social events; • Engages in discussion with peers and teacher regarding to real events and jokes, and compares them with personal experience; • Makes a more complex oral presentation of narrative, expository, descriptive and persuasive type, with media, to a variety of audiences and receives feedback.
	Topic 6 – **Fame** - Famous people - Biographies - Media	• Completes most forms related to personal information; • Demonstrates understanding of short simple descriptions of known people including jobs, nationality, religion, etc. • Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic;

	- Visitors - Jobs - At the airport/museum	• Reads, listens, views about a variety of narrative genres, including personal narrative, biography, anecdote and short story, and identifies similarities and differences; • Engages in role play with peers and adults in a variety of informal and formal situations including job interviews and workplace simulations; • Values paid jobs and community work by demonstrating initiative in planning such activities; • Observes a peer presentation and offers more thoughtful positive and constructive feedback.
	Topic 7 – **Health** - Health and illness - At the doctor's - Requests and offers - Obligations and permissions - Advices - On the phone	• Expresses ideas and feelings and understanding and shows respect for the perspectives of others; • Asks for help and gives advices to others; • Uses verbal and non-verbal language to communicate with others (email, phone, social chats, etc.); • Understands short simple descriptions of people and places on using healthy food; • Gets information about things around them (food, travel agency, hospital,..); • Compares information and action required in authentic/authentic-like receipts and bills; • Shows an increasing awareness of healthy lifestyles and good nutrition; • Demonstrates an awareness of the impact of human activity on environments and the interdependence of living things.
	Topic 8 – **Hopes and ambitions** - Air / Rail travel - Buying a ticket - Reality and the future	• Demonstrates awareness of the needs and manners of transportation; • Makes suggestions about places to visit; • Discusses the advantages and disadvantages of public services using appropriate terminology; • Engages in discussion with peers and teacher regarding travel and transport; • Responds to conversation in familiar contexts with familiar vocabulary; • Uses verbal and non-verbal language to communicate thinking; • Uses speaking to explore and refine their own ideas and opinions, and responds to the ideas of others.

Criticism, theory and history	Topic 1 – **Meeting people** - A letter to a pen friend - My home	• Explores similarities and differences between the lifestyle in the city or country; • Feels recognised and respected for who they are and how they live and explores different lifestyles and points of view in dramatic play; • Shares aspects of their lifestyle with the peers and elders; • Evaluates the influences of family and community on our cultural shaping; • Prepares a presentation about their identity, job, favourite film, family, holiday etc;
	Topic 2 – **Cities and countries** - People and animals - Descriptions of two cities - Cities and countries - Living abroad - Parties	• Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads; • Listens to others' ideas and respects different ways of being and acting; • Uses short, everyday expressions and phrases to satisfy routine tasks (personal details, favourite book, film, journey,..);
	Topic 3 – **Services** -Teens and the media -Problems with buying on line -Teenagers and the future	• Makes predictions and generalisations about their lifestyle, aspects of the natural world and environments; • Describes personal experiences and give basic information on everyday matters fluently and idiomatically; • Shows an increasing awareness of healthy lifestyles and good nutrition; • Compares and contrasts particular linguistic features of the target language and the mother tongue;
	Topic 4 – **Parties** - To have or not to have - Special clothes	• Demonstrates understanding by identifying the content and relevance of news items, articles and reports related to everyday problems, or to issues of personal interest in the target language and culture; • Shares his work with peers and teacher in class and engages in giving and receiving feedback;
	Topic 5- **Fact and fiction** - School trip - Movies and music - Jokes - Books	• Recognizes stereotypes and preconceived ideas; • Compares, contrasts and applies social conventions across cultures in oral and written communication; • Compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history;
	Topic 6 – **Fame** - A writer/A musician /An actor	• Demonstrates awareness of connections, similarities and differences between people, places and reacts in positive ways;

	- Jobs - Places - Sports	• Analysis the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue understudy;
	Topic 7 – **Health** - A food pyramid - Good and bad behaviours - Greetings in different countries	• Analysis how an author develops and contrasts the points of view of different characters or narrators in a text; • Compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
	Topic 8 - **Hopes and ambitions** - Advantages and disadvantages of public transportation - Personality - Nationality - Exploring on line	

Language exponents	**Topic 1-**
	
	Meeting people
	
	- Present tenses
	- Expressing possession (Have /
	  Have got and 's)
	- Describing
	-Questions and negatives
	- Words with more one
	  meaning
	- Opposites
	- Using a dictionary
	- Idioms related to people
	- Vocabulary field: people
		• Explores structures and vocabulary used in describing people (present tenses, adjectives and possessive nouns) and practices their use in context;
		• Writes sentences (present tenses) with correct capitalization, punctuation, word order and correct subject-verb agreement;
		• Produces short texts of description of a person's lifestyle using appropriate vocabulary and structures;
		• Identifies opposites and uses them correctly in their writing;
		• Recognises that they have a right to belong to many communities and to live freely, and discusses with peers using positive adjectives;
		• Asks questions to clarify when information is not making sense;
		• Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions;
		• Discusses personal lifestyle comparing it to their peers' lifestyle in English speaking countries;
		• Identifies and corrects mistakes in capitalization, punctuation, sentence structure, verb forms, and other grammatical points;

		• Spells unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling; • Uses vocabulary related to people; • Writes descriptions of people and places regarding to the way of living and acting; • Analysis people's way of living used in print, non-print, and digital materials (language, place, the way of living).
	Topic 2- **Cities and countries** - Comparing - What's like... - Verb patterns - Synonyms and antonyms - Prepositions of place and movement - Giving directions - Linking words - Idioms related to places - Vocabulary field: town and country words	• Asks and answers about descriptions of places and gives directions regarding to shops and homes; • Uses sentences to compare and contrast ideas/objects; • Differentiates the correct use of prepositions with regard to time or location; • Identifies word's similarities and differences; • Demonstrates the skill of comparing people and places by selecting grammatically appropriate questions and statements; • Recognizes basic prepositions of place and movement in contextualized speech; • Participates in face-to-face conversations to tell about him/herself or describe places or people comparing and contrasting them; • Explores differences in words that represent people, places and things; • Speaks and writes about him / herself focusing on crucial information as well as some additional detail (like town and country, entertainment); • Writes simple informal notes , messages or an email about themselves or others describing places and events; • Uses vocabulary related to town and country.

Topic 3 - **Services** - Comparing and contrasting - Asking and ordering for help - Expressing opinions - Quantifiers - Shopping nouns - Money verbs - Numbers and prices - Idioms related to money and shopping - Vocabulary field: public services	• Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others; • Expresses abilities of doing and being; • Writes with reasonable accuracy concerning spelling and punctuation; • Asks about the quantity of things and responds accurately giving the exact amount; • Makes more regular use of a dictionary to find the meaning of new words; • Asks for help and gives advices to others; • *Discusses in groups the way of purchasing* goods or services through the Internet; • Asks questions to clarify when information is not making sense; • Asks and answer about quantity and prices, pronouncing correctly the vocabulary related to numbers; • Uses vocabulary related to public services.
Topic 4 – **Parties** - Describing things and activities - Phrasal verbs - Words that rhyme - Tongue twisters - Idioms related to special occasions - Idioms related to money - Vocabulary field: teenagers	• Composes short narrative paragraphs to describe activities in parties, camping or picnics; • Writes short texts (brief informal invitations/ text messages/ formal invitations/ thank you letters); • Makes invitation cards giving useful information such as place, time, people and activities; • Composes clear and coherent sentences using appropriate grammatical structures; • Asks grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences; • Writes with reasonable accuracy concerning spelling and punctuation; • Uses vocabulary related to teenagers.
Topic 5 - **Fact and fiction** - Past tenses (simple and continuous)	• Writes with reasonable accuracy concerning spelling and punctuation; • Engages in discussion with peers and teacher regarding real events and jokes, and compares them with personal experience; • Differentiates the correct use of prepositions with regard to time or location;

|		

	- Activities
	- Time expressions
	- Which word is different?
	- Verbs and nouns that go
	  together
	- Asking and answering
	about
	  the time
	- Idioms related to time
	- Vocabulary field:
	  Movies and books
		• Makes a more complex oral presentation of narrative, expository, descriptive and persuasive type, with media, to a variety of audiences and receive feedback;
		• Writes with reasonable accuracy concerning spelling and punctuation;
		• Uses vocabulary related to movies and books.

	Topic 6 - **Fame** - Perfect tenses (present and past) - ever, never - for and since - already, just, yet - Homophones - Relative clauses - Idioms related experiences - Vocabulary field: jobs	• Makes connections to personal and shared ideas and experiences by talking in pairs or small groups; • Writes short, simple informal notes or messages about their experiences; • Expresses past events making connections with present life; • Asks questions to clarify or provide further understanding on the topic; • Takes part in discussions to express events in the past; • Writes with reasonable accuracy concerning spelling and punctuation; • Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic; • Participates in play opportunities that promote social interaction with peers; • Uses vocabulary related to jobs.
	Topic 7 – **Health** - Giving advices - Expressing obligations - Abilities - Nouns that go together - Idioms related to health	• Writes short, simple informal notes or messages about their experiences. (places, eating, shopping, people); • Uses vocabulary related to food and drinks; • Discusses about problems and gives advice in negative and positive ways (e.g. you should/ shouldn't; you could/couldn't; I would/wouldn't); • Writes with reasonable accuracy concerning spelling and punctuation; • Shows awareness of a range of vocabulary related to the topic of 'health and lifestyle';

	- Vocabulary field: Food and 　drinks	• Writes short, simple informal notes or messages about their experiences (places, eating, shopping, people); • Writes a description of the way of staying healthy comparing jobs, responsibilities and activities; • Expresses ideas and feelings and understands and respects the perspectives of others; • Compares information and action required in authentic/authentic-like receipts and bills.
	Topic 8 – Hopes and Ambitions - will - First conditional - Time clauses - Linking words - Idioms related to 　transportations - Vocabulary field: 　travelling	• Participates in play opportunities that promote social interaction with peers; • Makes predictions and arrangements about places, people and the weather; • Makes short dialogues expressing hopes and ambitions; • Writes with reasonable accuracy concerning spelling and punctuation; • Engages in discussion in pairs or group using their imagination and real situations; • Identifies and discusses aspects of everyday life such as transport, clothing and food; • Writes with reasonable accuracy concerning spelling and punctuation; • Responds to simple conversation in familiar contexts with familiar vocabulary; • Composes a three paragraph essay giving personal information (journey, holiday, excursions); • Engages in discussion with peers and teacher regarding travel and transport; • Makes suggestions about places to visit; • Uses vocabulary related to travelling.

Guidelines for using the syllabus

All the learning outcomes in the syllabus are written based on concepts of the language: Literary and non-literary texts, Figurative and non-figurative language, Criticism, theory and history, and Language system. Each topic in this syllabus should be treated as altogether concept, so concepts shouldn't be developed as special but interconnected to each one within one topic, because each concept helps in the development of student's knowledge, skills, values and attitudes.

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

Concept 1		
Concept 2	Topic	Teaching Units
Concept 3		
Concept 4		
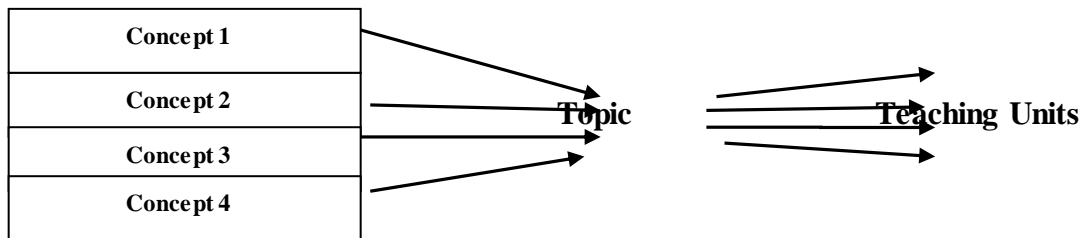
The learning outcomes in the syllabus are expectations of each student's knowledge, skills, values and attitudes in the end of this school year. Teacher's role is to develop to all students communicating skills: listening, speaking, reading and writing. In the syllabus there are outcomes based on these skills which are measurable and which affect directly to student's success. There are also some immeasurable outcomes which are important because through them students develop their values and attitudes.

Methodological guidelines

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

The Communicative Approach and Task-Based Learning

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

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

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

The Learning – Centred Classroom

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

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 learners, monitor and assist their work to introduce new words.	▪ to collaborate with teachers and peers, use bilingual dictionaries, to write word lists, produce diagrams etc.	▪ matching parts of words to other words ,e.g. .beginnings and endings; ▪ memory games; ▪ 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; - To monitor the development of activities - To make notes of possible problems related to meaning and form; - To ask questions that focus on meaning, form and context.	- To solve problems, fulfil tasks, and do activities; - To answer questions related to meaning, form; - To make attempts at noticing the regularities in language.	- Problems and puzzles; - Drilling; - Open dialogues; - Substitution tables; - 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.

Cross-curricular issues

Since English Language is not taught and learnt for its own sake, but is seen as aim and vehicle, the Grade SevenEnglish 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.

During this grade, learners are provided with numerous opportunities to learn about cross-curricular issues, while simultaneously acquiring and reinforcing words, phrases and simple sentences in English language. Learners are exposed to these cross-curricular issues through reading and speaking activities, structured practice of key vocabulary and tenses, information – gap activities and discussion questions.

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 seen 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 results of learners' performance. Teaching and testing always go hand-in-hand. Questions are often asked to check if the learners have understood what has been said. Equally, they may be

asked to find out whether a particular point needs to be taught. We instinctively know why we ask a question: whether it is to teach or to test something. At this stage it is strongly recommended to involve learners in task-based and project-based learning in order to develop respect for peers and their work, collaborative attitude amongst teams, and responsibility for the overall team success.

Some major reasons for testing are:

- To diagnose learners level on arrival in this grade;

- To measure their progress;

- To find out how much pupils have learned;

- To find out how many of the class have learned what they were supposed to learn and then plan remedial work for the pupils who lag behind

- To motivate pupils for learning;

There are different kinds of tests, such as: diagnostic tests, proficiency tests, achievement tests, placement tests

We see evaluation as wider than just simply testing. Testing may be a successful tool in evaluation, but we also think there are other criteria for assessing pupil'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 seven 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).

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/
https://lyricstraining.com/
https://www.eslkidstuff.com/
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.bbc.co.uk/worldservice/learningenglish
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

Subject curriculum/syllabus
German Language

Content

Introduction

Proficiency in foreign languages creates a stepway and greater freedom of movement and consequently self-confidence and is one of the key conditions of qualification for the world labour market, at the same time it is also a prerequisite for getting to know other cultures.

Since the German Language is the language, which is spoken mostly within the European Union, its learning is very important for the time we live in.

Also, due to numerous migrations to German-speaking countries, connections with the German Language and culture have been established in a way. This has created and increased the need for different qualifications for our school students and learning the German Language.

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

All these consist of the reasons why modern foreign language teaching should provide young people with the skills and knowledge necessary for a multilingual world, which allows them to be able to operate beyond the borders of their mother tongue.

The 7th-grade German Language is taught in one class per week. With this number of classes, the level A1/1 (the second part of the lectures) should be achieved, according to the "Curriculum Framework for German as a Foreign Language" of the Conference of the German Ministry of Culture, which is again oriented towards the Recommended European Framework of Foreign Languages.

Goals

The main goals of teaching the German Language in the seventh grade are:
- Develop the four language skills;
- Enable students to get along in simple language situations, inside and outside of school, with people who belong to the German culture and language;
- Enable students to compare German culture with their own culture and tradition, as well as use these views in the educational profiles chosen by them;
- Enable students to use the structures and regularities of the German Language for more conscious use of their mother tongue;
- Be able to independently develop the acquired knowledge in the German language in order to apply it in their future professions.
- Learning the German Language in Kosovo is also helpful in preparing students to take the internationally recognized German Language exams, which are mainly organized by the Goethe Institute. Such exams serve learners and students in the future to study, work in German-speaking countries and elsewhere, where the German Language is spoken.

Communication skills
 - Receptive skills: Listening and speaking
- Productive skills: Listening and speaking

Topics and learning outcomes

Concept	Topics	Subject learning outcomes for topic (SLO)
Quality system	- States / countries - Subjects - Meetings - Favourite series characters - Time data/Meetings - Leisure activities - Family - Occupations - Purchases - Numbers up to 100 - Food/beverages - Description of a day	**LISTENING** - Understands basic greetings as well as common expressions of politeness (such as hello, goodbye, sorry, etc.). - Understands simple information and questions about himself/herself, family, school, concrete things, if the conversation develops very slowly, fluently, when he/she is spoken to very slowly and carefully, sentences are repeated several times when there is a longer pause in the speech and the interlocutor is ready to help them complete the thought, especially if they are supported through gestures or visually. - Understands greetings, forms of politeness, forms of thanks and apologies. - Asks or names something, describes, shows what he/she likes and what he/she doesn't like using the negative form, etc. - Understands simple expressions related to classroom instructions as well as when accompanied by gestures. - During the conversation, correctly uses regular and separable verbs in the present tense, known from the textbook, auxiliary verbs, etc. - Use personal and possessive pronouns, simple prepositions and the predicate. **READING** - Reads and understands simple sentences and expressions in a text. - Reads and understands texts from the textbook and similar. - Recognizes and understands words from TV commercials or simple magazines. - Understands simple sentences, as they are accompanied by pictures. - Understands the key information in a simply written text related to his/her interests.

		SPEAKING
		- Talks about the weekly plan, then the lesson. - Gives his/her opinion on the issues discussed in the lesson. - Expresses a wish. - Makes a proposal, accepts or rejects it. - Talks about the family, profession. - Describes someone, describes a typical day. - Uses basic greetings as well as common expressions of politeness (such as hello, I am sorry, etc.). - Uses very short, familiar sentences, pausing a lot to find the right expression. - Gives simple personal information about himself/herself and others. - Describes the place where she/she lives. - Answers positively or negatively to simple questions on certain simple topics. - Tells about favourite foods. - Shows prices and time.
		- **WRITING** - Describes words and short texts. - Completes words and parts of sentences in texts with gaps. - Writes familiar words and short sentences from the textbook. - Writes basic data about a person taken from a list and transfers it to a form. - Writes basic data about a person taken from a list and transfers it to a form. - Writes short notes such as: name, word, time, date, etc. - Writes down prices, names, appointments, numbers (especially after they have been typed).

Guidelines for the implementation of cross-curricular issues

Language, which primarily serves as a means of communication, is not only taught in language classes but in one form or another in all subjects, as long as the skills, different views and knowledge therein are developed through language paths.

To the extent that the language helps other subjects, so can other subjects help to achieve the objectives within the learning of the German Language. First of all, the chosen topics are related to many areas of life and also to many teaching subjects, the knowledge of which helps us in learning the German Language.

Of course, language is first of all related to the arts because every new word or notion may (should) be explained through song, drawing, photography or play (either to children (level II) or to young people (level III)).

Even knowledge from the sciences, whether natural or social, should be used when dealing with the various topics planned for the seventh grade.

This knowledge is used especially in the first lesson phase (recalling), where depending on the topics we will cover, we use the knowledge from other subjects (we prepare the students for the topic).

There are many many topics in the seventh grade (especially civic education) interrelated to social sciences, which makes students aware of many life issues and helps them achieve the appropriate life and communication skills. Special attention should also be paid to sensitive topics, such as the topic of gender equality.

The interrelation also exists with the natural sciences, especially those related to the environment, its protection, health, food, etc. are emphasized.

Methodological guidelines

In contemporary teaching, special attention is paid to communication. What language tools do students need to express themselves and behave appropriately in certain language situations? Communication is the most acceptable way to achieve the defined objectives. The starting point for such teaching will not be a grammatical rule, but different linguistic situations. This means that rules derive from linguistic situations and not the other way around.

Three learning psychology and neuro-didactics findings particularly relevant to language learning are:
1. Interest and emotions are best invoked through stories.
2. Our memory works with images.
3. Strengthen repetitions and motivation.

One learns with all his/her senses. The learning material should therefore be delivered through multiple channels and optimally linked together. This type of presentation keeps the attention invoked longer.

Different learning forms through songs, different games create a perfect network; a network aimed at increasing language learning success.

Clear alignment of language planes

It is necessary, especially at the initial teaching level, to give a special emphasis to different language levels, such as processing vocabulary (glossary), processing texts and language structures. This means that priorities must be set within a learning unit; it is not possible to develop both a new vocabulary and a new language structure at the same time. The most correct way would be to first process the vocabulary, which is presented in the assigned lectures. Then, the processed vocabulary is inserted into new syntactic structures.

The teacher sects, within communicative teaching, such linguistic situations, which are close to daily life, so that the structures exercised are natural and not artificial.

Delivering the lesson through objectives

A clear definition of the objectives facilitates the work of the teacher and helps him/her to define more specific objectives. When the objective is achieved - this means that the students master the processed material - then the teacher should be satisfied with this. If the class has not yet ended, there is no logic in introducing new content into the class. In this case, it would be more logical to reinforce what has been learned through various exercises, compose a song during the class or introduce some educational game in order to achieve the objective.

It is also important to get to the core of the "problem" during the phase of the "introduction to the new topic" (Sprachbegegnung) as quickly as possible with a motivation to achieve the objective and not to go to the side roads, which would confuse the students as to what could actually be the purpose of the lesson.

Setting the objectives

By getting to know the students and having the previously set clear objectives, the teacher would not have to make a mistake of setting many objectives for one lesson and then be surprised why the objective was not achieved. The teacher must therefore set a specific objective, which he/she tries to achieve within one lesson. Setting too many objectives for one lesson has the following consequences: there is little time left for practice and application, therefore students cannot master the material sufficiently. In the next lesson, the material must be repeated and clarified once again, because it may happen that mistakes have been made, which can then be corrected, which is a reason for the teacher and the student to despair. The calculation is simple: a overload class and a repetition class make two. In this case, it would be more logical to divide the subject into two classes from the beginning. According to research, average students are able to remember about ten new expressions in one lesson. This fact should not be overlooked.

Sequence: listening/understanding, speaking, reading, writing

Especially in the initial lesson, the order of the four skills should be preserved, i.e:

- Students should not have to speak about anything they have not heard before.

- They wouldn't have to read anything they haven't heard and spoken before.

- They wouldn't have to write anything they haven't heard, spoken and read before.

To adhere to this arrangement, especially for beginners, the following reasons are evident:

- If a new word is spoken, logically it should be heard first. On the other hand, reading a new word is easier when it has been heard or spoken before. Even writing should be easier when that word has been heard, spoken or read before.

- German and Albanian graphemes do not match in every case. After the students are used to the alphabet of the Albanian Language, "generalization" or interference may occur if they start early with writing in the German Language. And this can be avoided if the lesson starts with listening and then moves over the stations of speaking and reading in the direction of writing.

Active and concrete work

A difference between learning the German Language in Germany, regardless of whether it is German as a mother tongue or German as a second or foreign language, and in Kosovo is, inter alia, that the Kosovo environment can provide little or no information about Germany and apart from the lesson, there is almost no opportunity to apply what has been learned. Therefore, there is no possibility to deepen outside the classes what has been learned at school, such as through excursions, conducting interviews, etc. In this context, television should not be overestimated or underestimated.

The production (creation) of plaques, mosaics and posters, and the production of small workshops are also important.

Another reason for such activities is the knowledge from the psychology of learning: according to it, the result (achievement) is greater, the more linguistic actions are supported by concrete actions.

Sufficient time for practice and implementation

Learning and mastering a language generally requires three things: time, time and again time.

We know that there are 3 different types of students:
Acoustic types: they learn the language faster through hearing - the ear;
Visual types: they learn the language primarily through the eye;
Motor types: they learn the language most quickly through writing.
It is therefore important that the exercise is also chosen through this perspective; that the language is learned simultaneously through multiple channels, since most of those who learn the language are the so-called mixed types.

Variety in exercise phases

Every teacher knows exactly that in language class, the monotonous exercise of the sentence structure has a more negative impact than what it was intended to achieve.

Students will lose interest in learning and will not actively participate in it. On the other hand, we know that targeted motivation and giving interesting tasks can increase the desire to learn and the readiness to work (outcomes).

Changing the forms of work (individual work, work in pairs or groups) is much more fruitful, but also games in the lesson, songs and poems as well as stories should become an integral part of the lesson.

Correcting students' expressions

Almost no issue is discussed as frequently and controversially in teaching circles as the correction method.

While some see correction as a hindrance to language flow, others rely on the fact that mistakes must be corrected immediately so they don't recur.

Perhaps a reasonable compromise can be made during the correction and it would look like this:

- In the phase of first contact with the new topic, such as through a photograph, teachers expect a free expression of their students.

 If they did the mass correction during this phase of the lesson, the students would probably withdraw immediately and eventually become completely silent.

At this phase, it is right that improvements are, inter alia, presented in that way, for example, a word said incorrectly is repeated by the teacher once more, but of course correctly.

  - The situation in the implementation and exercise phase is different. This is about practising vocabulary and structures, and the correction here is of course unconditional.

 Without any doubt, we should not embarrass students in front of the peers, but we have to show pedagogical tact.

Differentiation

It often occurs that the different language results of the students in the lesson partly present serious difficulties. Until a student has already completed his/her task, gets bored in the lesson or hinders others while completing the tasks, the other is not yet ready even though he/she has sufficient available time.

There are two options here for the teachers: act as if there are no differences in the results, but then it would be necessary to take into account the fact that sooner or later difficulties will arise from minor or significant loads (our requests).

The other option is based on the practice of internal differentiation measures, and this undoubtedly means work for the student.

Different forms of differentiation are distinguished, which will not be discussed here because they are already known.

Only two forms need to be looked at more closely:

Quantitative and qualitative differentiation

- *Quantitative differentiation* means that the tasks differ in quantity, i.e. in their quantity. This means nothing but "fast" students get supplementary assignments. The measure is easily implemented because teachers only have to think of additional tasks, which then, if necessary, they give to some students. This type of differentiation, however, also has its setbacks, because with the additional tasks, the students are required to deliver more and in this way they become better and better. In other words: the difference between the good and the less good students becomes bigger and bigger. It also raises the issue that experienced students perhaps see such extra tasks as a kind of punishment for having worked faster.

- *Qualitative differentiation* makes more demands. In this case, tasks with different degrees of difficulty are given, without neglecting the common topic. Let's start from the fact that within a classroom we are dealing with three different groups of results A, B, and C, where by group A we mean the group with the highest achievements, group B stands the group with medium achievements and group C for the group with the lowest level achievements.

A lesson flow chart could look like this:

Sprachbegegnung - First contact with the new topic (Evocation)		
common to all students		
Spracherarbeitung - Elaboration of the topic (Realization)		
common to all students		
Sprachübung - Exercises on the topic (Reflection)		
differentiation of groups according to the degree of accessibility, e.g.		
Group A	Group B	Group C
Full text processing	Assisted full text	Assisted processing of a part of the
Additional creative tasks	processing, e.g.	text, e.g. Artikelhilfe
	Artikelhilfe	

An argument that speaks against this form of differentiation is often heard, which is:

In this way of learning, not all students learn the same thing, because the profile of the requirements is different, in this case it is three levels.

- An analysis of this argument shows very quickly, however, that this cannot always apply, because in principle, students never reach the lesson objective equally and smoothly.
- What is achieved through this process is the avoidance of excessive or insufficient demand, because students' learning skills are different regardless of whether differentiation measures are practiced or not.

Lesson activity allotment

A lesson flow could look like this:

Artikulationsstufen	*Methodische Absichten*

1. Sprachbegegnung	Begegnung mit der neuen Sprachsituation, z.B. durch Bild, Tonaufnahme, Filmausschnitt, Lehrer- oder Schülervortrag.
2. Spracherarbeitung	Bereitstellen und Erarbeiten von neuem Wortschatz oder neuen Strukturen.
3. Sprachübung	Übungsbeispiele, möglichst in Form von realen Sprech-handlungen. Aufgreifen und Wiederholen von bekanntem Wortschatz mit neuen Strukturen und umgekehrt. Differenzierungsmaßnahmen Sprachlernspiele
4. Sprachanwendung	Übertragen des Gelernten auf neue Situationen: Im Klassenzimmer Im außerschulischen Bereich

Assessment guidelines

One of the key and highly important issues in teaching and learning a foreign language is assessment. It must be done continuously through correction, questions and testing.

Assessment is done for each language skill, such as receptive ones, as well as productive ones. The assessment begins at the very beginning of teaching in order to verify the eventual obstacles that arise for the students, then to what extent the students achieve the defined objectives.

The teacher must continuously assess*:*

- The knowledge that the students have acquired: to what extent the students have mastered the vocabulary and how well the student is able to use the language skills.
- Obstacles of students: the level of mastery of knowledge is assessed in order to eliminate obstacles and help students to eliminate difficulties
- Integration of acquired knowledge: the various activities or projects that students carry out outside the school program and the integration of this knowledge in school situations are assessed

During the learning process, different assessment methods will be of particular importance, such as:
- Assessment by the teacher; direct and continuous assessment, continuous monitoring of student results as well as indirect assessment through tests
- Assessment by the student; during group work or during the answers they give, students can complement each other and at the same time asses based on the arguments
- Self-assessment; evaluation of the student himself/herself

Practical opportunities

The teacher has several assessment options . Before making the assessment, the teacher must think about what form of assessment he/she will apply, because not every form of assessment is equally suitable for verifying the student's knowledge.

In general, there are three major areas of action (skills), which are assessed:

1. Reproduction - means reproduction by the student of what was previously learned.
2. Reorganization - means transferring learning to similar situations (e.g. if the student is taught the place of the verb in a subordinate clause, he/she should be able to apply the verb in other subordinate clauses).
3. Transfer - means the transfer of learning to completely new situations.

We generally recognize three widespread assessment areas:

1. Written assessment method: a written answer is expected from the student.
2. Oral assessment method: an oral answer is expected from the student.
3. Action assessment method: an active action is expected from the student, e.g. to exercises where alignment is required.

In the following, only the written assessment methods will be presented. They are more objective ways and are most often applied in school.

Selective answers

As the name itself indicates, the student, while answering a question, has the opportunity to choose (select from the many answers given) between correct and incorrect ones. Here too there are different possibilities.

- **Alternative answers**

The student is given two answer options. He/she must identify an answer as correct and and mark it.

Example 2: circle the correct answer!

| Berlin ist die Hauptstadt von BRD. | right ○ |
| | falsch ○ |

The given sentence is clearly phrased.
Assuming the student understands all the concepts, the sentence will be circled as correct. The advantage of alternative responses is clear: they are formulated, implemented and assessed quickly and easily.
The disadvantages are obvious: the chance of choosing the correct solution is 50%, because only one of the solutions is correct.

- **Multiple-choice answers**

In contrast to alternative answers, multiple-choice answers give the student more options from which to choose the correct one.

Example: circle the correct answer!

Das Auto steht	○ unter der Straße.
	○ über der Straße.
	○ in der Straße.
	○ auf der Straße.

The student, in order to circle the correct solution, must know the prepositions used in the example. He/she must distinguish and compare them. Compared to the alternative questions, the chance to select the correct answer decreases; in this example it is 25%.

In multiple-choice answers, several points should be considered: the questions and the answers should have a logical connection.

Example: circle the correct answer!

Die Fliege	○ fliegt auf den Kopf	des Vaters.
	○ landet auf dem Kopf	
	○ schwebt auf den Kopf	
	○ befindet sich auf dem Kopf	

In this case, the student may have problems while circling the correct solution. Perhaps even a German speaker would not be able to know which solution would be the best, because in the given possibilities, it is primarily a matter of language style.

Incorrect answers that are given close to correct answers must have a reasonable interrelation to the question. If it is not, then the multiple-choice task under these circumstances will be transformed into an alternative-response task. This happens if students, at first glance, see incorrect solutions as alternative answers.

Example: circle the correct answer!

Das Auto steht	○ unter dem Wasser.
	○ über der Mauer.
	○ in der Blume.
	○ auf der Straße.

In this case, the student will remove the first three solutions immediately, as incorrect. There will be nothing left of the multiple-choice answer. The construction and formulation should not make the solution easier for the student.

Das Auto	○ stehst unter der Straßen.
	○ stehen über der Straßen.
	○ steht auf der Straße.

In this case, the student will be able to choose the third possibility very quickly as the only correct one, because only in this possibility the predicate in the singular matches the object which is also in the singular.

Regulatory answers

The characteristic of regulatory answers is that the student must regulate a given system. There are two options here: classification and sorting out.

- **Classification answers**

The student is given two groups of words or sentences. Their task is to add the corresponding part of the second group to a part of the first group.

Example: Classify!

1. Peter	a) Griechenland
2. Armend	b) Deutschland
3. Giuseppe	c) Spanien
	d) Kosova
	e) Türkei
	f) Italien

Example 2: What fits? Classify!

1. die Schule	a) der Lehrer	d) das Geld	g) der Sandkasten
2. der Spielplatz	b) die Arbeit	e) die Maschine	h) der Schüler
3. die Fabrik	c) die Rutsche	f) das Tor	i) der Meister

Classifying answers have priority, because the teacher can very well prove that the student has logically understood a problem.

- **Sequential answers**

The student's task is to put the sentences, letters and words in the right order.

Example 2:

Put the sentences in the right order!

1. Es ist acht Uhr.	
2. Liridon geht bei Rot über die Kreuzung.	
3. Der Wecker klingelt.	
4. Liridon kommt zu spät zur Schule.	
5. Liridon hat verschlafen.	
6. Der Autofahrer bremst scharf.	
7. Er springt aus dem Bett.	
8. Der Fahrer schimpft Liridon.	
9. Er läuft schnell Weiter.	

The correct solution of this task can be facilitated by a series of pictures.

Example 2: Sort the letters out!

schueRt	
hrreeL	
Seluch	
mbsret	

Even in this example, pictures can be presented to facilitate finding the solution.

Example 2: Line up the letters correctly.

Der	bremst	Autofahrer	Scharf
a	B	c	D

Example:

Line up the letters correctly in the first order boxes!

Write the letter of the inappropriate word in the box!

a) Der b) bremst c) Autofahrer d) groß e) scharf

This example shows the problem. How to assess if two students come up with these solutions:

Student 1: *Der Autofahrer scharf bremst.*

Student 2: *Der Autofahrer bremst groß.*

Neither of the two solutions is correct. While student 1.'s word order is wrong, student 2. has chosen the wrong adverb. Does neither student get points? Or, can it be said that one of the two solutions is "more accurate" and the other "less accurate"?

If the teacher wants to test the correct order of the words in the sentence: Can student 2 then get one of the two possible points?

1.3. Free answers

The free answer is characterized by the fact that the student must react to the task given by the teacher, without having a choice.

☐ **Complementary answers**

Complementary answers, so-called short answers, are often practiced at school.

Examples:

Viele Dinge sind schneller, schöner usë. als andere. Setze die richtige Form ein.

(langsam)	Ein Fahrrad ist ... als ein Auto.
(schwer)	Fünf Kilo sind ... als ein Kilo.
(teuer)	Fleisch ist ... als Brot.

Trage das Gegenteil in die Lücke ein.

Dieses Buch ist spannend. Es ist nicht ...
Elona ist groß. Sie ist nicht ...
Latra ist ein Mädchen. Sie ist kein ...

Setze die richtige Zeit in die Lücke ein.

Heute Nachmittag ... (gehen) ich auf den Spielplatz.
Morgen ... (spielen) ich Tennis.
Gestern ... (sein) ich im Kino.

☐ **Drafting short answers**

This notion can lead to misunderstandings. This means the students' answers according to the teacher's instructions, which cannot be clearly considered correct or incorrect in advance.

Example:

Form a sentence from these two sentences!

Elira weint. Eine Wespe hat sie gestochen.
_____ _____

In this example, no major problems appear during the assessment. It is more difficult with picture stories, which also count as drafting short answers. The task is the same for all students, because they all have the same pictures at their disposal. However, the number of information alone cannot be assessed, because other criteria play an important role, e.g. order, choice of words, connections, etc. These make an objective assessment difficult.

Instructions for didactic materials and learning resources and tools

Literature

Beste Friende, Stufe A 1.1 (second half of level A1/1; lectures 5-9), Kursbuch und Arbeitsbuch, Hueber, Ismaning

Subject curriculum/syllabus

French Language

Content

Introduction

The French Language, as the second foreign language, continues to be taught in the 7th grade of LSS, with the same status, usually with the same teacher, with the same method for its learning, and mainly, in the same working conditions and circumstances with those in the previous grade, but now not with fresh students. They are already experienced, with increased intellectual capacities, with experience in learning a second foreign language and have acquired an initial vocabulary of the French Language, which will be expanded and enriched progressively. This initial vocabulary of students in this foreign language, in time, will be gradually enriched with an interdisciplinary approach to teaching this subject with other subjects. This goal is to establish a positive and competitive atmosphere during the lesson and to identify the learning methods and strategies. It will serve not only as an opportunity to communicate in this foreign language in the world but also as an opportunity for career building, employment, studies, etc. The students of this grade will acquire a wider vocabulary of this foreign language, necessary for communication; they will further develop the main language skills (listening, speaking, reading and writing) and develop their intellectual capacities in this area.

Goals

Learning French in the 7th grade requires the achievement of language knowledge according to the Common European Reference Framework for Languages (1/4 of level A1), determined based on the number of classes per week, which are measurable from relevant institutions in this area; which include the acquisition of a wider vocabulary of the French Language by students and its elementary use for personal needs; recognizing and distinguishing the forms of the linguistic 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; further recognition of a new culture, establishing the right judgment about the world; establishing a tolerant, respectful, cooperative and human personality and upbringing a useful and responsible citizen for society.

Topics and learning outcomes

1 class per week, 37 classes per year

Concept	Topics	Subject learning outcomes for topic (SLO)

Literary and non-literary texts
 	
Stage parts, theater, dramatization, etc
 	
Quality system
	Exchange of information
	
	Food
	
	Vacations
	
	Leisure activities
	
	Francophone
		LISTENING
		
		• Understands greetings and distinguishes those of formal and informal
		  forms. Understands forms of thanks and apologies.
		• Understands simple sentences and isolated expressions about himself/herself.
		• Understands conversations about himself/herself, family, school, daily
		  activities and concrete things, if people talk
		  slowly and fluently.
		• Understands simple information about food.
		
		SPEAKING
		
		• Use simple expressions or sentences to introduce himself/herself or
		  introduce the others.
		• Uses formal and informal forms of expression,
		  depending on the situation.
		• Knows how to order, ask for and order food.
		• Talks about daily actions depending on the moment of the day.
		• Talks about tastes and preferences.
		• Asks and answers questions, if the interlocutor speaks
		  slowly and clearly, and if necessary makes rephrasing.
		
		READING
		• Understands words and expressions in a simple text.
		• Understands key information in an invitation, advertisement or schedule.
		• Understands short and simple instructions with the help of
		  illustrations.
		• Understands the main elements in a menu.
		• Understands the main information in a letter of correspondence,
		  if it is written simply.
		
		WRITING
		
		• Writes basic information about himself/herself and others.
		• Completes a form with basic personal data (in

		a hotel). • Writes a postcard during the holidays (place, weather, activities and return date). • Can write basic food words.

Methodological guidelines

The teaching process in the area of Languages and Communication should be based on the needs and interests of students, in order to develop their individuality and creativity. Students of this grade learning French must achieve their competencies through integrated learning and approach. Their success is achieved through the curriculum area outcome. Methods, forms, tools, teaching content, as well as teaching and learning strategies and techniques, are the main key to achieving these competencies. To achieve results for certain cross-curricular topics, such as civic education, peace literacy, interdependence, media literacy, sustainable development education, 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. Two main principles must therefore be followed: 1) focusing on communication and not as it used to be so far, focusing on language; 2) focusing on the student and his/her learning.   The acquisition of language skills takes primary place in the learning of foreign languages.

Communicative form of teaching

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

Teaching methods

To teach the French Language, the teacher must use contemporary methods because only they promote direct communication in this language and not the traditional method (although it can remain as an auxiliary method in the first phase of its learning). Working in groups or pairs, short

dialogues, role-plays, short texts, visual materials and forms of work that encourage independent work, creativity and the competitive spirit of students in the classroom are also very important. Work methodologies that encourage the productive activities of students should be used.

Order of actions

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

Correcting students' mistakes

Ways of correcting students' mistakes are often and controversially discussed among teachers. Some see mistakes as an obstacle in the teaching process, others see them as an aid in acquiring a foreign language. While some of them think that they should be corrected immediately so that they area not repeated, others think that they should not be corrected at all. In any case, students should not be punished, reprimanded or criticized for mistakes made.

Differentiated teaching/learning

No classroom has a homogeneous composition of students in terms of their prior knowledge of the French Language and their psychophysical and intellectual abilities, teachers must therefore organize the lesson on this basis. This means that students who have the ability to learn faster are treated differently from others so that the learning of the French Language is in accordance with the individual capacities and skills of each student.

Work techniques

One of the tasks of teaching a foreign language is to enable students to prepare and take responsibility for individual learning. Students 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 results. In this way, they may, inter alia, be prepared to react independently in extracurricular situations and continue the language learning process.

Use of media

The computer and the Internet constitute a very useful and permanent tool that should be used by both the teacher and the students. School shows dedicated to the French Language or culture in our country, film and drama shows and various foreign television shows in the French Language are powerful tools that will help accelerate its acquisition by our students.

Film, theatre, and music are also important motivational tools for achieving the best results in the acquisition of the French Language. Pictures help craft creative and descriptive texts. They show an event, the beginning or end of which is described by the picture. The video projector increases the students' interest in language learning. This is achieved by presenting pictures, drawings, illustrated stories and texts through speakers and projectors. The auditory material enables exposure to standard French and promotes students' listening comprehension. The video material gives students many opportunities for generating written and oral texts. Showing a film based on a story or fairy tale encourages comparison with the story or fairy tale read or heard before.

Guidelines for the implementation of cross-curricular issues

Learning a foreign language provides many opportunities for interdisciplinary and cross-curricular connections, at all levels. These links 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 natural sciences. In this way, on the one hand, through knowledge from other subjects, students will be helped to master the French Language more successfully, on the other hand, through knowledge of the French Language, they will expand and reinforce their prior knowledge in the other subjects. The contents of cross-curricular issues come from topics related to peace, human rights, media development, gender equality, life skills, environmental care, health and wellbeing, etc. Cross-curricular issues can be realized through projects of different natures, debates on certain topics, discussions, research related to the violation of child 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 from this language, and at the same time, they are integrated with each other and become much more stable. Therefore, during the preparation of the annual plan, teaching topics are determined that are in function of all teaching subjects. To help this, it is required that the annual plans have the same format in which the correlation is noted which will help the functioning of the connection between areas and subjects.

Assessment guidelines

For the area of Languages and Communication, the assessment is done with the aim of collecting, systematizing, recording and reporting data on student achievements throughout the learning process. The assessment of outcomes achieved by the students in the learning of the French Language provides the students with information about the level of acquisition and achievement of competencies. The assessment should focus on knowing the vocabulary of the French Language, understanding it in a given context and using it in daily communication, applying their knowledge of phonetics, grammar and their previous experience in communicating in the French Language.

During oral and written expression, the acquisition of pronunciation and spelling is assessed. Of course, for the student knowledge and linguistic skills assessment, we must rely on the purpose of the assessment, on qualitative information for assessment, on balanced assessment, on the correct degree of achievement of the students and on the use of adequate instruments for assessment (survey, questionnaire, oral expression, written expression, the test based on criteria and objectives and the achievement test according to the requirements).

Types of assessments: there are different types of assessment of students' knowledge such as: diagnostic assessment (identification of students' abilities and difficulties in learning); external assessment (assessment of whether the acquired knowledge is sufficient for the student to move to the next class); formative assessment (learning assessment); predictive assessment (prediction of students' potential failures and successes); final assessment (students' progress and the results achieved in the lesson); selective assessment (self-assessment by students of their achievements and problems in learning); summative assessment (enables the assessment of the knowledge and competencies acquired by the student at the end of a school year, the classification of students and the determination of whether the student has achieved the competences to move to the next class); formative assessment (consists of interactive assessments that show students' achievements and progress or deficiencies during learning).

What should be assessed?? - Check the acquired knowledge; student progress; degree of learning development; degree of mastery of the French Language; degree of integration of acquired knowledge and extracurricular activities.

Assessment methods: continuous control; direct assessment (with table); indirect assessment (by test); objective assessment (with table); subjective evaluation (without table); assessment by students (evaluation of each other); assessment in groups of students within the classroom (with table) and self-assessment of students (each student assess 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 and writing (5, 4, 3, 2, 1).

Instructions for learning materials and resources

In order to achieve the results of the 7th grade students in the French Language, the use of didactic-methodical literature of this foreign language (in Albanian and French), rich didactic materials from various sources (links) through the Internet for teaching and learning. For the achievement of area outcomes and the successful achievement of subject outcomes, all teaching tools and materials must adhere to the requirements of such outcomes. The French method for the contemporary teaching of the French Language, "Merci" (the second part of its 4 equal parts),

allowed by the Ministry of Education, Science and Technology for use in the SLS of the Republic of Kosovo, along with its constituent parts, constitute the main working tool and the main source of teaching and learning information, but not the only tool and source that the teacher of this foreign language and his/her students can and should use. They have at their disposal many opportunities for providing 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 students and their prior knowledge and are used appropriately for students.

CURRICULUM AREA: ARTS

Subject Curricula/Syllabuses
Figurative Art
Musical Art

Subject curriculum/syllabus
Figurative Art

Content

Introduction

The subject of Figurative Art for the seventh grade is one of the important subjects within the Arts curriculum area, which jointly with other subjects in this area has an important impact and role in the education of students and cultivates the artistic, intellectual, spiritual and emotional culture to them.

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

The subject of Figurative Art in the seventh grade focuses on the further expansion and consolidation of art knowledge and skills and their use in artistic creation by developing creativity, imagination, critical thinking and aesthetic taste.

Figurative Art gives students expressive and communicative opportunities to reflect their ideas and attitudes through artistic works.

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

Purpose

The subject of Figurative Art for the seventh grade, through the contents determined according to the themes, aims to:
- Further expand the knowledge and concepts in visual art;
- Develop the aesthetic, artistic, personal, intellectual, social and cultural formation of students;
- Recognize the role and importance of art for the individual and society;
- Develop 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;
- Recognize and select different artistic materials, techniques and tools and their use in artworks;
- Cultivate taste and aesthetic experience of artworks;
- Develop critical thinking and skills to evaluate and analyze artworks;
- Develop the ability to identify artworks through periods, contents, themes, styles, methods, techniques and materials.

Topics and learning outcomes

Concept	Topic	Subject learning outcomes (SLO) by topic
CREATIVITY AND ARTISTIC PERFORMANCE	**Creation of works** *(Drawing, Painting, Graphics, Graphic Design, Modeling, Construction)*	• Creates two and three-dimensional works using different art techniques and mediums. • Creates artworks using different types and drawing techniques. • Selects and uses different painting techniques to create artworks. • Creates using knowledge of colour theory (paint, value, intensity, etc.). • Performs works in graphics techniques, learning its distinctive features. • Models sculptural works in relief and three-dimensional sculpture using various forms. • Selects and uses different materials and techniques to create different sculptures. • Creates artistic photographs using manual or digital tools and techniques. • Manipulates photographic images using various computer software. • Makes works from applied art, distinguishing it from figurative art. • Creates applied paintings in the mosaic and collage technique. • Performs various works in the design of various products. • Uses different materials to create different miniature architectural constructions.
ARTISTIC LANGUAGE AND COMMUNICATION	**Figurative elements:** line, color, tone, texture, size, direction, shape, volume and space. **Principles of Figurative Art:** contrasts, rhythms, harmony,	• Recognizes, describes and uses the elements and principles of figurative language. • Distinguishes and uses different types of lines to create artwork. • Distinguishes types of colors and applies them in artistic works • Identifies and uses different types of tones in artwork. • Distinguishes natural texture and artificial texture according to the origin of the material. • Distinguishes figurative work when combining sizes that are different in size.

balance, gradation, proportion, set and composition.	• Distinguishes horizontal direction, vertical direction and oblique direction in the figurative work. • Explains the importance of light and shadow and applies it to artworks. • Distinguishes and applies volume in two and three dimensional works • Uses different types of textures to create a textured work. • Distinguishes and describes different types of space using the principle of perspective to achieve the illusion of space in artwork. • Recognizes the rules of composition and uses them to compose artworks. • Identifies and applies different types of composition in their artwork. • Identifies different types of balance and uses them in artwork. • Identifies different types of harmonies by carrying out work with the principle of harmony • Explains and describes the role and importance of proportions for the exact realization of the relationship between different forms. • Distinguishes different types of surfaces and applies them to artistic works. • Analyzes the rhythm in different works of well-known artists and applies different types of rhythm in their works • Identifies the importance and characteristics of contrast to distinguish between different figurative elements in an artwork. • Use different types of contrast in artwork.

ART-SOCIETY RELATION	**Exhibitions and cultural activities** **Visits and artistic events** Visits to galleries, museums, objects of cultural heritage, atelier (studios) of artists, cultural centers, etc. **Historical period:** Artworks from different countries, cultures and times and objects from cultural heritage Renaissance art Mannerism Baroque Art Neoclassicism Romanticism Realism	• Participates in exhibitions and artistic projects in the classroom, school, gallery and community. • Visits artists' ateliers and studios, and shares experiences with professional artists. • Visits various art institutions such as museums, galleries, cultural centers, virtual visits on the Internet to various sites, etc. • Gets informed of the basic developments of art history by distinguishing some of these periods. • Knows some of the main representatives of different periods and artistic directions. • Identifies and recognizes some of the most famous artworks.
AESTHETIC-ARTISTIC ESTIMATION AND EVALUATION	Estimation of art periods and directions Evaluation of artistic works Aesthetic analysis of works *Debates on the treatment of art issues and problems.*	• Presents and describes his works in front of the class. • Analyzes and evaluates own and others artistic creations by analyzing the elements, principles and techniques of artistic language. • Observes, experiences, analyzes, appreciates, evaluates and judges the artistic work in an analytical-critical way through individual and group works inside and outside the classroom, organized school exhibitions.

Methodological guidelines

For the best possible organization of the teaching process, for successful teaching and learning and for the implementation of the curriculum, different teaching methodologies should be used in the subject of Figurative Art. These methodologies are at the service of increasing the quality of learning successes and achievements by students, offering them 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 (SLO) of the Figurative Art, the area learning outcomes (ALO) and the main competencies of the Core Curriculum (CLO).
The selection of methodologies is the competency of the subject teacher, and they are selected in accordance with the needs and demands of the students, with the nature of the content of the teaching topic, with the didactic basis, with the level of education of the students, etc.

Based on the nature of the subject of Figurative Art, which is rather a practical activity, where students create different artistic works, the methodologies are also selected in such a way that the student is motivated for active participation in these activities as an opportunity for them to reflect their ideas, attitudes and thoughts through the use of diverse artistic tools.
They are active when they engage in activities, explorations, creations or simulations of knowledge, interpretations, attitudes and judgments. To ensure this active participation of students, the teacher must create an atmosphere that makes them feel free and flexible to develop their knowledge in figurative art.

Teaching in Figurative Art aims at inclusiveness, motivation, and equality in all aspects *of teaching and learning, based on competencies, in student-centred teaching and integrated teaching - learning.*

The planning and selection of teaching strategies and methods in the teaching of Figurative Art takes into account:
- Developing and strengthening the knowledge and basic skills of Figurative Art based on the previous ones;
- Main learning competencies in Figurative Art;
- Encouraging critical, creative thinking problem-solving;
- Motivating students 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 tools and technology;
- 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-student interaction in the learning process, and
- Experiences during visits of art institutions (galleries, museums).

Each methodology should serve the interests and needs of students and encourage them to have confidence in achieving success in the field of art.

In order to successfully develop the learning process, teachers must create a suitable environment in the classroom, stimulate and encourage students to participate in various activities by planning a variety of activities, materials, techniques and information, so that students have the opportunity to explore as much as possible on Figurative Art. Even project presentations, discussions, debates during their realization are very good opportunities for the realization of figurative/artistic skills.

Forms of work in the subject of Figurative Art

Different forms of work are applied in the educational process of realizing the program contents of the subject of Figurative Art:
- individual,
- in pairs,
- in groups, and
- with the whole class.

Guidelines for the implementation of cross-curricular issues

In the educational system, cross-curricular issues are important topics through which students obtain, develop and acquire certain specific skills and knowledge, in order to prepare for life and work in the future and to face and easily overcome life's challenges.
Cross-curricular issues are topics which human society is constantly confronted with, which aim to create and cultivate some social, human and civic values, which contribute to the formation of the identity and individual and independent personality of students.
All the curricular areas are integrated and contribute in cross-curricular issues in different forms, including the area of arts with its subjects, which helps students recognize and interpret the world better, events, processes, relations in society and increase the interrelation of education with life and its interests.

The cross-curricular topics that are addressed in the field of arts are:

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

These topics can be interrelated and addressed during the elaboration of the topics foreseen with the Figurative Art subject curriculum.

Education for democratic citizenship

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

Peace literacy

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

Globalization and interdependence

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

Media literacy

Media literacy is a necessity of the time for students. It provides them with information to expand their knowledge on the historical developments of art, authors, then artworks, theory and artistic problems, developing and cultivating the skill and research culture for the handling of certain problems. Media can also be used for artistic creations and the presentation of various artistic projects.

Sustainable development education

Sustainable development is a process that prepares students with sustainable skills that guarantee opportunities for a better life. Students should be able to detect the sustainable development

challenges from different perspectives, related to the impacts of human activity on society, in the cultural-artistic, social, economic and environmental aspects.

Guidelines for assessment

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

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

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

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

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

The individual assessment is done to measure certain artistic competencies, which the student manages to develop during the learning process, alone or in a group, through practical activity, i.e., through the creation, observation, and analysis of works of art, etc. Students are assessed while demonstrating their achievements through various activities and productions.

The portfolio, with the creations, writings, presentations and testing, are an objective possibility of student assessment, as it also responds to the assessment according to the competencies of the subject of Figurative Art.

Assessment objectives:
- *Identify student progress and provide them with sufficient data.*
- *Motivate students for work.*
- *Provide information on the level of competency achievement.*
- *Diagnose weaknesses and strengths of students.*
- *Improve learning and teaching.*
- *Assign tasks according to individual abilities in accordance with the level of the students.*

- *Select appropriate teaching methods based on grade level.*
- *Provide information on the development of students for their future orientation.*

Different assessment forms and instruments

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

Assessment methods
- **Verbal assessment** - the use of short questions, conversations about the learning material or a concrete task, discussing with individual students, one by one, groups or with the whole class, listening to the discussions that students have with each other on a concept, knowledge of figurative arts, artistic work or task, etc.

- Written assessment or testing - special tasks for groups of students, short tests for a concept, topic or group of topics, an essay as well as tests for a certain semester and annual line.

- **Assessment of completed tasks** - a step-by-step observation of art tasks, from ideation to organization and realization, such as: demonstration of achievements in concrete work (namely the realization of two- and three-dimensional works, interest in the pursuit of artistic life in the community, passion, appreciation and dedication to this subject, etc.).

- **Evaluation of different projects** - cooperation of students in a school or province-based project.

- **Assessment of artistic works** - participation in various artistic activities organized by the school, etc., participation in national activities such as: competitions, and exhibitions of a domestic or international character.

- **Assessment through the portfolio** - the student's portfolio, as an opportunity for assessment and self-assessment, is a collection of his/her work throughout the school year. It may contain thematic tasks (essays), various two- and three-dimensional creations realized during the school year, which can be creations in painting, sculpture (plasticine), computer, etc., curricular projects, all for the benefit of various school activities, products

of curricular activities, etc. the selections for the portfolio are made by the students, the teacher recommends.

Assessment process instruments
- Test (multiple choice, true-false, matching, completion, short answer and open-ended questions);
- Structured oral test;
- Checklist;
- Questionnaire;
- Interview sheet;
- Survey;
- Essay;
- Project;
- File/Portfolio.

Instructions for learning materials and resources

The selection and use of didactic and teaching tools is an integral part of the teaching process, and have special importance in the achievement and realization of competencies.

Such tools serve to demonstrate and concretize the topics and learning units covered in the subject of art, and they should be very efficient, tangible and practical for students.

Technology is one of the widely used tools in the subject of Figurative Education, helping students to research and recognize various works of art, cultural heritage objects, design objects, etc., creating the student's research type in the subject of art.

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

In this form, students are given the opportunity to demonstrate or present different tasks and projects through technological media.

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

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

Some of the most useful didactic tools are:

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

Subject Curriculum/Syllabus
Musical Art

Content

Introduction

Music contributes to the physical, emotional, intellectual, social and aesthetic development of the child, i.e. to his/her overall formation and especially to the cultural formation, enriching their spiritual world, identity and personality. With the universal language that all people understand; regardless of race, gender, or age, music helps students understand musical phenomena and processes to use them for communication and artistic expression in different contexts.

As a social activity, from the beginning of its appearance, music is a medium that enables joint group activities, where cooperation is required in the realization of songs, musical pieces with instruments, etc., enabling students to develop different musical skills alongside the development of other general competencies.

Purpose

The subject of Music Education in the seventh grade continues to:
- develop musical skills (singing, playing musical instruments and creative skills) of students according to individual interests and dispositions;
- develop students' musical ears (rhythmic, melodic and harmonic sense) through musical activities;
- develop students' knowledge of rhythm, melody, harmony, musical forms, instruments, institutions, creators and performers;
- develop artistic communication with the elements of the musical language, enriching the 'vocabulary' and musical literacy;
- enable students to become familiar with active musical listening and appreciate musical creativity (national and world) of different musical styles and genres;

- encourage students to test their creative musical abilities;
- identify creators and performers, institutions and important musical events in the country and in the world.

Topics and learning outcomes

Area learning outcomes (ALO) are broken down and specified by subject learning outcomes, organized into 4 main thematic areas.

Concept	Topics	Subject learning outcomes (SLO) by topic
	ALO.1. **Demonstrates a tendency to develop one or more artistic skills in music, drama, visual arts and dance** • Sings and/or performs on musical instruments, simple songs and melodies by imitation and notational text; **Creates using various artistic expression means to express individual experience, personal feelings and ideas** • Creatively improvises on previously known melodies and rhythms; • Creates melodies, rhythms, songs and instrumental accompaniments of songs.	
Creativity and artistic performance	Songs	• Students sing simple songs and melodies in different genres with correct rhythm and intonation according to imitation and with notal text (at least 6-8 songs) respecting the correct and beautiful singing technique (individually and in a group).
	Interpretation in instruments	• Students accompany the singing and play simple instrumental pieces of different genres individually and in groups.
	Musical creativity	• Students improvise with voice, with instruments, rhythms and melodies in

		different measures and in different forms of music. • Students express themselves with movement/dance, literary and figurative expressions inspired by the music they hear. • Students create new melodies for selected rhythms and short poetic texts using musical notation or symbols.
	ALO.2. • Uses the elements of artistic language with creativity and originality to communicate their ideas. • Discovers and presents the content of artworks through the analysis of the used elements of the artistic language and used techniques. • Experiments and selects the expressive possibilities of different artistic techniques, in the realization of their artworks. • Communicates with relevant artistic means of expression (music, drama, dance and visual arts) in an appropriate manner for different audiences (colleagues, parents, other children, wider public, etc.).	
Artistic language and communication	**Musical elements** Rhythm Harmony Melody Form	Students: • Creatively use musical elements (rhythm, measures, melody, harmony, musical scales, etc.) to communicate with musical expressions; • effectively and creatively use musical elements when playing musical instruments; • get information about the formal structure of musical works: • students identify and distinguish the main forms in which musical works are constructed (fugue, sonata, oratorio, cantata, opera, symphony, etc.) through listening to music;
	Musical Literacy • Syllables of solemnization • The symbols for the length of the musical sound **Musical scales**	• Correctly reproduces the pitches and lengths of musical sounds based on the syllables of the solemnization and the rhythmic intervals (note values) of the songs they sing; • identifies the principle of construction of different musical scales through songs, musical examples for listening and visual representations of musical scales;

		• successfully uses knowledge of musical elements in their practical application while singing and playing instruments.
ALO.3.	• Identifies artistic name and creative works, prominent artists from folk and national and world artistic creativity of different periods; • Identifies and distinguishes stylistic developments in different forms of artworks (eg, portrait in different styles, opera in different styles and periods, etc.). • Recognizes important events, institutions, and artistic developments of different historical periods in different social contexts (local, regional, national, global, etc.).	
Music and society	**Musical genres**	• Students distinguish and compare musical genres (art, folk, fun, jazz, rock, party music, etc.) by listening to music and singing songs.
	Genres (types) of music	• Through listening to music, students distinguish and compare vocal, instrumental, vocal-instrumental and stage music through musical examples from the world and national musical creativity.
	Musical instruments and formations **Creators and performers**	• Through listening to music, students identify and compare representative instruments from string, wind, and percussion groups. • Students identify and compare different musical ensembles, according to function and type. • Students get to know artistic and creative works, prominent artists from popular and national and world artistic creativity of different periods. *(at least 10 most prominent ones).*
ALO 4.	• Comment and express themselves about the experienced artworks through conversation, essay, poster, PowerPoint, presentation and other forms of expression. • Comment on their own and others' creations/performances using appropriate artistic terminology and concepts. • Appreciate the works of cultural heritage - popular in the environment where they live.	
Aesthetic-artistic estimation and evaluation	**Musical works** **Musical events**	• Students evaluate their own and others' singing and performance.

		• Students express themselves about the musical work they have heard with a drawing, essay, poem or other artistic expressions (at least 10 works).
		• Students express themselves about the characteristics of the musical work (form, type, genre, content)
		• Students comment on various events from the national and world artistic life.
		• Students participate in various musical activities inside and outside the school.

Methodological guidelines

Artistic experience, curiosity, imagination and freedom of expression are the main principles of teaching methodology in the field of arts. Bearing in mind that grade VII is the continuation of grade VI and part of scale III, students gradually continue to learn about different concepts, phenomena and musical phenomena through intuitive teaching and a constructive learning approach. Students understand creative musical processes and techniques, learning how to put them into practice while singing and playing musical instruments. The arts interact with each other, so different forms of artistic expression can be connected in the learning process, for example, a song with movement and dance, music with figurative expression, music with literary expression, figurative expression with literary expression, artistic syncretic performance etc. Especially at this level, the integrated approach of combining artistic expressions for different topics can be applied. Language connection (native and foreign) with music can be very successful. Different poems are often part of artistic songs, but also different literary themes are related to different musical works for listening.

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

Artistic creativity and performance

Singing and playing the musical instruments

Singing, and playing musical instruments are the musical activities that continue to be used in this class, in addition to listening to music that increases in quantity, because through listening, different learning units are learned from topics such as musical instruments, musical works, creators, performers, etc.

Through singing, the ways of shaping the voice are further developed and the habit and ability to sing correctly in intonation and at a certain rhythm is 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 wishes and personal 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 different tempos and measures. While playing musical instruments (folk and classical which make the children feel good) is done by ear (with imitation) but also with notal text, to accompany the songs, the students are encouraged to perform individually and in groups short pieces of music, according to notal text.

Artistic language and communication

Melody and rhythm are inseparable parts of the necessary knowledge that students should know about the meaning of music. Various musical measures and rhythmic and melodic phenomena, musical scales, etc. are treated based on songs and examples and in this way they further expand their musical knowledge for understanding, creating, interpreting and correctly judging the music they listen to or perform.

Music listening, appreciation and evaluation

Listening to music, and experiencing and expressing emotions towards music is a very important process. Music creates different emotions and students 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 students. Orchestral music, and stage music are attractive for students of this age, along with music from different genres that they prefer. It is important that the selected work is of artistic value with an educational-didactic character. Works from vocal-instrumental music are even more concrete because of the linguistic text that concretizes the musical content.

Program music, stage music, popular music also enables students 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 for data and presenting musical works for listening (musical samples and interpretations videos of various musical works on youtube, CD, video, etc.). Students are constantly encouraged to appreciate and evaluate the heard works using appropriate terms for musical elements and artistic expression.

In this class, they are introduced to musical instruments in the course of special families of musical instruments. Know certain musical forms, creators, performers, social developments that have influenced the development of music, etc.

A range of cross-curricular issues can be addressed in the subject of music for the seventh grade.

Democracy and peace literacy - it has to do with the promotion of responsibility, human rights, gender equality issues, cultural and intercultural issues, preventing and combating negative social phenomena, promoting dialogue, tolerance, etc. These topics can be the subject of songs that students sing in class and extracurricular activities. Thematic projects can be organized on these topics, in which case songs and musical works are selected for listening that are related to these topics.

Globalization and interdependence

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

Media literacy

From the perspective of the arts, this includes the issues of fair use of technology and media for the creation and distribution of artworks, but also the education of the aesthetic taste for art, which is represented in the media; images, good and bad music, distribution of music through media (copyright, etc.), but also the application of media for artistic creation (photography, collage, etc.).

Sustainable development education

Issues of sustainable development, issues of realizing the right to live in a healthy environment and in social welfare, based on international conventions, can be the subject of treatment of artistic activities (music, drama, dance, visual arts and various techniques (posters, graphics, paintings, etc.). The use of the musical artistic expression to address the child's right to education, freedom and dignified life, for various phenomena (e.g. against smoking, stopping violence against children, stopping the war, etc.) is possible through project themes in which music takes part.
The use of artistic expression and artistic subjects to address the themes of sustainable development (protection of the environment, spaces, order, lobbying for a healthy life, etc.) is also a very good opportunity to address cross-curricular issues and inter-subject integration. A healthy sound environment is very important for society, therefore the treatment of students' musical taste, care for the level of voice, noises, etc. addresses this issue.

Assessment guidelines

The assessment is generally done according to 5 levels.

Level 1 - Demonstrates an insufficient degree of achievement of learning outcomes and coincides with the rating as Insufficient.

Level 2- Demonstrates a minimal and sufficient mastery of the learning outcomes, which are the basis for the activity of the next level and coincides with the rating as Sufficient.

Level 3 - Represents some partial learning achievements and competencies to overcome learning challenges and coincides with the rating of Good.

Level 4 - Represents high and solid achievement in meeting the learning outcomes and coincides with the rating as Very Good.

Level 5 - Represents the highest and most consistent achievement in meeting the learning outcomes and coincides with the rating of Excellent.

The assessment must be continuous, but the summary evaluation can also be applied for the period of two or three months to evaluate the achievement of the implementation of the two-month plan. Continuous assessment is enabled by the teacher through the evidence of the students' progress with various evaluation instruments, which include:

- Checklist for songs, instrumental parts and evaluation of the level of performance according to the defined criteria,
- different music tests (listening and oral and written),
- various research tasks with the element of musical listening, and
- Assessment of the student's file (portfolio).

The student file can contain practical work/assignments that are applied in class, projects/practical work, such as: homework, collages, CDs, DVDs with musical examples, individual research on composers, instruments, musical works, etc.

Learning 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. The equipment of 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 enables teachers to present musical examples in the classroom in an auditory and visual way, but also enables students to present their research tasks and projects.

Textbooks, music encyclopedias and online resources enable students to obtain relevant information about creators, instruments, musical styles and genres, performers and institutions. Textbooks (required), teacher's books, workbooks, catalogues (of songs and music examples for listening), and various albums with images of instruments, composers, etc. can be used in school to support students' work and demonstrate different musical works. These resources should be

discussed and assessed by staff as part of their music plan. This plan should be important to select secondary resources, which help to support students in their creative and performing works.

Some online resources:
Grade VII Music Education book
http://music-teacher-resources.com/
http://www.zzounds.com/edu--musicteacherhandouts
http://interactivesites.weebly.com/music.html
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
Purpose
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Assessment guidelines
Instructions for learning materials and resources

Introduction

Mathematics as an area and subject in the seventh grade enables students to continue to successfully fulfil the needs and interests in mathematics in relation to their age, to develop their personality and potential in intellectual development and personality formation to be successful in facing the challenges of life and integration in society.

The subject program of the seventh grade is a logical continuation of the subject program of the sixth grade and enables the complete achievement of area outcomes for the third level. In order to achieve this, good teaching materials, diverse teaching methodologies, as well as a permanent commitment to the development of students' skills are needed. All this aims for students to continue to acquire the necessary knowledge and understand the quantitative, spatial relationships and patterns in various phenomena in nature, society and daily life as well as the development of logical, critical, analytical and abstract thinking.

The seventh-grade math program serves:
- students to develop main competencies of lifelong learning and competencies in the area of mathematics, so that he/she will be successful in the future;
- teachers for the planning, realization and assessment of the teaching activity and the achievements of the students in the classroom and outside of it;
- parents for recognition of the child's learning results and assessment criteria in certain periods of time, as well as
- drafters of textbooks and auxiliary materials for teachers and students.

The mathematics program presents the subject learning outcomes for learning topics for content that create conditions for the student to build and apply knowledge, skills, attitudes and values, in the function of the competences of the area and the main competences.

The program also contains teaching methodology instructions as a condition for the program implementation, for the achievement of competences by the students, allowing everyone to show and develop the potential that they possess within themselves, instructions for the implementation of cross-curricular issues for the contribution of mathematics in society and daily life. At the same time, it also contains instructions for assessing the achievement of seventh-grade students and instructions for didactic materials and learning resources and tools.

Purpose

Through the learning of mathematics in the seventh grade, it is intended that students acquire the basic mathematical knowledge necessary to understand the phenomena and laws of nature and society, the intellectual development of the student, the exercise of basic rules, the cultivation of values as well as the preparation for following classes. Likewise, the mathematics program aims to provide students with mathematical thinking models, basic ideas and mathematical structures, also develop their calculation and problem-solving skills in daily life. Simultaneously, the seventh-

grade mathematics program during implementation: selects and applies problem-solving strategies; makes observations, inquiries, researches, which help in understanding knowledge and mastering mathematical skills; communicates it's mathematical thinking using mathematical symbols; creates representations of mathematics concepts by linking them together and applies them to problem-solving.

The purpose of the subject of Mathematics in the seventh grade is to promote the further development of the basic concepts of mathematics and their reinforcement, which is done through:

- integrated learning in the context of daily life, as well as
- learning through the acquisition of elementary concepts and constructed concepts of mathematics.

The main purpose of the mathematics program for the seventh grade is to create the conditions for further development of the competences of the area - the subject as well as the main competencies related thereof.

The seventh-grade mathematics program promotes even more *overall development and consolidation* which is done through:

- integrated learning in the context of daily life, and
- acquisition of elementary concepts and construction of new concepts.

Topic and learning outcomes

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

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

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

The general concepts are broken down into topics and for each topic learning outcomes are presented that are supported by the domain learning outcomes for each degree.

Concept	Topics	Subject Learning Outcomes by Topic (SLO)
Number	**ALO** Student: 1. Recognizes and acquires the terms (positive number, negative number, opposite number, absolute value, reciprocal number, rational number, square root); 2. Understands the concept of fractions, decimal numbers, proportional numbers, percentages, letter expressions, functions and their application in solving problems; 3. Justifies facts and procedures for problem solutions related to whole numbers and rational numbers, selects and applies appropriate problem-solving strategies; 4. Integrates mathematics as part of human culture in situations or phenomena from other contexts: daily life, other subjects, sports, global warming, tourism, economy, environment, migration, etc.; 5. Discovers rules for operations with numbers, uses symbols and methods to model relationships in practical situations, and applies appropriate problem-solving strategies; 6. Solves problems from daily life using proportional numbers, percentages, elementary equations and inequalities. 7. Uses information technology for various calculations.	
	Whole numbers and rational numbers	Student: ▪ Distinguishes whole and rational numbers (positive and negative); ▪ Represents whole and rational numbers on the number line; ▪ Determines the absolute value of signed numbers; ▪ Compares whole and rational numbers; ▪ Calculates the sum, difference, product and quotient of whole and rational numbers; ▪ Applies the order of arithmetic operations to numerical expressions; ▪ Defines the set of whole numbers as a set closed to addition, subtraction and multiplication; ▪ Defines the set of rational numbers as a set closed to addition, subtraction, multiplication and division (in the case when the divisor is not zero); ▪ Calculates the value of expressions with rational numbers;

		- Distinguishes numerals that show the same quantity (e.g. 3/5 is equal to 60% or 0.6); - Models and solves equality and inequality using rational numbers.
Algebra and function	**ALO** Student 1. Understands proportion as a ratio of two sizes; 2. Reasons the power as the product several times of a number or expression; 3. Connects the root as the inverse action of power; 4. Solves problems using equations and inequalities 5. Interprets function as a connection of two communities through the form $y = f(x)$.	
	Proportion and percentage	Student: - Distinguishes the numerals that form a proportion; - Distinguishes right proportional sizes; - Determines the proportional quarter in the given proportions; - Applies the simple rule of thirds to determine the value of the unknown in proportions; - Values and calculates the percentage by memory and with calculation methods; - Converts percentages to fractions, decimals and vice versa; - Performs "actions" with percentages (e.g. sets the value of the whole when the percentage of a part of it is known, sets the percentage of a part of the whole); - Solves problems from daily life, using proportional numbers and percentages.
	Power and root	Student: - Reads and writes powers with a natural number exponent; - Calculates the power value with natural number exponent and rational number base; - Distinguishes cases when the power value is a positive or negative number (depending on the base and exponent);

		▪ Expresses the whole number in scientific form (e.g. as applied to the distance between planets); ▪ Interprets the square root as the inverse of squaring; ▪ Calculates the square root by trial/attempt and using the calculator; ▪ Models and solves problems using powers. ▪ Uses the calculator for power calculation;
	Letter expressions	Student: ▪ Applies the order of arithmetic operations and parentheses to letter expressions; ▪ Calculates the values of linear expressions for given values of letters;
	Linear equations and inequalities with one unknown	Student: ▪ Solves linear equations with one unknown (with whole and rational numbers); ▪ Solves linear inequalities with one unknown (with whole numbers and rational numbers); ▪ Represents solutions of inequalities on the number line and forms the numerical set of solutions; ▪ Models and solves equations and inequalities with whole and rational numbers.
	Linear function	Student: ▪ Sets the value of the function $y = f(x)$ for different values of the x argument ; ▪ Represents the function points by means of the table, the ordered pair and the coordinate grid; ▪ Constructs the graph of the function by joining the points on the coordinate grid; ▪ Graphically models various problems from daily life that involve function $y = f(x)$.
Form, space, measurements and geometry	**ALO** Student: 1. Classifies and constructs different angles and polygons, identifies them in different figures and objects; 2. Applies the Pythagorean theorem to figures and objects where the right triangle is represented; 3. Discovers relationships between angles, sides, diagonals of polygons; 4. Reasons and proves geometric relationships between 2D (two-dimensional) figures and 3D three-dimensional bodies. ;	

		5. Understands measurement processes by selecting appropriate techniques and formulas to perform measurements; 6. Solves problems from real situations through measurement and formulas for calculating: perimeter, area of figures and volume of bodies (prism, pyramid) 7. Applies the rules for calculating the area of polygons, circles, prisms, pyramids; 8. Applies the rules for calculating the volume of the prism and the pyramid.
	corners	Student: - Constructs the congruent angle with the given angle; - Constructs the bisector of the given angle and segment; - Uses units for angle measurement: degrees, minutes and seconds and converts them from one unit to another; - Collects and subtracts the given angles constructively and arithmetically; - Constructs the angles 60^0, 30^0, 15^0, 90^0, 45^0, 120^0 etc. using different methods (e.g. folding sheets, protractor, ruler and compass); - Determines the complementary and supplementary angle of the given angle, by calculation and by construction; - Describes the properties of the angles that are formed when parallel lines are cut by the transversal and names them; - Identifies the drawing scale (proportion coefficient) in similar figures and geographical maps of cities, states, ...; - Calculates the sizes of the angles of the triangle (exterior and interior) when the sizes of its two angles are known; - Determines the perimeter of two-dimensional figures using formulas and measurements; "Proves" the theorem of Pythagoras in the right triangle (by constructing squares on its sides) and applies it to the calculation of the hypotenuse length or the right triangle leg;

	Geometric figures (polygons, circle)	▪ Applies inversely the theorem of Pythagoras to determine whether a triangle is right-angled or not; ▪ Applies the theorem of Pythagoras for the height calculating of an isosceles triangle and an equilateral triangle, as well as for the diagonal calculating of a rectangle and a square; ▪ Calculates the perimeter and area of the polygonal surface (parallelogram, triangle, trapeziums, deltoid) using formulas; ▪ Constructs some regular polygons; ▪ Calculates the perimeter and area of regular polygonal surfaces when the edge and radius of the inscribed circle are known; ▪ Chooses standard units for measuring length, area and volume, and explains the relationships between different units of measurement when solving problems; ▪ Constructs figures with a line of symmetry and center of symmetry; ▪ Finds the relationship of interior angles (their sum is 180^0) and external angles (their sum is 360^0) of the triangle by different methods (e.g. by lining up the corners of the paper, using the protractor, etc.); ▪ Calculates the sizes of the angles of the triangle (exterior and interior) when the sizes of its two angles are known; ▪ Sets the sum of interior angles in polygons and vice versa from the given sum sets the corresponding polygon; ▪ Sets the number of diagonals of a polygon; ▪ Describes relationships between cubic units and uses them correctly during measurements; ▪ Describes, names and classifies quadrilaterals based on the position of the sides (parallelograms, trapeziums, trapezoids); ▪ Calculates the perimeter and area of the parallelogram, trapezium, deltoid surfaces. ▪ Describes the circle (with its elements) and the circular surface;

	Measuring	▪ Through measurements in different circles, finds that the ratio between radius, diameter and perimeter is a constant number (pi number), and finds its approximate value; ▪ Calculates the perimeter and area of the circular surface; ▪ Decomposes irregular figures into simple two-dimensional figures to find their perimeter and area; ▪ Uses the formulas for calculating the perimeter and area of polygonal and circular surfaces in tasks from daily life;
	Geometric bodies (prisms and pyramids)	▪ Sketches three-dimensional objects from models and drawings; ▪ Researches and reports on the use of measuring instruments in various projects, at home, in the workshop and the community; ▪ Identifies two-dimensional figures in the prism and pyramid grid; ▪ Discovers the formulas for calculating the surface of the prism and the pyramid using the corresponding grids; ▪ Discovers the formulas for calculating the volume of the prism and the regular pyramid; ▪ Researches and reports on solving various problems at home, in workshop and community related to geometric bodies (prisms, pyramids).
Computer and probability	**ALO** Student: 1. Demonstrates knowledge of data collection and presentation, reads, acquires and interprets data for making decisions; 2. Uses mathematical terminology (e.g., mode, median, arithmetic average, relative frequency, absolute, probability, etc.) to describe situations different from statistics and daily life; 3. Reasons for the concepts of probability through elementary concepts; 4. Uses technology to solve problems from statistics and probability and daily life.	
		Student: ▪ Collects statistical data on the phenomena that surround us;

	Statistics	- Presents the collected data in tables; - Constructs diagrams based on collected data; - Sets average values: arithmetic average, mode and median; - Determines the absolute and relative frequency of a data set. - Uses technology to solve life problems in real situations.
	Probability	Student: - Predicts the possibility (with significant differences); - Uses probability in daily life; - Does the test, possible, impossible; - Gives the concept of probability.

Methodological guidelines

The mathematics teaching methodologies in the seventh grade are based on the teaching principles defined in the Core Curriculum II, which aims at teaching that ensures learning competences. The topics presented in the seventh-grade program are developed as integrated among themselves, following the topics developed in the previous grade, as well as being connected to other areas. The learning outcomes for each topic also serve the requirements and notions aimed at other topics within and outside the curricular area.

The teacher should focus mainly on:

- linking learning outcomes of core competencies with learning outcomes for subject competencies and learning outcomes for topics;
- student-centred teaching;
- integrated teaching and learning;
- Development of cross-curricular topics;
- development of activities for sustainable education.

The teacher should build their work on:

- determining the topic to be delivered;
- listing methods, techniques and strategies based on interaction;
- enabling access to all the necessary tools that students need, motivation, encouragement and permanent praise of students;
- informing and keeping in constant contact with parents about their children's progress.

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

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

Guidelines for the implementation of cross-curricular issues

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

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

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

Assessment guidelines

In accordance with the principles of the competency-based learning approach, assessment is considered a teaching element that focuses on the level of competency achievement. The content assessment relates to mastery of knowledge and demonstration of mathematical skills through reliable indicators of student' progress. During the assessment, the teacher must take into account the learning outcomes for the classroom's learning topics, focusing on the area outcomes for the degree. The assessment of the achievement of seventh-grade students in mathematics is carried out through: evidence of continuous assessments, classroom observation, control tasks (thematic tests), oral presentations, homework, and assessment through periodic summative tests. The reporting of the student achievements is done through descriptions with constructive comments and numerical grades (1--5).

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

Instructions for learning materials and resources

During the teaching of mathematics, the teacher provides information and performs skills using didactic materials and necessary resources, while the student **generates** information and **forms** habits and also develops skills by approaching learning through seeing, hearing, touching, using technology and other forms.

For the achievement of the second-level competencies of lower secondary education for the seventh grade, the teacher provides access through the use of age-appropriate materials and the possibility of the learning level.

The teacher, in addition to the necessary didactic materials and tools, reliable sources other than the Internet, creates mathematical models, gives special aids, adapts examples of different types, creates environment and climate for alternative activities. He/she also offers technical and technological tools to develop his/her skills in teaching mathematics. The teacher creates opportunities for students to demonstrate or present various tasks and projects.

CURRICULUM AREA: Natural Sciences

Subject curriculum/syllabus

Physics
Biology
Chemistry

Subject Curriculum/Syllabus
Physics

Content

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

Introduction

Science is an intellectual and practical activity involving the systematic study of the structure and behaviour of the physical and natural world through observations and experiments.

Teaching the subject of physics in the seventh grade provides students with the opportunity to develop an understanding of scientific concepts and processes, practices used by humans for the development of scientific knowledge, and the contribution of science to society and its applications in daily life.

Physics is a dynamic and evolutionary science, therefore our knowledge of nature is constantly improving in quality, for this reason, the need for continuous updating of the curriculum is evident. The curricular field of Natural Sciences" in curricular level III represents the continuation of what has been achieved within the primary school.

The subject of Physics VII contributes the most to the concept of the curricular area -

"physical processes" but also other concepts. The reference point for the subject of Physics VII presents the learning outcome of the competencies and the area learning outcome for the curricular level III.

Through the teaching of Physics, we contribute to the student achieving the targeted competencies according to the Core Curriculum for the third level and achieving the area outcome foreseen for the seventh grade.

Subject outcomes, reference points have the following topics: **Subjects** to Physics, basic measurements, simple movements, forces (types and their balance), work, energy and power, aggregate states and temperature, simple machines and sound**.**

Purpose

The program in natural sciences aims to develop the student's competencies, combining theoretical learning with research methods (direct observation of experiments in the laboratory or the area, various learning resources, processing of information and presentation of findings, etc.). This enables students to actively develop their competencies and owing to research, to understand, explain and intervene in the relationship between life and nature.

The goals of the area of natural sciences are conceived in terms of lifelong learning. Through the subject of Physics, students:

- develop basic knowledge and concepts for scientific formation in the area of Physics;
- apply scientific knowledge and skills analytically, critically and creatively to problems requiring solutions and decision-making;
- evaluate the contribution of science and technology to the well-being of man and society;
- explain the processes through the four interactions (gravitational, electromagnetic, nuclear and weak interaction);

- use information and communication technology as a means of providing and communicating information;
- explain the role of science in sustainable development, as well as in the preservation and protection of the environment.

  All these abilities, skills, attitudes, values and motivations are achieved by targeting the general competencies envisaged for the given level, and specifically through the natural sciences – summarized in subject learning outcomes.

Topics and learning outcomes

The content of the subject of Physics is organized according to concepts, topics and subject learning outcomes (SLO). The construction of the course content includes six concepts; broken down into specific concepts (domains), topics and subject learning outcomes, through which the foundation of the are of science is included in the relevant subject.

Domain: I. Movement; **II.** The structure of the subject; **III.** Cooperation; **IV.** Energy

Concepts	Thematic integrieties	Learning outcomes.
Physical processes	**1. Physics study subject**	**I, II, III** and **IV.** **Student:** - explains physics as a natural science that studies the properties, structures and transformations of matter and formulates in the form of rules and laws. - distinguishes the two basic methods of studying physics known as experimental physics and theoretical physics. - explains physics as the discoverer of the powers of nature, mathematics as their articulator in the form of laws, and engineering as applied in production. - assesses the accuracy of the laws of physics against the accuracy of their application by engineers, based on the fact that designed products are not judged on their authenticity.
	2. Basic measurements	**II** - evaluates the accuracy of measurements in physics by tools, according to the sensitivity of their scale and the position of the eye. - names the instruments used for measuring length, time, mass and temperature, based on the purpose of the measurement. - determines the length of any object and thin bodies by corresponding tools. - expresses the value of any surface and the volume of any body with different subsets of the basic unit. - calculates the volume of regular bodies and **demonstrates** the determination of the volume of irregular bodies. - assesses the accuracy of measuring the time of an event with a mechanical clock, stopwatch and digital clock. - explains body mass with the help of its properties. - **demonstrates** measuring the mass of the same bodies by mechanical scales and numerical scales and assesses their accuracy. - **demonstrates** the determination of the density of irregular bodies and liquids. - **demonstrates** determination of the density of different substances with the same volumes, (e.g. a cube of 1 cm^3). - distinguishes the density of the body in liquid from the density of the liquid and presents their ratio for submersion, floating and Its splash.

		- **demonstrates** measuring the volume of liquids by syringes and graduated containers and the temperature of the ice-water mixture with a meteorological thermometer; with positive, zero and negative scales. - solve numerical tasks for density, mass and volume of bodies and liquids and for converting the corresponding units.
	3. Simple movements	**I.** - defines the uniform rectilinear speed based on the preliminary table values, for the way past s and the time t of the movement of any body. - draws the chart s/t and the chart v/t on $v = $ const. and derives the path formula from the surface between semi-line $v = $ const. and axis t. - draws on the graph s/t, for two or three moving bodies, the relative values of the road s and time t and from the slope of the half-lines infers their obliquity. - converts the unit of speed from m/s to km/h and vice versa. - expresses the formula for the acceleration of body motion and explains the velocity of free fall as accelerated motion with constant acceleration g. - solves numerical tasks for calculating speed, distance, time and acceleration.
	4. Forces and movements	**I and II** - identifies force as a physical quantity that characterizes the mutual interaction of bodies (attraction and repulsion) and conditions either a change in speed or deformation of the body. - denotes the unit of force and names forces according to the type of interaction. - identifies body weight as force and distinguishes it from mass according to measurement units. - **demonstrates** measure mass and weight and determines the ratio between them by measuring the same bodies by the relevant tools: scales, dynamometer, etc. - **demonstrates** examples of force action on the body accompanied by its counteraction. - **demonstrates** the extension of the elastic spring, depending on some weights hanging on it and calculates the ratio F/x that represents Hooke's law of elasticity. - explains the friction of rest, motion and rotation, its role in daily life and ways of its reduction.

		- demonstrates the dependence of the friction force on the weight of the body and the independence on the size of its encountering surface. **- demonstrates** balancing forces, determining the center of gravity of regular bodies, regular and irregular surfaces; - solve numerical tasks for forces and their actions.
	5. Work and energy	**IV** - defines mechanical work and analyzes its dependence on the sizes of the definition. - analyzes the dependence of kinetic energy and potential energy on the magnitudes of the definition. - expresses the connection of work with energy and interprets heat as the energy that is carried from the body to body. - interprets the law of conservation of energy based on examples of its transformation. - identifies the speed of work performance and expresses its unit by work unit. - analyzes the efficiency of energy conversion utilization devices. - applies the law of energy conservation, for **demonstration** of carrying its energy, during the impact of the elastic sphere on the ground. - evaluates the role of energy in the development of contemporary society. - numerically calculates tasks for calculating work, energy and power.
	6. Voice and its diffusion.	**I and II** **- demonstrates** the compression and extension of the elastic spring, as a mechanical analogue of the densifications and rarefactions of particles of the environment through which the sound diffuses. - shows the sources of sound, its physical characteristics and its diffusion, as a form of energy that is recorded by the ear and apparatus. **- demonstrates** decreasing sound intensity with distance. **- demonstrates** with the acoustic fork, changing the density (pressure) of the air during sound diffusion. - illustrates the parts of the human ear and the principle of a sound recording by the ear and acoustic instruments. - explains the dependence of the speed of sound diffusion in air on temperature with a reduced formula. **- demonstrates** propagation of sound in air, water and solid bodies of different densities. **- demonstrates** the non-propagation of sound in the void.

		- describes the basic subjective characteristics of sound and distinguishes its types according to frequency. - explains the creation of echo and its use for determining the speed of sound diffusion in the air and the distance of any object (sonar). - solves numerical tasks for speed of sound diffusion and determination of air temperature.
	7. Aggregate conditions	**I and IV** - distinguishes solids, liquids and gases and compares their properties according to density, similarity and the way they occupy the space. - explains the difference between solids, liquids and gases with the particle model of their construction and the way the particles move. - **demonstrates** the ways in which particles of matter (molecules and atoms) can be dictated. - describes the three aggregate states of matter and transitions from one state to another with latent heat and sublimation (freezing, melting, vaporization and liquefaction). - **demonstrates** the decrease in the melting point of ice with increasing pressure and explains it with the particle building material model. - **demonstrates** the change of body volume and density with temperature and debates the anomaly of water. - explains atmospheric precipitation and the ways of their creation. - identifies energy transitions in the biosphere in the form of air currents, volcanoes, geysers, sea currents, etc.
	8. The principle of simple machine work.	**III and II** - shows types of simple machines that perform actions for changing direction, force multipliers or distance multipliers and explains the golden rule of mechanics according to Galileo. - defines the mechanical priority (force multiplier) α and speed quotient (distance quotient) β of the simple machine and why are they greater, or less than one for a force multiplier and distance multiplier. - presents the formula for the definition of efficiency η of the simple machine and the possibility of presenting it with the help of mechanical advantage α and exponents of velocities β. - classifies logs based on relative positions of effort, load and fulcrum, also determines mechanical advantage α, the speed coefficient β, efficiency η and the type of action they perform. **demonstrates** working with an inclined plane by changing its angle, determines the size β and shows the type of action it performs. - **demonstrates** the balance between the bodies on the side of the log at the support point, (the moment of forces, the scale, the roller), the work with a reinforced roller and with a mobile roller.

		- solves numerical tasks for the calculation of mechanical advantage α, the speed coefficient β and the efficiency η of some simple machines.

Methodological guidelines

For the practical implementation of teaching planning for natural-physical sciences, either inside the lesson, but also outside it in the implementation of curricular activities as well as extracurricular activities, the selection of methodologies is needed, harmonizing with the expected teaching and learning process outcomes and in the context of the CF philosophy and principles.
The success of students in natural sciences subjects depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches, methods, techniques and diverse forms of work. For this purpose, a whole complex of procedures is applied, such as: new information, exercises, tasks, work with projects, practical work and others**.**

The selection of methods is the competency of the subject teacher. It is done in accordance with the needs and demands of the students, the nature of the content of the teaching topic, the didactic basis, the level of education of the students, etc.

The natural sciences are experimental sciences, and it is therefore preferable that the laws, as appropriate, are explained using a test, demonstration or experiment in collaboration with the students, and the teacher should have a leading role. The success of students in natural sciences subjects depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches.
In order to fulfill 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 (the technique of asking questions to students);
* Discussion and collaborative learning (in small groups, larger groups and with all students);
* Teaching that fosters critical, creative thinking and problem solving;
* Learning through projects, fieldwork;
* Teaching through observation, demonstration and experiment;
* Teaching and learning through multimedia tools and in particular through computers;
* Teaching that triggers an independent inquiry;
* Outdoor learning and visits to industrial facilities;

Methods, techniques, and learning strategies in the subject of Physics are important factors for successful learning that promotes students' interest, inclusiveness, interaction and research work. Their selection and use by teachers is done in the light of the development of students' competencies, respecting their different learning styles.

In the subject of Physics, scientific research is the basis of competencies.

The methods that can be used in the subject of Physics are:

- observation,
- modelling,
- experimental and empirical methods,
- forming an idea (assumption)
- ICT use.

These methods cannot be used without combining each other.

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

Modelling implies the construction of an abstract situation that is difficult to observe or impossible to see. This modelling is presented through a text, drawing, mathematical formula, equation in the form of a software program. It is very important to understand the situation in which the model was generated. Modelling should, inter alia, help students understand reality, explain the characteristics of this reality, and predict a phenomenon.

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 quantitative observable elements and to check the validity of the hypotheses raised. When using this method, students use a variety of devices to make measurements, as well as show caution when using them.

Empirical method is based on intuitive models and provides a way to explore the elements of a problem. This method leads to new ideas, hypotheses, theories and techniques for a more detailed research study.

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

ICT - Information Technology supports the demanding process, increases the quality of students' learning and ensures cooperation between them. Through the use of digital tools, students can explore and perceive abstract concepts, as well as discover relationships between objects and phenomena.

Types of individual

- work,
- in pairs,
- in small groups, and
- with all students.

The teacher guides the students in such a way that, with their activities in the classroom, school, laboratory, nature, etc., they can: recognize, observe, arrange, measure, mark, collect data, experiment, oversee, think independently, support and argue their opinions, but always starting from the 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 the implementation of cross-curricular issues

The curriculum conception of the area of natural sciences is based on genuine principles of integration, both between the subjects of the area itself and the area with other areas. In order to provide the student with an integrated lesson, the connection of the area of natural sciences with other areas and specifically with the subjects of these areas is important.
The student cannot perceive reality and know the world around him/her, only through the study of subjects that belong to the area of natural sciences. The area of natural sciences is closely related **to the area of mathematics.**

Mathematics provides natural science subjects with much knowledge that is useful for its study. For example, when the student conducts scientific research, he/she often needs to make measurements, calculations, find the arithmetic mean, master concepts of applied geometry, as well as visualize space. The student uses mathematical language to explain the laws of physics and establish the relationship between variables, such as, in physics, force, mass and acceleration. The use of charts, symbols, and formulas make mathematics a great asset in the service of natural sciences. Also, by studying the natural sciences, the student develops the competencies of problem-solving, investigation, logical reasoning, the conceptual connection between sizes, and modelling.

Languages and communication

In order to analyze and assess the results during the study of phenomena and laws in the natural sciences, the student must develop communication skills and use the science language and terminology correctly. If the student reads, writes or fluently expresses his/her thoughts about scientific information on the universe, subjects, air pollutants, water, he/she correctly develops the competency of communication in Albanian, which significantly develops in the area of "**Languages and communication".** Even the subjects of natural sciences contribute to the expansion and elaboration of the student's vocabulary, encouraging him/her to present his/her

ideas clearly and precisely, orally or in writing. Practical and experimental works, which are the basis for the development of the competencies in this area, give the student the opportunity to develop the competency of language communication and enrich the terminological dictionary through discussions on the description of practical and laboratory works and the explanation of its results. The different terms used in the area of natural sciences are specific to the area and help the student to develop communication competency in the language and its terminology.

Connection of the competencies of the area of natural sciences with the competencies of other areas such as:

Society and Environment treat the natural-social environment as an asset, which must be preserved and used for the good of society.

Physical Education, Sports and Health protects health by complying with the rules of body movements, individual and collective sports activities and the organization of rest.

Life and Work interact actively in achieving the defined objectives, showing manoeuvrability in the use of tools, equipment and information and communication technology to obtain information during research; critical thinking, problem-solving, decision-making, creativity and innovation.

Cross-curricular topics

Cross-curricular topics that can be integrated into the Natural Sciences curriculum for this age of students are:
- Media literacy,
- Personal development and skills for life, and
- Sustainable development education

Media literacy

It refers to the use of media for the provision of new and accurate information, the generation and use of information for research and new scientific discoveries. The topic of media literacy includes content related to publications, awards for achievements in science at the national and international level.

Personal development and skills for life
Skills for life help students make well-informed decisions, solve problems, think critically and creatively, communicate effectively, intellectually and emotionally with others, and build their lives in healthy and productive and safe ways. During the development of this issue, they increase the safety of their health and others, so that they are able to build safe steps, in their environment, to distinguish multiple values, for themselves and for others.

Sustainable development education

It refers to topics of general importance that influence the awareness raising of children/students for an active attitude towards issues in the awareness and preservation of natural assets, at the school 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 a legacy of the future generation.

Assessment guidelines

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

The assessment is a function of:
- Providing the necessary information for the progress of students and their motivation to learn;
- Assessing practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions on student achievements during the learning process;
- Students' self-assessment;
- Improving teaching and learning.

The student 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. Assessment forms 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 students, parents and the community. 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 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 body, teachers' body) in line with the school assessment plan, which is derived from the assessment plan at the MED level and the Administrative Instruction - AI approved by MEST.

Appreciating that assessment is a very complex issue, the teacher must constantly look for opportunities for professional development, research the situation, review the criteria for the

assessment instrument used, and above all have the willingness to be accountable to each stakeholder.

The teacher draws up the annual plan for student assessment, which plan must be approved by all stakeholders (professional body, school management, students and parents), students and parents) and be transparent and distributed in physical form to all stakeholders.

In order to achieve the goal of the new Kosovo curriculum, which originates from the competency-based approach, fulfils the philosophy of the curriculum and in particular achieves results from the natural sciences, it is necessary to recognize an assessment system that is defined by the AI based on the CF requirements.

Instructions for learning materials and resources

For the successful realization of the competencies in natural-physical sciences, it is necessary to use different teaching tools and materials as well as a suitable teaching environment.

- Textual materials: textbooks, workbooks, teacher's book, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias;
- Visual aids – figurative: writing board, photographs, paintings, models, mock-ups, diagrams, graphic tools, etc.;
- Audio-listening tools: radio, tape recorder, telephone, CD player, etc.;
- Audiovisual tools – figurative-audio: television, film, video projector, video player, computer, internet, teletext, CDs, e-mail;
- Learning environment (classroom, laboratory, workshop, nature, farm, etc.)

Subject curriculum/syllabus

Biology

Content

Introduction

Based on the ALO of the curricular area of "Natural Sciences", namely the coherence with the sixth-grade program, as well as the preservation of philosophy, from the general to the specific, from the most known to the unknown, the program for the seventh grade creates the necessary space for the students of this grade to be provided with the necessary basis for human biology, as well as the reproduction of living beings (plants, animals and humans) foreseen by the Kosovo curriculum, acceptable for our schools and applicable to our circumstances. In this context, the proposed content of the biology program for this class is also based on the curricula of other regional countries and beyond and contributes to the development of students' competencies.

The programmatic content of this subject is coherent, logical and applied in accordance with the concept of "The living world" and the CC requirements in the area of sciences. The selection of topics from the specific contents of human biology (anatomy, physiology and morphology) enables students to gain basic knowledge of human construction and development, apply preventive measures against injuries of various etiologies, assess the consequences of toxicomania as well as develop attitudes and social values. With these program contents, we consider that students of this age acquire the knowledge, habits, skills, attitudes and values to face successfully the situations of daily life and the challenges of life.

The program of the teaching subject - Biology 7, in addition to the requirement for the achievement of the area learning outcomes (ALOs), also enables the contribution to the achievement of the outcome of the competences, determined by the core curriculum (CC) of the curricular level III.

The curriculum of the teaching subject, Biology 7, has been designed according to the CC concept with programmatic extension in the vertical direction (grades 1 - 12) and with horizontal extension/interconnection with other curricular areas, in harmony with the student"s development.

The program, Biology 7 - the basis of reference has the concept of the curricular are of the "Living world" with learning subject learning outcomes (SLOs), according to the topics:

- Human organ systems;
- Human reproduction;
- Animal reproduction;
- Plant propagation.

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

The development of the curriculum of the subject of biology is built on the basis of genuine scientific progress, such as form, methodological approach, organization and construction of the subject content, presentation of learning outcomes for competencies, area learning outcomes of natural sciences as well as the selection of sustainable assessment methods and instruments.

The basis of the subject of *Biology 7* lies in the explanation of human organ systems as well as the ways of reproduction in living beings.

Purpose

The curriculum for the subject of biology for grade 7 aims to:

- Develop the student's ability to recognize the structure and function of the human body (organs and organ system) as well as to understand the basic laws of life processes (reproduction).
- Raise awareness of the unity of the construction and function of the structures of the human organism and develop the ability to understand that man is a biological and social being.
- Acquire the habit of maintaining personal hygiene and the skills to apply the acquired knowledge in concrete situations (first aid in case of bleeding, broken bones, resuscitation, etc.).
- Contribute to the development of the student's awareness that life processes, functions and manifestations are mutually conditioned.
- Develop a stable and self-critical personality capable of facing life's challenges.

Biology 7 aims to develop the student's competencies, combining theoretical learning with research methods (direct observation of experiments in the laboratory or in the area, various learning resources, processing of information and presentation of findings, etc.). This enables students to actively develop their competencies and owing to research, to generate information, understand, explain and influence in the relationship between life and nature.

The student, through numerous information, inquires into the root of the problem, develops critical thinking, and applies practical skills in processing, analyzing, arguing and presenting the results of the given problem.

The teaching program of the subject of biology for the 7th grade enables and helps the student in the synthesis of the components of competences, namely:
- Recognizes:
  - Main features of human tissues, organs and organ systems;
  - The glossary (biological terminology) in the area of human biology;
  - Facts, concepts and principles pertaining to the area of human biology;
  - Procedures and methods that are applied in the area of human biology.

- Understands:

- That vital processes, functions and manifestations can be clarified, based on the construction of human tissues, organs and organ systems;
- The importance of the normal functioning of organ tissues and the organ system for maintaining homeostasis in the organism;
- That man is a biological and social being;

- The importance of multiplication for maintaining the continuity of life of the human species, after the individual death of the organism;
- Scientific terms and laws.

- Develops:

● Skills in explaining, comparing and evaluating human organ systems;
● Skills of applying the principles of interdependence;
● Skills for an explanation, analysis and positive impact on the lives of living beings;
● Responsible behaviour during experimental work in the laboratory and nature;
● The skills to consult adequate literature, collect scientific information independently, during the classification of scientific source material, during the promotion of values for a healthy life;
● The motivation to use technological devices and instruments for lifelong learning.

All these abilities, skills, attitudes, values and motivations are achieved by working towards achieving the results of the competencies for the 3rd curricular level.

Topics and learning outcomes

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

The construction of the content of the biology subject for the seventh grade, with the basic concept of "The living world" is broken down into teaching topics, through which the foundation of the science area is included. It is therefore designed on the basis of what the given concept envisages, balancing it with the area learning outcomes (ALOs) and through the themes (content summaries) from which the teachers prepare the teaching units. The topics are broken down into learning outcomes, generalized, which in fact represent subject learning outcomes (SLOs). The NQF philosophical concept is that the school, respectively the teacher, have autonomy and flexibility in the development and implementation of the educational programs, based on the framework foreseen with the Core Curriculum (CC) as well as the educational program designed and approved by MEST, it is possible with the commitment and the cooperation of teachers within the school. The teacher selects different learning resources, selects learning units and designs unit learning outcomes (ULO), which enable the achievement of subject outcomes.

Concept	Topics	ALO
		Describes and explains the growth and survival of living beings depending on environmental conditions, the stability of ecosystems, the construction and function of the main systems of human organs, the structures and processes involved in the growth and reproduction of plants, animals and humans.

Describes the influence of nutrition, physical exercise, medicines and drugs on human behaviour, health and the life process. |
| | | **Subject Learning Outcomes (SLO)** |
| **Living World** | **Human organ systems**

Human beings have different vital needs, which are met in different ways through the function of organs and organ systems such as:

Body covering-skin
Motor system
Digestive system
Blood circulation system
Respiratory system
Excretory system
Nervous system
Senses
and
Endocrine system | - Defines the terms: cell, tissue, organ and organ system.

- Describes the structure, role and importance of the skin.

- Identifies skin regenerations.

- Researches types of skin injuries and protective measures.

- Researches and describes the structure and function of the skeletal system.

- Researches and describes the structure and function of the muscular system.

- Identifies injuries and protective measures of the movement system.

- Describes the process and path of food digestion in human beings.

- Assesses the role of special organs in the digestion process.

- Appreciates the importance of protecting the digestive system.

- Researches and describes the structure and function of the circulatory system. |

		- Researches the composition, role and importance of blood and lymph components.
		- Analyzes the construction and work of the heart.
		- Clarifies the concepts: immunity, allergy and identifies blood groups.
		- Names the airways, describes their structure and function.
		- Describes the mechanisms of pulmonary respiration and its regulation.
		- Assesses the role and necessity of maintaining the respiratory organs as well as the factors that damage the respiratory organs.
		- Defines the term secretion and names the main organs for secretion in humans. - Analyzes the creation of urine. - Researches the possibilities of saving the excretory system. - Researches the construction and functioning of the nervous system.
		- Analyzes the different parts of the nervous system.
		- Analyzes the reflexive arc.
		- Analyzes possibilities for the care of the nervous system and the consequences in case of damage.
		- Names and describes the sensory organs in our body (sense of sight, hearing, balance, taste, smell, skin senses) and analyzes their function. - Identifies injuries and protective measures of the senses. - Names the internal secretion glands in humans and describes their position in the body. - Describes how the endocrine glands control certain organs and functions through hormones.
	Human reproduction	- Describes the structure and function of the human sex glands

	Human health, behaviour and emotions	- Shows that the sexual reproductive system facilitates the process of inheritance (the transfer of genetic information or genetic traits from one generation to another). - Briefly describes the structures of the reproductive systems of the female and male individual as well as their function in reproduction. - Explore body changes during growth, development and the impact of others' reflections on their health. - Identifies services where teenagers can go for help. - Identifies the responsibilities of early parenthood, raising children, family planning, career planning, contraception, decision-making and pregnancy care. - Describes risky behaviours, symptoms, follow-up and prevention of STS and HIV. - Explains sexual rights to himself/herself, others, laws and regulations. - Evaluates the impact of age, gender, religion and culture on relationships with others.
	Animal reproduction	- Applies key words and definitions to a life cycle process. - Researches and describes the forms of reproduction in animals. - Researches and describes the similarities and differences during the reproduction process in different organisms. - Researches the main stages of embryonic development in aquatics (in the example of the frog) and in birds (in the example of the chicks). - Evaluates the role of animal reproduction in the development of the living world.
	Plant propagation	- Researches and describes the forms of plant propagation.

| | | - Researches and describes the similarities and differences during the propagation process in plant groups.

- Evaluates the role of plant propagation in the development of the living world. |
| --- | --- | --- |

Methodological guidelines

For the practical implementation of the teaching program according to the teaching planning for natural sciences-Biology 7, for the realization of the lesson 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 results and in the context of the NQF goals and principles.

The selection of methods is the competency of the subject teacher. It is done in accordance with the needs and requirements of the student, with the nature of the content of the teaching unit, i.e. with the requirements of the expected lesson learning outcomes or learning activity, in harmony with the didactic basis, with the level of the student's education and the targeted competencies.

The natural sciences are developed through research and experiment, and it is therefore preferable that the laws, as appropriate, are explained using a test, demonstration or experiment in collaboration with the students, and the teacher should have a leading role. The student's success in natural science subjects depends not only on the work and commitment of the teacher but also on the motivation, involvement, raising of hypotheses and commitment of the student himself/herself. This is achieved by using interactive and comprehensive approaches.

In order to fulfil 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 (the technique of asking questions to students);
- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching that fosters critical, creative thinking and problem-solving;
- Learning through projects, fieldwork;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through computers;
- Teaching that triggers an independent inquiry;
- Outdoor learning and visits to industrial facilities;

Types of individual
- work,
- in pairs,
- in small groups, and
- with all students.

The teacher guides the student so that through his/her activities in the classroom, school, laboratory, nature and in daily life, he/she is able to recognize, understand, observe, compare, classify, measure, take notes, collect data, experiment, supervise procedure, think independently, defend and argue own opinions.

The student behaves according to didactic principles: from the known to the unknown, from the near to the distant, from the simple to the compound, from the concrete to the abstract, from the particular to the general.

Guidelines for the implementation of cross-curricular issues

Cross-curricular topics represent important curricular content that does not belong exclusively to one subject. They are realized through different curricular (teaching) subjects and are in function of the development of competencies, respectively the achievement of learning outcomes for curricular levels. Their contents come from training on peace, human rights, intercultural education, communication skills, gender issues and civic education including awareness raising of environmental conservation and care, career education and life skills.

How are cross-curricular issues realized?

Cross-curricular issues can be integrated into the Curriculum through thematic units and teaching units, through practical activities in the classroom, but also through joint projects that link the curricular areas.

The cross-curricular topics that can be integrated into the natural sciences school curriculum for this curricular level, i.e. for the seventh grade, are: Media literacy and Sustainable development education.

Media literacy

It refers to the use of media for the provision of new and accurate information, the generation and use of information for research and new scientific discoveries. The topic of media literacy includes content related to scientific publications, awards for achievements in science at the national and international levels. It should also include the advantages, shortcomings and risks of media messages (information), having a critical attitude towards media manipulation and always acting in their (media) use to act in the service of the public good.

Sustainable development education

It refers to topics of general importance affecting the awareness of young people/students, for an active attitude towards environmental issues, in their awareness, increasing the sense of responsibility towards the natural and man-made environment, in the conservation of natural assets, at the local and global level. This includes issues such as: social aspects, economic development, healthy environment, the capacity to face natural and man-made disasters, the use of environmental resources, as the legacy of the next generation.

Assessment guidelines

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

The assessment is a function of:
- Providing the necessary information for the progress of students and their motivation to learn;
- Assessing practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions on student achievements during the learning process;
- Students' self-assessment;
- Improving teaching and learning.

The student 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. Assessment forms should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. The assessment must be transparent to students, parents and the community. An important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural sciences - Biology, due to the specifics of the 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 body, teachers' body) in line with the school assessment plan, which is derived from the assessment plan at the MED level and the Administrative Instruction - AI approved by MEST.

Appreciating that assessment is a very complex issue, the teacher must constantly look for opportunities for professional development, research the situation, review the criteria for the assessment instrument used, and above all have the willingness to be accountable to each stakeholder.

The teacher draws up the annual plan for student assessment, which plan must be approved by all stakeholders (professional body, school management, students and parents), students and parents) and be transparent and distributed in physical form to all stakeholders.

In order to achieve the goal of the new Kosovo curriculum, which originates from the competency-based approach, fulfils the philosophy of the curriculum and in particular achieves results from the natural sciences, it is necessary to recognize an assessment system that is defined by the AI based on the CF requirements.

Instructions for learning materials and resources

For the successful implementation of the Biology 7 curriculum, it is necessary to use different learning materials and tools as well as a suitable learning environment, such as:
- Textual materials: textbooks, workbooks, teacher's books, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias;
- Visual aids – figurative: writing board, photographs, paintings, models, mock-ups, diagrams, graphic tools, etc.;
- Audio-listening tools: radio, tape recorder, telephone, CD player, etc.;
- Audiovisual tools – figurative-audio: television, film, video projector, video player, computer, internet, teletext, CDs, e-mail;
- Learning environment (classroom, laboratory, workshop, nature, farm, etc.)

Subject curriculum/syllabus
Chemistry

Content

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

Introduction

The subject of Chemistry in the 7th grade, for the first time, begins to be taught as a separate subject, within the natural sciences. Students now have prior knowledge of the subjects of man and nature (level 1), biology and physics (grade 6), some properties of different materials, for phenomena and changes that occur in nature. In the 7th grade, this knowledge will be further deepened in order to better understand the processes and changes that occur around them.

In this grade, students will develop learning by explaining and demonstrating ideas and theories that have influenced scientific achievements to date, such as the particle structure of matter, its properties and changes, the properties and role of water for the living world, the sources of its limitations, today and in the future, the role of material recycling, as well as the impact of various substances on the environment.

In addition to learning, students' research skills will be developed through practical/experimental work or by using technological tools.

The program and methodology for the 7th grade are in function of the achievement of the results of the area of natural sciences, as well as the achievement/contribution to the learning outcomes for the degree/competency (level 3).

Purpose

- Understanding Chemistry as a natural and experimental science and its importance to human beings.
- Development of knowledge and understanding of chemical concepts through various activities which include discussions, experimental work and different approaches to research problems.
- Development and cultivation of habits and skills for the use of chemical substances, and laboratory tools, for independent theoretical, experimental and practical work and for environmental protection.
- Activation of as many senses as possible (sight, touch, hearing, taste, smell) for sustainable learning of knowledge.
- Developing autonomous and critical thinking to understand, express and apply chemical phenomena and phenomena that occur in nature and the laboratory.
- Educating students, their parents and the wider school community about the environment.
- Mastering information and communication technology for the collection, processing and presentation of data during scientific research.
- Developing lifelong learning skills.

Topics and learning outcomes

Children in seventh grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Natural Sciences of the third level (Level 3) of the Core Curriculum for lower secondary education:

Concept	ALO, Topic and SLO	
Substance, properties and transformations	**ALO: Distinguishes and classifies substances according to composition, structure, physical and chemical properties, transformations and their use in daily life**	
	Topic	**Subject learning outcomes (SLO)**
	The particulate nature of matter	• Explains the historical development of Chemistry as a natural science. • Defines the scope of study of the subject of Chemistry and its role as a science. • Explains the role of experiment in Chemistry. • Distinguishes laboratory equipment according to its composition and use. • Identifies the signs of danger of substances. • Applies work rules during practical work. • Describes matter and its changes. • Explains the basic properties of solids, liquids and gases. • It demonstrates with experiments the physical and chemical transformations of substances. • Distinguishes pure substances from mixtures. • Identifies the types of pure substances and represents them through symbols or chemical formulas. • Compares the properties of compounds with the properties of the elements from which they are built. • Distinguishes between homogeneous and heterogeneous mixtures. • Practically demonstrates the separation of mixtures by physical methods (magnetic separation method, filtration, distillation, crystallization, decantation and paper chromatography). • Defines the atom as a compound microparticle. • Shows the characteristics of protons, electrons and neutrons in an atom. • Uses the atomic number and mass number to determine the type of atom.

		• Discusses the similarities and differences between isotopes of an element (example isotopes of hydrogen).
		• Shows the arrangement of electrons in energy levels for the first 18 elements in TP.
		• Describes the construction of the periodic table (identifies groups and periods) and the periodic law.
		• Use the periodic table to classify metals, nonmetals, and metalloids.
		• Defines the notion of relative atomic mass.
		• Determines the relative molecular mass using relative atomic mass data from the periodic table of elements.
		• Describes ionic bond formation.
		• Distinguishes atoms from ions based on the number of protons and electrons in the atom.
		• Describes covalent bond formation.
		• Identifies single, double and triple covalent bonds in simple examples.
		• Draws the structure of hydrogen, water, chlorine, oxygen, hydrogen chloride, nitrogen and ammonia molecules.
		• Applies element valence to represent structural formulas for simple examples.
		• Constructs molecular models to represent the construction of molecules.
	Chemical reactions	• Defines the terms: reagent, reactant and product and identifies them in the reaction.
		• Demonstrates examples of chemical reactions occurring in nature and in the laboratory.
		• Describes the changes that occur during the demonstration of a chemical reaction.
		• Determines the coefficients, aggregate states of reactants and reaction products and manages to balance chemical reactions.
		• Distinguish between analysis and synthesis reactions.
		• Applies the law of conservation of mass to chemical reactions in simple examples.
	Water and aqueous solutions	• It shows the characteristic properties of water.
		• Classifies the types of water based on their distribution in nature (atmospheric, surface and underground).

		• Experimentally verifies the components of water using the electrolysis method.
		• Evaluates the importance of water for the development of life, for the needs of hygiene, household, industry, agriculture, etc.
		• Promotes saving water and protecting it from pollution.
		• Demonstrates the dissolution of substances in water for simple examples.
		• Distinguishes solutions according to the aggregate state of the constituent components.
		• Classifies solutions based on the amount of solute (unsaturated, saturated, and supersaturated) substance.
		• Calculates the mass fraction or percentage of solutions for simple examples.
		• Assesses the importance of solutions for the development of life processes.
Earth, environment and universe	**ALO: Explains the composition of the lithosphere, hydrosphere, atmosphere, biosphere, processes in them and simple changes in the position of bodies over time**	
	Earth and atmosphere	• Describes the structure of the earth and its composition (crust, mantle and core).
		• Explains the limited resources of materials we get from the Earth and the role of recycling.
		• Distinguishes the components of air (oxygen, nitrogen and carbon dioxide) and describes their properties.
		• Analyzes the cycle of oxygen and carbon dioxide in nature.
		• Assesses the importance of air components for life processes, as industrial raw materials and their impact on global warming
Living World	**ALO: Describes the influence of nutrition, physical exercise, medicines and drugs on human behaviour, health and the life process**	
	Human health	• Lists the harmful substances found in tobacco and their consequences for the body.
		• Shows the influence of alcohol and drugs on human behaviour and health.
		• Enumerates methods of food preservation from the influence of bacteria and oxygen.
		• Differentiates vitamins according to solubility.

		• Shows the importance of vitamins for the human body.

Methodological guidelines

For the practical implementation of the teaching planning for the subject of Chemistry, either inside the lesson, but also outside it, adequate use of teaching and learning methodologies is needed. Competency learning outcome (CLO) and area learning outcomes (ALO) - represent not only reference points for the selection of contents but also for the selection of methodologies, harmonizing with each other in the teaching and learning process and in the context of the CC philosophy and principles.

The success of students in the subject of Chemistry depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches, methods, techniques and diverse forms of work. For this purpose, a whole complex of procedures is applied, such as: new information, exercises, tasks, demonstrations, work with projects, practical work and others.

The teacher must respect and respond to the interests and values of all groups of students regardless of nationality, race, gender, social and religious status.

Chemistry is an experimental science and it is therefore preferable that the laws, as appropriate, are explained using a test, demonstration or experiment in collaboration with the students, and the teacher should have a leading role.

In order to fulfil 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 (observation, testing, problem-solving);
- Teaching through questions (the technique of asking questions to students);
- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching that fosters critical, creative thinking and problem-solving;
- Learning through projects, research works in the field;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through computers;
- Teaching that triggers an independent inquiry;
- Outdoor learning and visits to industrial facilities;

Integrated teaching and learning

The integration of some topics is necessary in natural sciences in order for students to achieve the best possible results. Phenomena that occur in nature cannot be taught separately or partially, therefore cooperation is needed between teachers of natural science subjects but also other areas so that the topics are presented to the students as complete and in coherence with each other.

Topics and concepts from the subject of Chemistry that can be integrated with other subjects are the structure of the atom, isotopes, forces/bonds between atoms and molecules, properties of matter (with the subject of physics), properties and importance of water for the Earth and the living world (biology, geography, physics), pollution of water, air and the earth (biology, geography), the impact of food, medicines and drugs on health (biology and the area of society and the environment), the use of different types of materials according to their properties (physics, the area of life and work) as well as topics or concepts of others that contribute to the achievement of results for the area or competencies. The presentation and analysis of the outcomes for this grade can mainly be done through ICT and mathematical calculations where integration with these subjects/fields is necessary.

Guidelines for the implementation of cross-curricular issues

The integration of cross-curricular topics in the area of natural sciences helps students to know and understand the world and face life's challenges more easily.
Cross-curricular topics that can be integrated into the Natural Sciences curriculum for this age of students are:
- **Media literacy, and**
- **Sustainable development education**

Media literacy
It refers to the selection and use of media for the provision and processing of new and accurate information, the generation and use of critical information for research and new scientific discoveries. The issue of media literacy includes content related to publications, awards and effects for achievements in science at the national and international level.

Sustainable development education
It refers to topics of general importance that influence the assumption of responsibilities by young people/students for an active attitude towards active stand and action in the awareness and preservation of natural assets, at the school 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, civic action, and the importance of using environmental resources as a legacy of the future generation.

Assessment guidelines

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

The assessment is a function of:

- Providing the necessary information for the progress of students and their motivation to learn;
- Assessing practical and demonstration work;
- Identifying difficulties during the learning process;
- Drawing conclusions on student achievements during the learning process;
- Students' self-assessment;
- Improving teaching and learning.

The student 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. Assessment forms should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques and instruments. The assessment must be transparent to students, parents and the community. An important instrument for assessment, self-assessment and obtaining information on learning progress or stagnation.

Teachers of natural sciences - Chemistry, due to the specifics of the 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 body, teachers' body) in line with the school assessment plan, which is derived from the assessment plan at the MED level and the Administrative Instruction - AI approved by MEST.

Appreciating that assessment is a very complex issue, the teacher must constantly look for opportunities for professional development, research the situation, review the criteria for the assessment instrument used, and above all have the willingness to be accountable to each stakeholder.

The teacher draws up the annual plan for student assessment, which plan must be approved by all stakeholders (professional body, school management, students and parents), students and parents) and be transparent and distributed in physical form to all stakeholders.

In order to achieve the goal of the new Kosovo curriculum, which originates from the competency-based approach, fulfills the philosophy of the curriculum and in particular achieve results from the natural sciences, it is necessary to recognize an assessment system that is defined by the AI based on the CF requirements.

Instructions for learning materials and resources

For the successful implementation of the main competencies and concepts in 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: CD (films, documentaries, video experiments, etc.), the Internet (textual materials, photographs, interactive programs, videos, etc.), encyclopedias, atlases, etc.

To increase the interest and curiosity of students, it is necessary to use different tools such as: a writing board, interactive board, photographs, paintings, models, mock-ups, diagrams, graphic tools, television, video projectors, computers, phones, tablets, etc.

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

CURRICULUM AREA: Society and Environment

Subject curriculum/syllabus
Story
Geography
Civic Education

Subject curriculum/syllabus
History

Content

Introduction
Purpose
Topics and learning outcomes
Methodological guidelines
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Introduction

The subject of History in the seventh grade plays an important role in the development of knowledge, skills, values, attitudes and behaviours of the student. Through this subject, the student will get to know the developments of human society in the historical period of the Middle Ages (centuries V- XV). In this grade, ways of living and social, economic, political, and cultural organization, as well as the material and spiritual world throughout the Middle Ages are treated. By addressing the processes, phenomena and relationships between individuals, groups, societies, states-countries and civilizations throughout this historical period, students will understand the ongoing changes and transformations of human society and historical thought.

Purpose

The purpose of this subject in this grade is for the student to acquire adequate knowledge about the Middle Ages, in order to create a general outlook of this historical period. Also, through this subject, it is intended that during the learning process about the events, personalities and processes in all important areas of medieval society, the student will develop creative and critical thinking, the ability to research and analyze and the development of skills to use different resources. At the same time, the subject aims to cultivate in the student the values, attitudes and behaviour of a responsible citizen, who will recognize and respect different identities, affiliations and diversities, such as: cultural, religious, ethnic, racial, gender, sexual orientations, etc.

Topics and learning outcomes

Students in the seventh grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Society and Environment, of the third level (Level 3) of the Core Curriculum for Lower Secondary School.

Concept	ALO
The individual, groups and social relations	**ALO: 1. Knows the role of the individual, the structure of social groups, the ways of participation and involvement in them** 1.1 Knows social groups and institutions, their structure and organization, as well as their relationship with the temporal and spatial context. 1.2 Defines the profile of outstanding personalities and their contribution to the general development of society or its special areas. 1.3. It explains the space of habitation and action, distribution, and natural

movement of population, migrations, structure, organization, development and transformation of settlements and economy at local, regional and global levels.

Topic	Subject Learning Outcomes (SLO)
The influx of people and the development of new state formations	- Explains some of the causes of the influx of people, the consequences of their embedding in Europe and identifies the new state formations. - Describes the circumstances of the creation and strengthening of the Frankish state and evaluates the role of Charlemagne in the formation of the Holy Roman Empire. - Describes the Viking invasions and analyzes their social and political consequences in Europe and beyond. - Identifies the power relations of the time, the rivalry and armed conflicts between them and the consequences for European society.
Arbers population (Albanians) between Rome and Constantinople	- Defines the territorial extent of the trees and identifies the cultural features and social relations among them. - Describes the position of the Illyrian-Arbers as a result of the division of the Roman Empire (Theodosian Line) and examines the consequences of the division of the Church (1054) to them. - Distinguishes the key elements of Illyrian-Aberi cultural inheritance and appreciates their importance. - Identifies the main cities/towns in the territory of Kosovo during the Middle Ages and compares the way of their organization and operation. - Describes the political-administrative and social reforms of the Eastern Roman-Byzantine Empire, and discusses the position of the Arbers within this system.

		- Explains the circumstances of the establishment of the Principality of Arbri and compares the role of its leaders.
		- Singles out distinguished representatives of arbri generosity, the factors that influenced their empowerment, defines the special principalities and the relationships between them.
	Skanderbeg and his era	- Explains the main features of the personality of Gjergj Kastriot-Skanderbeg as a strategist and statesman.
		- Evaluates the role of Gjergj Kastrioti - Skanderbeg in the establishment of the League of Lezha and analyzes his efforts for the formation of the arbri state.
		- Distinguishes the main battles of the defensive war against the Ottoman occupation and presents arguments for the echo of Skanderbeg's war in Europe and beyond.
	Famous personalities of the Middle Ages	- Identifies the most prominent personalities in the area of art, culture, science, technology and politics in the Middle Ages, and evaluates their activity and contribution.

Socialand natural processes	**ALO: 2. Inquires into social, historical, natural and environmental phenomena and processes, emphasizing interrelationships, interdependencies and mutual interactions**
	2.1. Uses a variety of sources when presenting differences in the way people live in time and space, taking into account general historical, social and natural movements and developments.
	2.2. Explains orientation in space and the position of the Earth in the Solar System, Kompostionompostion of geospheres, the features of the natural and socio-geographical elements of the natural and human environment.

| | **Topic** | **Subject Learning Outcomes (SLO)** |
| | **Eastern Roman Empire - Byzantium, Arabs, Slavs.** | - Describes the factors that influenced the rise, strengthening and expansion of Byzantium and evaluates the contribution of Justinian as a reforming emperor. |

		- Identifies the causes that influenced the weakening of Byzantium and distinguishes the internal and external factors that influenced its fall. - Analyzes the factors that influenced the unification and strengthening of the Arab world and its influence during the Middle Ages. - Defines the circumstances of the influx and settlement of the Slavs in South-Eastern Europe.
	The Far East through the ages V-XV	- Identifies the main aspects of Chinese civilization during this period. - Explains the Mongol invasions led by Genghis Khan and their impact.
	Organization of social life in the Middle Ages	- Illustrates aspects of the daily life of different social strata (village, city) in the medieval world. - Explains the role of the advancement of craftsmanship and trade in the birth of new forms of organization of interest groups (crafts, guilds, hansats, etc.) in medieval society.
	Religion in the Middle Ages	- Analyzes the social circumstances of birth and the spread of the Islamic religion and describes its key characteristics. - Analyzes the role of the church in medieval society, identifies some of the main religious orders and describes the inquisition as a way of combating opposition to it. - Discusses the Great Schism of the West and identifies the first movements to reform the church.
	The Crusades - their impact on the medieval world	- Describes the causes of the organization and the course of the crusades and identifies their main characters. - Identifies crusader (European) settlements in the Near East and their role in East-West relations.

	Ottoman Empire and invasions in the Balkans	- Describes the origins of the Ottoman state and its expansion. - Explains the political situation in the Balkans on the eve of Ottoman conquests. - Compares different data about the Battle of Kosovo, evaluates the cooperation between the peoples of the Balkans, and argues the consequences that this battle had for them. - Analyzes the vassal position of the Balkans princes towards the Ottoman Empire and draws conclusions about the state of the Balkans peoples.
	Humanism and the Renaissance – changes in European society	- Analyzes the cultural, economic and political circumstances in Europe on the eve of and during the period of Humanism and Renaissance. - Lists some of the European humanists, and assesses their influence on medieval society. - Assesses the scientific, cultural and artistic contribution of the representative figures of the Renaissance and evidences their impact on society. - Lists some of the Albanian humanists and assesses their contribution to the Arbri/Albanian and European culture.
Norms, rights and responsibilities	**ALO: 3. Critically examines and applies norms and rules to social 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, and communities and shows tolerance and respect for them.	
	Topic	**Subject Learning Outcomes (SLO)**

	Legal organization of medieval society	- Identifies European and Byzantine legal codes and describes their role in the organization of society. - Analyzes the circumstances of the creation and influences of the Magna Carta on medieval life and the legal system. - Explains the role of Albanian canons (kanun) and their impact on medieval Arber/Albanian society. - Identifies codes/canons in medieval Asia and explains their role in social organization and decision-making institutions.
Decision-making and institutions	**ALO: 4. Gives ideas and proposals as well as makes conscientious and responsive decisions** 4.1. Assesses the impact of individual, group and institutional decision-making in different times and places, creates personal attitudes about them and uses them in daily life. 4.2. Shows care, respect and responsibility for the right decision-making in activities in which he/she is involved (at school, community and beyond).	
	Topic	**Subject Learning Outcomes (SLO)**
	Feudalism as the basis of government	- Explains the main features of feudalism and the reasons for the birth of new social classes. - Identifies the social layers, the relationships between them, and evidences their rights, obligations and responsibilities.
Environment, resources and sustainable development	**ALO: 5. Contributes to the environmental protection and sustainable development** 5.1. Initiates concrete group activities with the aim of community awareness-raising on the preservation and development of the living environment. 5.2. Estimates and acts according to the basic principles of sustainable development.	
	Topic	**Subject learning outcomes (SLO)**
	Scientific and technical advances and their impact	- Identifies scientific, technical-technological advances during the Middle Ages and explains their impact on society.

		- Explains the mutual contribution and influences of East-West science in the Middle Ages.
	on the quality of life and the environment	

Methodological guidelines

Some preliminary preparation is required for successful teaching. Careful planning and selection of appropriate methodologies are key to effective teaching and learning. It is recommended that the teacher carefully reads the competency learning outcomes (CLO), the area learning outcomes (ALO) - Society and Environment as well as the subject learning outcomes (SLO) of History. The results 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 lessons. Therefore, for effective planning of teaching, curricular documents must be taken into consideration constantly.

The practical implementation of teaching planning for the subject of History must be related to the adequate use of selected methodologies, in harmony with the philosophy and principles of the Curriculum Framework. Based on this philosophy, daily planning or the selection of methodologies should focus on practical learning and not only on theoretical one. The teaching and learning of history should be oriented towards developing the student's skills such as observation, research, analysis and decision-making. This is done by using different learning resources and materials, which encourage *"thinking like a historian"*, and cultivate individual skills, values and attitudes. The teacher must always take into account that the teaching of History should help students in solving conflicts in a democratic way, by judging rationally and in cultivating active democratic citizenship. For this reason, it is required that the teacher respect the different learning styles, potentials and individual capacities of the student. The use of different methods, strategies and techniques and their adequate interweaving helps the student to show interest and commitment. The teacher should also take care of the differentiated learning approach. To achieve this goal, a whole complex of procedures is implemented, such as: new information, exercises, individual and group work, researches, tasks, demonstrations, work with projects, etc.

The demonstration is also an important part of the history teaching methodology. This method is effective in teaching and learning because of the visual impact. The teacher and the student, often trying to convey their thoughts, make movements by showing, doing, explaining, etc. The demonstration mainly concerns the planning of any game in the classroom and outside it, i.e. role play, competitions through associations, pantomime, etc. This method is acceptable to the student and helps the teacher to discover and evaluate the different skills of the student. It also develops

effective communication skills, creative thinking skills, emotion management, individual and group responsibility, interactive and cooperative skills, and socialization.

The teacher has an important role in orienting the student for the rational use of ICT and media, which helps him absorb information and prepare for successful engagement. The organization of educational visits and excursions also plays an important role in the all-round development of the student. They enable the student to develop the skills of observation, research and scrutiny, interpretation and discussion of various phenomena of society and the environment.

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

Guidelines for the implementation of cross-curricular issues

The teacher must also take care of dealing with cross-curricular issues/topics. The integration of such topics with the topics/contents of the subject of History helps students to better know and understand events, processes, relationships in society and the environment, their interdependence, and in this way to cope with life's challenges more easily.

Within the subject of History curriculum for this age of students, all cross-curricular issues/topics can be integrated:

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

These topics can be interrelated and addressed during the elaboration of the topics foreseen by the curriculum. For example, when dealing with the topic of the legal organization of medieval society, where the Magna Carta is also discussed, it can be related to education for democratic citizenship, where human freedoms and rights, participation in decision-making can be explained in contexts of time and, how their evolution took place, etc. The same approach applies to the treatment of other topics, for example, the topic/issue of Media Education can serve in the context of students' research on different content by providing material, photos, different maps, etc.

Assessment 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/she has planned, and intended for the student to reach. So, we should assess what we have put as the objective of the assessment, the knowledge, skills, behaviours and attitudes of students. Different forms and instruments can be used for the student assessment at this age, in addition to different types of testing, such as verbal, and non-verbal, student assessment in group work, project work, etc., observations can and should also be made in the acquisition of knowledge, behaviours and attitudes, and the rate of growth of skills and abilities to implement the outcomes envisaged in the Core Curriculum for this level.

For all types of student assessments, the reference points are the subject, area and class level outcomes as well as those for competencies at the grade level. The teacher researches, depending on the children's specifics, to find the most suitable forms for assessing their achievements.

The approach to the new competency curriculum aims to evaluate what the student is able to do, i.e. the assessment of the practical application of the knowledge acquired during schooling. Thus, the application of assessment through the continuous observation of student achievements and keeping evidence for the purposes of documentation and planning further work with students is essential. Observation of group work and individual initiatives can also be assessed through the technique known as the participation bulletin or what is called the checklist etc.

From this age, it is important to cultivate self-esteem habits which can be achieved by keeping students' 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 results for this age of students.

The assessment must have a motivational character so that the student is educated to accept the real assessment and aim for the highest possible achievements.

Instructions for learning materials and resources

For learning history, sources, materials and historical evidence are of particular importance. In addition to the basic textbooks, other sources can also be used, such as: alternative texts, atlases, newspapers, magazines, specialized literature or different manuals, maps, various materials downloaded from the Internet, photographs, artefacts, sequences from various feature films and documentary, songs with epic and lyrical texts, etc. The selection of these resources is recommended to be appropriate for the student"s age and to be combined during their use, e.g. a photo with a descriptive narrative text. During the selection of alternative sources, it is preferable to have a multi-perspective approach, in order for the student to know different points of view and through them to develop historical awareness and education. He/she must understand the complexity of history, the various causes of historical events, as well as their interpretation,

prompting additional questions about sources and other findings of historical truth. The multiperspective approach will enable the student to consider different historical perspectives, which will help them to understand the complicated circumstances of the past. Historical awareness and education should be the basis of historical thinking, which is expressed by the skill of one's own research, the ability to dispute sources by defending and arguing one's own views.

Subject curriculum/syllabus

Geography

Content

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

Introduction

The subject curriculum of Geography for the seventh grade is built respecting the Curriculum Framework and Pre-university Core Curricula, Competency Learning Outcomes, Learning Outcomes (ALO) of Society and Environment, and the curriculum for lower secondary education. In accordance with the vertical methodology (expansion of the teaching of the subject of Geography over the years), respected for decades in Kosovo, the curricular program of this subject comes after the fundamental geographical knowledge achieved by the students in relation to the spatial, technical and orientation aspects, physical-geographical knowledge and human-geographical knowledge achieved in the previous grade.

Through this subject, the student will get to know the regions and the continent of Europe in general. In accordance with the applicable didactic, pedagogic standards and methodology, also promoted by this curricular document, by treating Europe as a separate continent from others and its specific regions, students will understand differences and similarities, relationships between parts and the whole, advantages and the deficiencies shown in the respective regions, economic development and its lack in different regions as well as other political, social and cultural differences (orientations) between regions, peoples and states in Europe.

Purpose

The purpose of the subject of Geography in this class is for the student to develop geographical knowledge and skills for the continent of Europe and its parts, for commonalities and differences, extent and limitations, analyzing from the point of view of being part of this continent.

Furthermore, the knowledge acquired in this grade, from this subject, aims to influence the development of students' critical and creative abilities, skills, values and attitudes, respecting the structure: national, religious, cultural, social and other which is present in Europe, as a common value of all without any distinction.

Topics and learning outcomes

SLOs in this curriculum are based on the topics of the subject, in accordance with the ALO and concepts of the area, in harmony with the third-degree CLO. Students in the seventh grade achieve the subject learning outcomes by complying with the obligations, requirements and norms specified in this document.

ALOs enable the teacher to deliver learning units while respecting his/her and the school's autonomy. This gives freedom to teachers, in accordance with the concrete, unequal conditions (students, equipment, location, etc.), to be able to choose relevant methodologies, but based on SLO and ALO. This naturally means that teachers can use alternative literature and multi-source information to achieve the goal set with this program.

Concept	ALO, Topics and SLO
The individual, groups and social relations	**ALO: 1. Knows the role of the individual, the structure of social groups, the ways of participation and involvement in them** 1.1. Knows social groups and institutions, their structure and organization, as well as their relationship with the temporal and spatial context. 1.3. It explains the space of habitation and action, distribution, and natural movement of population, migrations, structure, organization, development and transformation of settlements and economy at local, regional and global level.

	Topic	Subject Learning Outcomes (SLO)
	Position, borders and size of Europe	▪ Defines the criteria for the division of geographical regions. ▪ Defines the borders of Europe and shows the role of its position.
	Population, cultural and political-administrative specificities of Europe	▪ Distinguishes the largest peoples, cultures and groups of peoples in Europe, in regions and in countries. ▪ Analyzes the way of unitary, federal, republican and kingdom state organization.

Concept	ALO, Topics and SLO
Social and natural processes	**ALO: 2. Inquires into social, historical, natural and environmental phenomena and processes, emphasizing interrelationships, interdependencies and mutual interactions** 2.1. Uses a variety of sources when presenting differences in the way people live in time and space, taking into account general historical, social and natural movements and developments. 2.2. Explains orientation in space the position of the Earth in the Solar System, Compostion of geospheres, the features of the natural and socio-geographical elements of the natural and human environment.

	General physical-geographical aspects of Europe	▪ Identifies the main morphological units (the best-known peninsulas and islands in Europe, the mountain systems - mountain ranges, old mountains, lowlands, plains and the best-known river valleys). ▪ Distinguishes the main climatic types that dominate in Europe. ▪ Analyzes the distribution of rivers and lakes in the continent of Europe. ▪ Analyzes the spread of the plant and animal world in the continent of Europe.
	Southern Europe, natural features	▪ Identifies the peninsulas, islands, other natural objects and countries that make up Southern Europe. ▪ Analyzes the position of southern Europe and its historical influence. ▪ Assesses the impact of the Mediterranean Sea on Mediterranean plant growth and human life. ▪ Distinguishes on the map the most famous mountain systems, plains, heights and river valleys and explains why there are earthquakes and volcanoes around the Mediterranean (Etna, Vesuvius, etc.). ▪ Analyzes the climate factors that affect the climate of Southern European countries. ▪ Explains the poor river network, the small amount of water during the summer and the poverty of the lakes in Southern Europe.
	Central Europe, natural features	▪ Analyzes the geographical position of Central Europe and its importance for other regions of Europe. ▪ Identifies on the map the countries of Central Europe and their neighbors.

		▪ Analyzes the extent of the mountain ranges, the old mountains, the lowlands and the important plains of this region. ▪ Distinguishes and explains the types of climate between the western and eastern parts, the high and low parts of Central Europe. ▪ Identifies the most important rivers and describes their specific features. ▪ The most popular lakes in Central Europe are distinguished on the physical-geographical map.
	Central Europe, natural features	▪ Ranks the peoples of Central Europe by population. ▪ Analyzes the natural, population, cultural, economic and political specifics according to the countries separately, finding similarities and differences between them.
	Western Europe, natural features	▪ Assesses the importance of the geographical position of Western Europe and its role for Europe in general. ▪ Assesses the role of geographic location in the historical events of Western Europe. ▪ Explains the importance of the sea for life and in people's struggle with it. ▪ Assesses the importance of the Ocean and the Gulf Stream to the climate and to human life. ▪ Identifies the most popular ridges, new plains, polders and river valleys. ▪ Justifies the role of river gorges in the form of funnels (estuaries) for navigation.

	Northern and Northeastern Europe, natural features	■ Analyzes the geographical extent of Northern and Northeastern Europe. ■ Assesses the influence of the sea and the climate in this geographical region. ■ Explains the great changes in the relief as a result of the impact of the glaciers. ■ Describes mountainous terrain, mountain plains, fjords, plains and forests. ■ Distinguishes the features of the climate and its differences from the Atlantic to the Russian taigas. ■ Explains the causes of short rivers, with a lot of water and with great energy power. ■ Explains the presence of a large number of lakes. ■ Distinguishes the change of vegetation and animals from north to south and from west to east.
	Northern and Northeastern Europe, socio-economic features	■ Identifies the peoples who inhabit this region and their demographic, cultural and economic characteristics. ■ Assesses the role of assets and natural conditions with the structure of the economy of these countries. ■ Draws positive conclusions about how people have reached a high level of cultural and economic development in difficult natural conditions.

	Eastern Europe with the Commonwealth of Independent States - natural features	▪ Identifies the countries of Eastern Europe on the map and explains the Commonwealth of Independent States. ▪ Analyzes how far Eastern Europe extends and how far the Commonwealth of Independent States extends, as well as clarifies the transitional socio-economic and political position of these states. ▪ Distinguishes large relief ensembles: Eastern European lowlands, Western Siberian lowlands, Turanian lowlands, Carpathian mountain ranges, Greater and Lesser Caucasus, Central Asian mountains up to the Amur River and the Kamchatka Peninsula. ▪ Analyzes climate types from Eastern Europe to the Pacific coast and from the Arctic Ocean to the high mountain ranges in the south. ▪ Interrelates climate to vegetation types by area. ▪ Identifies flows, flow direction and specific features of rivers. ▪ Identifies, names and compares the most popular lakes of Eastern Europe and the Commonwealth of Independent States according to their characteristics. ▪ Identifies on the map the extent of deserts, their names and justifies their presence.
Norms, rights and responsibilities	**ALO: 3. Critically examines and applies norms and rules to social 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.	

	Southern Europe, socio-economic features	■ Defines the natural, population, cultural, economic and political specificities of the Southern European countries.
		■ Identifies the features of water, climate, cultural assets and other ethnic elements of the Mediterranean area and their touristic-economic role.
		■ Identifies the people living in the countries of Southern Europe.
		■ Analyzes the spatial distribution of the population, explains the differences in density, in the different countries of Southern Europe.
		■ It identifies the most popular tourist areas in this region and evaluates the impact of tourism on the economy of Southern European countries.
Decision-making and institutions	**ALO: 4. Gives ideas and proposals as well as makes conscientious and responsive decisions** 4.1. Assesses the impact of individual, group and institutional decision-making in different times and places, creates personal attitudes about them and uses them in his daily life	
Social and natural processes	4.2. Shows care, respect and responsibility for the right decision-making in the activities in which he is involved (at school, community and beyond). **ALO: 2. Inquires into social, historical, natural and environmental phenomena and processes, emphasizing interrelationships, interdependencies and mutual interactions** 2.1. Uses a variety of sources when presenting differences in the way people live in time and space, taking into account general historical, social and natural movements and developments. 2.2. Explains orientation in space and the position of the Earth in the Solar System, Composition of geospheres, the features of the natural and socio-geographical elements of the natural and human environment.	
	Topic	**Subject Learning Outcomes (SLO)**

	Western Europe, socio-economic features	▪ Assesses the importance of the many channels that connect the rivers to each other. ▪ Identifies the five most popular harbours of Western Europe. ▪ Analyzes the geographic extent and economic importance of deposits of coal, oil, gas, iron, and other metals. ▪ Analyzes other aspects related to the position that have enabled the economic and touristic development of this region. ▪ Identifies the peoples of Western Europe by country. ▪ Lists the countries of Western Europe according to the number of inhabitants and income per capita.
Decision-making and institutions **Social and natural processes**	**ALO: 4. Gives ideas and proposals as well as makes conscientious and responsive decisions** 4.1. Assesses the impact of individual, group and institutional decision-making in different times and places, creates personal attitudes 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, community and beyond). **ALO: 2. Inquires into social, historical, natural and environmental phenomena and processes, emphasizing interrelationships, interdependencies and mutual interactions** 2.1. Uses a variety of sources when presenting differences in the way people live in time and space, taking into account general historical, social and natural movements and developments. 2.2. Explains orientation in space and the position of the Earth in the Solar System, Compostion of geospheres, the features of the natural and socio-geographical elements of the natural and human environment.	

	Topic	Subject learning outcomes (SLO)
	Eastern Europe with the Commonwealth of Independent States - natural features	▪ Distinguishes the most popular peoples in Eastern Europe and the Commonwealth of Independent States by ethnicity and religion. ▪ Identifies on working maps the most popular and largest cities of Eastern Europe and the Commonwealth of Independent States. ▪ Analyzes the states according to surface size, population, level of education, political system, urbanization and their economic structure.
Environment, resources and sustainable development	**ALO: 5. Contributes to the environmental protection and 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. Estimates and acts according to the basic principles of sustainable development.	
	Topic	Subject learning outcomes (SLO)
	Central Europe, economic features	▪ Analyzes the extent of the most known coal and iron deposits in this region. ▪ Analyzes the economic development of the Central European countries based on their resources.
	Eastern Europe with the Commonwealth of Independent States - natural features	▪ Distinguishes between tundras, taigas, steppes, their geographical extent and their role in the economy. ▪ Justifies the opening of the canals and their economic importance in the European part. ▪ Identifies on the map the deposits of the most popular minerals in the space of the Commonwealth of Independent States and their economic importance

Methodological guidelines

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

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

Some preliminary preparation is required for successful teaching. Careful planning and selection of appropriate methodologies are key to effective teaching and learning. It is recommended that the teacher carefully reads the competency learning outcomes (CLO), the area learning outcomes (ALO) - Society and Environment as well as the subject learning outcomes (SLO) of Geography. The results 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 lessons. Therefore, for effective planning of teaching, curricular documents must be taken into consideration constantly.

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 daily life. Didactic methods must be combined with each other throughout the lesson, in accordance with the character of knowledge, subject results, as well as in the function of new technologies that can be used by teachers and students.

Competency-based teaching and learning require that in the selection and use of teaching strategies, techniques and methods, the teachers of this subject:

- take into account the student's prior knowledge, skills and attitudes;
- encourage direct observation, curiosity, reasoning and judgment through demonstrations and observations in nature (whenever possible)
- foster critical, creative thinking and problem solving;
- motivate the student, considering him/her as his/her partner and understanding that in the learning process the teacher and the student complement each other;
- support independent learning and cooperation with others, through project work, group work, individual work, etc.;
- take into account the integration and relationship between the subjects of the area "Society and Environment", their applications in daily life, as well as the inter-subject connection (this can become stronger if there is a better level of cooperation in professional activities at the school level):
- to use various sources of information and to appreciate the text as an important but not the only source for the fulfilment of competences, as well as
- use ICT as a support and facilitator of teaching and learning.

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

- Direct teaching (explanation, discussion, clarification, practical exercises and examples);
- Indirect teaching (observation, testing, problem-solving);
- Teaching through questions (the technique of asking questions to students);
- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching that fosters critical, creative thinking and problem-solving;
- Teaching and learning through multimedia tools and in particular through computers;
- Research-encouraging teaching.
- Learning in nature and visits to open spaces (if this is not possible then the mutual bringing of experiences from visits abroad of the teacher and students).

For the realization of the program, the teacher must also take into account the basic principles in the teaching of geography. During the implementation of the geography curriculum, he guides the students so that they, with their activities in the classroom, office, etc., can recognize, observe, line up, measure, mark, collect data, supervise, think independently, defend and argue his thoughts, 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.

In the science of Geography, both for the theoretical knowledge and for the empirical and practical knowledge contained in this subject, a series of knowledge systems are created, such as the knowledge: geomorphic-geographical, climate-geographical, hydro-geographical, bio-geographical, economic- geographical, touristic-geographical, demo-geographical, etc.

Guidelines for the implementation of cross-curricular issues

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

Cross-curricular topics that can be integrated into the area of Society and Environment for this age of students are:

- Media literacy,
- Personal development and skills for life
- Sustainable development education

Media literacy

It refers to the selection and use of media for the provision and processing of new and accurate information, the generation and use of critical information for research and new scientific discoveries. The issue of media literacy includes content related to publications, awards and effects for achievements in science at the national and international levels.

Personal development and skills for life

Skills for life help students make well-informed decisions, solve problems, think critically and creatively, communicate diversely and effectively, intellectually and emotionally before others, and build their lives in healthy and productive and safe ways. During the development of this issue, they increase the safety of his/her health and others, so that they are able to build safe steps in their environment and beyond.

Sustainable development education

It refers to topics of general importance that influence the assumption of responsibilities by young people/students for an active attitude towards active stand and action in the awareness and preservation of natural assets, at the school and global level. This includes issues such as: social aspects, economic and environmental development.

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

Assessment guidelines

Assessment is an integral part of the teaching and learning process. Assessment measures the degree to which the desired knowledge, skills and attitudes have been achieved (by students). It involves collecting information through various assessment techniques to achieve the expected learning outcomes at classroom level and grade level. Assessment serves teachers to improve teaching methods, students to improve learning, and parents to monitor their children's progress at school.

Teachers should use real-life situations as a starting point for student assessment. Different forms of assessment should create opportunities for all students to be assessed in the way that is most appropriate for them.

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

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

The assessment is done view a view to:
- Providing the necessary information for the progress of students and their motivation to learn;
- Assessing practical and demonstration work;
- Identifying difficulties during the learning process;

- Drawing conclusions on student achievements during the learning process;
- Students' self-assessment; and
- Improving teaching and learning.

The assessment requires:
- Clear learning outcomes;
- Motivation of students;
- Recognition of students' experience and skills;
- Clear student requirements and efficient teaching methods and techniques.

The assessment is based on: What do students say, What do they write and What do they do?

Assessment stages:
- Control: e.g. what the student knows (what has been achieved) and what the student does not know (what has not been achieved).
- Measurement: what is controlled is measured.
- Assessment: means setting a judgmental, quantitative or qualitative value based on graded measurement.

There are a number of techniques for assessing knowledge, skills and abilities:
- Oral assessment (questioning, discussion, debate, etc.);
- Written assessment;
- Assessment by listening;
- Assessment through practical work;
- Assessment through student questionnaires;
- Assessment of curricular, subject or inter-subject projects;
- Essays;
- Portfolio;
- Testing - as the progress of measurements according to a certain goal.

Instructions for learning 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, in the application of teaching methods and strategies, as well as makes learning more interesting and fun for the student. The successful use of the aforementioned methods and techniques cannot be realized without the necessary didactic tools, which can be of various types, such as: general, thematic maps, atlases, albums, photos, sketches, models, models, diagrams, graphic tools, educational films, computer, projector, CD, DVD, etc.

Textual materials: textbooks, workbooks, atlases, maps, teacher's books, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc.

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

Suggestions for using ICT
- Using e-mail to exchange information.
- Using the Internet to harness the web for geography.
- Using the PC to gather information on the topics he/she studies.
- Organization and presentation of data, using different types of software
- Using graphics software.
- Graphical presentation of data.

Subject curriculum/syllabus
Civic Education

Content

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Introduction

The Civic Education subject in the seventh grade enables the student to think critically and creatively and to express him/herself effectively. This subject helps the student become successful, a healthy individual, a productive contributor, and above all a responsible citizen.

In the Civic Education subject of the seventh grade, issues such as: social relations, human behaviours and habits, connections and mutual influences of nature and society, social, human and civic values, participation in institutional decision-making, as well as the environment and well-being are addressed.

To become a worthy citizen of the country, knowledge and skills are needed to create good relations with people, manifest correct behaviour and cultivate useful habits. For this purpose, the program contains topics related to social relationships, behaviours and habits. The building of good interpersonal relationships in society that are characterized by the spirit of mutual acceptance, understanding and tolerance enables the creation of social cohesion and a society with fewer conflicts and tensions.

The content of the Civic Education subject includes topics not only on relationships between people or between citizens and institutions but also on relationships between human society and nature. These reports are complex because they contain physical, geographical, ecological, social, economic, cultural, and psychological aspects etc. All these aspects of society's relationship with nature are separate study areas, therefore the basic knowledge from these areas is also very useful for civic education.

The student of this age must understand the relationship with the social circle and the environment where he/she lives, therefore he/she must cultivate and practice civic and humane values. He/she must understand that a democratic society is based on the law, on respect for human rights, respect for diversity, equality of opportunities, transparency, inclusiveness, solidarity and respect for human dignity.

Civic Education teaches the student to become an active and responsible citizen in decision-making, know the types of institutions, their functions and responsibilities, and then know the division of powers, the role of government bodies, the role of civil society, media and social networks. All the knowledge and skills, including those related to the environment and ecology, contribute to the well-being of the student, namely the citizen.

Purpose of subject

For seventh-grade students, it is very interesting to learn the Civic Education subject, because the age of 12-13 represents a very delicate stage for personality development, both in the sense of being equipped with knowledge and skills for life, as well as risk for deviant behaviour or

delinquency. This is the time when puberty begins and the risk for wrong behaviour, influences and orientations of children is possible. Therefore, Civic Education guides the child for right and useful behaviour and actions, both for him/herself and for his/her family, circle and society.

The interest of the family, school and society is that the child achieves the life skills outlined in the Core Curriculum, that is, the child should be: an effective communicator, a creative thinker, a successful student, a productive contributor, a healthy individual and a responsible citizen. The purpose of Civic Education subject is to help students develop these competencies and become worthy citizens of their country.

Topics and learning outcomes

Students in seventh grade achieve subject learning outcomes (SLO) for the topics set out in the table below. The topics and SLO emerged from the concepts and learning outcomes of the domain (ALO) Society and Environment of the third curricular level defined in the Core Curriculum of Lower Secondary Education.

Concept	ALO, Topic and SLO	
The individual, groups and social relations	**ALO: 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 connection 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 areas.	
	1.3. Explains space of habitation and action, distribution and natural population movement, migrations, structure, organization, development and transformation of settlements and the economy at the local, regional and global level.	
	Topic	**Subject learning outcomes (SLO)**
	Social relationships, behaviours and habits	▪ Distinguishes the different types of social relations (friendly, cooperative, approachable, integrative, as well as unfriendly, recessive, exclusionary, discriminatory) and their connections with personal and collective behaviours. ▪ Describes the feeling of warmth and safety that he/she feels at home and at school, being surrounded by close and kind people.

		▪ Classifies and describes the role of various civil society groups and organizations as well as institutions operating in various areas such as: environment, education, culture, public services, etc.
		▪ Describes and compares the function and competences of Kosovo's institutions at the local and central level that serve citizens such as: education, health, environment, employment, justice, infrastructure, culture, economic development, security, protection, migration, trafficking, violence, bullying, etc.
		▪ Analyzes the role of historically prominent personalities at the nation level and beyond and their influence on the establishment of the state, legislative, executive and judicial institutions, organizations, humanitarian associations, etc.
		▪ Analyzes the importance of motivation, engagement, volunteerism, respect, transparency, reporting and accountability for the development of a democratic society and identifies the factors that hinder them.
Social and natural processes	ALO: **2. Investigates social, historical, natural and environmental phenomena and processes, highlighting the interconnections, interdependencies and mutual interactions.** *2.1. Uses various sources when presenting differences in the way people live in time and space, taking into account general historical, social and natural movements and developments.* *2.2. Explains the orientation in space, the position of the Earth in the Solar System, composition of geospheres, features of natural and socio- geographic of the natural and human environment.*	
	Topic	**Subject learning outcomes (SLO)**
	Connections and mutual influences of nature and society	▪ Analyzes the connections and mutual influences between nature and society, taking into account geographical, environmental, economic and cultural aspects. ▪ Analyzes changes in society as general and permanent processes caused by nature or man, such as: earthquakes, volcanoes, floods, droughts, melting glaciers, war,

		epidemics, famine, poverty, unemployment, etc., often interconnected and interdependent.
		▪ Explains the importance of using technology to research and present nature as a function of economic, cultural and touristic development.
		▪ Presents findings from the exploration of nature in the wider environment, such as: flora and fauna, rivers, lakes, national parks, mountains, fertile plains, natural monuments and human impact on nature.
		▪ Analyzes documentaries and various sources about human impact on nature.
Norms, rights and responsibilities	ALO: **3. Analyzes and critically examines and applies norms and social 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 cultures, traditions, different communities and shows tolerance and respect for them.	
	Topic	**Subject learning outcomes (SLO)**
	Rules, norms and laws ———— **Social, human and civic values**	▪ Explains the evolution and operation of social rules, norms and laws then and now. ▪ Compares the unwritten traditions, customs and habits that are practised or were once practised in the family or community, such as: faith, hospitality, engagement and marriage, traditional games, folk festivals, etc., with the written rules, norms and laws that are practised in society and public institutions, such as: school, theater, hospital, police, government bodies, social organizations, etc. ———————————————————————— ▪ Explains the importance of respecting human values for the functioning of a sustainable society, such as peace, freedom, equality, respect for human rights, solidarity, tolerance, charity, volunteerism, forgiveness, reconciliation, help, empathy, salvation, etc. and practice these in everyday life.

		▪ Explains the importance of reporting actions that are contrary to the values of a democratic society such as: racial or ethnic prejudice, gender discrimination, religious intolerance, social exclusion, extremism, radicalism, corruption, etc., to the responsible people and institutions. ▪ Explains the importance of reporting violent actions and illegal activities such as: the trafficking of narcotics, weapons, human beings, forced labour, and inhuman treatment of the vulnerable and victims of trafficking to responsible people and institutions. ▪ Explain the importance of society benefiting from the equal treatment of all citizens regardless of gender, age, social, ethnic, religious, racial, etc., based on international human rights documents.
Decision-making and institutions	ALO: **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 attitudes about them and uses them in his/her daily life.* *4.2. Shows care, respect and responsibility for the right decision-making in activities in which he/she is involved (at school, community and beyond).*	
	Topic	**Subject learning outcomes (SLO)**
	Participation in institutional decision-making	▪ Distinguishes the role of local and central institutions in decision-making for regulating the lives of citizens at the local and state level. ▪ Explains how every citizen of adult age can become part of decision-making institutions at the local and central level. ▪ Demonstrates knowledge and skills to participate in decision-making at the class, school or community level related to his/her peers' interests.

		▪ Analyzes the decisions taken by various groups, bodies and institutions that are of interest to him/her and his/her peers, e.g. for behaviours, evaluation of achievements, involvement or non-involvement in school activities and outside of it, etc. ▪ Identifies and respects decisions issued by the school, local and central institutions that are of interest to him/her, society and the environment (e.g., decisions of various councils that operate at the school, neighbourhood, and country level) ▪ Assesses the role of civil society, media and various groups (NGOs, associations, forums, printed and electronic media, various groups in social networks, etc.), in the interest of improving the quality of life and encouraging citizens to react to various injustices and to give concrete ideas and proposals.
Environment and sustainable development		ALO: **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 awareness of the community for the preservation and development of the living environment.* *5.2. Assesses and acts according to the basic principles of sustainable development.*
	Topic	**Subject learning outcomes (SLO)**
	Environment and well-being	▪ Presents activities that take place in the school, community and beyond, on environmental issues (e.g. student initiatives, school clubs, parents, citizens and NGOs operating in the community). ▪ Explains the importance and demonstrates the skills of saving water, energy, green conservation, waste recycling, plant cultivation, animal protection, in the aspect and function of economic, health and social well-being. ▪ Identifies and analyzes the protective measures of the relevant organizations and institutions for the environment that operate in the municipality and at the country level,

		such as: prevention of water, air, soil pollution, then hunting limitation, animal mistreatment, etc.
		▪ Cooperates with other organizations or relevant institutions for the realization of various activities related to the marking of environmental holidays, such as: World Environment Day, Earth Day, Water Day, Biodiversity Day, etc.

Methodological guidelines

To achieve the expected results for this age and class, the Civic Education subject helps a lot in equipping students not only with knowledge but also makes them skilled in any area. For this reason, there are many methods and strategies as well as techniques that the teacher should use in teaching. E.g. topic: *Social relationships, behaviours and habits*, the student is advised to research the official websites of our institutions operating in Kosovo and bring the various materials to class. Those in groups can divide the roles, e.g., if it is about the legislative institutions, they will have the role of the deputy and from there they will simultaneously analyze several laws, and then try to pass good laws that will be in operation for people. Thus, in classroom conditions, a small parliament will be able to be simulated. When it comes to prominent personalities, of course, the teacher brings to class material with different sayings of prominent world personalities and they will be read and analyzed by the students.

Regarding the topic: *Connections and mutual influences of nature and society*, the teacher can do this through a film or documentary taken from YouTube, which is about ecological disasters, such as: floods, earthquakes, fires, droughts, etc. Based on those images, the students are divided into groups and debate about the consequences that arise from the misuse of natural resources by humans. Similarly, other teaching topics can be realized.

Topic, *Rules, norms and social laws*, can be done so that the students, based on the explanations they have heard from the elders or from their parents, will bring arguments about the old rites and customs. They, of course, differ from region to region, because it is known that the student's structure is quite heterogeneous in terms of regional, social and cultural origins. For these, notes are taken and ranked, drawing out differences and similarities. Of course, this helps us to gradually come to the analysis and comparison of traditions, customs and rituals with the laws issued by the institutions. Thus, the universal character of law is understood, in contrast to the partial and limited character of tradition, custom or ritual.

As for the topic **of** *Social, human and civic values*, it is necessary for the student to feel and understand the variety of human values (peace, freedom, equality, respect for human rights, humanitarian rights, solidarity, tolerance, charity, volunteerism, forgiveness, reconciliation, help,

empathy, salvation, etc.) and try to practice these in everyday life. How can this be accomplished? This can be accomplished during the lesson, but also outside the lesson. In class, the teacher brings the document "Convention on the Children's rights", which is about equality, freedom, solidarity, etc., and based on the knowledge of these rights, they understand the importance of humanity, forgiveness, reconciliation: as civic values and the feeling that we are all equal. While, outside the classroom but on the school premises, various voluntary actions can be organized, understood with the help of teachers and the entire school staff (e.g. the week of solidarity with special needs children, or with the elderly, with citizens who have suffered material losses from floods, earthquakes, fires, avalanches, etc.).

As for the topic of *Participation in Institutional decision-making,* if the student is well informed of his rights; he/she will also be active in decision-making on a personal and group basis, such as: decisions made at class, generation, school, municipality and/or state level. These begin with the councils of students, parents, school and community leaders and professionals. For these, the teacher must make plans in the inclusiveness of the students, adapting them to the abilities for which they are able to make decisions. E.g., the organization of social evenings, excursions, participation in tournaments, competitions, and various school activities.

Environment and well-being is the next topic, where the results oblige us that the student first knows about the importance of his engagement and involvement in various activities. The teacher concretizes this in the classroom; through examples by dividing them into groups and naming them with different club names. For example, the school has a reading club, an acting club, a literary club, a football club, an environmentalist club, a mediating club (for solving problems between students), a recycling club, a hygiene club, etc.

So, the diverse complex of methods and techniques constitutes the teaching strategy and is a function of the curriculum principles. Always taking into account the student's potential, interests, learning styles and the possibility of connecting learning topics with life situations and realities.

Guidelines for the implementation of cross-curricular issues

Cross-curricular issues are topics that must be connected with the results of the area/subject, so attention should be paid to their realization. In the planning stage, the teacher is required to analyze the subject outcomes, the topics and the teaching units and foresee to which cross-curricular issues, defined in the Core Curriculum of Lower Secondary Education are related. In this way, their treatment is ensured. Cross-curricular topics that can be included in the Civic Education subject are:

- Education for democratic citizenship;
- Peace literacy;
- Globalism and interdependence;
- Media literacy, also

- Education for sustainable development

The learning topics that are defined in the subject program of Civic Education are naturally related to the cross-curricular issues defined in the Core Curriculum of Lower Secondary Education. It remains for the teacher to identify them and make the connection with the topics, SLOs and learning units.

Assessment guidelines

Assessment is done with the aim of student progress, tracking learning progress and improving teaching. The assessment is closely related to the methodology, the necessary didactic tools and requires consistency throughout the process. It is carried out through formative and summative assessment using techniques (observation, testing, etc.) and various instruments (check sheets, tests, notebooks, etc.). These methods and instruments are used to see the level of knowledge, analysis, judgment, assessment, giving opinions independently, in this context, how the student is doing discussions, debates, presentations, research, how he/she is collaborating with others, how he/she is using the websites, (e.g., for extracting various legal documents, articles, photos, movies, etc., or using reliable websites, or citing sources, etc.). Above all, the purpose of the assessment is to observe the progress of knowledge acquisition, the development of behaviours, attitudes and values in accordance with life circumstances and situations and the development of teaching based on the student' progress.

Instructions for learning materials and resources

Civic Education can be realized not only through various textbooks but also with many other sources such as: various exercise books, workbooks, brochures, use of the Internet, maps, dictionaries, encyclopedias, daily newspapers, periodicals, radio and television, various empirical projects, software programs, interviews, educational visits, bringing experts to the classrooms, etc.

Of course, all these resources must be provided by the teacher, in cooperation with the school staff, parental staff, etc. Also, the teacher engages the students to research independently, individually or as a group, on certain topics within the course, always based on real documents and using materials with the permission of the author or citing him/her.

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

In the subject of Physical Education, Sports and Health, the primary focus is educating students on the importance of physical activity, sports and health education for human life. This subject is seen as an ideal opportunity for promoting regular physical activity and a lifestyle healthy.

This subject provides many beneficial effects in terms of health for students. People who lead healthy lives and who have regularly included physical exercises in their routine have less chance of developing various diseases. The current way of life coincides with fewer physical activities, as a result of the increased use of cars, the use of technology and insufficient activities at home, the dynamics and modernization of life. Other lifestyle habits are added to this, such as fast food, and weight gain, which contribute to increasing the risk of chronic diseases. It is important that students develop physical and sports activities integrated with education and health education to enjoy health and well-being.

Purpose

The purpose of the subject of Physical Education, Sports and Health for the seventh grade is to achieve the learning outcomes of the competencies planned for the third degree and to achieve all the learning outcomes of the area defined in the curriculum and the Core Curriculum.

Physical Education, Sports and Health helps students develop the necessary knowledge, skills, habits, values, attitudes and competencies, which ensure the well-being of their mental, emotional, physical and social health, to successfully face the challenges of life. present and future.

1. **Thematic/teaching units throughout a grade/school year:**

   - Sport, its role and impact on health and well-being,
   - Anthropometry and motor skills;
   - General rules and technical-tactical elements of collective and individual sports,
   - Athletics and sports gymnastics, rhythmic,
   - Healthy eating,
   - Addictive substances, as well
   - Physical activities in nature and the importance of the environment.

Topics and learning outcomes

Concept	ALO, Topic and SLO	
Complete physical, mental, emotional and social well-being	*ALO: 1. Explains and analyzes concrete actions for maintaining the physical, mental, emotional and social well-being of himself/herself and others such as in the family, with colleagues and with community members in different situations.*	
	Topic	**Subject learning outcomes (SLO)**
	Sport, its role and impact on health and well-being,	Student: • Recognizes peer pressure in different situations before, during, and after physical, sports activity and reacts appropriately. • Analyzes values such as equality, diversity, respect, acceptance, tolerance during activities or debates in the classroom and environment
Comprehens ive and harmonious development of the body through physical and sports activities	ALO: *2. Demonstrates skills while practising techniques in sports disciplines (athletics, gymnastics, combat sports, etc.) reinforcing individual and collective psycho-physical skills with movement combinations and inclusion of different forms of movement.* *2. Lists, and describes the elementary rules of different team sports and demonstrates skill during the exercise of technical elements in team sports.*	
	Topic	**Subject Learning Outcomes (SLO)**
	Anthropom etry and motor skills	**Student:** • Describes and compares the anthropometric results as well as comments on the findings. • Demonstrates motor skills during motor tests and compares the results achieved with the preliminary results.
	General rules and technical-tactical elements of collective and individual	**Student:** • Explains general rules and demonstrates skill in performing technical and tactical elements in basketball. • Explains general rules and demonstrates skill in performing technical and tactical elements in volleyball. • Explains the general rules and demonstrates skill in the realization of technical and tactical elements in football. • Explains general rules and demonstrates skill in performing technical and tactical elements in handball.

		• Explains the general rules and demonstrates dexterity in the realization of technical and tactical elements in individual sports: table tennis, tennis, badminton, etc. • Explains the general rules and demonstrates skill in the realization of technical and tactical elements in swimming. • Explains general rules and demonstrates skill in performing technical and tactical elements in skiing. • Explains general rules and demonstrates skill in performing technical and tactical elements in marshal arts.
	Athletics and sports, rhythmic gymnastics	**Student:** • Describes the disciplines of athletics. • Demonstrates skill in performing techniques in various athletic disciplines. • Explains the disciplines of sport and rhythmic gymnastics. • Demonstrates composition of different exercises on the parterre, on different instruments and dances.
Promotion of active and healthy lifestyle		*ALO: 3. Researches the classification system of labelled food, understands that people have different needs for food and their needs change at different stages of life on how they should be fed.*
	Topic	**Subject Learning Outcomes (SLO)**
	Healthy eating	**Student:** • Distinguishes different types of food and knows the ways of using food items. • Explains the consequences of consuming energy stimulants. • Evaluates his habits in relation to the quantity and quality of food.
Awareness raising on the impact of the use of addictive substances		*ALO: 4. Recognizes and distinguishes dangerous situations, negative phenomena and habits (negative substances, tobacco, alcohol and drugs) and understands how to prevent them)*
	Topic	**Subject Learning Outcomes (SLO)**
	Addictive substances	**Student:** • Explains the circumstances and factors that promote smoking, alcohol, drugs and other substances. • Creates a rejection attitude towards tobacco, alcohol, drugs and other substances.

		• Interprets legal norms governing the consumption of tobacco, alcohol, drugs and other substances.
Education on the environment and sustainable development	*ALO: 5. Knows natural resources, rules of behaviour, in nature, in camps and uses them to develop physical skills.*	
	Topic	**Subject Learning Outcomes (SLO)**
	Physical activities in nature and the importance of the environment	**Student:** • Actively participates in at least one organized outdoor physical activity. • Evaluates the benefits of using the natural environment and closed environments for various physical and sports activities.

Methodological guidelines

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

Good organization of the lesson means that the students are placed in concrete practical situations where they have the opportunity to develop physically, psychologically, emotionally and socially. Particular emphasis should be placed on maintaining personal and environmental hygiene. We must also take into account the safety of students in terms of safe practices which should be made a habit among students so that they are followed throughout their lives.

Teaching is an interactive process and is concerned with the fact that its main function and purpose is learning. This is the most basic characteristic of all student-centred methods and techniques used in the seventh grade, including other methods and techniques that ensure comprehensive teaching for all students.

Some of the methods that can be used are:
- verbal method: widely used in teaching this subject,
- demonstration method: it is very efficient for the acquisition of new movements by students,
- method of practical exercise,
- the integral (whole) method is used to present the exercise as a whole with all its component parts,

- the analytical method (partial) helps in the acquisition of complex and more difficult exercises, discussion, brainstorming and others which the teacher selects depending on the content of the topics.

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

Guidelines for the implementation of cross-curricular issues

Interrelations between different curricular areas take a special place in the subject of Physical Education, Sports and Health as it helps the student to understand, reinforce and apply the acquired knowledge in practice.

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

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

- Media usage refers to the use of media for the provision of new and fair information, the creation and use of information, communication through traditional and digital media, media criticism, media language and its impact on society, the expectations of citizens from the media and fair and safe use)

- Sustainable economic development education, community services; security, protection of the natural and human environment and the development of ecological attitudes;

- Language and communication skills across the(good quality of communication in all subjects);

- Personal development and life skills (education for consumption and savings; respect for oneself and others, tolerance, self-restraint, the ability to negotiate; own initiative and preparations for the future).

- Sustainable development education refers to topics of general importance to influence the awareness of students for an active attitude towards environmental issues and phenomena, at the local and global level

In general, the area outcomes affect cross-curricular issues, so care must be taken to adequately treat them in the teaching units. The realization of the content in the subject Physical Education, Sports and Health for the seven grade is done through the use of different teaching methods and techniques which must be in accordance with the age of the students but also adapt to the content in order to achieve the outcomes set by the program.

Assessment guidelines

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

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

- Verbal description of movements to be improved
- Uses encouraging words and expressions while teaching
- Written tests;
- Active participation during the lesson;
- Essay (individual or group research on different topics);
- Video recordings;
- Tactful correction of wrong movements;
- Checklist;
- Active participation in basic games during the classes;
- Choosing the fastest students in running;
- Composing physical exercises and points;
- Scores system for special exercises;
- Scores system for composed dance;
- Scores for individual action;
- Scores for the best group during the play or competition, and
- Scores for the movement schemes of different running.

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

The student portfolio is another option that can be used to assess and self-assess performance during the school year for a specific area. It may contain practical thematic tasks, photos and CDs

demonstrating motor skills for different program lines, engagements in different school activities, etc.

Instructions for learning materials and resources

For the successful achievement of competencies in the area of Physical Education, Sports and Health, it is important to use different learning resources that motivate children and stimulate their progress in order to create habits and skills necessary for life.

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

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

CURRICULUM AREA: Life and Work

Subject curriculum/syllabus
Technology with ICT

Subject curriculum/syllabus
Technology with ICT

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Introduction

In the are of "Life and Work" in grade VII, the main subject is Technology with ICT.
The subject Technology with ICT aims to develop practical skills in students, starting with the use of plastic, paper, wood, work tools, data processing with computer programs, as well as developing critical thinking during the creation of models in practice.

Within this subject, modules will be developed which aim to fulfil the main concepts of the field "Life and Work" for level III, such as:

- Career Counseling and Guidance,
- Work and Education for entrepreneurship, as well as
- Sustainable development education

Through Technology and ICT, students will get to know the different roles of individuals in life and at work; citizens, producers, consumers, employers and employees. At the same time, students will become aware of the possibilities of professional orientation.

Purpose

The purpose of this course is to develop critical thinking in students, enabling them to solve practical problems, make decisions, work independently, work with projects through the use of ICT, life skills, and orient them towards their own goals.

Topics and learning outcomes

Children in seventh grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the area learning outcomes (ALO) of Life and Work of the third level (Level 3) of the Core Curriculum for lower secondary education:

Concept	ALO, Topic and SLO
Technology including ICT	**ALO:** **1. Understanding and practising practical work at home, 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 plan presented.*

1.3 Develops practical activities through working with projects at school, home and other extracurricular facilities.

2. Enhancing personal qualities for life and work

2.1 Understands correctly and applies written instructions and visual displays for various practical activities.

3. Understanding and using technology for daily life and work life

3.1 Describes and analyzes manuals for household tools and machines.

3.2 Uses tools, tools and adequate materials to work products, simple models, based on sketches and instructions.

Using ICT to advance learning and the quality of daily life

4.1 Uses information from electronic sources to clarify knowledge in certain contexts.

4.2 Applies ICT in the content of different teaching subjects towards digitization in learning.

5. Entrepreneurship and business plan development exercise

5.1 Understands the ethical and economic aspects of the family economy, and in particular the saving actions in the family.

6. Promotion of safe conditions for life and work

6.1 Implements rules for protection and safety, prevents and helps manage risks at work.

8. Communication in/for life and work

8.1 Identifies various sources of information and orientation for education, professional training and employment (in the media, internet, etc.).

9. Protection and preservation of nature and environment

9.1 Addresses present and future challenges constructively and creatively to create a more sustainable society.

9.2 Engages in maintaining the ecological balance of the environment.

Topic	Subject Learning Outcomes (SLO)
1. Materials and their processing	**Student:** Describes plastic articles, their production through the digital presentation, and methods of processing artificial materials. Analyzes the forms of material processing by describing the raw material, the process and the new material. Distinguishes the types of plastic materials according to their function and use in everyday life. Uses different tools for processing materials. Classifies hand tools by function, occupation and material.

		Performs processing in different forms of objects with artificial materials and creates different models from them in the cabinet.
		Shows the properties and applications of thermoplastic materials.
	4. Human and society in technology	Student:
		Shows the importance of food technology and its function through various presentations.
		Presents the plan for the use of healthy food through various projects.
		Analyzes the trading of products in Kosovo with the surrounding states.
		Presents transportation as part of technology and importance in our life through different activities.
		Creates ideas for the preservation of the environment for the realization of various practical activities.
		Creates various publications for environmental awareness in digital form.
		Plans and implements activities with the community for the use and impact of technology in society.
	3. Design skills	**Student:**
		Implements idea initiation and sketching.
		Applies the perpendicular projection of the body in three planes.
		Compares two and three dimensional objects in and out of school.
		Creates various projects in digital design programs.
		Analyzes the use of programs with ready-made objects and those constructed from scratch according to the idea.
		Represents the idea in graphics through technical drawing with drawing tools.

		Constructs the perpendicular projection of objects.
	6. Information and Communication Technology	**Student:** Uses word processing software independently. Use word processing programs to insert different objects, create tables and graphs, perform printing, other actions on the work page. Writes various texts, creating and editing various articles on education, sports, health, etc. Describes the operation of the computer network, protocols for Internet communication. Distinguishes the operation of URL structures on the Internet through practical and graphical representation. Create plans for data protection, Internet security. Presents different solutions for internet security. Creates BLOG for communication with others. Creates various digital projects for technology, environment, materials, etc.
Career counselling and guidance		**ALO:** **ALO 2: 1. Understanding and practising practical work at home, school and in the community** *1.2 Performs concrete practical activities according to the plan presented.* **2. Enhancing personal qualities for life and work** *2.1 Understands correctly and applies written instructions and visual displays for various practical activities.* **Using ICT to advance learning and the quality of daily life** *4.1 Uses information from electronic sources to clarify knowledge in certain contexts.* **7. Preparation for professional life and future career** *7.1 Shows decision-making positions in different situations, giving reasons for the decisions he makes.* **8. Communication in/for life and work** *8.1 Identifies various sources of information and orientation for education, professional training and employment (in the media, internet, etc.).*
	Topic	**Subject Learning Outcomes (SLO)**

	7. Career counselling and guidance	**Student:** Gets informed by different sources, forms and ways about the role of timely education for his future career. Presents his ambitions for a certain profession. Describes ways of planning for the future in different visual, technological forms. Demonstrates personal skills and qualities by applying them through various activities. Performs team activities related to informing different professions. Forms beliefs about his career orientation, without impositions from the environment and family.
Work and education for entrepreneurship		**ALO:** **1. Understanding and practising practical work at home, school and in the community** *1.1 Implements individual and group activities, in the school environment and in the community.* **2. Enhancing personal qualities for life and work** *2.1 Understands correctly and applies written instructions and visual displays for various practical activities.* **3. Understanding and using technology for daily life and work life** *3.2 Uses tools, tools and adequate materials to work products, simple models, based on sketches and instructions.* **Using ICT to advance learning and the quality of daily life** *4.1 Uses information from electronic sources to clarify knowledge in certain contexts.* **6. Promotion of safe conditions for life and work** *6.1 Implements rules for protection and safety, prevents and helps manage risks at work.* **8. Communication in/for life and work** *8.1 Identifies various sources of information and orientation for education, professional training and employment (in the media, internet, etc.).*
	Topic	**Subject Learning Outcomes (SLO)**

	8.The new entrepreneur	**Student:**
		Describes the idea as an entrepreneur.
		Creates a new product as an entrepreneur.
		Changes an existing product.
		Describes the role of investments.
		Organizes charity group activities with a focus on entrepreneurship.
		Compiles the plan on how to manage the money earned.
		Presents the work of a successful entrepreneur.
Sustainable education development	**ALO:** **1. Understanding and practising practical work at home, 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 plan presented.* **2. Enhancing personal qualities for life and work** *2.1 Understands correctly and applies written instructions and visual displays for various practical activities.* **3. Understanding and using technology for daily life and work life** *3.2 Uses tools, tools and adequate materials to work products, simple models, based on sketches and instructions.* **Using ICT to advance learning and the quality of daily life** *4.1 Uses information from electronic sources to clarify knowledge in certain contexts.* **5. Entrepreneurship and business plan development exercise** *5.1 Understands the ethical and economic aspects of the family economy, and in particular the saving actions in the family.* **6. Promotion of safe conditions for life and work** *6.1 Implements rules for protection and safety, prevents and helps manage risks at work.* **9. Protection and preservation of nature and environment** *9.1 Addresses present and future challenges constructively and creatively to create a more sustainable society.* *9.2 Engages in maintaining the ecological balance of the environment.*	
	Topic	**Subject Learning Outcomes (SLO)**
	2. Working skills	**Student:** Performs processing in various forms of objects with artificial materials inside and outside the classroom.

		Creates different models with plastic materials in the cabinet.
		Sketches and creates the winch model, other models, according to the criteria given in the book or manual with adequate materials.
		Creates different projects through ideas with materials such as: rulers, pencils, cutting blades, glue, paints, plastics, plywood boards, threads, markers, etc.
		Creates different models by presenting polymers.
		Produces plastic material through simple procedures with materials such as milk, vinegar and other necessary tools.
		Creates and uses measuring instruments to perform various activities as needed.
		Performs practical tasks to illustrate the use of measuring instruments and their function.
	5. Structures, mechanisms, forces and energy	**Student:** Describes the division of structures with practical construction examples. Presents with activities the strength of materials during use. Explains the importance of electrical and electronic devices used in daily life and their impact on society. Creates levers, simple machines using materials found in the classroom and classifies types of levers by use and function. Uses the simplest sources of electricity during practical work and distinguishes between renewable and non-renewable sources of electricity. Describes the building blocks of a simple electrical circuit, with a switch, etc. Distinguishes between sources of electricity that pollute the environment and ecological ones through the realization of different activities.

		Explains the operation of the engine, the conversion of electrical energy into mechanical energy.
		Distinguishes between the alternating current and the continuous current during the realism of practical work at school.
		Analyzes key work during a school activity.
		Presents types of mechanical transmitters through graphics and hands-on work.
		Distinguishes transmission by type, size and position of wheels, from input to output wheels.
		Compares types of gear transmission mechanisms during practical work.
		Describes the use, operation, and importance of hydraulic and pneumatic equipment, and analyzes the component parts and operation of simple systems
		Perform practical activities showing the operation of a simple hydraulic and pneumatic system.

Methodological guidelines

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

In the new KCF, the basic teaching methodologies are:

Student-centred and inclusive teaching and learning, which takes into account and addresses different learning styles, the way and speed at which students learn, and other aspects of student diversity, including; gender, age, culture, social and economic background, as well as the special needs of students, either for the aspects of complementary learning or for those of additional learning.

Differentiated teaching and learning - students in this part are intended to engage in forms according to learning styles and forms of presentation of their ideas. By planning the lesson, the activity, the instruments for the individual, not the group, then we say that we have analyzed each student in class, achieving differentiated learning.

Teaching and learning based on cross-curricular issues *The integration of cross-curricular issues can be achieved through:*

- Finding correlations between subjects/topics or teaching units in order to realize any of the competencies, for example, if the teaching topic is environmental protection, it is also related to linguistic, literary, technological issues, but also to mathematics, civic education etc. (see the CC).

Teaching and learning based on extracurricular issues, a method where students can develop extracurricular activities, e.g: visits to mechatronics laboratories, forests, textile factories, etc.

The methodology correlates the special contents of the teaching subjects in order to achieve the learning results of the learning fields with the learning results of the main competencies - for degrees and levels. Almost the entire activity of the area "Life and Work" is based on practical work. The methods used in this field should enable the concretization of theory in practice. Cooperative learning enables students to learn actively and express their practical skills. Cooperative learning promotes higher-order thinking, raises motivation and morale, teaches interpersonal skills, promotes understanding between students and groups, etc. SEE THE PRACTICAL GUIDE: AREA OF LIFE AND WORK, page 59

Guidelines for the implementation of cross-curricular issues

Within the curricular area of "Life and Work", one of its important goals is the realization of cross-curricular issues. This will help in achieving the key competencies envisaged by the KCF. Some of the cross-curricular issues that must be taken into consideration at this level, but which can be addressed continuously at other levels, are:

- Media awareness;
- Development of ecological attitudes;
- Language and communication skills;
- Gender equality and tolerance;
- Voluntary work;
- Education about the risk of natural disasters;
- Skills for life;
- Cross-curricular communication through ICT.

For more on these issues, consult the Core Curriculum for Lower Secondary Education.

Assessment guidelines

Based on the two types of learning results at the curricular level (CLO-competency and ALO) and on the annual, bimonthly and then weekly lesson plans, also monitoring and evaluating the performance of students in relation to these plans, must comply with the assessment types, as defined in the CCC, respectively the CC (Chapter VII). This means that during the entire school (teaching) year, the continuous assessment of each student's performance will be done and the focus should be on achieving the results that are planned in the bimonthly, weekly and lesson plans. On the average of the continuous assessment, respectively on the arithmetic average of the numerical grades that the student has been assessed by the teacher during the entire school year, the final assessment is made at the class level and for each curricular field, subject; the student is assigned a letter/number grade, as provided in the CC. The same procedure should be continued with the assessment in subsequent classes, within the given curricular level and thus, to reach the final assessment, at the level of the curricular level (read the final and final assessment procedures in the CC, Chapter VII).

The assessment should now be based on AI 08.2016, which clearly defines the division of the assessment into periods, also the assessment based on the relevant scale.

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

- First, for the specific curricular area, we determine which competency outcomes are planned in the teaching plans we will measure;
- Then, we determine the level of achievement of competency for the age of the students, because these results, as we know, must be reached at the end of the scale and are not broken down. (Remember the breakdown of competency scores by grade! See the guide section II.3.1, Competency-grade learning outcomes (CLO) and their accessibility, the example of breaking down the outcome III.3, IV.1 (level III) and IV.1 (level II);
- Then, the topic or teaching unit is assigned through te which we measure the competency outcome;
- In the end, assessment criteria and adequate techniques and instruments are determined through which the competency outcomes (CLO) are assessed.

A good example of CLO assessment:

KOMPETENCA I.Kompetenca e komunikimit dhe e të shprehurit Komunikues efektiv	AKTIVITETI	NIVELI I ARRITJES SË NXËNËSIT					KOMENTE	LLOJET E PËRKRAHJES PËR NXËNËSIN				
		1	2	3	4	5		Përkrahja përmirësuese	Mënyra	Përkrahja për të talentuarin	Mënyra	
II.Harton planin e punes per realizimin e nje krijimi/detyre duke percaktuar fazat kryesore sipas fushes mesimore (letrar, shkencor, artistik).	1.Skicimi i objekteve të ndryshme me përmasa të zvogëluara në,perspektive							Udhëzimi i drejt në format e skicimit, paraqitjes objekteve me dorë të lirë dhënia e një shembulli nga vet mësimdhënësi	Forma grupore duke nxitur bashkëpuni min drejtë përmirësim it në skicim të drejtë të objekteve.	Skicimi i dy apo më shumë modeleve të objekteve me forma dhe përmasa të ndryshme.	Forma individuale që nxjerr në pah nxënësit më të talentuar.	

How can the achievement of the learning outcomes through the learning unit be assessed?

After you have selected the learning unit that you will develop in the following days, draw up an assessment plan for this unit. Define learning outcomes based on CLO and ALO(SLO), choose an assessment technique and set success criteria (remember lesson planning).

One of the strategies for assessment is also the *Column* that can be used by the students themselves to measure their level of achievement. This assessment strategy is mainly based on the learning outcomes of the lesson (lesson plan). Achievement of outcomes is demonstrated based on the degree of fulfilment of activities. Each level of achievement is colour coded.

File (portfolio)

It is a purposeful collection of student work that shows his efforts, progress, and achievements in a particular subject area. This includes student participation in the selection of portfolio content, selection guidelines and assessment criteria to demonstrate merit and evidence of student self-reflection.

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

Instructions for learning materials and resources

New approach lesson plans enable teachers to be autonomous in the selection of content, teaching methodology and also teaching materials.

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

CC principles. Adequate selection of materials, in accordance with the teaching topic and the student's potential, affects the stimulation of their progress towards the development of habits and skills necessary for life and work.

Nowadays, the textbook is not considered the only and sufficient source for the development of the student's competencies, because it cannot convey the rapid developments that are taking place in the various areas of social life, and it is also not suitable for all students. of the same age in terms of cognitive levels.

This tells us that teachers should also provide other learning materials to help students develop their competencies. Learning materials do not have to be expensive and sophisticated. Many learning activities can be realized with materials created by the teachers, but also by the students themselves; *remember to learn by doing!*

The creation of these materials can also be done by recycling materials, such as: paper, newspapers, old clothes, food packaging, wood chips, leaves, ropes, clothes buttons,..., etc., respectively with things that can every home has and doesn't use them anymore. Also, in some cases, teachers together with students can recycle them themselves.

Materials for the seventh grade can be used: wood, paper, glue, etc. Work tools must be adapted to the age of the students and ensure the form of risk prevention in practical work.

To carry out the planned activities, the teacher can use different resources, either electronic or written, such as: workbooks, brochures, atlases, encyclopedias, educational softwaree, projects, various studies, analysis, etc.

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